

Curriculum Knowledge: School Horizontal Learning Map

School: St Catherine's C of E School	
Completed by a School Leader/ Key Stage Leader:	Name/ Signature/ Date: Louise Hussey December 2021
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Monitored by Curriculum Leader: To ensure subject coverage and weighting.	Name/ Signature/ Date: Louise Hussey, Pippa Warner, Leanne Roberts, Anna Rowe, Libby Phillpotts, Jo Williams, Rebecca Brewer, Steven Prosser Jones, Sally Powell, Richard Hudson
Recommendations:	
<p>It is recommended to use Humanities Subjects first as the subjects to enable strong connections with other subjects.</p> <p>Science will be taught through all concepts as it is a core subject. Always ensure there are strong connections and links to prior learning and concepts and where applicable between subjects.</p> <p>At times, there may need to be isolated subjects to ensure coverage e.g. RE, PE, MFL, etc where strong connections cannot be made.</p> <p>Always ensure you are subject specific with the children e.g. they know it is a geography lesson.</p> <p>All topics begin with a guided reading lesson to introduce the knowledge organiser and do the first quiz. In the first week, a vocabulary lesson should be shared. Children should be given a knowledge organiser and vocabulary mat to take home and another to stick into their Knowledge Book.</p> <p>Some subject concepts are covered each year or over a two year period within the school vertical progression map. Other subject concepts will be touched upon within a block as part of good quality learning provision.</p> <p>Whilst a priority capability is chosen, other capabilities will also be touched upon within a block as part of good quality learning provision.</p> <p>For more detail about knowledge and skills progression, please refer to each subject's knowledge and skills organiser. Please note that SMSC features throughout the provision and within other subjects.</p> <p>Diversity: we have carefully planned our curriculum to include diversity (gender, disability, BAME – Black, Asian and Minority Ethnic) to ensure it is a diverse and inclusive curriculum. Where there are key links, these are highlighted below in orange.</p> <p>Climate Curriculum: We have carefully planned in opportunities for pupils to study climate change. Where there are key links, these are highlighted in green.</p>	

Learning Connection block	Innovation and Change		Invasion and Connections		Culture and Contrasts	
Learning Connection Lead Subject	History	Geography	History	Geography	History	Geography
Time of Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2

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Year 1	<p>Priority Subject History: Our Monarchy –Queen Elizabeth II - <i>What changes has Queen Elizabeth II seen between 1953 and today? Changes within living memory/</i> Significant individual (Explore diversity within Commonwealth countries (and explore / compare British Monarchy with Kings and Queens of other countries)</p> <p>Additional Subjects RE- God -<i>What do Christians believe God is like?</i> Harvest Celebration Science Everyday Materials (Discuss famous Scientists and their achievements) Computing Online Safety: We are kind and thoughtful Art Drawing (Chinwe Chukwuogo and Nicky Phillips) PSHE Welcome to school</p>	<p>Priority Subject Geography: Who am I? 'Moor Walk' Explore where I am – Cornwall -Locational Knowledge/Geographical skills and fieldwork Additional Subjects RE - Incarnation - <i>Why does Christmas matter to Christians?</i> Global Objectives: <i>Christian Christmas around the world</i> Christmas Celebration Science Everyday Materials Art/DT Christmas Craft/Clay tile Computing Digital Painting -We are painters (Illustrating an eBook) PSHE People who care for us (Roles different people play Recognise the ways in which we are same and different) Rights, responsibilities and respect SMSC UNICEF (Children from around the World)</p>	<p>Priority Subject History: The Great Fire of London -What caused the fire? What impact did it have? Who was Samuel Pepys? -the lives of significant individuals in the past/events beyond living memory Additional Subjects RE <i>What does it mean to belong to a faith community?</i> Science Seasonal Changes Computing Online safety: We are responsible internet and device users SMSC British Values (Explore diversity within Britain and U.K) PSHE Healthy Friendships/Our bodies and boundaries: NSPCC PANTS PE Locomotion and fencing Music Cornwall Music Service tbc</p>	<p>Priority Subject Geography: Weather – what seasonal and daily weather patterns do we see locally and nationally? (Research and compare the lives of children around the world linked to different continents) Additional Subjects RE <i>Other Faiths - Who is Jewish and how do they live?</i> Easter Service Computing: Digital Writing: We are story tellers Art Painting (Mark Rothko, Hilma af Klint, Wassily Kandinsky, Frank Bowling) -Sketch books DT Junk modelling/papier mache (wheels and axles) PSHE Our health /Healthy food choices Research recipes from a range of famous TV chefs)</p>	<p>Priority Subject History: Charles Causley Legacy- Who was Charles Causley and why is he remembered locally? Local history - Significant historical events, people and places in their own locality. Additional Subjects: RE – <i>Other faiths -Who is Jewish and how do they live?</i> Science Plants Computing Online safety: We are information protectors Art Collage (Mark Broadford, Deborah Roberts, Njideka Akunyili Crosby) PSHE We all have feelings PE Multi-skills – with competition and Outdoor Adventurous Activity Music Charanga</p>	<p>Priority Subject Geography: Contrast – What differences are there between different locations' climate and geographical features – the equator, poles and here? CLIMATE CURRICULUM Study Additional Subjects RE <i>How should we care for the world and for others, and why does it matter?</i> Science: Animals, including humans (Chris Packham) (Steve Irwin) Computing Online Safety: Jessie and Friends – Watching Videos (PSHE Lesson) Art Printing Adinkra symbols from Ghana (print in other cultures printing) DT Make: Cooking from foraging (a healthy picnic) (Food from around the World) PSHE Good and not so good feelings</p>
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	(Different roles in the community) Emergencies and getting help PE Stability and object control Music Performance and singing – Harvest	PE Swimming Music Performance and Singing – Christmas		PE Stability and object control Music Performance and Singing: Easter Cornwall Music Service tbc		PE Object control Music Charanga
Metacognitive Skill Progression	<p><u>Planning</u> Inquiring – identifying, exploring and organising information and ideas: Pose questions <i>Pose questions to identify and clarify issues, and compare information in their world.</i></p> <p><u>Monitoring</u> Reflecting on thinking and processes element: Think about thinking (metacognition) <i>describe the thinking strategies used in given situations and tasks</i></p> <p><u>Evaluation</u> Analysing, synthesising and evaluating reasoning and procedures element: Apply logic and reasoning <i>identify reasoning used in choices or actions in specific situations</i></p>					
Off Site Enrichment	Moorland Walk		Walk to the Church/Museum Swimming		Beach Trip	
Internal Enrichment	Post Office / Travel Agents Role Play Street Party on School Grounds	Doctors Role Play Around the school – Geography fieldwork Father Christmas Visit	Book Shop Role Play Poetry Recital Performance	Artist's Studio Role Play St Piran's Day Weather Watch – recording our weather days	Chef's Kitchen – Role Play Gardening 3D Nature Art Foraging and Cooking Wild Tribe Day Sports Day	RNLI Visit Souvenir Shop and / or Café Role Play (link to money) Heritage Week and Spirituality Day

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<p>Quality English Texts</p> <p>No Nonsense Literacy / Babcock Texts</p> <p>Literacy Shed G/Reading Texts</p> <p>Additional G/R Texts</p>	<p><u>Knights</u> (non-fiction) <u>Tell me a dragon</u> (poetry) <u>The Brave Knight</u> (storytelling) Fergal is Fuming! The Clockwork Dragon Zog Zog and the Flying Doctors (Diversity Text) The Queen's Hat & The Queen's Handbag Class Stories by Adam Wallace: How to catch a dragon (Diversity Text) (How to catch a unicorn / mermaid / monster / dinosaur / the tooth fairy / a snowman / a gingerbread man)</p>	<p><u>Penguin's Adventure</u> around the World (storytelling) This is how we do it (non-fiction) (Diversity Text) <u>Welcome to our world:</u> A celebration of children everywhere! (non-fiction) (Diversity Text) Here We Are: Notes for Living on Planet Earth <u>Don't Spill the Milk</u> (fiction) (Diversity Text) <u>Follow the Swallow</u> <u>The Ugly Five</u> (Diversity Text) The Colour Monster (SMSC/PSHE/RSE link) The Squirrels who Squabbled (PSHE link) The Smartest Giant Meerkat Mail The Jolly Postman (letters and postcards) Handa's Surprise and Handa's Hen (Diversity Texts) Elmer Stories (linked to art) Class Stories by a Familiar Author: Oliver Jeffers</p>	<p><u>What I like</u> (poetry) <u>Oi Frog!</u> <u>Oi Dog! & Oi Cat!</u> (rhyme) Knock! Knock! Open the Door <u>The Three Little Pigs</u> (storytelling) <u>The High Street</u> (fiction) <u>Toby and Great Fire of London</u> (historical fiction) The King and the Great Fire (historical fiction) <u>Sammy the Street Dog</u> (historical fiction) A Squash and a Squeeze The Conquerors Tusk Tusk by David McKee (Diversity Text) Class Stories by a Familiar Author: Julia Donaldson</p>	<p><u>Outdoor Wonderland</u> (non-fiction) <u>Little Red Riding Hood</u> (fiction) The Deep Dark Wood Little Red Poppy and the Blooms The Secret Sky Garden The Gruffalo Stickman Superworm Camille and the Sunflowers (Artist study link) The Magical Garden of Claude Monet (Artist study link) <u>Zim Zam Zoom</u> (poetry) We're going on a leaf hunt A Year in Percy's Park (Percy the Park Keeper Stories) Class Novel: Winnie the Pooh (and the 100 acre wood) by A.A. Milne A Walk in the Wood (Mindfulness with a Bear Named Pooh) Beatrix Potter stories</p>	<p>Poetry – Charles Causley Traditional Poems (Traditional poems in other cultures) Izzy Gizmo (Diversity Text) On Sudden Hill (SMSC/PSHE/RSE/PSHE link) My Monster and Me (Diversity Text) A Huge Bag of Worries (Diversity Text) Tom's Magnificent Machines The Marvellous Moon Map We're off to find a Fairy / Unicorn (Diversity Text) Launceston Church/Museum Visit (recount) Class Novel: Paddington Bear by Michael Bond</p>	<p><u>Lighthouse Keeper's Lunch</u> (fiction) <u>The Magic Beach</u> (descriptive poetry) Not Quite Narwhal The Storm Whale / The Storm Whale in Winter / Grandma Bird Grandpa's Island <u>I love bugs!</u> (poetry) <u>Reptiles</u> (non-fiction) <u>What do I use this tail for?</u> (non-fiction) Jampires Funny Bones Oliver's Vegetables (fiction) Aquarium Visit (recount) <u>Lost and Found</u> (Transition Week) The Proudest Blue (Diversity Text) Mixed (Diversity Text) And Tango Makes Three (Diversity Text) Six Dots (Louis Braille) (Diversity Text) Class Novel: James and the Giant Peach by Roald Dahl</p>
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Learning Connection block	Innovation and Change		Invasion and Connections		Culture and Contrasts	
Learning Connection Lead Subject	History	Geography	History	Geography	History	Geography
Time of Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Autumn 1	Autumn 2
Year 2:	<p>Priority Subject History: The Gun Powder Plot – who was guy Fawkes and what is the 5th Nov really about? Events beyond living memory /significant individual Additional Subjects RE - Creation -Who made the world? Global focus: Fairtrade fair world Harvest Celebration Science Animals including humans Art Drawing Shantell Martin Seurat DT Cooking and nutrition Harvest Soups and Smoothies (foods from around the world) Computing We are researchers (Researching a topic)</p>	<p>Priority Subject Geography: Where am I? Name and Locate – 4 countries of the UK. Additional Subjects RE – Other Faiths – Who is a Muslim and how do they live? (Christmas around the world) Christmas Celebration Science Animals including humans Computing Online safety: We are not online bullies Art Painting: Tints and Shades – Christmas Crafts (Van Gogh, Seurat and Dame Laura Knight – Cornish Artist) PSHE Everyday safety Basic first aid PE Locomotion and Object Control</p>	<p>Priority Subject History: The First Flight – Who were the Wright Brothers and how has it changed the world? The lives of significant individuals in the past/ events beyond living memory that are significant nationally Additional Subjects RE - Gospel - What is the good news that Jesus brings? Science Everyday materials DT Rubber band Vehicles(the Wright Brothers) (Beulah Louise Henry (1887-1973)) SMSC British Values (values around the world) PSHE Learning about work</p>	<p>Priority Subject Geography: World View – Locational knowledge – Can you name and locate the world's seven continents and five oceans? Additional Subjects Salvation - Why does Easter matter to Christians? Easter Celebration Science Plants Seeds and Bulbs - Growing (plants around the world) Computing Digital Photography Art Photography and Digital Skills PSHE Jessie and Friends sharing pictures 2 (Sharing photos online) Jessie and Friends playing games (Online)</p>	<p>Priority Subject History: Local history All aboard Launceston Steam Rail -Why was the invention of the steam train so significant and how did that impact locally? Local history - Significant historical events, people and places in their own locality. Additional Subjects RE – Other faiths - Who is a Muslim and how do they live? Science Plants and animals DT Sewing Computing/PSHE Jessie and Friends playing games 2 (Online friends) Big feelings</p>	<p>Priority Subject Geography: Contrast – What are similarities and differences in human and physical geography between an African country (Ghana) and where we live? CLIMATE CURRICULUM Study Additional Subjects RE Curriculum Kernewek What makes some people and places in Cornwall sacred? Science Living things and their habitats (habitats of animals around the world how do they need to adapt- can also link to humans and Africa topic) Art Printing (print in other cultures-link to African Art) Adinkra symbols</p>

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	<p>(Critical and questioning of information online)</p> <p>PSHE</p> <p>Respecting uniqueness (Recognising ways we are all unique)</p> <p>Our communities (Recognising ways they are the same and different to other people)</p> <p>PE Object Control and Stability</p> <p>Music Performance and Singing - Harvest</p>	<p>Music Performance and Singing – Christmas</p>	<p>Different jobs that people do</p> <p>Horrible hands (Hand hygiene)</p> <p>Computing Digital Writing</p> <p>PE Gymnastics and Fencing</p> <p>Music Charenga</p>	<p>interactions and information sharing)</p> <p>PE Locomotion and Object Control</p> <p>Music Performance and Singing – Easter</p> <p>Charenga</p>	<p>PE Object Control and Outdoor Adventurous Activity</p> <p>Music Music Service tbc</p>	<p>Computing</p> <p>Programming - Robots</p> <p>PSHE</p> <p>Keeping our teeth healthy</p> <p>PE Multi-skills with competition</p> <p>Music Music Service tbc</p>
Metacognitive Skill Progression	<p>Planning</p> <p>Inquiring – identifying, exploring and organising information and ideas: Identify and clarify information and ideas <i>Identify and explore information and ideas from source materials.</i></p> <p>Generating ideas, possibilities and actions element: Imagine possibilities and connect ideas <i>develop and/or produce spoken or written texts in print or digital forms</i></p> <p>Monitoring</p> <p>Reflecting on thinking and processes element: Think about thinking (metacognition) <i>describe the strategies used in given situations and tasks</i></p> <p>Evaluation</p> <p>Analysing, synthesising and evaluating reasoning and procedures element: Apply logic and reasoning <i>identify reasoning used in choices or actions in specific situations.</i></p>					
Off Site Enrichment		Walk in the Woods		Seaside Trip	Launceston Steam Railway	
Internal Enrichment	Wild Tribe	Soup and Smoothie Café	Enrichment day – flying our planes		Sports Day	Enrichment Day – African Culture

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		Father Christmas Visit				Robots
						Heritage Week and Spirituality Day
Quality English Text	<p>Fiction: Little Red Riding Hood</p> <p>Poetry: Humorous poems.</p> <p>Guided Reading: The bear and the piano</p> <p>Non-fiction: Recount – Diary entry as Guy Fawkes</p>	<p>Fiction: Warning – Where the Wild Things Are</p> <p>Non-fiction: Persuasion – Come and Buy a Talking Plant</p> <p>Guided Reading: Rainbow Fish</p>	<p>Fiction: The Queen's Knickers</p> <p>Guided Reading: The day the crayons quit</p> <p>Non-fiction: Instructions (linked to DT)</p>	<p>Fiction: Defeating the Monster – Kassim and the Greedy Pirate's Treasure.</p> <p>Guided Reading: The Koala who could.</p> <p>The day the crayons came home</p> <p>Non-fiction: Oceans and The rainforest tree</p>	<p>The Train Ride (poetry)</p> <p>Magic Train Ride (performance poetry song)</p> <p>Little Red Train to the Rescue (fiction)</p> <p>.And the train goes ... (performance)</p> <p>Fiction: Losing/finding - Cat, Bramble and Heron</p> <p>Non-fiction: Persuasive Discussion – Should Cat, Bramble and Heron Hire a Monster?</p> <p>Guided Reading: After the fall: How humpty got back up again.</p>	<p>Fiction: Finding – The Magic Shell</p> <p>Guided Reading: Meerkat Mail</p> <p>Non-fiction: Report writing- animals (linked to guided reading text)</p>
Learning Connection block	Innovation and Change		Invasion and Connections		Culture and Contrasts	

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Learning Connection Lead Subject	History	Geography	History	Geography	History	Geography
Time of Year	Autumn 1	Autumn 2	Spring 1	Time of Year	Autumn 1	Autumn 2
Year 3:	<p>Priority Subject History: Stone Age to the Iron Age - <i>What were the innovations that changed Britain between the Stone and Iron ages?</i> (Hunter-gatherers to Farmers)</p> <p>(Diverse range of cultures, communities, cultivation, traditions, immigration (Celts; Greeks; Romans), technology (stone; bronze; copper; Iron). Links will be made to modern societies across the World.</p> <p>Additional Subjects RE - People of God - <i>What is it like to follow God?</i> Harvest Celebration Science Light Art/DT Drawing and Puppets Paul Klee puppets Computing Researching effectively – we are Internet detectives</p>	<p>Priority Subject Geography: Study of North America – <i>what are the similarities and differences between here and Cornwall, New York or Plymouth, Massachusetts?</i> (Diverse range of cultures, communities, traditions, immigration)</p> <p>Additional Subjects RE - <i>How do festivals and worship show what matters to a Muslim?</i> Global Objectives: Where in the World? Christians Worldwide Christmas Celebration Science Forces and Magnets Computing Online safety: We are digital friends Art/DT Christmas Craft MFL French: Names PSHE Road safety Individual and collective strengths</p>	<p>Priority Subject History: Norman invasion – Exploring the local history of Launceston, why was the Castle built and making connections to the conquering of Great Britain in 1066. Additional Subjects RE - Incarnation - <i>What is the Trinity? (include baptism of Jesus as revealing the Trinity)</i> Science Plants Art Painting JMW Turner Launceston Castle Wilhemina Barnes-Graham DT Cooking – Soup and Bread Computing Creating Animations (Range of pioneers in Computer Science) SMSC British Values PSHE Physical activity Everyday Drugs PE Tri-golf and Rugby Music Charanga</p>	<p>Priority Subject Geography: An Island Nation - UK Study – <i>Can you name and locate Seas and Oceans around us as an island?</i> Additional Subjects RE -Other Faiths - <i>How do festivals and family life show what matters to Jewish people?</i> Easter Celebration Science Animals including humans Structural and behavioural adaptations, similarities and differences across the World. Art Collage Georges Braque Pablo Picasso Hannah Hoch Deborah Roberts Computing Online safety: We are aware of our digital footprint MFL French: Greetings PSHE</p>	<p>Priority Subject History: The achievements of early civilizations Ancient Egypt – <i>How and why were the pyramids built?</i> Additional Subjects RE - Kingdom of God - <i>When Jesus left, what was the impact of Pentecost?</i> Science Rocks (Comparisons around the World) Computing Computer systems and networks PSHE Everyday feelings/Expressing feelings (Strategies to respond to conflicting feelings) Wellbeing PE Cricket /Rounders /Tennis Music Charanga</p>	<p>Priority Subject Geography: The River Nile and the River Tamar– <i>Can you describe and understand the key aspects of human and physical geography of Rivers?</i> CLIMATE CURRICULUM Study Additional Subjects RE - <i>How and why do people in Cornwall mark the significant events in community life?</i> Computing Online safety: We are avatar creators Art/DT 3D Sculpture Clay Constructions Barbara Hepworth Simone Lee MFL French: Colours PSHE Sun safety PE Athletics and Outdoor Adventurous Activity</p>

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	<p>PSHE World of work (Broad range of different jobs/careers people can have) (Stereotypes)</p> <p>Spending and saving money. PE Gymnastics and Football Music Performance and singing – Harvest Music Service tbc</p>	<p>(Recognise individuality) (Diversity within the community) PE Basketball and Dance Music Performance and singing - Christmas Music Service tbc</p>		<p>Turn off let's play (the Internet and everyday life) PE Swimming and netball Music Performance and singing - Easter</p>		
Metacognitive Skill Progression	<p><u>Planning</u> Inquiring - Identify and clarify information and ideas <i>identify main ideas and select and clarify information from a range of source.</i></p>	<p><u>Monitoring</u> Reflecting on thinking and processes element: Think about thinking (metacognition) <i>reflect on, explain and check the processes used to come to conclusions.</i></p>	<p><u>Evaluation</u> Apply logic and reasoning. <i>identify and apply appropriate reasoning and thinking strategies or outcomes.</i></p>	<p><u>Planning</u> Seek solutions and put ideas into action. <i>experiment with a range of options when seeking solutions and putting ideas into action.</i></p>	<p><u>Monitoring</u> Reflecting on thinking and processes element: Transfer knowledge into new context <i>transfer and apply information in one setting to enrich another.</i></p>	<p><u>Evaluation</u> Draw conclusions and design a course of action. <i>draw on prior knowledge and use evidence when choosing a course of action or drawing a conclusion.</i></p>
Off Site Enrichment		Trip to Plymouth	Launceston Town Trail with a focus on the museum and castle	Swimming lessons		River walk
Internal Enrichment	Puppet show		Feast for our parents – DT Soup and Bread	Collage Tapestry of castle/Gallery exhibition at school	Virtual tour French cave paintings Sports Day	Egyptian day Clay Constructions Heritage Week and Spirituality Day

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Quality English texts	Recount/Significant poet/Traditional Stories Katie in London Town trails, local history books Bayeux tapestry Charles Causley, George fox, Charlotte Dymond (Report, newspaper or leaflet, Diary of Charlotte) Charles Causley poetry	Adventure and mystery stories/ Newspaper reports. Classic poetry Leon and the place between. Examples of current news related to the topic Year 3 Pie Corbett poems. 100 best poems by Roger McGough Cornish Giant Tin man story	Myths and Legends /Instruction Texts/British Poetry Egyptian myths and legends from Myth Atlas. How to catch a troll story by Pie Corbet. Selection of poems by British Poets	Fiction: Tin Forest Non-fiction: Instructions Guided Reding: The Boy Who Grew Dragons. Female Author: Andy Shepherd	Stories in familiar settings Performance poetry Persuasive/Discussion Stone age boy Stone Henge Poems to perform Julia Donaldson Guided Reading: Non-fiction: National Geographic: Storytelling and Cultural Traditions. Choctaw Tribe; Native Hawai; Western African; Jewish; Irish;	Stories in familiar settings / Non chronological report Informative Writing: Looking at a diverse range of the most endangered species in the world. An Anthology of Intriguing Animals by Ben Hoare. Guided Reading: Global Rainforest & a Rainforest Rough Guide by Paul Mason. Poetry: Humorous poems, - female poet. -'Oh I wish I looked after my teeth' by Pam Ayres.
Learning Connection block	Innovation and Change		Invasion and Connections		Culture and Contrasts	
Learning Connection Lead Subject	History	Geography	History	Geography	History	Geography
Time of Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Autumn 1	Autumn 2
Year 4	Priority Subject History The Ancient Greeks – What is the legacy of Greek culture	Priority Subjects Geography Maps and Atlases - Can you name and locate counties and	Priority Subject History The Anglo-Saxons – Why did the Anglo-Saxons Invade?	Priority Subject Geography Local Study – Mining Cornwall -How have the physical	Priority Subject History Local History Study – Cornwall and the Sea – How has	Priority Subject Geography The Amazon Rainforest - A Study of South America – What

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<p>(art, architecture or literature) on later periods in British history, including the present day? a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</p> <p>Additional Subjects RE - Creation/Fall - What do Christians learn from the creation story? Harvest Celebration</p> <p>Science States of Matter DT Cooking: Savoury snacks PSHE What makes a good friend? Respecting others (Compassion towards others, similarities and differences) PE Basketball and Outdoor Adventurous Activity Music Performance and singing – Harvest</p>	<p>cities of the United Kingdom?</p> <p>Additional Subjects RE - What do Hindus believe God is like? Christmas Service Science Sound Art Drawing Old masters Kathe Kollwitz Computing Programming – repetition in shapes (Link to Christmas Craft Wrapping paper design) (Aware of a range of pioneers in Computer Science) Online safety: We are standing up to peer pressure PSHE Resolving conflict and managing negative pressure (Different types of friends) Everyday safety and basic first aid MFL (French) - Numbers PE Athletics and Dance Music Performance and singing – Christmas</p>	<p>Britain's settlement by Anglo-Saxons/Anglo-Saxon invasions (place names and village life)</p> <p>Additional Subjects RE – Other Faiths - What does it mean to be a Hindu in Britain today? Science Animals, including humans Art Painting Anglo-Saxon manuscript illustration Chris Ofili Computing Researching effectively Online safety: We are aware that our online content lasts forever SMSC British Values PSHE Money choices Volunteering and citizenship (Compassion towards others, different contributions that people and groups can make, personal strengths and achievements) PE Rugby and Gymnastics Music Charanga</p>	<p>features of Cornwall influenced land use and trade?</p> <p>Additional Subjects RE - Salvation -Why do Christians call the day Jesus died "Good Friday"? Easter Celebration Science Electricity DT Sound/Electricity Buzzers Computing Online safety: PSHE Lessons PSHE Play, like, share 1 – Alfie (Safely enjoying the online world) Play, like, share 2 – Magnus (Keeping personal information safe and private online) PE Tri-golf and netball Music Charanga MFL (French) – Age</p>	<p>being surrounded by the sea shaped Cornwall's history? a study of an aspect of history dating from a period beyond 1066 that is significant in the locality.</p> <p>Additional Subjects RE - Gospel - What kind of world did Jesus want? Global Objectives: Where in the world? Compare contrast Christian worship Art/DT Weaving https://www.craftscouncil.org.uk/stories/twelvetitans-thread Computing Audio and Photo editing Online safety: PSHE lessons PSHE Play, like, share 3 – fans (Understanding that not everyone is who they say they are online) Managing feelings PE Cricket /rounders/tennis and volleyball Music Music Service tbc</p>	<p>is the a rainforest? What is the impact of humans?</p> <p>CLIMATE CURRICULUM Study</p> <p>Additional Subjects RE - how and why do people try to make the world a better place? Science Living things and their habitats (Rainforest links) (female scientist Jane Goodall) Art Printing Hokusai Iwami Reika Computing Online Safety: We are careful when talking to virtual friends PSHE The environment PE Athletics and football Music Music Service tbc MFL (French) - Family - Demonstrate diversity when representing speakers of the language, e.g. France is a multicultural country, -reflect this is in the resources used. Eg. illustrations to depict a</p>
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						range of diverse families.
Metacognitive Skill Progression	<p><u>Planning</u> Inquiring – identifying, exploring and organising information and ideas: Pose questions <i>Pose questions to expand their knowledge about the world</i></p> <p><u>Monitoring</u> Reflecting on thinking and process element: Reflect on processes <i>Identify pertinent information in an investigation and separate into smaller parts or ideas</i></p>	<p><u>Planning</u> Inquiring – identifying, exploring and organising information and ideas: Identify and clarify information and ideas <i>Identify main ideas and select and clarify information from a range of sources.</i></p> <p><u>Evaluation</u> Analysing, synthesising and evaluating reasoning and procedures element: evaluate procedures and outcomes <i>Explain and justify ideas and outcomes.</i></p>	<p><u>Planning</u> Inquiring – identifying, exploring and organising information and ideas: Organise and process information <i>Collect, compare, and categorise facts and opinions found in a wide range of sources</i></p> <p><u>Monitoring</u> Reflecting on thinking and process element: Reflect on processes <i>Experiment with a range of options when seeking solutions and putting ideas into action</i></p> <p><u>Evaluation</u> Analysing, synthesising and evaluating reasoning and procedures element: Apply logic and reasoning</p>	<p><u>Planning</u> Generating ideas, possibilities and actions element: Imagine possibilities and connect ideas <i>Expand on known ideas to create new and imaginative combinations.</i></p> <p><u>Monitoring</u> Reflecting on thinking and processes element: think about thinking <i>Reflect on, explain and check the processes used to come to conclusions.</i></p> <p><u>Evaluation</u> <i>identify and apply appropriate reasoning and thinking strategies for outcomes</i></p>	<p><u>Planning</u> <i>Explore situations using creative thinking strategies to propose a range of alternatives.</i></p> <p><u>Monitoring</u> Reflecting on thinking and processes element: transfer knowledge into new contexts <i>Transfer and apply information in one setting to enrich another.</i></p> <p><u>Evaluation</u> Analysing, synthesising and evaluating reasoning and procedures element: Draw conclusions and design a course of action <i>Draw on prior knowledge and use evidence when choosing a course of action or drawing a conclusion.</i></p>	<p><u>Planning</u> Generating ideas, possibilities and actions element: Imagine possibilities and connect ideas <i>Expand on known ideas to create new and imaginative combinations.</i></p> <p><u>Evaluation</u> Analysing, synthesising and evaluating reasoning and procedures element: evaluate procedures and outcomes <i>Explain and justify ideas and outcomes.</i></p>
Off Site Enrichments			Swimming	Geography Field Trip		Eden Project

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Internal Enrichment	Greek Feast – DT food		DT Buzzers work Bikeability		Sports Day	Heritage Week and Spirituality Day
Quality English Texts:	Escape from Pompeii (Story telling)The Roman Record (Newspaper article)	Mirror (Stories from other cultures) Until I met Dudley (Explanation text)	Arthur and the Golden rope (Stories with a historical setting)A walk in London (Information text)	Paperbag Prince (Story telling) Beyond the stars (Adventure story) King of the Birds changed to another animal.	Dragons (Non chronological report/stories Who let the Gods out (Adventure story)	Beatrice's dream Story about living in someone else's shoes/Non chronological report)
Learning Connection block	Innovation and Change		Invasion and Connections		Culture and Contrasts	
Learning Connection Lead Subject	History	Geography	History	Geography	History	Geography
Time of Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Autumn 1	Autumn 2
Year 5:	<p>Priority Subject History Local History Study– <i>How has farming changed over time in Cornwall?</i> A study of an aspect of history in the locality. a study over time tracing how several aspects of national history are reflected in the locality</p> <p>Additional Subjects RE - People of God - <i>How can following God bring freedom and justice?</i> Global Objectives:</p>	<p>Priority Subjects Geography Land use over time – Settlement and farming – Local fieldwork. <i>Why is Cornwall suited to farming?</i></p> <p>Additional Subjects RE – Other Faiths - <i>What does it mean to be a Muslim in Britain today?</i> Christmas Celebration Science Materials - changes Art Printing (Escher, Bridget Riley, traditional Islamic artists)</p>	<p>Priority Subject History British resistance – <i>Who was Boudica and how did she resist the Roman Invasion?</i> The Roman Empire and their impact on Britain</p> <p>Additional Subjects RE – Incarnation - <i>Was Jesus the Messiah?</i> Science Earth and Space Computing Databases SMSC British Values PSHE Puberty 1 - bodies and reproduction</p>	<p>Priority Subject Geography Climate Change Study – <i>What is happening in Bangladesh and what are they doing about it?</i> <i>Are there more natural disasters now eg. Floods and Earthquakes?</i></p> <p>CLIMATE CURRICULUM Study</p> <p>Additional Subjects RE -Salvation - <i>What did Jesus do to save human beings?</i> Easter Celebration Science Forces</p>	<p>Priority Subject History The Mayan Civilisation – <i>Would you have preferred to live here or there in this period of time?</i> a non-European society that provides contrasts with British history -Mayan civilization c. AD 900; the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study</p> <p>Additional Subjects</p>	<p>Priority Subject Geography Name and Locate – Global Knowledge -<i>What is Launceston, NSW like? How does it contrast to Launceston, Cornwall?</i></p> <p>Additional Subjects RE - <i>What matters most to humanists and Christians?</i> Art/DT Clay pots – emblems and textiles Computing Video editing PSHE Exploring risk (in everyday situations)</p>

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	<p><i>Where in the World? Variety ways festivals celebrated.</i></p> <p>Harvest Celebration</p> <p>Science Properties of materials</p> <p>Art Drawing Lucian Freud Jenny Saville</p> <p>Computing Effective research (Aware of pioneers in Computer Science) Online safety: We are Year 5 rule writers</p> <p>PSHE (Diverse communities) Respectful relationships (Respecting self and others)</p> <p>PE Swimming and gymnastics</p> <p>Music Performance and song - Harvest</p>	<p>DT Cooking – Pizzas with local produce</p> <p>Computing: Online safety: We are responsible for our online actions</p> <p>PSHE Illness Nutrition and healthy eating</p> <p>PE Dance and basketball</p> <p>Music Performance and song - Christmas</p> <p>MFL (French) – Likes and dislikes</p>	<p>(Respecting self and others) Puberty 2 – changes (Respecting self and others)</p> <p>Art Painting Artemisia Gentileschi Terry Frost Tam Joseph</p> <p>PE Rugby and gymnastics</p> <p>Music Music Service tbc</p>	<p>DT Geared Models and Cams</p> <p>Computing /PSHE Online content/Online contact</p> <p>PE Football and netball</p> <p>Music Music Service tbc</p> <p>Performance and song - Easter</p> <p>MFL (French) - Travel</p>	<p>RE - Kingdom of God- What kind of King is Jesus?</p> <p>Science Animals including humans</p> <p>Art/DT Clay pots – emblems and textiles</p> <p>Andy Goldsworthy</p> <p>Grayson Perry</p> <p>Bernard Leach</p> <p>Mayan Art African Art</p> <p>Computing Online safety: We are respectful of copyright</p> <p>PSHE Mental health and keeping well Managing challenges and change</p> <p>PE Athletics and Tennis/Cricket/Rounders</p> <p>Music Charanga</p>	<p>PE Athletics and Outdoor Adventurous Activity</p> <p>Music Charanga</p> <p>MFL (French) - Animals</p>
Metacognitive Skill Progression	<p>Planning Inquiring – identifying, exploring and organising information and ideas: Pose questions <i>Pose questions to clarify and interpret information and probe further to discover</i></p>	<p>Planning Generating ideas, possibilities and actions element: Seek solutions and put ideas into action <i>Assess and test options to identify the most effective solution and put ideas into action</i></p>	<p>Planning Inquiring – identifying, exploring and organising information and ideas: Organise and process information <i>Analyse, condense, and combine relevant information from multiple sources.</i></p>	<p>Monitoring Reflecting on thinking and processes element: think about thinking <i>Reflect on assumptions made, consider reasonable criticism, and adjust their thinking if necessary.</i></p>	<p>Planning Generating ideas, possibilities and actions element: Consider alternatives <i>Identify situations where current approaches do not work, challenge existing</i></p>	<p>Planning Generating ideas, possibilities and actions element: Imagine possibilities and connect ideas <i>Combine ideas in a variety of ways and from a range of sources</i></p>

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	<p><i>causes and consequences.</i></p> <p>Inquiring – identifying, exploring and organising information and ideas: Identify and clarify information and ideas <i>Identify and clarify relevant information and prioritise ideas.</i></p>	<p><u>Evaluation</u> Analysing, synthesising and evaluating reasoning and procedure element: apply logic and reasoning <i>Assess whether there is adequate reasoning and evidence to justify a claim, conclusion, or outcome</i></p>	<p><u>Monitoring</u> Reflecting on thinking and processes element: reflect on processes <i>Identify and justify the thinking behind choices they have made.</i></p>	<p><u>Evaluation</u> Analysing, synthesising and evaluating reasoning and procedure element: evaluate procedures and outcomes <i>Evaluate the effectiveness of ideas, products, performances, methods, and courses of action against given criteria.</i></p>	<p><i>ideas, and generate alternative solutions.</i></p> <p><u>Monitoring</u> Reflecting on thinking and processes element: transfer knowledge into new contexts <i>Apply knowledge gained from one context to another unrelated context and identify new meaning</i></p>	<p><i>to create new possibilities</i></p> <p><u>Evaluation</u> Analysing, synthesising and evaluating reasoning and procedures element: draw conclusions and design a course of action <i>Scrutinise ideas or concepts, test conclusions and modify actions when designing a course of action</i></p>
Off site Enrichments	Farming Trip / Geography Fieldwork	Swimming		Recycling centre		Adventure Residential
Internal Enrichment		Parents' Pizza Feast	Roman Resistance Day	Connect to Bangladeshi school	Sports Day	Heritage Week and Spirituality Day

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Quality English Texts	Beowulf Michael Morpurgo Myths and legends Viking Boy	Uno's Garden Graham Base The Iron Man Ted Hughes Or The tin Snail The Flood	Selection of Poetry by Charles Causley	Charlotte's Webb	George's Secret Key to the Universe The Curse of the Maya (GR) Stories from other cultures. Kensuke's Kingdom Poetry – Benjamin Zephaniah Biographies – example text Benjamin Zephaniah	Goth girl and the Ghost of a Mouse – Classical Narrative?
Learning Connection block	Innovation and Change		Invasion and Connections		Culture and Contrasts	
Learning Connection Lead Subject	History	Geography	History	Geography	History	Geography
Time of Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Autumn 1	Autumn 2

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Year 6:	<p>Priority Subject History The Victorians– Mills and Mining – <i>How did Cornwall change during the industrial revolution?</i> a study over time tracing how several aspects of national history are reflected in the locality/a significant turning point in British history</p> <p>Additional Subjects RE Creation/Fall <i>Creation and Science: conflicting or complementary?</i> Harvest Celebration Science Evolution and Inheritance DT Cooking: Design and make pasties Computing Online safety: We are online safety ambassadors PSHE Different types of families (Different types of relationships) Healthy/harmful relationships (Diverse community and stereotypes)</p>	<p>Priority Subject Geography Darwin's Voyage of Discovery Maps and Atlases - <i>Can you trace Darwin's voyage across the globe? What contrasts and cultures would he have experienced?</i> Additional Subjects RE - Other Faiths - <i>Why do Hindus want to be good?</i> Christmas Celebration Art Drawing https://www.metmuseum.org/toah/hd/hind/hd_hind.htm Computing Effective Research (Research a location online using a range of resources appropriately) Online safety: We will not share inappropriate images PSHE Keeping your body safe 1 Keeping your body safe 2 PE Rugby and Athletics Music Music Service tbc</p>	<p>Priority Subject History The Vikings – <i>why did they invade?</i> Viking raids and invasion/the Viking and Anglo-Saxon struggle for the Kingdom of England Additional Subjects RE - God - What does it mean if God is holy and loving? Global Objectives: <i>Where in the World?</i> The lives of Christians around the world Science Electricity SMSC British Values PSHE Spending decisions Gambling (Exploring risk in relation to gambling) Computing/DT Programming – Microbits PE Bikeability, Tri-golf and Netball Music Charanga</p>	<p>Priority Subject Geography Climate Change Study - Fossil Fuels and Natural Resources – <i>The Middle East -How has human use of natural resources led to climate change? What are the alternatives?</i> CLIMATE CURRICULUM Study Additional Subjects RE - <i>Why do some people believe in God and some people not?</i> Easter Celebration Science Light Art Painting Banksy Bob and Roberta Smith Barbara Kruger Damsel Frau Computing Online safety: We are safe social networkers (Exploring computer networks including the internet) PSHE Share Aware 1 – Alex (Online friendships and keeping safe)</p>	<p>Priority Subject History WWII – <i>Why was the Battle of Britain a turning point in WWII?</i> - a significant turning point in British history, for example, the Battle of Britain World War Two- diversity Jews Holocaust Additional Subjects RE - Gospel - <i>What would Jesus do?</i> Science Living things and their habitats Art Collage: Blitz skyline silhouettes, exploring art work created of the Blitz and Remembrance Day collage https://www.tate.org.uk/art/art-terms/w/war-artists Computing Online Safety: We are respectful of others PSHE Social media Feelings and common anxieties when changing schools PE Cricket/rounders and catch-up swimming</p>	<p>Priority Subject Geography Name and Locate – Europe including Russia – <i>the geography of WWII – Why was it harder for the Germans to invade the UK?</i> Europe and Russia Additional Subjects RE - <i>How does faith help people in Cornwall when life gets hard?</i> Science Animals including humans Computing Productivity: Webpage Creation DT Car Model – wheels, pulleys and axles PSHE Changing schools (Changes from primary to secondary school) PE Athletics and Tennis Music Charanga MFL (French) – School (Revision and consolidation)</p>
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	PE Outdoor Adventurous Activity and Gymnastics Music Music Service tbc Performance and song - Harvest	Performance and song - Christmas MFL (French) – Months and Seasons		Share Aware 2 – Lucy (Skills for using the Internet safely) PE Dance and Basketball Music Performance and song - Easter MFL (French) - Weather		
Metacognitive Skill Progression	<u>Planning</u> Inquiring – identifying, exploring and organising information and ideas: Pose questions <i>Pose questions to clarify and interpret information and probe further to discover causes and consequences.</i> Inquiring – identifying, exploring and organising information and ideas: Identify and clarify information and ideas <i>Identify and clarify relevant information and prioritise ideas.</i> <u>Monitoring</u>	<u>Planning</u> Inquiring – identifying, exploring and organising information and ideas: Organise and process information <i>Analyse, condense, and combine relevant information from multiple sources.</i> <u>Evaluation</u> Analysing, synthesising and evaluating reasoning and procedures element: Evaluate procedures and outcomes <i>Evaluate the effectiveness of ideas, products, performances, methods, and courses of action against given criteria</i>	<u>Planning</u> Inquiring – identifying, exploring and organising information and ideas: Pose questions <i>Pose questions to clarify and interpret information and probe further to discover causes and consequences</i> Generating ideas, possibilities and actions element: Consider alternatives <i>Identify situations where current approaches do not work, challenge existing ideas, and generate alternative solutions.</i>	<u>Planning</u> Inquiring – identifying, exploring and organising information and ideas: Organise and process information <i>Analyse, condense, and combine relevant information from multiple sources.</i> <u>Evaluation</u> Analysing, synthesising and evaluating reasoning and procedure element: apply logic and reasoning <i>Assess whether there is adequate reasoning and evidence to justify a claim, conclusion, or outcome</i>	<u>Planning</u> Inquiring – identifying, exploring and organising information and ideas: Pose questions <i>Pose questions to clarify and interpret information and probe further to discover causes and consequences.</i> <u>Evaluation</u> Analysing, synthesising and evaluating reasoning and procedures element: Evaluate procedures and outcomes <i>Evaluate the effectiveness of ideas, products, performances, methods, and courses</i>	<u>Monitoring</u> Reflecting on thinking and processes element: transfer knowledge into new contexts <i>Apply knowledge gained from one context to another unrelated context and identify new meaning</i> <u>Evaluation</u> Analysing, synthesising and evaluating reasoning and procedures element: Evaluate procedures and outcomes <i>Evaluate the effectiveness of ideas, products, performances, methods, and courses</i>

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	Reflecting on thinking and processes element: think about thinking <i>Reflect on assumptions made, consider reasonable criticism, and adjust their thinking if necessary.</i>		Generating ideas, possibilities and actions element: Seek solutions and put ideas into action <i>Assess and test options to identify the most effective solution and put ideas into action</i> <u>Monitoring</u> Reflecting on thinking and processes element: think about thinking <i>Reflect on assumptions made, consider reasonable criticism, and adjust their thinking if necessary.</i>	Analysing, synthesising and evaluating reasoning and procedures element: draw conclusions and design a course of action <i>Scrutinise ideas or concepts, test conclusions and modify actions when designing a course of action</i>	<i>of action against given criteria</i>	<i>of action against given criteria</i>
Off Site Enrichment	Morwellham Quay				Catch-up Swimming Davidstow War Museum	Bristol Trip
Internal Enrichment	Pasties for parents	Careers Fair	Viking Day Bikeability	Climate Action Day	Sports Day	Heritage Week and Spirituality Day Leavers' Assembly and Prom
Quality English Text	Holes by Louis Sachar Cogheart by Peter Bunzel Skellig by David Almond	The Deserted House poem by Mary Coleridge Cloudbursting – Malorie Blackman The Hajj	Balanced argument :Roald Dahl's Revolting Rhymes – Goldilocks and Three Bears. The Lion, the witch and the wardrobe by C.S Lewis	David Copperfield The Borrowers by Mary Norton Non-fiction guided reading: inspirational modern women	Hurricane Gold by Charlie Higson The Railway Children by E Nesbit Lionboy by Zizou Corder	Diary of Anne Frank My Secret War Diary by Marcia Williams Anatomy: A Cutaway Look Inside the Human

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		Barrowquest Boy by Roald Dahl			Non-fiction guided reading: Civil Rights	Body by Hélène Druvert and Jean-Claude Druvert
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