

Year Group Termly Themes

Key: Connection themes / Knowledge(Science History Geography)

Term	Year 1	Year 2	Year 3
Autumn 1	Changes	Contrasts	Creations
Knowledge	<p>Changes within living memory. The Royal Family –Queen Elizabeth II <i>What changes has Queen Elizabeth II seen between 1953 and today?</i></p> <p>Seasonal Changes</p>	<p>Events beyond living memory that are significant nationally or globally The Gun Powder Plot <i>Why did Guy Fawkes try to blow up the houses of parliament?</i></p> <p>Animals</p>	<p>Changes in Britain from the Stone Age to the Iron Age <i>When do you think it was better to live – Stone Age, Bronze Age or Iron Age?</i></p> <p>Forces and Magnets</p>
Autumn 2	<p>Who am I? Explore where I am – name oceans/continents/use maps - fieldwork</p> <p>Everyday Materials</p>	<p>Weather Human and physical geography/seasonal and daily weather patterns</p> <p>Plants</p>	<p>Study of North America Locate North America, using maps, concentrating on environmental regions, key physical and human characteristics, countries, and major cities. Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North America</p> <p>Light</p>
Spring 1	Innovation	Innovation	Survival
Knowledge	<p>The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods First Man on the Moon – Neil Armstrong <i>Why was Neil Armstrong a significant individual?</i></p>	<p>The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods Flight through the ages - The Wright Brothers and Amelia Earhart)</p>	<p>Achievements of the earliest civilisations – Ancient Egypt <i>When and where did the earliest civilisations begin?</i> <i>What were some of the significant achievements of the Ancient Egyptians and what did it help them achieve?</i></p>

		<p><i>Who was the most significant individual in the history of flight?</i></p> <p>Everyday materials</p>	Animals
Spring 2	<p>Similarities and differences in human and physical geography between an African and UK country</p> <p>Animals</p>	<p>Significant historical events, people and places in their own locality.</p> <p>Local History – Significant People from Cornwall</p> <p><i>Who are Cornwall's significant people in History and what was the most significant achievement?</i></p>	<p>Plants</p> <p>Geographical skills and fieldwork</p> <p>use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <ul style="list-style-type: none"> • use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world • use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.
Summer 1	<p>Detectives</p> <p>Significant historical events, people and places in their own locality.</p> <p>Local History - Launceston Castle</p> <p><i>Why was the castle a significant place in Launceston during medieval times?</i></p> <p>Plants</p>	<p>Survival</p> <p>Town and Country Mouse</p> <p>Key physical and human features of contrasting locations.</p> <p>Living things and their habitats</p>	<p>Transformation</p> <p>UK Study-map/atlas work, name and locate, physical; and human features, changes over time</p>
Summer 2	<p>Geographical skills and fieldwork</p> <p>use simple compass directions (North, South, East and West) and locational and directional language to describe the location of features and routes on a map use aerial photographs and plan perspectives to recognise landmarks</p>	<p>Geographical skills and fieldwork</p> <p>use simple compass directions (North, South, East and West) and locational and directional language to describe the location of features and routes on a map use aerial photographs and plan perspectives to recognise landmarks</p>	<p>A local history study – Cornish Mining Examples (non-statutory)</p> <ul style="list-style-type: none"> ♣ a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality. <p><i>What was life like for Cornish mining families?</i></p>

	and basic human and physical features; devise a simple map; and use and construct basic symbols in a key • use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.	and basic human and physical features; devise a simple map; and use and construct basic symbols in a key • use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.	Rocks
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Year Group Termly Themes

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Term	Year 4	Year 5	Year 6
Autumn 1	Changes	Exploration	Contrasts
Knowledge	<p>Britain's settlement by Anglo-Saxons and Scots. <i>Did the settlement by the Anglo-Saxons make England a better or worse place to live?</i></p> <p>States of Matter</p>	<p>Global knowledge identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night) - linked to Exploration -Ernest Shackleton)</p> <p>Earth and Space</p>	<p>A non-European Society that provides contrast with British History –The Mayan Civilisation <i>How does the Ancient Mayan society compare with British society?</i></p> <p>Living things and their habitats</p>
Autumn 2	<p>Local History –Farming–Settlement <i>How has farming changed, and still changing, in Cornwall?</i></p> <p>Living Things and their Habitats</p>	<p>London Study human geography, including types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</p> <p>Forces</p>	<p>Mountains/Volcanoes and Earthquakes describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.</p> <p>Animals Including Humans</p>
Spring 1	Connections	Influences	Alteration
Knowledge	<p>Ancient Greece—a study of Greek life and achievements and their influence on the western world. <i>What is the legacy of the Ancient Greek civilisation on the world today?</i></p> <p>Sound</p>	<p>The Roman Empire and its impact on Britain What was the impact of the Roman Empire on Britain?</p> <p>Properties and changes of materials</p>	<p>Darwin's Voyage of Discovery locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</p>

			Evolution and Inheritance
Spring 2	<p>Electricity</p> <p>Geographical skills and fieldwork</p> <p>use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <ul style="list-style-type: none"> • use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world • use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies. 	<p>Geographical skills and fieldwork</p> <p>use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <ul style="list-style-type: none"> • use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world • use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies. 	<p>Geographical skills and fieldwork</p> <p>use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <ul style="list-style-type: none"> • use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world • use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies. <p>Light</p>
Summer 1	<p>Survival</p> <p>Amazon Rainforest - describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle as well as human geography/distribution of resources.</p> <p>Animals, Including Humans</p>	<p>Challenge</p> <p>A study of an aspect or theme in British History that extends pupil chronological knowledge beyond 1066 – Changing power of Monarchs using case studies – Queen Victoria What was the legacy of the Victorian period?</p> <p>Living things and their habitats</p>	<p>Revolution</p> <p>A study of an aspect or theme in British History that extends pupil chronological knowledge beyond 1066 – World War II <i>What was the impact of WWII?</i> Local History – Impact of WWII in Launceston. How did World War II impact on our local community?</p> <p>Electricity</p>
Summer 2	<p>Study of South America</p> <p>Locate South America, using maps, concentrating on environmental regions, key physical and human characteristics, countries, and major cities</p>	<p>Animals</p> <p>Local History - Transport <i>What was the changing role and impact of the railway in Launceston?</i></p>	<p>The Viking and Anglo-Saxon Struggle for the Kingdom of England to the time of Edward the Confessor</p>

	understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America (in the context of Amazon Rainforest)		<i>Does describing the Vikings as vicious raiders portray them accurately? How did the Saxons manage to regain control of England?</i>
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