

Year Group Termly Themes

Key: **Connection themes / Knowledge (Science History Geography)** **This is a Working Document**

***Revisiting key knowledge to develop long term memory.** (All knowledge organisers will be passed to next year group to enable teachers to revisit and develop children's capacity to remember key knowledge and skills.)

Term	Year 1	Year 2	Year 3
Autumn	Community and Inheritance	Community and Inheritance	Community and Inheritance
Knowledge	<p>Where do I live? (Launceston focus) Celebrations/ Monarchy focus (undecided – looking at English texts) focus on bonfire night. Weather/ Seasons – (Geog / Science) observe weather associated with change of seasons. Identify seasonal/ daily weather patterns in the UK and around the world.</p>	<p>Where do I live? (Cornwall focus) The Great Fire of London *Revisit Y1 knowledge on Bonfire Night Weather – Aerial images, maps, fieldwork and observational skills of immediate environment. *Revisit Y1 knowledge on weather. Identify and compare uses of different materials Flammability of materials - Fire of London. Identify and compare uses of different materials –burning pudding lane!*Revisit Y1 material knowledge.</p>	<p>Settlements through time- Stone Age to Iron Age Southwest mining- tin mine at Morwellham Quay(Cornwall)*Revisit Y2 knowledge on Cornwall. Mining disasters- link to community Rock classification and fossilisation.*Revisit Y2 knowledge on materials.</p>
	<p>DT – Wind vane & wind powered cars Art – Drawing – observational drawing around locality.</p>	<p>DT – Rain Gauges / making Tudor buildings Art – Drawing – observational drawing – Landscapes – immediate environment</p>	<p>DT –Making pasties linked to mining knowledge. Art – Drawings- observations in locality.</p>
Spring	Innovation and Sources	Innovation and Sources	Innovation and Sources
Knowledge	<p>Properties of materials Weather –protection from the sun/other weather. Plants link. Seasonal weather patterns UK- other hot/cold climates in world to compare *Revisit Y1 Autumn weather knowledge. Transport, changes in living memory: Wright brothers and key individuals</p>	<p>Materials; Compare how things move on different surfaces *Revisit Y1 materials and transport knowledge. Dinosaurs- how we find out information about the past. Growing plants and simple food chains * Revisit Y1 knowledge on local plants. Compare local area to a non-European country –link to current events e.g. Tokyo link to Olympic year 2020 * Revisit Y2 Autumn local area knowledge.</p>	<p>Shadows and reflections Energy sources- healthy Living-Animals: skeletons and nutrition. key innovations to support/promote a healthy lifestyle. *Revisit Y1 weather protection knowledge Bronze Age-*Revisit Y2 history organiser to support time scale knowledge. technology and travel *Revisit Y1 transport knowledge</p>
	<p>DT –Linked to transport theme. Art – Painting</p>	<p>DT – Linked to forces in science. Art – Painting</p>	<p>DT – Designing products to promote a healthy lifestyle. Art –Painting</p>
Summer	Trade and exploration	Trade and Exploration	Trade and Exploration
Knowledge	<p>Name and locate 4 countries and capital cities in UK. Field work with four compass directions. *Revisit Autumn community knowledge. Changes in local trade over time. Changes in currency. Sir Francis Drake. *Revisit spring properties of materials knowledge. Link to DT. Animals and human body</p>	<p>Key individuals/explorers Space Exploration: Neil Armstrong. *Revisit Y1 Francis Drake knowledge. World continents and oceans. Aerial images/models - plans/maps using symbols (less familiar area) Fieldwork/observational skills – living things and their habitats*Revisit Y1 field work knowledge.</p>	<p>Impact of mountain regions on trade and exploration *Revisit Y1 Francis Drake and Y2 key explorer knowledge. Exploration over different terrains- historical links to local explorers. Magnetism –simple forces *Revisit Y2 materials knowledge. Plants: lifecycles and requirements for life. *Revisit Y2 Growing plants and simple food chains.</p>
	<p>DT-Evaluate/explore existing products- designing products to make and sell. Art – 3D</p>	<p>DT – mechanisms - vehicles Art- 3D</p>	<p>DT – Creating survival implements/ packs. Art – 3D – terrains</p>

Term	Year 4	Year 5	Year 6
Autumn	Community and Inheritance	Community and Inheritance	Community and Inheritance
Knowledge	Study of a region of the UK-comparison to Cornwall-Edinburgh *Revisit Y2 Cornwall knowledge. Climate *Revisit Y2 weather knowledge –earthquakes - Local links to Shelter box Electricity.	Launceston-settlements –land uses. *Revisit Y3 Settlements through time- Stone Age to Iron Age knowledge. Life cycle of Animals *Revisit Y2 food chains knowledge Windrush- New World.	Turbulent Tudors- impact of changing monarchs *Revisit history periods met across year groups to focus knowledge of where Tudors fit. Evolution, adaptation, classification and Darwin *Revisit Y5 life cycle of animal knowledge Local fieldwork –Cuthbert Mayne. *Revisit Y2 and Y5 land use knowledge Tropics and habitats.*Revisit Y5 tropics and land use knowledge.
	DT-Constructions linked to earthquakes/homes. Art-Drawing – plants, observational drawings	DT – Food linked to history theme. Art – Drawing –local land uses.	DT – Textiles. Art – Drawing-living things.
Spring	Innovation and Sources	Innovation and Sources	Innovation and Sources
Knowledge	Ancient China – the inventions of the Qin dynasty (great wall, terracotta army) *Revisit Autumn Ancient China knowledge States of matter-changes: water cycle. Preventing climate change-flooding focus * Revisit Y4 Autumn climate knowledge (Electricity if not met in first term).	Ancient Greece –source of Myths and legends*Revisit history periods met across year groups to focus knowledge of where Ancient Greece fit Space –solar system-innovation space race and beyond. *Revisit Y3 magnetism knowledge Forces-gravity.	Energy sources; Electricity: investigating circuits and light and shadow: eye*Revisit Y3 shadows and reflection knowledge gravity *Revisit Y4 source of light and sound knowledge. Leisure and Entertainment in the C20th Sources of Religious authority *Revisit Y5 Methodism knowledge and Y6 Autumn evolution knowledge.
	DT-Use research and criteria to develop products fit for purpose and evaluate existing products and improve own work – textiles linked to China Art-Painting – china plates. Key artists/designers	DT – Forces-mechanical links-propelling rocket into space! Art-Painting	DT-Link to Science Art-Painting
Summer	Trade and exploration	Trade and Exploration	Trade and Exploration
Knowledge	Trade in Roman times-impact on Britain*Revisit Y3 trade and exploration knowledge. Survival. Julius Caesar’s attempted invasion. *Revisit Y2 and Y3 history organiser to support time scale knowledge. Compass, symbols and keys Key physical and human features *Revisit Y1 and Y3 Fieldwork knowledge Humans: sources of sound, teeth and digestive system.	Properties of Materials- trade impact. *Revisit Y2 material properties knowledge Tropics and land use *Revisit Y4 climate change knowledge Viking Invasion *Revisit history periods met across year groups to focus knowledge of where Vikings fit. Life cycle of plants. *Revisit Y3 Plants in our local community- lifecycles	World War 2. Atlantic trade routes -Economic activity- statistics *Revisit Y4 impact on Britain link to Roman trade knowledge. Longitude and latitude, 4 and 6 figure grid references on O.S. maps Equator, hemispheres, polar circles *Revisit Y4 fieldwork knowledge. Forces Mayans –exploration and trade links. *Revisit Y2, Y3, Y4 trade knowledge. Study of the Americas (geography) Extended study: West Africa, geography, regions of the UK *Revisit Y5 tropics knowledge and Y3 Exploration over different terrains knowledge Healthy living ; sex education-humans
	DT-Food Art-3D – building a volcano	DT- Cooking- Chocolate! Art – 3D linked to science	DT – Link to Trade. Art – 3D –linked to history