

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	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.	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.	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.
	DT – Wind vane & wind powered cars Cooking – pasties Art – Drawing – observational drawing around locality.	DT – Rain Gauges / making Tudor buildings Art – Drawing – observational drawing – Landscapes – immediate environment	DT – Structures linked to mining/ making pasties linked to mining knowledge. Art – Drawings- observations in locality.
Spring	Innovation and Sources	Innovation and Sources	Innovation and Sources
Knowledge	Properties of materials Weather –protection from the sun/other weather. 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	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 * Revisit Y2 Autumn local area knowledge.	Shadows and reflections Energy sources- healthy living- 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
	DT – Creating clothing/ items to protect us from different weather conditions. Art – Painting	DT – Linked to forces in science. Art – Painting	DT – Designing products to promote a healthy lifestyle. Art –Painting Link to science
Summer	Trade and exploration	Trade and Exploration	Trade and Exploration
Knowledge	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.	Key individuals/explorers.*Revisit Y1 Francis Drake knowledge. World continents and oceans. Aerial images/models - plans/maps using symbols (less familiar area) Fieldwork/observational skills - immediate environment*Revisit Y1 field work knowledge.	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.
	DT-Evaluate/explore existing products- designing products to make and sell. Art – 3D	DT – mechanisms - vehicles Art- 3D	DT – Creating survival implements/ packs. Art – 3D – terrains

Term	Year 4	Year 5	Year 6
Autumn	Community and Inheritance	Community and Inheritance	Community and Inheritance
Knowledge	<p>Ancient China- Shang Dynasty-our family Dynasty. Study of a region of the UK-comparison to Cornwall*Revisit Y2 Cornwall knowledge. Plants in our local community- lifecycles. *Revisit Y2 growing plants knowledge. Climate *Revisit Y2 weather knowledge –earthquakes - Local links to Shelter box</p> <p>DT-Understanding seasonality - seasonal vegetables/plant link to create a savoury meal</p> <p>Art-Drawing – plants, observational drawings</p>	<p>Launceston-settlements –land uses. *Revisit Y3 Settlements through time- Stone Age to Iron Age knowledge. Life cycle of Animals *Revisit Y2 food chains knowledge Methodism- Puritans. New World.</p> <p>DT – Links to settlements</p> <p>Art – Drawing –local land uses.</p>	<p>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</p> <p>Local fieldwork –Cuthbert Mayne. *Revisit Y2 and Y5 land use knowledge</p> <p>Tropics and habitats.*Revisit Y5 tropics and land use knowledge.</p> <p>DT – Textiles.</p> <p>Art – Drawing-living things.</p>
Spring	Innovation and Sources	Innovation and Sources	Innovation and Sources
Knowledge	<p>Ancient China – the inventions of the Qin dynasty (great wall, terracotta army) *Revisit Autumn Ancient China knowledge</p> <p>Sources of light and sound. Water cycle.</p> <p>Preventing climate change-flooding focus * Revisit Y4 Autumn climate knowledge</p> <p>DT-Use research and criteria to develop products fit for purpose and evaluate existing products and improve own work - Terracotta army</p> <p>Art-Painting – china plates. Key artists/designers</p>	<p>Ancient Greece –source of Myths and legends*Revisit history periods met across year groups to focus knowledge of where Ancient Greece fit</p> <p>Space –solar system-innovation space race and beyond. *Revisit Y3 magnetism knowledge</p> <p>Life cycle of plants-impact of climate *Revisit Y2 simple food chains knowledge and Y4 Plant knowledge</p> <p>DT – Forces-mechanical links-propelling rocket into space!</p> <p>Art-Painting</p>	<p>Energy sources; Electricity: investigating circuits and light and shadow: eye*Revisit Y3 shadows and reflection knowledge</p> <p>Forces, including gravity *Revisit Y4 source of light and sound knowledge.</p> <p>Leisure - decades changes/changes with monarchs –link to history</p> <p>Sources of Religious authority *Revisit Y5 Methodism knowledge and Y6 Autumn evolution knowledge.</p> <p>DT-Link to Science</p> <p>Art-Painting</p>
Summer	Trade and exploration	Trade and Exploration	Trade and Exploration
Knowledge	<p>Trade in Roman times-impact on Britain*Revisit Y3 trade and exploration knowledge.</p> <p>Survival. Julius Caesar’s attempted invasion. *Revisit Y2 and Y3 history organiser to support time scale knowledge.</p> <p>Compass, symbols and keys Key physical and human features *Revisit Y1 and Y3 Fieldwork knowledge</p> <p>DT-Use mechanical systems in own work and annotated sketches - Creating an electrical circuit for volcano</p> <p>Art-3D – building a volcano</p>	<p>Properties of Materials- trade impact. *Revisit Y2 material properties knowledge</p> <p>Tropics and land use *Revisit Y4 climate change knowledge</p> <p>Viking Invasion *Revisit history periods met across year groups to focus knowledge of where Vikings fit.</p> <p>DT- Cooking- Chocolate!</p> <p>Art – 3D linked to science</p>	<p>World War 2. Atlantic trade routes *Revisit Y4 impact on Britain link to Roman trade knowledge.</p> <p>Longitude and latitude, 4 and 6 figure grid references on O.S. maps</p> <p>Equator, hemispheres, polar circles *Revisit Y4 fieldwork knowledge.</p> <p>Economic activity- statistics</p> <p>Mayans –exploration and trade links. *Revisit Y2, Y3, Y4 trade knowledge.</p> <p>Study of the Americas (geography)</p> <p>Extended study: West Africa, geography, regions of the UK *Revisit Y5 tropics knowledge and Y3 Exploration over different terrains knowledge</p> <p>DT – Link to Trade.</p> <p>Art – 3D –linked to history</p>