## Year\_Group\_Themes Key: Connection themes; Knowledge (Science History Geography)\*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.) Further details of content can be found on the overview maps for KS1, Lower KS2 and Upper KS2

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 on bonfire night.  Gunpowder Plot: Guy Fawkes  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) Significant historical events, people and places in their own locality –Charles Causley  Events beyong living memory: The Great Fire of London everyday materials/changes in materials. *Revisit Y1 material knowledge  Weather –seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles*Revisit Y1 knowledge on weather	Cornish Mining Morwellham Quay* Revisit Y2 knowledge on Cornwall.  Use sources of evidence to build up a picture of a past event – Chilean mining disaster.  Rock classification and fossilisation.*Revisit Y2 knowledge on materials.  Begin to match boundaries (e.g. find same boundary of a country on different scale maps) Locate the UK on a variety of different scale map. Name & locate the counties and cities of the UK
	DT — Wind socks –Textiles. Art — Drawing	DT—Construction Tudor buildings Art— Drawing	DT-Food Making pasties linked to mining knowledge. Art - Drawings
Spring	Innovation and Sources	Innovation and Sources	Innovation and Sources
Knowledge	Physical properties of materials. Identify and name a variety of materials.  Plants: identify and name variety of plants.Basic structure of common flowering plants & trees.  History of Flight.Lives of significant individuals e.g. Amelia Earhart, Wright brothers.  To use world maps, atlases and globes to identify the countries, continent and oceans studied at this key stage  *Revisit Y1 Autumn weather knowledge.	Travelling on Land Use basic geographical vocabulary to refer to: key physical features.  The lives of significant individuals in the past who have contributed to national/international achievements – Richard Trevithick.  Significant historical events, people and places in their own locality Plants: seeds and bulbs grow into mature plants. Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.  Dinosaurs-Events beyond living memory that are significant nationally or globally. The lives of significant individuals in the past who have contributed to national and international achievements – Mary Anning	Light and Shadows. Energy sources- healthy Living-Animals: nutrition.  Key innovations to support/promote a healthy lifestyle.  *Revisit Y1 weather protection knowledge  Settlements through Time Stone age to Iron age settlements  Scots settlements, invasion and kingdoms (British History taught chronologically)*Revisit Y2 history organiser to support time scale knowledge.
	DT – Mechanisms (levers and sliders) – Easter Cards Art – Painting	DT — Smoothie Making-Food Art — Painting	DT-Light Theatre Puppets To know about movement of simple mechanisms such as levers and linkages.  Art-Painting
Summer Knowledge	Trade and exploration	Trade and Exploration	Trade and Exploration
	Name and locate the world's seven continents and five oceans Use basic geographical vocabulary to refer to: key physical feature. Field work with four compass directions. Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. *Revisit Autumn community knowledge Polar Explorers; Robert Falcon Scott, Jade Hameister. Animals and Humans Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals. Identify and name a variety of common animals that are carnivores, herbivores and omnivores	Explorers Events beyond living memory that are significant nationally or globally Lives of significant individuals. Gertrude Benham, Bear Grylls Geographical vocabulary -key physical features compass directions and locational and directional language to describe the location of features and routes on a map. The location of hot and cold areas of the world in relation to the Equator and the North and South Poles. Living Things and their Habitats Notice that animals, including humans, have offspring which grow into adults. Find out about and describe the basic needs of animals, including humans, for survival (water, food and air) Tokyo Use basic geographical vocabulary to refer to: key human features Use world maps, atlases and globes to identify the countries, continents and oceans studied at this KS	Plants; identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers. Explore the requirements of plants for life and growth (air, light,water, nutrients from soil, and room to grow) and how they vary from plant to plant*Revisit Y2 Growing plants and simple food chains  Forces and Magnets*Revisit Y2 materials knowledge  Spain; Trade and tourism? Source of income, travel,comparison between Cornwall and Southern Spain.Beach trip v town trail 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
	DT-Food. Pizza Making Art – 3D	DT-Textiles ;Aminal puppets Art- 3D	DT – Textiles: Spanish Flag (Aida) Art – 3D

Term	Year 4	Year 5	Year 6
· Autumn Knowledge	Community and Inheritance	· Community and Inheritance	Community and Inheritance
	Study of a region of the UK- Midlothian (Edinburgh) comparison to Cornwall (Launceston) *Revisit Y2 Cornwall knowledge. Water Cycle; evaporation and condensation. States of Matter: solid, liquids, gases. Animals including Humans: digestive system, teeth and food chains.	Local History: A study of how Launceston was connected to the rest of the UK through the railway network. The history of the railway in Launceston and Cornwall.  Geography: Look at all the counties of England, the county capitals, what major land use each had and what they produced and shipped by rail to other parts of the country.  Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time.  Biology: Living things and their habitats. *Revisit Y2 Living things and habitats.  Physics: Gravity, air resistance, water resistance, friction. Mechanisms:	them. Features of a river; human and physical.*Revisit Y4 Water Cycle.  Biology: Living things and their habitats; classify living things by different criteria. how animals adapt to their environment and their diet
	DT-Food technology. Cornish cream tea/scones Art-Drawing	DT — Constructions /Mechanisms.  Art — Drawing	DT – Food. Art – Drawing
Spring	Innovation and Sources	Innovation and Sources	Innovation and Sources
Knowledge	Romans; sources of evidence, roads and Hadrian's wall, Romanisation of Britain and impact of technology, culture and beliefs. *Revisit history periods met across year groups to focus knowledge of where Romans fits  Natural Disasters. Describe and explain physical geography features — earthquakes, volcanoes Human geography — land use around volcanoes, settlements  Living things and their Habitats: classification keys, adapting to habitats.	Ancient Greece –source of Myths and legends a study of Greek life and achievements and their influence on the western world. *Revisit history periods met across year groups to focus knowledge of where Ancient Greece fits  Study a region of the Americas: West Indies.Locate the world's countries. Key physical and human geography.  Physics: Earth and Space. Biology: Animals including humans. Changes as humans develop to old age.	A non-European Society that provides contrast with British History – The Mayan Civilisation. *Revisit history periods met across year groups to focus knowledge of where Mayans fit.  Study a region of the Americas – 'Mesoamerica' (Mexico, Guatemala, El Salvador, western Honduras and Belize). Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region within the Americas.  Physics: Electricity – investigating circuits.  Physics: Light/ Science week. A study of Light and Shadows and the Eye *Revisit Y4 source of light and sound knowledge/*Revisit Y3 shadows and reflection knowledge
	DT- Construction-earthquake proof shelters Art-Painting	DT —Food technology Art-Painting	DT-Construction and Mechanisms. Art-Painting
	Trade and exploration	Trade and Exploration	Trade and Exploration
Summer Knowledge	Sound: vibrations, patterns of pitch and volume. Electricity: simple series electrical circuit: cells, wires, bulbs,switches and buzzers. Conductors/insulators. Ancient China; sequence most significant events, objects, themes,societies, periods and people using some dates, period labels and terms.  *Revisit Y2 and Y3 history organiser to support time scale knowledge.	British Settlements- The Viking and Anglo-Saxon Struggle for the Kingdom of England to the time of Edward the Confessor .Why did the Vikings invade Britain?  *Revisit history periods met across year groups to focus knowledge of where Vikings and Anglo-Saxons fit.  Use 4 digit and 6 figure grid references on OS maps. Use 8 figure compasses, begin to use 6 figure grid references. Compare maps with aerial photographs. Follow a short route on an OS map. Describe the features shown on an OS map. Draw a sketch map using symbols and a key. Use and recognise OS map symbols regularly.  Chemistry:  Properties and changes of materials Compare and group together everyday materials on the basis of their properties; e.g. hardness, solubility, conductivity, magnetic. *Revisit Y2 material properties knowledge	A study of an aspect or theme in British History that extends pupil chronological knowledge beyond 1066 –the turbulent Tudors.  Human geography of the UK and local area, including land use, economic activity, distribution of natural resources including energy. A study of Windfarms as a sustainable source of energy. Name and locate counties and cities of the United Kingdom. Study geographical regions and their identifying human and physical characteristics, including key topographical features  *Revisit Y2 and Y5 land use knowledge  Biology: Animals including humans .Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood. Recognise the impact of diet, exercise, drugs and lifestyle on the way their body's function. Describe the ways in which nutrients and water are transported within animals, including humans
	DT-Textiles Art-3D	DT- Textiles Art – 3D	DT — Textiles. Art — 3D

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