

Term	Year 4	Year 5	Year 6
Autumn Knowledge	Community and Inheritance	Community and Inheritance	Community and Inheritance
	<p>Study of a region of the UK- Midlothian (Edinburgh) comparison to Cornwall (Launceston) <u>*Revisit Y2 Cornwall knowledge.</u></p> <p>Water Cycle; evaporation and condensation. States of Matter: solid, liquids, gases.</p> <p>Animals including Humans: digestive system, teeth and food chains.</p>	<p>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.</p> <p>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.</p> <p>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.</p> <p>Biology: Living things and their habitats. <u>*Revisit Y2 Living things and habitats.</u></p> <p>Physics: Gravity, air resistance, water resistance, friction. Mechanisms: levers, pulleys, gears.</p>	<p>Local History – Cornwall at War: Study of aspect/ themes of British History WW2 How was Cornwall affected by the war? What role did it play?</p> <p>Geography fieldwork: Study of rivers, Boscastle and flood. Study, locate and name world and local rivers, including identifying human use and impact upon them. Features of a river; human and physical. <u>*Revisit Y4 Water Cycle.</u></p> <p>Biology: Living things and their habitats; classify living things by different criteria. how animals adapt to their environment and their diet</p> <p>Biology: Evolution and inheritance; characteristics that are inherited and others are learnt. <u>*Revisit Y5 life cycle of animal knowledge</u></p>
	DT-Food technology. Cornish cream tea/scones Art-Drawing	DT – Constructions /Mechanisms. Art – Drawing	DT – Food. Art – Drawing
Spring Knowledge	Innovation and Sources	Innovation and Sources	Innovation and Sources
	<p>Romans; sources of evidence , roads and Hadrian’s wall, Romanisation of Britain and impact of technology, culture and beliefs. <u>*Revisit history periods met across year groups to focus knowledge of where Romans fits</u></p> <p>Natural Disasters. Describe and explain physical geography features – earthquakes, volcanoes</p> <p>Human geography – land use around volcanoes, settlements</p> <p>Living things and their Habitats: classification keys, adapting to habitats.</p>	<p>Ancient Greece –source of Myths and legends a study of Greek life and achievements and their influence on the western world. <u>*Revisit history periods met across year groups to focus knowledge of where Ancient Greece fits</u></p> <p>Study a region of the Americas: West Indies. Locate the world’s countries. Key physical and human geography.</p> <p>Physics : Earth and Space . Biology : Animals including humans. Changes as humans develop to old age.</p>	<p>A non-European Society that provides contrast with British History – The Mayan Civilisation. <u>*Revisit history periods met across year groups to focus knowledge of where Mayans fit.</u></p> <p>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.</p> <p>Physics: Electricity – investigating circuits.</p> <p>Physics: Light/ Science week. A study of Light and Shadows and the Eye</p> <p><u>*Revisit Y4 source of light and sound knowledge/*Revisit Y3 shadows and reflection knowledge</u></p>
	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	<p>Sound: vibrations, patterns of pitch and volume.</p> <p>Electricity: simple series electrical circuit: cells, wires, bulbs, switches and buzzers. Conductors/insulators.</p> <p>Ancient China; sequence most significant events, objects, themes, societies, periods and people using some dates, period labels and terms.</p> <p><u>*Revisit Y2 and Y3 history organiser to support time scale knowledge.</u></p>	<p>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? <u>*Revisit history periods met across year groups to focus knowledge of where Vikings and Anglo-Saxons fit.</u></p> <p>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.</p> <p>Chemistry: Properties and changes of materials Compare and group together everyday materials on the basis of their properties; e.g. hardness, solubility, conductivity, magnetic. <u>*Revisit Y2 material properties knowledge</u></p>	<p>A study of an aspect or theme in British History that extends pupil chronological knowledge beyond 1066 –the turbulent Tudors.</p> <p>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</p> <p><u>*Revisit Y2 and Y5 land use knowledge</u></p> <p>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</p>
	DT-Textiles Art-3D	DT- Textiles Art – 3D	DT – Textiles. Art – 3D