

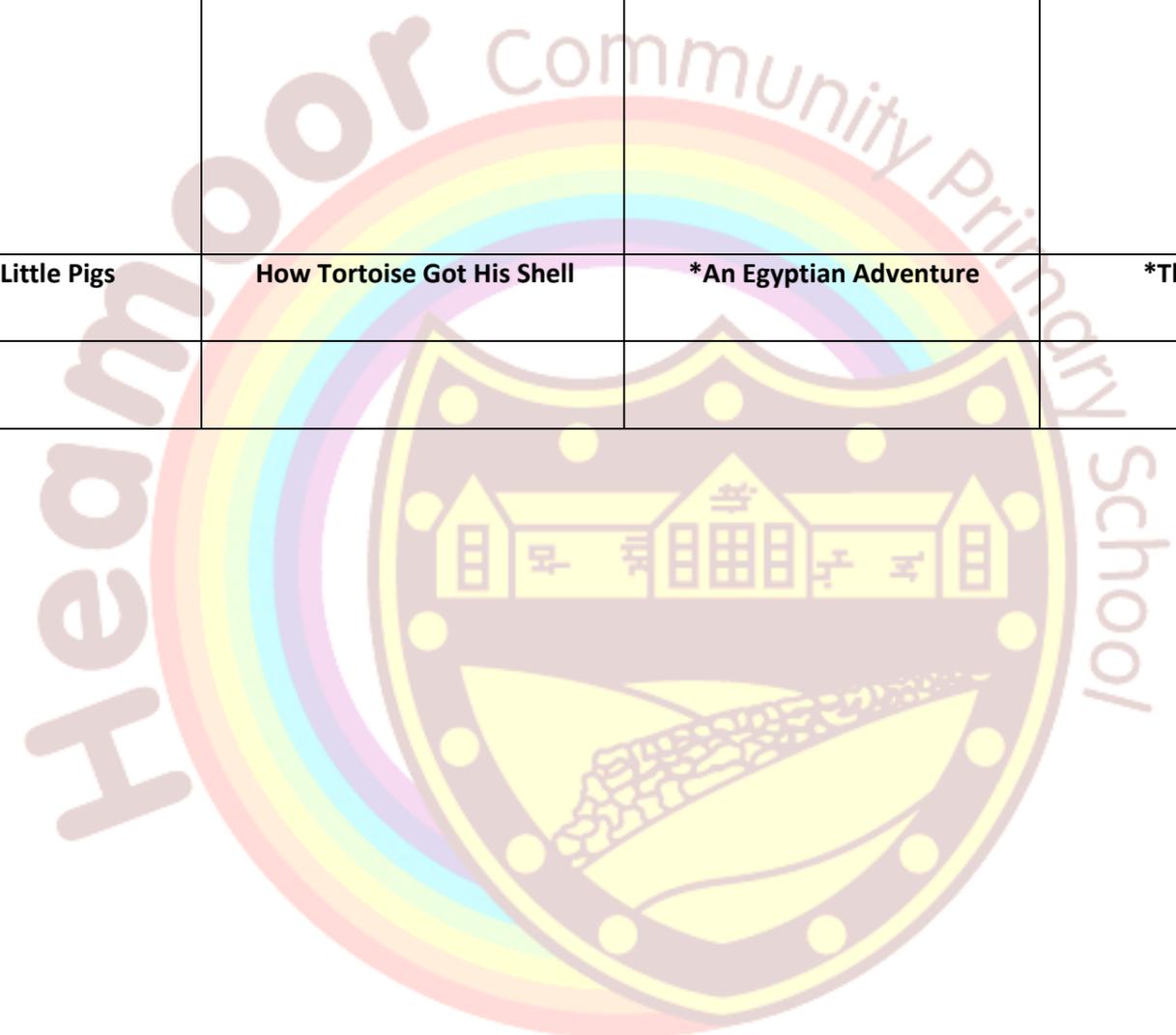
# Heamoor School Curriculum

## Long Term Overview: **Year A**

	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
Topic Focus	Our World: are we polluters or protectors?	Prehistoric Britain: wasn't it just a bunch of cavemen?	Romans & Celts: Were they pioneers or invaders?	Ancient Egypt: From farming to Pharaohs	Plants & Animals: The Circle of Life	The Victorians: The original influencers?
Lead subject	Geography Science	History	History	History	Science	History Design Technology
Years 1/2	<p>Children will develop a knowledge about the world, the United Kingdom and their locality and make comparison to a non-European country. (India) incl. introduction to work of WWF and other organisations in protection of animals</p> <ul style="list-style-type: none"> <li>• Where we are in the world mapwork. Name and locate the seven continents and five oceans.</li> <li>• Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom (Cornwall), and of a small area in a contrasting non-European country. (India)</li> <li>• Use basic geographical vocabulary to refer to the unique features of Cornwall with the comparison of:</li> <li>• key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</li> <li>• key human features, including: city, town, village,</li> </ul>	<p>Children will develop an awareness of the past, they will explore this historical period as a foundation for KS2 study.</p> <ul style="list-style-type: none"> <li>• Be able to use common words and phrases relating to the passing of time.</li> <li>• To inspire pupils' curiosity to know more about the past.</li> <li>• Understand the complexity of people's lives, the diversity of societies and relationships between different groups during this period</li> <li>• Pupils will learn about Prehistoric Cornwall; looking at significant events &amp; sites of historic importance locally (Merry Maidens of Zennor) to ask perceptive questions, think critically and weigh evidence</li> <li>• understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed; <i>exploring significance of Humphry Davy and the work that he did to support miners in our local community.</i></li> </ul>	<p>An introduction to Roman Britain; who were they? What were they like? Daily life? Culture? Explore similarities &amp; differences? Through the study of a significant person and stories from the period.</p> <ul style="list-style-type: none"> <li>• Develop an awareness of the past, using common words relating to the passing of time.</li> <li>• Identify similarities and differences between ways of life in different periods.</li> <li>• know and understand the history as a coherent, chronological narrative: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world; <i>Understand where Romans came from and similarities and differences between Italy and Britain as localities and cultures</i></li> <li>• They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events.</li> <li>• understand historical concepts such as continuity and change,</li> </ul>	<p>An introduction to Ancient Egypt; a study of aspects of daily life including the significance of the River Nile, looking at farming, animals and crops (incl. diet)</p> <ul style="list-style-type: none"> <li>• know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; characteristic features of past non-European societies achievements; <i>know where Egypt was located, climate, geographical features etc</i></li> <li>• understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections and frame historically-valid questions; <i>explore the features of Red/Black land, reason for the division of land, significance of the river</i></li> <li>• Develop an awareness of the past, using common words and phrases relating to the passing of time.</li> </ul>	<p>Children will use the local environment (and beyond) to explore and answer questions about plants and animals in their natural habitat. With opportunity to experience and observe phenomena, looking closely at the natural world around them.</p> <ul style="list-style-type: none"> <li>• <b>Plants Y1:</b> Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees</li> <li>• identify and describe the basic structure of a variety of common flowering plants, including trees.</li> <li>• observe changes across the four seasons</li> <li>• observe and describe weather associated with the seasons.</li> <li>• <b>Plants Y2:</b> Observe and describe how seeds and bulbs grow into mature plants</li> <li>• Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.</li> <li>• <b>Animals:</b> identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals</li> <li>• identify and name a variety of common animals that are carnivores, herbivores and omnivores</li> </ul>	<p>Children will explore the development of 'seaside holidays' within the backdrop of Victorian Britain through to modern times. Exploring the transport, entertainment, clothes, food trends, inventions, popular, locations leading to a DT project on puppets</p> <ul style="list-style-type: none"> <li>• know and understand the history of Britain as a coherent, chronological narrative, up to present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world</li> <li>• understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions; <i>impact of 1871 bank holiday act, transport, inventions (bathing machines)</i></li> <li>• understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and</li> </ul>

	<p>factory, farm, house, office, port, harbour and shop.</p>	<ul style="list-style-type: none"> <li>• know and understand significant aspects of the history of the wider world &amp; the nature of ancient civilisations; the Cornovii tribe and how they settled in Cornwall.</li> <li>• They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events.</li> </ul>	<p>cause and consequence; <i>explore why the Romans left Britain and the influence that Julius Caesar had.</i></p> <p>Know and understand significant aspects of the history of the wider world: the nature of ancient civilisations and the expansion and dissolution of empires; <i>Roman invasion of Britain, in-depth study of the life and significance of Julius Caesar (clothes he wore, his role as a Roman General, an Emperor, and his leadership of the invasions on Britain).</i></p> <ul style="list-style-type: none"> <li>• know where the people and events they study fit within a chronological framework; <i>story of Brutus and Cassius.</i></li> </ul>	<ul style="list-style-type: none"> <li>• They should understand some of the ways in which we find out about the past and identify different ways in which it is represented; <i>understand the importance of the River Nile to daily life and survival</i></li> <li>• know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods; <i>study of Egyptian farming methods, animals &amp; crops</i></li> </ul>	<ul style="list-style-type: none"> <li>• describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets)</li> <li>• identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.</li> <li>• <b>Living things &amp; their habitats;</b> explore and compare the differences between things that are living, dead, and things that have never been alive</li> <li>• identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other</li> <li>• identify and name a variety of plants and animals in their habitats, including micro-habitats</li> <li>• describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food.</li> <li>• <b>Animals incl. humans;</b> notice that animals, including humans, have offspring which grow into adults</li> <li>• find out about and describe the basic needs of animals, including humans, for survival (water, food and air)</li> <li>• describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.</li> </ul>	<p>why contrasting arguments and interpretations of the past have been constructed; e.g. <i>study of photographs from different decades</i></p> <ul style="list-style-type: none"> <li>• They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods; <i>explore features of seaside holidays incl food, clothing, class system, entertainment, transport, accommodation</i></li> <li>• They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events.</li> <li>• the lives of significant individuals in the past who have contributed to national and international achievements; <i>Queen Victoria</i></li> <li>• significant historical events, people and places in their own locality; <i>Penzance / Cornwall as a seaside holiday destination through time incl. popular leisure and entertainment activities e.g. punch &amp; Judy</i></li> <li>• Develop knowledge, understanding and skills needed to engage in an iterative process of designing and making; <i>link to Punch &amp; Judy puppets</i></li> </ul> <p>Design;</p> <ul style="list-style-type: none"> <li>• design purposeful, functional, appealing products for themselves and other users based on design criteria</li> <li>• generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where</li> </ul>
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						<p>appropriate, information and communication technology</p> <p>Make;</p> <ul style="list-style-type: none"> <li>•select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]</li> <li>•select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics</li> </ul> <p>Evaluate;</p> <ul style="list-style-type: none"> <li>•explore and evaluate a range of existing products</li> <li>•evaluate their ideas and products against design criteria</li> </ul>
<b>T4W Focus</b>	<b>*The Tiger Who Came to Tea</b>	<b>The Three Little Pigs</b>	<b>How Tortoise Got His Shell</b>	<b>*An Egyptian Adventure</b>	<b>*The Little Red Hen</b>	<b>What Ladybird Heard</b>
<b>Novel Study</b>						



Topic Focus	Our World: are we polluters or protectors?	Prehistoric Britain: wasn't it just a bunch of cavemen?	Romans & Celts: Were they pioneers or invaders?	Ancient Egypt: From farming to Pharaohs	Plants & Animals: The Circle of Life	The Victorians: The original influencers?
Years 3/4	<p>Pupils should develop their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include a study of food, origins, farming, fair trade, carbon footprints (food miles) modern day and through history.</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Carbon footprints</li> <li>• Identify that animals, including humans, need the right types and amount of nutrition, and they cannot make their own food; they get nutrition from what they eat.</li> <li>• Pupils will describe and understand key aspects of physical geography, including climate zones, biomes and vegetation belt. Rivers, mountains and volcanoes, and explore the water cycle.</li> </ul>	<p>Pupils will explore 'The Bronze Age' and continue to develop a chronologically secure knowledge and understanding, establishing clear narratives within and across the narratives, they study. Pupils will learn to understand how our knowledge of the past is constructed from a range of sources.</p> <ul style="list-style-type: none"> <li>• know and understand significant aspects of the history of the wider world &amp; the nature of ancient civilisations during this period; incl. <i>religion, technology, travel, daily life, diet.</i></li> <li>• Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed; study on a site of significant importance; <i>Stonehenge</i></li> <li>• Develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study; the importance of geology during this period,</li> </ul>	<p>A study of Roman Britain; who were they? What were they like? Daily life? Leisure and Culture? Explore similarities &amp; differences? Exploring the impact they had on Britain and legacy.</p> <ul style="list-style-type: none"> <li>• Develop a chronologically secure knowledge.</li> <li>• Understand how our knowledge of the past is constructed from a range of sources and that different versions of past events may exist, giving some reasons for this.</li> <li>• know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; <i>Pupils will learn who founded Rome, story of Romulus and Remus and make comparisons between the different versions of the story.</i></li> <li>• understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed; <i>explore where the Romans lived, buildings design, impact on London, legacy of grid designs.</i></li> <li>• Address and devise historically valid questions</li> </ul>	<p>An exploration of Ancient Egypt with a focus on how it was ruled over time, the clues about daily life found in hieroglyphs and Egyptian beliefs about life and death.</p> <ul style="list-style-type: none"> <li>• Develop a chronologically secure knowledge and understanding of world history, establishing clear narratives within and across the periods they study.</li> <li>• Understand how our knowledge of the past is constructed from a range of sources; <i>explore hieroglyphs as an insight to Egyptian life, pyramids</i></li> <li>• know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; characteristic features of past non-European societies; <i>Rituals of death, mummification, afterlife</i></li> <li>• Gain and deploy a historically grounded understanding of abstract terms such as 'civilisation', 'parliament' and 'peasantry'</li> <li>• Understand the connections between cultural, economic, military, political, religious and social history; <i>Egyptian rule, pharaohs, slaves</i></li> </ul>	<p>Children will be introduced to the relationship between structure and function (in plants and animals incl. humans): the idea that every part has a job to do and a special function. They will also explore how habitats change and how animals &amp; plants can be grouped.</p> <ul style="list-style-type: none"> <li>• <b>Plants:</b> identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers</li> <li>• 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</li> <li>• investigate the way in which water is transported within plants</li> <li>• explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.</li> <li>• <b>Animals incl. humans;</b> identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat</li> <li>• Identify that humans and some other animals have skeletons and muscles for support, protection and movement.</li> <li>• <b>Living things and their habitats:</b> recognise that living things can be grouped in a variety of ways</li> <li>• explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment</li> </ul>	<p>Children will explore the Victorian period looking at transport (incl. Railways) and the Industrial revolution and the impact on modern day life through a study of the life of Isambard Kingdom Brunel (<i>an English civil engineer who is considered "one of the most ingenious and prolific figures in engineering history"</i>) leading to a DT project on bridges</p> <ul style="list-style-type: none"> <li>• know and understand the history of Britain as a coherent, chronological narrative; how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world</li> <li>• understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions</li> <li>• understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed</li> <li>• gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history;</li> </ul>

		and the significance for Cornwall.	<p>about cause, similarity and difference, and significance. Construct informed based on selection and organisation of relevant historical information; <i>living conditions of the rich and poor Romans.</i></p> <ul style="list-style-type: none"> <li>• Know and understand how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world; <i>explore Roman leisure and bathing culture</i></li> </ul>		<ul style="list-style-type: none"> <li>• recognise that environments can change and that this can sometimes pose dangers to living things.</li> <li>• <b>Animals incl. humans;</b> describe the simple functions of the basic parts of the digestive system in humans</li> <li>• identify the different types of teeth in humans and their simple functions</li> <li>• construct and interpret a variety of food chains, identifying producers, predators and prey.</li> </ul>	<ul style="list-style-type: none"> <li>• knowledge, understanding and skills needed to engage in an iterative process of designing and making;</li> <li>• <b>Design:</b> use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups</li> <li>• generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</li> <li>• <b>Make:</b> select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately</li> <li>• select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities</li> <li>• <b>Evaluate:</b> evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</li> <li>• understand how key events and individuals in design and technology have helped shape the world</li> <li>• <b>Technical knowledge:</b> apply their understanding of how to strengthen, stiffen and reinforce more complex structures</li> </ul>
T4W Focus	Matale Comes to Supper	Crying Wolf	*Romulus and Remus	*Rhodopis	*The Promise	Staying Out
Novel Study						

Topic Focus	Our World: are we polluters or protectors?	Prehistoric Britain: wasn't it just a bunch of cavemen?	Romans & Celts: Were they pioneers or invaders?	Ancient Egypt: From farming to Pharaohs	Plants & Animals: The Circle of Life	The Victorians: The original influencers?
Years 5/6	<p>Pupils develop knowledge about the world and deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. They explore how the Earth's features at different scales are shaped, interconnected and change over time.</p> <ul style="list-style-type: none"> <li>• Pupils will identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle and time zones including day and night.</li> <li>• Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</li> <li>• Natural disasters</li> <li>• Composition of planet</li> <li>• Extreme climates and habitats</li> <li>• Natural disasters</li> </ul>	<p>Pupils will explore 'The Iron Age' and continue to develop a chronologically secure knowledge and understanding, establishing clear narratives within and across this period. Pupils will learn to understand how our knowledge of the past is constructed from a range of sources.</p> <ul style="list-style-type: none"> <li>• know and understand significant aspects of the history of the wider world &amp; the nature of ancient civilisations; exploring Iron Age hill forts: <i>importance of tribal kingdoms and their features from a variety of sources.</i></li> <li>• understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections and draw contrasts; <i>explore Farming, land use &amp; settlements and compare to modern day methods in Cornwall.</i></li> <li>• Understand how our knowledge of the past is constructed from a range of sources; <i>significance of Art and Culture the period</i></li> <li>• Construct informed responses that involve thoughtful selection and organisation of relevant historical information; <i>explore the developments</i></li> </ul>	<p>A study of Roman Britain; who were they? Why were they such successful invaders? Exploring the impact they had on Britain and legacy.</p> <ul style="list-style-type: none"> <li>• Develop a chronologically secure knowledge.</li> <li>• Understand how our knowledge of the past is constructed from a range of sources and that different versions of past events may exist, giving some reasons for this.</li> <li>• gain and deploy a historically grounded understanding of abstract terms such as 'empire'</li> <li>• Understand how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world; <i>Roman Empire and its impact on Britain.</i></li> <li>• Understand how to frame historically-valid questions and create their own structured accounts, including written narratives and analyses; <i>Roman army – strategy, organisation (legions), equipment, weapons, uniform and armour</i></li> <li>• Understand the history this period as a coherent, chronological narrative; how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider</li> </ul>	<p>An exploration of Ancient Egypt with a focus on how it ruled, understanding the hierarchy of power at all levels, religion and worship and a depth study of life and death of Tutankhamun and the clues discovered by the archaeological dig.</p> <ul style="list-style-type: none"> <li>• gain and deploy a historically grounded understanding of abstract terms e.g. 'empire', 'civilisation', 'parliament' and 'peasantry'</li> <li>• Understand the connections between cultural, economic, military, political, religious and social history; and between short- and long-term timescales; <i>Egyptian government &amp; hierarchy, class system</i></li> <li>• know and understand significant aspects of the history of the wider world, the nature of ancient civilisations; characteristic features of past non-European societies</li> <li>• Develop a chronologically secure knowledge and understanding of world history, establishing clear narratives within and across the periods they study; <i>Worship and Religion; religious buildings, beliefs; demons &amp; Gods</i></li> <li>• Address and devise historically valid questions about change, cause, similarity and difference, and significance; <i>life and death of Tutankhamun</i></li> <li>• Understand how our knowledge of the past is constructed from a range of sources. <i>Discovery of Tutankhamun's tomb</i></li> </ul>	<p>Children will be exploring the relationship between structure and function (in plants and animals incl. humans): the idea that every part has a job to do and a special function (<i>building on their learning from Y3/4</i>). They will also explore life cycle changes in a variety of living things and the characteristics of living things.</p> <ul style="list-style-type: none"> <li>• <b>Living things and their habitats:</b> describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird</li> <li>• describe the life process of reproduction in some plants and animals.</li> <li>• describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals</li> <li>• give reasons for classifying plants and animals based on specific characteristics.</li> <li>• <b>Animals incl. humans:</b> describe the changes as humans develop to old age.</li> <li>• identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood</li> <li>• recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function</li> <li>• describe the ways in which nutrients and water are transported within animals, including humans.</li> </ul>	<p>Children will explore the Victorian period looking at the history of medicine and the impact on modern day practice and equipment leading to a DT sewing &amp; design project on medical clothing &amp; masks</p> <ul style="list-style-type: none"> <li>• develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study; development of medical practices, impact of parliamentary acts (e.g. <i>Public Health act</i>), germ theory, medical inventions (e.g. <i>X-ray, stethoscopes etc.</i>)</li> <li>• address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance; <i>impact of Florence Nightingales works during Crimean War on women in medicine</i></li> <li>• know and understand the history of Britain as a coherent, chronological narrative up to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world</li> <li>• understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed</li> <li>• <b>Design:</b> use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups</li> </ul>

		<p><i>in society and what we learnt from people in the Iron Age.</i></p>	<p>world; <i>Queen Boudicca as wife of the ruler of the Iceni, a Celtic tribe. How the Roman's claimed the Iceni lands, how Boudicca protested and the significance of Colchester in Roman Times and how this compares today. (The capital of Roman Britain.)</i></p> <ul style="list-style-type: none"> <li>know and understand the nature of ancient civilisations; the expansion and dissolution of empires; Boudicca's defeat &amp; how she is remembered.</li> </ul>			<ul style="list-style-type: none"> <li>generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</li> <li><b>Make:</b> select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately</li> <li>select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities</li> <li><b>Evaluate:</b> evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</li> <li>understand how key events and individuals in design and technology have helped shape the world</li> <li><b>Technical knowledge:</b> apply their understanding of how to strengthen, stiffen and reinforce more complex structures</li> </ul>
<b>T4W Focus</b>	<b>*The Tin Forest</b>	<b>The Canal</b>	<b>Why Compassion Bears Fruit</b>	<b>*The Time Slip Scarab</b>	<b>The Photo Album</b>	<b>*War of the Worlds</b>
<b>Novel Study</b>						

# Heamoor School Curriculum

## Long Term Overview: Year B

	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
Topic Focus	This Green & Pleasant Land	Gods & Mortals: Greece is the Word.	40's to noughties: A journey through the decades	The Vikings: Raiders or Traders?	Water: Wet, Wet, Wet.	Study of British History: The Cornish Connection
Lead subject	Geography	History/Art	Music/Art	History	Science/Geography	History / Science
Years 1/2	<p>Pupils should develop knowledge about the world, the United Kingdom and their locality with particular focus on farming</p> <ul style="list-style-type: none"> <li>• “Plants” identify and name a variety of common wild and garden plants, including deciduous and evergreen trees</li> <li>• “Plants” identify and describe the basic structure of a variety of common flowering plants, including trees.</li> <li>• understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom (<i>Cornwall</i>), and of a small area in a contrasting non-European country (<i>Mexico</i>)</li> <li>• identify 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</li> <li>• Use basic geographical vocabulary to refer to:</li> <li>• key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</li> </ul>	<p>The study of Ancient Greece through a look at the lives of significant people; a poet, a leader, a scientist</p> <ul style="list-style-type: none"> <li>- Aesop</li> <li>- Alexander the Great</li> <li>- Hippocrates</li> <li>• understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed</li> <li>• gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.</li> <li>• The lives of significant individuals in the past who have contributed to national and international achievements.</li> <li>• Pupils should be taught:</li> <li>• To use a range of materials creatively to design and make products</li> </ul>	<p>The study of music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians with a focus on 40's/50's, jazz &amp; blues;</p> <ul style="list-style-type: none"> <li>• To use their voices expressively and creatively by singing songs and speaking chants and rhymes</li> <li>• To play tuned and untuned instruments musically</li> <li>• To listen with concentration and understanding to a range of high-quality live and recorded music</li> <li>• To experiment with, create, select and combine sounds using the inter-related dimensions of music.</li> <li>• How does music help us to stay healthy in our minds? (PSHE)</li> <li>• gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; <i>role of music during wartime (WW2) &amp; times other periods of difficulty; Explore Jazz and Blues music and the</i></li> </ul>	<p>An introduction to Viking and Anglo-Saxon Britain; who were they? What were they like? Daily life? Culture? Similarities &amp; differences?</p> <ul style="list-style-type: none"> <li>• understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed; To understand who the Anglo Saxons were, where they originated from and why &amp; when they came to Britain; focus on the Anglo-Saxon settlement (prior to The Vikings)</li> <li>• To understand the chronology of Anglo Saxon/Viking Britain in relation to Roman Britain (<i>link to previous learning</i>)</li> <li>• gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales; <i>To identify what it was like to be</i></li> </ul>	<p>An introduction to the sea as a habitat, exploring the animals, eco system, food chains &amp; what can harm or disrupt the balance of nature (<i>and what can be done to reduce this impact</i>).</p> <ul style="list-style-type: none"> <li>• identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals</li> <li>• identify and name a variety of common animals that are carnivores, herbivores and omnivores</li> <li>• distinguish between an object and the material from which it is made</li> <li>• identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock</li> <li>• describe the simple physical properties of a variety of everyday materials; <i>Explore materials and look at ways we can help our local community 'Plastic Free Penzance' ethos.</i></li> <li>• compare and group together a variety of everyday materials on the basis of their simple physical properties.</li> <li>• explore and compare the differences between things that are living, dead, and</li> </ul>	<p>Know and understand the history of Cornwall as a coherent, chronological narrative; how people's lives have shaped it and how it has influenced and been influenced by the wider world</p> <ul style="list-style-type: none"> <li>• know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world</li> <li>• changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life e.g. <i>How has it changed and evolved over time, what industries have survived, what has been introduced?</i></li> <li>• significant historical events, people and places in their own locality e.g. <i>mining disasters / closure of Dolcoath Mine in 1921 (100 yr anniversary in 2021)</i></li> <li>• the lives of significant individuals in the past who have contributed to national and international achievements e.g. Richard</li> </ul>

	<ul style="list-style-type: none"> <li>key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</li> <li>use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key</li> <li>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</li> </ul>	<ul style="list-style-type: none"> <li>To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</li> <li>To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</li> </ul>	<p><i>impact that they had on society.</i></p> <ul style="list-style-type: none"> <li>To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space; <i>study of pop art in late 1950's</i></li> </ul>	<p><i>an Anglo Saxon; daily life, clothes, food, homes</i></p> <ul style="list-style-type: none"> <li>know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation; <i>To understand who the Vikings were; where did they come from &amp; why</i></li> <li>gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; <i>Develop an understanding of the clothes that they wore, fabrics used</i></li> <li><i>Be able to identify features of a Viking home, materials used</i></li> <li><i>Understand the roles within a typical Viking family.</i></li> <li>understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions; <i>identify the similarities and differences between Anglo Saxons/Vikings</i></li> </ul>	<p>things that have never been alive</p> <ul style="list-style-type: none"> <li>identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other e.g. <i>Understand the work of local organisations in the management of our waters in Cornwall e.g. Surfers against sewage, RNLI.</i></li> <li>identify and name a variety of plants and animals in their habitats, including micro-habitats</li> <li>describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food.</li> <li>Develop children's knowledge of the four seasons and observe and describe weather associated with the seasons and how the day length varies.</li> </ul>	<p>Trevithick (Cornish mining Industry) link to Humphry Davy mining lamp in 1815</p> <ul style="list-style-type: none"> <li>understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed</li> </ul>
<b>T4W Focus</b>	<b>*Jack and the Beanstalk</b>	<b>The Gruffalo</b>	<b>The Dancing Tiger</b>	<b>Cat, Bramble and Heron</b>	<b>*Tiddler</b>	<b>*Kanker the Crab</b>
<b>Novel Study</b>						

Topic Focus	This Green & Pleasant Land	Gods & Mortals: Greece is the Word.	40's to noughties: A journey through the decades	The Vikings: Raiders or Traders?	Water: Wet, Wet, Wet.	Study of British History: The Cornish Connection
Years 3/4	<p>Pupils should extend their knowledge and understanding beyond the local area to include the UK &amp; Europe, North and South America. This will include the location and characteristics of a range of the world's most significant physical geography features.</p> <ul style="list-style-type: none"> <li>• 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)</li> <li>• 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</li> <li>• 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</li> <li>• describe and understand key aspects of:</li> <li>• Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and</li> </ul>	<p><b>Ancient Greece – a study of Greek life and achievements and their influence on the western world</b> including;</p> <ul style="list-style-type: none"> <li>➢ The Archaic / classical timeline</li> <li>➢ Gods/Goddesses</li> <li>➢ Daily life; clothes, food, homes</li> <li>➢ Art &amp; culture</li> <li>➢ Sport / Olympics</li> <li>➢ Myths &amp; Legends</li> </ul> <ul style="list-style-type: none"> <li>• Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design:</li> <li>• to create sketch books to record their observations and use them to review and revisit ideas</li> <li>• to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</li> <li>• about great artists, architects and designers in history.</li> <li>• know and understand significant aspects of the history of the wider world: the nature of ancient civilisations</li> <li>• understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and</li> </ul>	<p>Pupils will perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians with a focus on 1960s/70s music and culture;</p> <ul style="list-style-type: none"> <li>• To play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</li> <li>• improvise and compose music for a range of purposes using the inter-related dimensions of music</li> <li>• listen with attention to detail and recall sounds with increasing aural memory</li> <li>• appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians incl. The Beatles</li> <li>• develop an understanding of the history of music incl. a study of the dance styles linked to music through the 60's and 70's &amp; the impact on fashion</li> </ul>	<p>A study of the Viking and Anglo-Saxon struggle for the Kingdom of England – focus on life in Britain during this period to identify the impact Vikings had on Anglo Saxon Britain;</p> <ul style="list-style-type: none"> <li>• understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed; <i>Understand how historians know about the Vikings through archaeology, poetry, sagas and proverbs, treaties, and the writings of people in Europe and Asia whom they encountered.</i></li> <li>• know and understand the history of these islands as a coherent, chronological narrative, understand how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world; <i>Understand that as well as their skills as warriors, they were also skilled craftsmen and boat-builders, adventurous explorers and wide-ranging traders</i></li> <li>• develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives; <i>be able to identify Viking trade routes and what was traded and why</i></li> <li>• regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance; <i>explore how Viking longboats</i></li> </ul>	<p>A study of rivers from source to sea. Looking at them as a habitat, exploring the animals, eco system, food chains &amp; as a natural resource and what can harm or disrupt the balance of an environment</p> <ul style="list-style-type: none"> <li>• identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat</li> <li>• recognise that living things can be grouped in a variety of ways</li> <li>• explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment</li> <li>• recognise that environments can change and that this can sometimes pose dangers to living things.</li> <li>• construct and interpret a variety of food chains, identifying producers, predators and prey.</li> </ul> <p>Describe and understand key aspects of:</p> <ul style="list-style-type: none"> <li>• physical geography, including: rivers, mountains, and the water cycle e.g <i>Make comparisons between two rivers, track a river from source to sea e.g. River Fal</i></li> <li>• human geography, including: types of settlement and land use, economic activity and the distribution of natural resources including energy, food, minerals and water</li> </ul>	<p>Know and understand the history of Cornwall as a coherent, chronological narrative; how people's lives have shaped it and how it has influenced and been influenced by the wider world; focus on the <i>history and changing use of Pendennis Castle, Falmouth and how it fits into the wider historical context nationally</i></p> <ul style="list-style-type: none"> <li>• Pupils should develop a chronologically secure knowledge and understanding of the history of a local site (Pendennis Castle) of historical significance and understand its role in the wider history of Britain <i>from its inception as a military garrison during Henry VIII's reign through to its role during Elizabeth I's reign and the invasion of Spanish Armada</i></li> <li>• Note connections, contrasts and trends over time and develop the appropriate use of historical terms; <i>explore the wider historical context of the Tudor period from the Cornish perspective</i></li> <li>• Be able to address and sometimes devise historically valid questions about change, cause, similarity and difference.</li> <li>• Understand how our knowledge of the past is constructed from a range of sources.</li> <li>• gain historical perspective by placing their growing knowledge into different</li> </ul>

	<p>earthquakes, and the water cycle</p> <ul style="list-style-type: none"> <li>• use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</li> <li>• 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</li> <li>• Use fieldwork to observe, measure, use fieldwork to observe, measure, record and present the physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</li> </ul>	<p>interpretations of the past have been constructed</p> <ul style="list-style-type: none"> <li>• gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between <b>cultural</b>, economic, military, political, religious and social history;</li> </ul>	<p><i>enabled them to travel so far incl. the design features of a longboat</i></p> <ul style="list-style-type: none"> <li>• Understand and identify the Impact on Anglo Saxon Britain, what was the legacy of the Viking settlement; <i>homes, diet, clothes, religion, crafts/skills, place names, land boundaries</i></li> <li>• how people's lives have shaped this nation and how Britain has influenced and been influenced; <i>Be able to identify famous Vikings; e.g. Leif Eriksson the famous Viking explorer who overtook Christopher Columbus in discovering the American Continent.</i></li> </ul>		<p>contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history;</p>	
<b>T4W Focus</b>	<b>Why The Sky Is So High</b>	<b>Hamelin</b>	<b>*Pandora's Box</b>	<b>*The Dragon's Head</b>	<b>The King of the Fishes</b>	<b>*The Mousehole Cat</b>
<b>Novel Study</b>						

Topic Focus	This Green & Pleasant Land	Gods & Mortals: Greece is the Word.	40's to noughties: A journey through the decades	The Vikings: Raiders or Traders?	Water: Wet, Wet, Wet.	Study of British History: The Cornish Connection
Years 5/6	<p>Pupils should extend their knowledge and understanding beyond the local area to include the UK &amp; Europe, North and South America. This will include the location and characteristics of a range of the world's most significant human features incl. land use, economic activity, trade links.</p> <ul style="list-style-type: none"> <li>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)</li> <li>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</li> <li>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</li> <li>human geography, including: types of settlement and land use, economic activity including trade links, and the</li> </ul>	<p><b>Ancient Greece – a study of Greek life and achievements and their influence on the western world</b></p> <p>Explore the influence of the Ancient Greeks on <b>modern life</b></p> <ul style="list-style-type: none"> <li>The Arts,</li> <li>beliefs</li> <li>Sport,</li> <li>Language,</li> <li>Literature,</li> <li>Politics,</li> <li>Education</li> </ul> <p>Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design:</p> <ul style="list-style-type: none"> <li>to create sketch books to record their observations and use them to review and revisit ideas</li> <li>about great artists, architects and designers in history.</li> <li>know and understand significant aspects of the history of the wider world: the nature of ancient civilisations;</li> <li>understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses</li> <li>understand the methods of historical enquiry, including</li> </ul>	<p>Pupils will perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians with a focus on 1980s onwards music and culture;</p> <ul style="list-style-type: none"> <li>play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</li> <li>improvise and compose music for a range of purposes using the inter-related dimensions of music</li> <li>listen with attention to detail and recall sounds with increasing aural memory <i>incl. technological advancements and impact on styles of music</i></li> <li>appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians <i>incl. focus on significant pop music artists of 1980s and beyond incl. impact on fashion / movies</i></li> <li>develop an understanding of the history of music; incl. technological advancements and impact on how music was shared / use in advertisement industry</li> </ul>	<p>A study of the Viking and Anglo-Saxon struggle for the Kingdom of England – focus on the period of change between the Romans and Anglo Saxons (why did they come?) leading through the struggle for power throughout this period due to the invasion and settlement of the Vikings up to their final domination after 1066;</p> <ul style="list-style-type: none"> <li>understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed; <i>Be able to explain the key features of the Viking and Anglo-Saxon struggle for the kingdom of England to the time of Edward the Confessor.</i></li> <li>Develop chronologically secure knowledge of the events and periods of time studied; <i>Anglo Saxon/Scot settlement through to Vikings &amp; Norman Conquest</i></li> <li>develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives; Understanding the impact of historical events and changes; <i>Anglo-Saxon settlement and Scots invasion of North Britain (now Scotland) from Ireland then Viking raids and invasion</i></li> <li>gain historical perspective by placing their growing knowledge into different contexts, understanding the</li> </ul>	<p>A study of rivers and seas from a global perspective. Looking at the similarities &amp; differences in each habitat, exploring the animals, eco system, food chains but with a focus on the causes of natural disasters and the impact of human activity.</p> <ul style="list-style-type: none"> <li>describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals</li> <li>identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.</li> <li>give reasons for classifying plants and animals based on specific characteristics.</li> </ul> <p>Describe and understand key aspects of:</p> <ul style="list-style-type: none"> <li>physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle e.g. <i>In depth study of a natural disaster (tsunami) which occurred due to water levels rising.</i></li> <li>human geography, including: types of settlement and land use, economic activity including trade links e.g. <i>Look at the impact of plastic pollution on a global scale.</i></li> <li>The distribution of natural resources including energy, food, minerals and water e.g.</li> </ul>	<p>Know and understand the history of Cornwall as a coherent, chronological narrative; how people's lives have shaped it and how it has influenced and been influenced by the wider world; focus on the history and changing use of <i>St Michael's Mount</i> and how it fit into the wider historical context nationally</p> <ul style="list-style-type: none"> <li>Pupils should develop a chronologically secure knowledge and understanding of the history of a local site of historical significance (St Michael's Mount) and understand its role in the wider history of Britain <i>from 4<sup>th</sup> century as a trading base, then as a monastery following the Norman conquest, through the War of the Roses civil war, Cornish uprising, defence during WW2 to its gifting to National Trust in 1950s.</i></li> <li>know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world; <i>explore the historical site within the different historical backdrops / time periods.</i></li> <li>Note connections, contrasts and trends over time and develop the appropriate use of historical terms.</li> </ul>

	distribution of natural resources including energy, food, minerals and water	<p>how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed</p> <ul style="list-style-type: none"> <li>gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history;</li> </ul>		<p>connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; <i>Be able to describe the resistance efforts by Alfred the Great and Athelstan, first king of England and reasons for his eventual defeat. Explore further Viking invasions and Danegeld.</i></p> <ul style="list-style-type: none"> <li>gain and deploy a historically grounded understanding of abstract terms such as 'empire'; <i>Be able to identify the features of Anglo-Saxon laws and justice and Danelaw and King Cnut's attempts to maintain both &amp; create a North Atlantic Empire</i></li> <li>know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; <i>Understand the events leading to Edward the Confessor's death in 1066 and recognise the significance of Battle of Hastings leading into the Norman period.</i></li> </ul>	<i>Understand the impact that rising water levels have on our planet for both humans and habitats.</i>	<ul style="list-style-type: none"> <li>Be able to address and sometimes devise historically valid questions about change, cause, similarity and difference.</li> <li>Understand how our knowledge of the past is constructed from a range of sources.</li> </ul>
<b>T4W Focus</b>	<b>Alien Landing</b>	<b>Kidnapped</b>	<b>*Icarus</b>	<b>Beowulf</b>	<b>*The Great Wave</b>	<b>*The White Horse of Zennor</b>
<b>Novel Study</b>						