



Year Group Termly Themes

Key: Themes Science History Geography DT/Art



An Daras Trust
Igniting Curiosity Growing Capabilities

Term	Year R/1 A	Year R/1 B	Year 2/3/4 A	Year 2/3/4 B
Autumn	Changes	Time	Changes	Time
	<p>Who was Florence Nightingale and why was she important? Visit Lanhydrock- a Victorian Christmas. Investigate how the Victorians celebrated Christmas. Make Victorian Christmas decorations. Trip to Morwellham Quay.</p> <p>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.</p> <p>Seasonal Changes</p> <p>Observe changes across the four seasons</p> <p>Observe and describe weather associated with the seasons and how day length varies. Observing Autumnal</p>	<p>An event beyond living memory The Great Fire of London (Significant individual – Samuel Pepys) <i>What caused the fire? What impact did it have?</i> Who was Samuel Pepys?</p> <p>Plants Observe growth of seeds and bulbs. What do plants need to love?</p> <p>Who am I? Explore where I am – name oceans/continents/use maps - fieldwork</p>	<p>How did World War Two change people's lives? Visit Cornwall at War Davidstow museum Ch will ask valid questions about change, cause, similarity and difference, and the significance of the War. Using a range of sources to construct an understanding of this time.</p> <p>Electricity KS2 Electricity - construct and label simple circuits</p> <p>Animals including Humans KS1 Human circulatory system. Diet, exercise, drugs, lifestyle and nutrients</p> <p>Global map work - Allies and Axis countries in WW2.</p> <p>Art/ DT KS1 - L.S.Lowry KS1 and KS2 - sewing</p>	<p>Who Were The Greatest Builders? The new Seven Wonders of the World and their locations - (revisiting global map work) The different civilisations and how they constructed buildings. Independent research into different Wonder and its people (Pairs to create a ppt)</p> <p>Animals including humans KS1: Changes in animals as they grow from offspring</p> <p>KS2: the effect nutrition has on the human body, the skeleton and muscles</p> <p>Art/DT Repeat print designs from around the world (re. 7 Wonders)</p>

	<p>changes- picking blackberries using for crumble.</p> <p>Design and make a traditional Victorian toy. Making an apple and blackberry crumble. Learn and perform songs for our school production. Create a winter scene using ink and water colours.</p>			
Spring	<p>Creatures</p> <p>Animals including humans Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals.</p> <p>Identify and name a variety of common animals that are carnivores, herbivores and omnivores.</p> <p>Describe and compare the structure of a variety of common animals (amphibians, reptiles, birds and mammals including pets).</p> <p>Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.</p> <p>Chinese culture and the significance of dragons. Animals and the Chinese New Year. "Understand geographical similarities and differences through studying the human and physical</p>	<p>Moving</p> <p>Weather/The Environment Human and physical geography/seasonal and daily weather patterns</p> <p>Everyday Materials Distinguish between, name properties, physical characteristics of a variety of materials.</p>	<p>Creatures</p> <p>Dragons - Fact or Fiction?</p> <p>UK Study - map/atlas work, name and locate, physical; and human features, changes over time. Which area in the UK would be most appropriate for your dragon?</p> <p>Myths and legends - Jabberwocky and county tales of different beasts</p> <p>KS1: Living Things Explore and compare the differences between things that are living, dead and things that have never been alive.</p> <p>KS2: Living Things - identify that most living things live in habitats to</p>	<p>Moving</p> <p>What Makes the Earth Angry?</p> <p>Describing key aspects of physical geography in context of the earth, volcanoes, earthquakes, tsunamis and tornadoes</p> <p>Revisiting Ancient civilisations and affects of volcanic eruptions in those times (Were any of the 7 Wonders effected? e.g. Pompeii)</p> <p>Rocks Compare and group/physical properties of rocks</p> <p>Forces and states of matter</p>

	<p>geography of a small area of the United Kingdom, and of a small in a contrasting non-European country”.</p> <p>Explore the work of Chinese dragon artist, Chen Rong’, and create similar drawings of other animals.</p> <p>Design and cook noodle dishes.</p> <p>Explore pulse, rhythm and pitch through hip hop.</p>		<p>which they are suited, including micro-habitats -food chains</p>	
			<p>ART/DT Dragon art</p>	<p>Art/DT Making our own volcano eruption (DT)</p> <p>Painting - using different design techniques to show volcanic eruptions/ tornadoes etc</p>
Summer	Home	Life	Home	Life
	<p>Changes within living memory- how has our local area changed in the last 50 years? Long standing local resident visit.</p> <p>The Amazon rainforest; who lives there and what plants grow there? How is it different to where we live?</p> <p>Visit to Bodmin Moor- what are the features of this area?</p>	<p>Local History- Pirates – were pirates real? What were smugglers? When and where did they live? Why did they do what they do?</p> <p>Animals – including humans What animals, including humans need to survive, offspring, exercise, diet and hygiene</p>	<p>What’s Going On Here Then? Local History - Smuggling and Wrecking in Cornwall Trip to Charlestown Map reading - locating areas and local towns etc on different maps (OS, Satellite, Google Maps etc) Living things and their habitats KS1:Plants, seeds and growing</p>	<p>Why are Rainforests So Important? Rainforests around the world Global maps, environmental regions, key physical and human characteristics Trip to Eden Project</p> <p>The history of rainforests - how old are they? How have they changed? Human destruction - devastation of habitat and animals</p>

	<p>How is it different to the rainforest? Taking care of our local environment.</p> <p>Using a map/ atlas. Identifying key features and areas.</p> <p>Plants Identify and name plants and parts of plants.</p> <p>Materials Distinguish between an object and the material from which it is made. Describe the properties of everyday materials.</p>		<p>KS2: Parts of a plant, habitats and micro habitats. Water transportation. Lifecycles</p>	<p>Use of everyday materials</p>
			<p>Art: still life</p>	<p>ART/DT Rainforest diaramas</p>
Term	Year 5/6 A	Year 5/6 B		
Autumn	Changes	Time		
	<p>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066- a significant turning point in British history: The Industrial Revolution, introduction of schools, Dr Barnardo and ragged schools. Victorian era</p> <p>How did the Industrial revolution affect the movement of people in the UK? Look at maps to discover where major industrial cities are located. What physical features to they have in common? Why were they good places for industrial cities to be developed?</p>	<p>Comparison of Mayan civilization c. AD 900 and Ancient Egyptian civilization</p> <p>Study on distribution of civilisations along the basin of the River Nile for Ancient Egypt and around Central America for Maya</p> <p>Human body: human circulatory system, and describe the functions of the heart, blood vessels and blood; diet, exercise, drugs and lifestyle</p>		

	<p>Electricity: Observe and experiment on how to change to output of a circuit.</p> <p>Learn about great artists in history: William Morris; awareness of different kinds of art, craft and design. Plan, design and evaluate building of bridges to help support teaching of Isambard Kingdom Brunel.</p>	<p>Link this with canopic jars and mummification process.</p> <p>Hieroglyphics, decorating sarcophagus and sculpting sphinxes</p>
Spring	Creatures	Moving
	<p>Revisit knowledge of Victorians and how they changed the world. Focus on Charles Darwin and his theory of evolution. What evidence did he build his theories on? Research famous naturalists and how they have been influenced by his work.</p> <p>Study where fossils have been found, what does this tell us about where animals lived? Look at environments where they lived and movement in plates to show similarities in minerals and fossils.</p> <p>Evolution and inheritance: Recognise how creatures have changed over time and what evidence there is.</p> <p>Classification: Classify animals by characteristics and reasons for classification.</p> <p>Observational drawings of fossils and creatures.</p>	<p>Revisit knowledge on ancient civilisations, bring on to Native Americans and their displacement by white people. Discovery of the country, founding of the nation and how immigration has built the country. Look at the Cold War and space race and the intention to put the man on the moon.</p> <p>Locate the world's countries, using maps to focus on North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom</p> <p>Forces including gravity, friction, water resistance, buoyancy and air resistance.</p> <p>Space: describe the movement of the sun, moon and planets in comparison to the sun.</p> <p>Native American art- looking at symbols and significance of totem poles</p>
Summer	Home	Life
	<p>Revisit inventors and scientists from Victorian era; introduce Richard Trevithick, mining and Cornwall's</p>	<p>History:</p>

	<p>impact on world industry and science: a study over time tracing how several aspects of national history are reflected in the locality.</p> <p>Look at geographical features of Cornwall, revisiting previous learning from Victorians and distribution of fossils from previous topic.</p> <p>Properties and changes: Looking at sorting Link this with hard rock mining in Cornwall.</p> <p>Newlyn School of Art- using a range of materials to create pictures of traditional scenes and landscape artwork of Cornwall DT: design a moving vehicle like Richard Trevithick</p>	<p>How is the planet affected by man's waste? Look at where in the world there is an impact, positive and negative on nature because of human waste. What is being done around the world to help?</p> <p>Light: Learn that light travels in straight lines and this is what helps us to see.</p> <p>Recycled art and DT</p>
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