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|  | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| **Autumn 1 – Looking after our planet** | **Where in the world am I?** Introduction to the concepts of the various representations of the world: as Sphere (globe), maps and atlasesPupils learn the features of Earth: land (Pangea, continents, countries) and seaPupils learn hot and cold regions in relation to the equator.  | **A world of water** Having established local, regional and national locational knowledge in year 1. This topic, using maps, globes and atlases develops a knowledge of the Oceans and 7 continents (and the movements of **plates tectonic**).Pupils learn the location and names of the ocean seas and continents. Pupils learn how the oceans benefit people and the problems facing the oceans | **Surviving the Sahara**Building on year KS1 knowledge of hot and cold countries in relation to the equator. Pupils now begin to learn about world biomes; the difference between biomes and climate (**desert biome focus and arid climate zones**);Pupils identify locations and features of deserts around theworldwith a focus on a **hot desert** Pupils learn the impact of/on humans, plants and animals in the Sahara, in the country of Egypt, on the continent of Africa.Pupils learn about water as a resource. | **Remarkable Rainforests** Pupils build on their understanding of world desert and forest biomes and their climate zones and learn about **rainforests biomes and tropical climate zones** with a focus on the **Amazon, on the continent of South America.**Pupils link latitude to climatePupils learn the physical features of the Amazon rainforest ; how the rainforest feeds us and the impact of human activity. | **Polar Peaks**A broader knowledge is provided by a study of **Tundras and polar climates** with a focus on**: and comparison of Arctic and Antarctic**. Pupils locate and identify features of artic tundras around the world.**Pupils** understand the process of **plates tectonic** and mountain formation and identify famous mountains in the UK and the worldPupils consider the physical landscape and climate affects human settlement.Pupils explore the impact of climate change on polar biomes and the global significance. | **Blue Planet** Pupils develop depth of knowledge ; they locate and identify features of aquatic biomes.They learn how the ocean is being used as a sustainable and unsustainable resource. Through application of theories such as: wave hubs , fishing, marine conservation, plastic pollution and renewable energy for the future.Pupils consider the impact of climate change and rising sea levels. |
| **Global Citizenship****KU:** Sustainable development **Values and attitudes**: Concern for the environment and commitment to sustainable development | Positive and negative impacts of people’s actions including own personal choices on others and the environment.How people can damage or improve the environment. Concern about the local environment and willingness to care for it. Taking care of resources and not wasting them. | Sense of responsibility for the environment and the use of resources. Commitment to taking action to protect and improve the environment and the quality of life for people locally and globally.People’s dependencies on the environment. Environmentally – responsible living  | Sense of responsibility for the environment and the use of resources. Commitment to taking action to protect and improve the environment and the quality of life for people locally and globally.People’s dependencies on the environment. Basics of climate change(causes and effects)Environmentally – responsible living and global inequalities in ecological footprints. |
| **Science**  | Plants - treesSeasonal Changes and weather | Living things and habitats | Plants | Living things and their habitats | Living things and their habitats | Living things and their habitats |
| **Autumn 2- Exploration and discovery** | **Dinosaur Discovery** This topic establishes pre-history- when dinosaurs existed and what life was like (66 million years ago). It develops an understanding of the past and present and looks at the evidence Pupils impact of Mary Anning the ‘fossil hunter’ (1799-1847) and encourages historical questioning and enquiry.  | **Epic Explorers** Building on their knowledge of the oceans in ‘World of water,’ pupils learn about the explorer, Christopher Columbus (1492- when Henry 8th was in power) . They make links with the origins of the globe they learnt about in ‘where in the world am ‘?’They will **compare Columbus’ life** with the life of James Cook a mapmaker and his explorations (1768 when George 3 was king) and the causes and cure for scurvy. | **Ancient Egypt** Pupils move on from exploration of the seas and learn about the first civilisation and settlements in Egypt (3100BC): the pyramids, pharaohs, early writing and maths and what life was like.  | **Marvellous Mayans**Pupils broaden their knowledge of civilisations and settlements and learn about the progression the Mayans made in (250AD); writing, the calendar, architecture, law, art,chocolate and what life was like. The work of archaeologist John Llyod Stephens and the evidence of the Mayans (links made to Columbus’ discoveries in Year 2 ‘Great Explorer topic)  | **Pole to Pole non- European**Having learnt about tundras on the continent of Antartica; pupils will learn about Ernest Shackleton (1897 –post 1066 when Queen Victoria was in power an explorations led by) and the heroc age of exploration and what life was like at that time.  | **Battle of Britain**Pupils will learn the main facts about WW2 and the rule of Hitler. Including the causes and effects; allies and enemies and what life was like then (iron age Britiain). They will learn about Winston Churchill and his speech |
| **Global Citizenship****KU:** Identity and diversity**Values and attitudes**: Value diversity | Similarities and differences between peoples in local setting and also wider contexts.What contributes to self – identity and belonging. Willingness to learn from the experiences of others.  | Diversity of cultures and societies within and beyond own experience. Contributions of different cultures to our lives. Valuing the benefits of listening to a range of different perspectives and viewpoints.  | Diversity of cultures and societies within and beyond own experience. Contributions of different cultures to our lives. valuing the benefits of listening to a range of different perspectives and viewpoints. |
| **Science**  | **Animals including humans** | **Animals including humans** | **Animals including humans** | **Animals including humans** | **Animals including Humans** | **Evolution and inheritance** |
| **Spring 1- Counties, Countries and Continents** | **Our Town**Having looked at the world from an international perspective pupils now explore in depth: local, regional and national perspectives. Scaling up from home, villages, towns, city, county, UK and countries. Using maps, aerial photos and fieldwork skills pupils develop an understanding of the difference between human and physical features through a study of the features of their local area.Pupils begin to classify different types of settlements and land usePupils develop map reading and drawing skills and concepts of using a key. |  **An Island Home** Pupils deepen their understanding of the Uk and its four countries and their capitals cities, and locate them on a map, globe, atlas and aerial photo.. Pupils learn what an island is; how islands are made through natural processes, how people travel to islands and the problems with this; that the UK is an island and that is has lots of islands surrounding it. Pupils will describe the human and physical geography of Trindad and Tobago, including Caribbean culture (BAME) and contrast it with the UK.  | **London our capital** Pupils continue to embed and broaden their knowledge and understanding of UK villages, towns and cities and counties. Pupils will understand the city as a settlement and its human and physical features. Pupils will learn what attracts people to London. Pupils will consider the factors affecting the location of London and other capital cities.Pupils will understand the term population and why London has a diverse population and compare it with other European capitals.Pupils will know the difference between weather and climate and compare the weather with other European capitals. They will consider the impact of weather on tourism. | **Get to know Greece**  Pupils complete a **European study** ( Greece- **Mediterranean climate zone)** which is contrasting to the UK . This study will focus particularly on changes in landscape. Pupils using maps, globes, atlas, aerial photos, digital mapping identify physical ( mountians, rivers and human features ( landmarks etc) of Greece.Pupils compare similarities and differences between UK/Greece e.g location, population, climate, natural resources, trade, economic activity. How physical and human features impact settlement.  | **Across Our Continent**Having studied a European country, year 4 ( Greece), in depth pupils will compare the human and physical geography of two European countries developing sophistication in their comparison to include :Causes and impact of poverty.Causes and impact of migration: chosen and forced Pupils learn that Europe takes many forms e.g political, gepgraphical and economic- that there are groups of countires within in eg ScandanviaPupils locate European countries and their capitals on maps, atlases and globes, and describe their location using geographical language such as border, surrounding seas, north of ..., bordering with.. and the some major rivers, mountains, etcPupils will look at the different forms of migration- forced and chosen and the push and pull factors; the challenges and impact of migration. | **North America Road Trip**Pupils now explore a **study of a continent** applying knowledge, of settlements, infrastructure, transport, trade, economic activity, land use, natural resources**.**Pupils identify key physical features and human features such as Rocky mountains, Mississippi river, canyons, valleys, biomes, climates zone, names of states, landmarks of North America and how humans have adapted to living in hazardous conditions.Pupils apply knowledge learnt in year 3 linking longtitude with time zones.Pupils learn about globalisation and migration and the populations of NA e.g California: Latinio/Mexican Pupils consider the environmental issues in North America e.g Oil leak-Deep Water Horizon ( in the bay of the Caribbean), flinf water pollution |
| **Global Citizenship****KU:** Identity and diversity **Values and attitudes**: Value diversity  | Similarities and differences between peoples in local setting and also wider contexts.What contributes to self – identity and belonging. Valuing others as equal and different.Willingness to listen respectfully to the ideas and views of others even when one disagrees.Willingness to learn from the experiences of others.  | Diversity of cultures and societies within and beyond own experience. Contributions of different cultures to our lives. Valuing differenceRecognising the benefits of listening to a range of different perspectives and viewpoints.   | Diversity of cultures and societies within and beyond own experience. Contributions of different cultures to our lives. Nature of prejudice, racism and sexism ways to combat these. Valuing differenceRecognising the benefits of listening to a range of different perspectives and viewpoints.   |
| **Science**  | Plants | Everyday materials | Light | Electricity | Space | Animals including humans |
| **Spring 2- Marvellous Men and women**  | **Kings and Queens** This topic looks at the Royal family (tree) and focusses on Queen Elizabeth 1 (1558-1603) as daughter of Henry 8th. Looking at what life was like then and now. They learn about the **conflict** with Spain and the failed Armada **invasion**.  | **Disaster at sea** This topic looks at the Titanic (1912 when George 5 was king); the facts and evidence surrounding the event along with what life was like then and now.The topic compares the actions of the more local Penlee lifeboat disaster in 1981. | **Scavengers and Settler** **Stone Age**(2 -6 million-3300BC **to Iron Age** (500BC-332BC)Pupils look at history proceeding (pre-history-dinosuars). They look at early people and what life was like: early settlements, tools etcLinks are made to Cornish mining. | **Ancient Greece**Pupils look at life in Ancient Greece 700-480BC. The concept of democracy, philosophy, gods and culture.  | **Anglo-Saxons and the Scotts** (410-1066AD)Pupils develop their chronology and learn how the Roman occupation came to an end and why the Anglo saxons and scots invaded; where they settled. about William the Conqueor and the Battle of Hastings the causes and effect of the invasion and conflict between France and England (King Harold).  | **Atlantic Slave Trade**Pupils will learn how slavery dates back to the 15th century (Columbus) and how Europeans enslaved millions of people from parts of West Africa by transporting them across the Atlantic Ocean and selling them in the Americas .It will look at the ‘Triangular trade’ and the three stages of slave trade.  |
| **Global Citizenship****KU:** Power and governance**Values and attitudes** Belief that people can bring about change  | Rules in class and schoolHow rules can help us.Belief that people can make a difference, both on their own and when they work together.   | The need for rules in own school and wider society and how people can take part in making and changing them. Basics of how own country is governed. Belief that individuals and groups can improve situations. Willingness to cooperate with others to change things for the better.  | The need for rules in own school and wider society and how people can take part in making and changing them. Basics of how own country and region is governed. Belief that individuals and groups can improve situations. Willingness to cooperate with others to change things for the better.  |
| **Science**  | Everyday materialsAnimals including humans | Everyday materials | Forces and magnets | Sound | Forces | Light |
| **Summer 1****- Active Planet** | **Wonderful Weather** This topic builds on knowledge of the equator and looks at Weather around the world- this prepares pupils for more depth of knowledge when studying climate zones in KS2. **(Continent level)**Pupils learn about the seasons and the impact on humans and animals Pupils describe and compare the seasons using geographical language | **African Adventure**Having explored a comparison of 2 contrasting cities and 2 contrasting countries pupils now **compare a non- European country- Egypt**. Using maps, globes, aerial photos, dollar street, pupils compare the physical and human features such as trade, natural resources, settlement, land use, , tourism, weather and climate and culture.Pupils will look at what the weather is like throughout the year and what are the effects. | **Fantastic Forests**Using , maps, globe, atlas and digital mapping, pupils will identify features and of a forest biomes and where they are located around the world with a focus N/S America: Amazon, Tongass, Sequoia, Redwood. Pupils will learn how forests are used as a resource ( recreation) and human impact.Pupils will compare a forest biome with a local forest and describe how the land has changed. | **Raging Rivers**Building on previous topics pupils learn about the water cycle and deepen their knowledge of their Local rivers, UK rivers, European rivers, N and S America rivers ( Amazon) Pupils learn the features of a river; the journey of a river; flooding rivers; importance of water as a resource for life. The impact of rivers on settlements.  | **Tectonic Trouble**Pupils build on their understanding of the formation of mountains and polar climates and learn how volcanoes and earthquakes occur with a focus on Iceland, Northern Europe( Nordic Countries)Pupils learn about the impact of natural disaters and how people have adapted to live near volcanoesResearch how different companies, organisations, charities respond to diasasters | **Cornish Commerce**Pupils explore the main types of settlement; ranges of businesses/industries in their county: Cornwall and consider reasons for this.Pupils consider how trade in Cornwall has changed over time and the reasons for this.Pupils explore Cornwall’s natural resources and land use; the stability tourism within Cornwall and the impact of weather and climate change Pupils consider other sustaibale, developing industries within the county and what that means for them: socially, economically and envorinmentally. |
| **Global Citizenship****KU:** Social justice and equity Human rights**Values and attitudes**: Commitment to social justice and equity  | What fairness meansExamples of what it can mean to be rich or poor in local and other contexts. Rights in class and school. The need to respect the rights of others. basic human rights and how some people have them denied. Willingness to stand up and speak for othersFairness in dealing with others.  | Some causes and effects of poverty and inequality (including gender inequalities) at local, national and global levels. UN convention on the rights of the child. Reasons why some people have their rights denied. Offence at unfair treatment of others locally and globally.Sense of justice. Growing interest in world events and global issues.  | How fairness may not always mean equal treatment. Some causes and effects of poverty and inequality (including gender inequalities) at local, national and global levels. UN convention on the rights of the child. Reasons why some people have their rights denied. Those responsible for rights being met (e.g. teachers, local and national government). Offence at unfair treatment of others locally and globally.Sense of justice. Growing interest in world events and global issues |
| **Science**  | Seasonal Changes and weather | Living things and habitats | Rocks | States of matter | Properties and changes of materials |  |
| **Summer 2- Changing Britain** | **Seaside detectives**What was the seaside like in the past? (places and people) Cornwall basedWhat did our grandparents do at the seaside? (Living memory)What was the seaside like then and now | **Cornwall in Bloom** This topic looks at the tropical gardens in Cornwall and where the plants came from and how they got here? (Cornish plant hunters). Links to the explorer Francis Drake (1577), who followed Columbus’s journey and Queen Elizabeth 1 | **Rampaging Romans**Pupils learn about the impact of the Romans (27BC-476AD): and what they did for us: roads, language, towns, education. Pupils learn about Boudicca, who led the revolt, but who was defeated, against the Romans. | **Shipping, Trade and Traders,** Pupils learn about their local history and the role of the packet ships (1688) travelling from Truro (Lemon Quay) to the River Fal and assiting in the expanding British Empire. Falmouth was an information hub, second to London for knowing the news. It came to an end, as a result of the steam age. | **Vicious Vikings** (793-1066AD)These pagan, Scandinvian, pillaging, warriors invaded Britain in part due to a lack of farmland. Sailing on their longboats invading the coast of East Anglia. Pupils look at life then and now and consider the significance of the battle on British history- and in to the Norman era. | **Cousin Jacks**Pupils learn about the **local history** of mining in the Cornwall- how in the 19th century the reputation of Cornish miners was ‘the best in the world.’ It looks at and what life was like then and at the causes and effects of the migration of miners around the world  |
| **Global Citizenship****KU:** Globalisation and interdependence**Values and attitudes**: Sense of identity and self - esteem | Similarities and differences between places in various parts of the world including own setting. Links between local community and the wider worldSense of belonging and valuing relationships with others. Awareness of, and pride in, own individuality.  | Global connections between people’s and countries e.g. through trade and communications. How local actions affect the wider worldPositivity about the ways in which one is both similar to others and uniquely different. Value what contributes to own identity.  | Global connections between people’s and countries e.g. through trade and communications. How local and national actions affect the wider worldPositivity about the ways in which one is both similar to others and uniquely different. Value what contributes to own identity.  |
| **Science**  | Animals including humans | Plants |  |  |  | Electricity |