



## Year Group Termly Themes

Key: Themes Science History Geography



An Daras Trust  
Igniting Curiosity Growing Capabilities

Term	Year R/1 A	Year R/1 B	Year 2/3 A	Year 2/3 B
Autumn	<p><b>Changes</b></p> <p>Changes within living memory <b>The Royal Family</b> (Significant individual – <b>Queen Elizabeth II</b>) <i>What changes has Queen Elizabeth II seen?</i></p> <p><b>Who am I?</b> Explore where I am – name oceans/continents/use maps - fieldwork</p> <p><b>Seasonal Changes</b> observe changes across the four seasons observe and describe weather associated with the seasons and how day length varies.</p>	<p><b>Changes</b></p> <p>An event beyond living memory <b>The Great Fire of London</b> (Significant individual – <b>Samuel Pepys</b>) <i>What caused the fire? What impact did it have?</i> Who was Samuel Pepys?</p> <p><b>Plants</b> Observe growth of seeds and bulbs. What do plants need to love?</p> <p><b>Who am I?</b> Explore where I am – name oceans/continents/use maps - fieldwork</p>	<p><b>Innovation</b></p> <p>Events beyond the living memory/A significant individual <b>Isambard Kingdom Brunel</b></p> <p><b>Forces and Magnets (Yr3)</b> Understand magnets, compare and group materials, forces between objects</p> <p><b>Weather/The Environment</b> Human and physical geography/seasonal and daily weather patterns</p>	<p><b>Survival</b></p> <p><b>Town and Country Mouse</b> Key physical and human features of contrasting locations.</p> <p><b>Living things and their habitats Yr2)</b> explore and compare the differences between things that are living, dead, and things that have never been alive Habitats and micro-habitats</p> <p><b>Seasonal Changes</b> observe changes across the four seasons observe and describe weather associated with the seasons and how day length varies.</p> <p><b>Plants</b> Functions of parts of flowering plants, plant life cycles</p>
			DT - NFU/ASE/STEM Farmvention competition linked to carbon neutral and environmental awareness Wheels and axles Saltash Bridge	DT – Healthy cooking soups and smoothies Baring Gould/Lew Trenchard (folk festival October) Forest School Foraging and harvesting Harvest Festival
	<b>Innovation</b>	<b>Innovation</b>	<b>Creations</b>	<b>Survival</b>

Spring	<p>An event beyond living memory <b>Space – First Man on the Moon</b> (Significant individual – Neil Armstrong) <i>Who was the first man on the moon?</i></p> <p><b>Everyday Materials</b> Distinguish between, name properties, physical characteristics of a variety of materials.</p>	<p><b>Weather/The Environment</b> Human and physical geography/seasonal and daily weather patterns</p> <p><b>Everyday Materials</b> Distinguish between, name properties, physical characteristics of a variety of materials.</p>	<p>Achievements of the earliest civilisations – <b>Ancient Egypt</b> <i>What made the Ancient Egyptian civilisation so great?</i></p> <p><b>Light (Yr3)</b> Absence of dark, reflection, sun safety</p> <p><b>UK Study</b> - map/atlas work, name and locate, physical; and human features, changes over time.</p>	<p>Changes in Britain from the <b>Stone Age to the Iron Age</b> Specific place – Stonehenge Tribal kingdoms <i>How did Britain change between the Stone and Iron ages?</i></p> <p>Local History / Geography <b>Dartmoor</b> / Settlements</p> <p><b>Animals – including humans</b> Nutrition needs, skeletons, muscles</p>
			Shadow puppets, silhouettes	Clay/cob building
Summer	<p><b>Detectives</b></p> <p>Local History- <b>Beaches</b> – when did going to the seaside become popular? How have the towns changed?</p> <p><b>Plants</b> Identify and name plants and parts of plants.</p>	<p><b>Detectives</b></p> <p>Local History- <b>Pirates</b> – were pirates real? What were smugglers? When and where did they live? Why did they do what they do?</p> <p><b>Animals – including humans</b> What animals, including humans need to survive, offspring, exercise, diet and hygiene</p>	<p><b>Contrasts</b></p> <p>Local History - <b>The Normans</b> (Okehampton Castle 1068) -Mayflower 400 Centenary 6<sup>th</sup> Sept 1620 left Plymouth, 9<sup>th</sup> Oct 1620 arrived in Cape Cod USA Similarities and differences (SW England/Cape Cod Massachusetts USA)</p> <p><b>Everyday materials</b> identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses <b>Changing shapes</b></p>	<p><b>Transformation</b></p> <p><b>UK Study</b> - map/atlas work, name and locate, physical; and human features, changes over time.</p> <p>Local History - <b>Devon mining</b> (Great Devon Consols Tavistock, Morwellham Quay)</p> <p><b>Rocks</b> Compare and group/physical properties of rocks</p>
			Sewing	Mary Anning – fossils (Lyme Regis)

Term	Year 4/5 A	Year 4/5 B	Year 6
Autumn	<p><b>Changes</b></p> <p>Changes in Britain from the <b>Stone Age to the Iron Age</b>            Specific place – Stonehenge            Tribal kingdoms  <i>How did Britain change between the Stone and Iron ages?</i>            (FIRST YEAR ONLY)</p> <p>Local History – <b>Dartmoor / Farming</b> – <i>how has farming changed over time?</i></p> <p>(Year 2 :) <b>Ancient Greece</b> – a study of Greek life and achievements and their influence on the western world.  <i>What is the legacy of the Ancient Greek civilisation?</i></p> <p><b>States of Matter</b>            Compare and group, solids, liquids and gases, evaporation</p>	<p><b>Exploration</b></p> <p><b>Global knowledge</b>            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) - linked to Exploration - <b>Ernst Shackleton</b>)</p> <p><b>Earth and Space</b>            Earth, sun, space, solar system – spherical bodies, positions, rotation</p>	<p><b>Contrasts</b></p> <p>A non-European Society that provides contrast with British History – <b>The Mayan Civilisation</b>  <i>Was the Mayan Civilisation better than British civilisation?</i></p> <p><b>Mountains/Volcanoes and Earthquakes</b>            describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.</p> <p><b>Living things and their habitats</b>            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/give reasons for classifying plants and animals based on specific characteristics.</p>
Spring	<p><b>Connections</b></p> <p>Britain's settlement by <b>Anglo-Saxons</b> and Scots  <i>How did life change for individuals during Anglo-Saxon times?</i>            The <b>Viking and Anglo-Saxon Struggle</b> for the Kingdom of England to the time of Edward the Confessor  <i>How did people resist Viking invasion?</i></p> <p><b>Sound</b>            How sounds are made/altered/patterns</p>	<p><b>Influences</b></p> <p><b>The Roman Empire</b> and its impact on Britain  <i>How did the Roman Empire impact on life today in Britain?</i></p> <p><b>Forces</b>            Gravity, water and air resistance, friction and mechanisms</p> <p><b>Properties and changes of materials</b></p>	<p><b>Alteration</b></p> <p><b>Animals – including humans</b>            human circulatory system            Diet, exercise, drugs, lifestyle and nutrients.</p> <p><b>Evolution and Inheritance</b>            recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago.</p>

	<b>Electricity</b> Construct and label simple circuits	hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets know that some materials will dissolve Solids, liquids, gases filtering, sieving and evaporating	<b>Light</b> Light and how the eye sees
Summer	<b>Survival</b>	<b>Challenge</b>	<b>Revolution</b>
	<b>Amazon Rainforest</b> - describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle as well as human geography/distribution of resources.  <b>Animals – including humans</b> The digestive system, teeth, food chains	A study of an aspect or theme in British History that extends pupil chronological knowledge beyond 1066 – <b>World War II</b> <i>How did World War II impact on communities?</i>  Local History - <b>WWII, Airfield and Evacuees</b> <i>How did World War II impact on our local community?</i>  <b>Living things and their habitats</b> describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird describe the life process of reproduction in some plants and animals.  <b>Animals – including humans</b> describe the changes as humans develop to old age	A study of an aspect or theme in British History that extends pupil chronological knowledge beyond 1066 – Changing power of Monarchs using case studies – <b>Queen Victoria</b> <i>How did Queen Victoria enable the growth British Empire and how does this compare to the Roman Empire?</i>  Local History - <b>Transport and Recreation</b> - <i>Why did the seaside become popular during the Victorian times?</i>  <b>Electricity</b> Circuits, how elements are altered, how to represent with a diagram, how to use switches