

## Rosemellin Whole School Curriculum Map

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Autumn 1</b>  <b>History Focus</b>	<p style="text-align: center;"><b><u>My Life and My Family</u></b></p> <p><b>Changes in living memory</b></p> <ul style="list-style-type: none"> <li>Comparing my school day with that of my parents and grandparents.</li> <li>Use a time line to order events and objects to show understanding of the past and present.</li> </ul>	<p style="text-align: center;"><b><u>Famous People</u></b></p> <p><b>Comparison of lives of famous people</b></p> <ul style="list-style-type: none"> <li>Use stories and other sources of evidence to understand key achievements.</li> <li>Understand the context of the time period</li> <li>Place period on a time line</li> </ul>	<p style="text-align: center;"><b><u>Stone Age to Iron Age</u></b></p> <ul style="list-style-type: none"> <li>Compare how life styles changed from Stone Age to Iron Age, e.g. from hunter gatherers to organised communities</li> <li>Understand the sources of evidence available</li> </ul>	<p style="text-align: center;"><b><u>Ancient Egypt</u></b></p> <p><b>Early civilisations</b></p> <ul style="list-style-type: none"> <li>Describe the key achievements.</li> <li>Analyse evidence</li> <li>Place period on a time line – contrast with life in Britain (Bronze/Iron age)</li> </ul>	<p style="text-align: center;"><b><u>Battle of Britain</u></b></p> <p><b>Period of time beyond 1066</b></p> <ul style="list-style-type: none"> <li>understand the build-up of events and consequences</li> <li>analyse variety of sources – bias, points of view, different interpretations.</li> </ul>	<p style="text-align: center;"><b><u>Marvellous Mayans</u></b></p> <p><b>Non-European civilisation</b></p> <ul style="list-style-type: none"> <li>Describe the key achievements.</li> <li>Ask and answer questions</li> <li>Analyse evidence</li> <li>Place period on a time line – contrast with life in Britain (Viking age)</li> </ul>
<b>Autumn 1</b>  <b>Science</b>	<p style="text-align: center;"><b><u>Animals including humans</u></b></p> <ul style="list-style-type: none"> <li>Identify and name a variety of common animals that are carnivores, herbivores and omnivores.</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> </ul> <p style="text-align: center;"><b><u>Seasonal Changes and weather</u></b></p> <ul style="list-style-type: none"> <li>Observe changes across the four seasons.</li> <li>Observe and describe weather associated with the seasons and how day length varies.</li> </ul>	<p style="text-align: center;"><b><u>Living things and habitats</u></b></p> <ul style="list-style-type: none"> <li>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 the name of different sources of food.</li> </ul>	<p style="text-align: center;"><b><u>Rocks</u></b></p> <ul style="list-style-type: none"> <li>Compare and group together different kinds of rocks on the basis of appearance and simple physical properties.</li> <li>Describe in simple terms how fossils are formed when things that have lived are trapped within rock.</li> <li>Recognise that soils are made from rocks and organic matter.</li> </ul> <p style="text-align: center;"><b><u>Plants</u></b></p> <ul style="list-style-type: none"> <li>Explore the requirements for life and growth (air, Light, water, nutrients from soil and room to grow) and how they vary from plant to plant.</li> <li>Identify and describe the functions of different parts of a flowering plant: roots, stem/trunk, leaves and flowers.</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.</li> </ul>	<p style="text-align: center;"><b><u>Electricity (link DT switches)</u></b></p> <ul style="list-style-type: none"> <li>Identify common appliances that run on electricity.</li> <li>Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers.</li> <li>Identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery.</li> <li>Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit.</li> </ul> <p>Recognise some common conductors and insulators, and associate metals with being good conductors.</p>	<p style="text-align: center;"><b><u>Living things and their habitats</u></b></p> <ul style="list-style-type: none"> <li>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> </ul>	<p style="text-align: center;"><b><u>Living things and their habitats</u></b></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 and plants.</li> <li>Give reasons for classifying plants and animals based on specific characteristics.</li> </ul>
<b>Autumn 2</b>  <b>Geography Focus</b>	<p style="text-align: center;"><b><u>Where in the world am I?</u></b></p> <ul style="list-style-type: none"> <li>Identify North/South poles equator</li> <li>know equator is hot/poles are cold</li> <li>UK and locate four countries</li> <li>physical features in locality</li> <li>compare and contrast local area and coastal area</li> </ul> <p style="text-align: center;"><b><u>Wonderful Weather</u></b></p> <ul style="list-style-type: none"> <li>know equator is hot/poles are cold</li> <li>seasonal weather changes</li> </ul>	<p style="text-align: center;"><b><u>A world of water</u></b></p> <ul style="list-style-type: none"> <li>Identify and name continents and the equator</li> <li>Name and locate the world's five oceans</li> </ul>	<p style="text-align: center;"><b><u>North/South America</u></b></p> <ul style="list-style-type: none"> <li>Locate key countries of North and South America</li> <li>Identify the location and significance of Latitude, Equator, Northern Hemisphere, Southern Hemisphere, Arctic and Antarctic circles.</li> </ul>	<p style="text-align: center;"><b><u>Rivers and the water cycle</u></b></p> <ul style="list-style-type: none"> <li>Describe and understand key aspects of the water cycle</li> <li>Name key rivers, UK, Europe and the Americas.</li> <li>Use 4 figure grid reference and OS symbols</li> </ul>	<p style="text-align: center;"><b><u>Mighty Mountains</u></b></p> <ul style="list-style-type: none"> <li>Understand how mountains are formed</li> <li>Locate key mountain ranges in UK and globally</li> <li>Identify time zones and longitude</li> </ul>	<p style="text-align: center;"><b><u>Where did the ice go?</u></b></p> <ul style="list-style-type: none"> <li>Exploring different types of settlement</li> <li>Identify examples of local economic activity and trade links</li> </ul>

			<ul style="list-style-type: none"> <li>Describe the features of a North or South American forest biome.</li> </ul>			
<b>Autumn 2</b>  <b>Science</b>	<u><b>Animals including humans</b></u> <ul style="list-style-type: none"> <li>Identify and name a variety of common animals that are carnivores, herbivores and omnivores.</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> </ul>	<u><b>Everyday materials</b></u> <ul style="list-style-type: none"> <li>Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses.</li> <li>Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.</li> </ul>	<u><b>Animals including humans</b></u> <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>Identify that humans and some animals have skeletons and muscles for support, protection and movement.</li> </ul>	<u><b>Animals including humans</b></u> <ul style="list-style-type: none"> <li>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>	<u><b>Animals including humans</b></u> <ul style="list-style-type: none"> <li>Describe the changes as humans develop to old age.</li> </ul>	<u><b>Evolution and inheritance</b></u> <ul style="list-style-type: none"> <li>Recognise that living things have changed over time and fossils provide information about living things millions of years ago.</li> <li>Recognise that living things produce offspring of the same kind.</li> <li>Identify how plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.</li> </ul>
<b>Spring 1</b>  <b>Science focus</b>	<u><b>Plants</b></u> <ul style="list-style-type: none"> <li>Identify and name a variety of common and wild garden plants including trees.</li> <li>Identify and describe the basic structure of a variety of common flowering plants, including trees.</li> </ul> <u><b>Seasonal Changes and weather</b></u> <ul style="list-style-type: none"> <li>Observe changes across the four seasons.</li> <li>Observe and describe weather associated with the seasons and how day length varies.</li> </ul>	<u><b>Animals including humans</b></u> <ul style="list-style-type: none"> <li>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>	<u><b>Forces and magnets</b></u> <ul style="list-style-type: none"> <li>Compare how things move on different surfaces.</li> <li>Notice that some forces need contact between two objects, but magnetic forces can act at a distance.</li> <li>Observe how magnets attract or repel each other and attract some materials and not others.</li> <li>Compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials.</li> <li>Describe magnets as having two poles.</li> <li>Predict whether two magnets will attract or repel each other, depending on which poles are facing.</li> </ul>	<u><b>Living things and their habitats</b></u> <ul style="list-style-type: none"> <li>Living things can be grouped in a variety of ways.</li> <li>Explore and use classification keys to help group, identify and name living things in their local and wider environment. Recognise that environments can change and that this can sometimes pose dangers to living things.</li> </ul>	<u><b>Earth and Space</b></u> <ul style="list-style-type: none"> <li>Describe the Sun, Earth and Moon as approximately spherical bodies.</li> <li>Describe the movement of the Moon relative to the Earth.</li> <li>Describe the movement of the Earth, and other planets, relative to the Sun in the solar system.</li> <li>Use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky.</li> </ul>	<u><b>Earth and Space</b></u> <ul style="list-style-type: none"> <li>Describe the Sun, Earth and Moon as approximately spherical bodies.</li> <li>Describe the movement of the Moon relative to the Earth.</li> <li>Describe the movement of the Earth, and other planets, relative to the Sun in the solar system.</li> <li>Use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky.</li> </ul>
<b>Spring 2</b>  <b>History Focus</b>	<u><b>Seaside detectives</b></u> <b>Changes in living memory</b> <ul style="list-style-type: none"> <li>Comparing a day at the Cornish seaside with that of my parents and grandparents</li> <li>Use a time line to order events and objects to show understanding of the past and present</li> </ul>	<u><b>Disaster at sea</b></u> <b>Penlee lifeboat Titanic</b> <b>Events beyond living memory-</b> <ul style="list-style-type: none"> <li>Recall key facts</li> <li>Understanding impact</li> <li>Why the event is remembered</li> <li>Place event on timeline and relate to previous events studied.</li> </ul>	<u><b>Ancient Greece</b></u> <ul style="list-style-type: none"> <li>Identify and explain elements of ancient Greek culture which are still evident today.</li> <li>Compare with use of a time line the lives of people living at the same time in the UK.</li> </ul>	<u><b>What The Romans Did For Us: Roman Britain</b></u> <ul style="list-style-type: none"> <li>Explain the impact and legacy of the Roman invasion in Britain</li> <li>Use a timeline to describe the main changes in Britain during this period.</li> </ul>	<u><b>Vikings, Scots and Anglo-Saxons</b></u> <ul style="list-style-type: none"> <li>Understand the reasons for the invasion of Europe</li> <li>Identify where they settled</li> <li>Describe changes over this period of time.</li> </ul>	<u><b>Cornish Mining Local history</b></u> <ul style="list-style-type: none"> <li>Consider the chronological development of tin mining, from Stone Age to present day</li> <li>Use primary and secondary sources to answer historical questions.</li> </ul>

<b>Spring 2</b>  <b>Science</b>	<u><b>Animals including humans</b></u> <ul style="list-style-type: none"> <li>Identify and name a variety of common animals that are carnivores, herbivores and omnivores.</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> </ul>	<u><b>Everyday materials</b></u> <ul style="list-style-type: none"> <li>Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses.</li> <li>Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.</li> </ul>	<u><b>Light</b></u> <ul style="list-style-type: none"> <li>Recognise that they need light in order to see things and that dark is the absence of light.</li> <li>Notice that light is reflected from surfaces.</li> <li>Recognise that light from the sun can be dangerous and that there are ways to protect their eyes.</li> <li>Recognise that shadows are formed when the light from a light source is blocked by a solid object.</li> <li>Find patterns in the way that the size of shadows change.</li> </ul>	<u><b>Review, Revisit, Consolidate</b></u>  Revisit prior learning, consolidating key scientific concepts before progressing.	<u><b>Materials (Properties and Shape of Materials)</b></u> <ul style="list-style-type: none"> <li>Compare and group together everyday materials on the basis of their properties.</li> <li>Know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution.</li> <li>Use knowledge of solids, liquids and gases to decide how mixtures might be separated.</li> <li>Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials.</li> <li>Demonstrate that dissolving, mixing and changes of state are reversible changes.</li> <li>Explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda.</li> </ul>	<u><b>Light</b></u> <ul style="list-style-type: none"> <li>Recognise that light appears to travel in straight lines.</li> <li>Use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye.</li> <li>Explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes.</li> <li>Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.</li> </ul>
<b>Summer 1</b>  <b>Geography focus</b>	<u><b>Celebrating Cornwall</b></u> <ul style="list-style-type: none"> <li>Understand geographical similarities and differences through studying the human and physical geography of a small local coastal area.</li> </ul> <u><b>Wonderful Weather</b></u> <ul style="list-style-type: none"> <li>Understand that the poles are the colder areas of the world and the equator is hot</li> <li>Know changes of weather associated with seasonal change</li> </ul>	<u><b>Does it snow in Africa? (Compare non- European)</b></u> <ul style="list-style-type: none"> <li>Understand geographical similarities and differences through studying the human and physical geography of a small area in a contrasting non-European country</li> </ul>	<u><b>Forests, people and change</b></u> <ul style="list-style-type: none"> <li>Understand the human and physical features of a forest biome through a local study</li> <li>Name and locate key forests within the UK</li> </ul>	<u><b>The River Fal/The River Thames</b></u> <ul style="list-style-type: none"> <li>Describe the key aspects of rivers, including settlement, economic activity and the distribution of natural resources.</li> </ul>	<u><b>Lands of Fire and Ice</b></u> <ul style="list-style-type: none"> <li>Understand how and why volcanoes and earthquakes occur and their impact on humans</li> </ul>	<u><b>Sustaining our planet</b></u> <ul style="list-style-type: none"> <li>Consider the importance of the aquatic biome for environmental sustainability</li> <li>Consider how human activities could be having an impact on climate around the world</li> </ul>
<b>Summer 1</b>  <b>Science</b>	<u><b>Plants</b></u>  <u><b>Seasonal Changes and weather</b></u> <ul style="list-style-type: none"> <li>Observe changes across the four seasons.</li> <li>Observe and describe weather associated with the seasons and how day length varies.</li> </ul>	<u><b>Living things and habitats/Plants</b></u> <ul style="list-style-type: none"> <li>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> </ul>	<u><b>Plants</b></u> <ul style="list-style-type: none"> <li>Explore the requirements for life and growth (air, Light, water, nutrients from soil and room to grow) and how they vary from plant to plant.</li> <li>Identify and describe the functions of different parts of a flowering plant: roots, stem/trunk, leaves and flowers.</li> <li>Investigate the way in which water is transported within plants.</li> </ul>	<u><b>Materials: (States of matter)</b></u> <ul style="list-style-type: none"> <li>Compare and group materials together, according to whether they are solids, liquids or gases.</li> <li>Observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C).</li> <li>Identify the part played by evaporation and condensation in</li> </ul>	<u><b>Review, Revisit, Consolidate</b></u>  Revisit prior learning, consolidating key scientific concepts before progressing.	<u><b>Electricity</b></u> <ul style="list-style-type: none"> <li>Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit.</li> <li>Compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches.</li> <li>Use recognised symbols when representing a simple circuit in a diagram.</li> </ul>

		<ul style="list-style-type: none"> <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 the name of different sources of food.</li> </ul>	Explore the part that flowers play in the life cycle of flowering plants.	the water cycle and associate the rate of evaporation with temperature.		
<p><b>Summer 2</b></p> <p><b>Science focus</b></p>	<p><b><u>Materials</u></b></p> <ul style="list-style-type: none"> <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.</li> <li>Compare and group together a variety of everyday materials on the basis of their simple physical properties.</li> </ul>	<p><b><u>Living things and their habitats/plants</u></b></p> <ul style="list-style-type: none"> <li>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 the name of different sources of food.</li> </ul>	<p><b><u>Plants</u></b></p> <ul style="list-style-type: none"> <li>Explore the requirements for life and growth (air, light, water, nutrients from soil and room to grow) and how they vary from plant to plant.</li> <li>Identify and describe the functions of different parts of a flowering plant: roots, stem/trunk, leaves and flowers.</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.</li> </ul>	<p><b><u>Sound</u></b></p> <ul style="list-style-type: none"> <li>Identify how sounds are made, associating some of them with something vibrating.</li> <li>Recognise that vibrations from sounds travel through a medium to the ear.</li> <li>Find patterns between the pitch of a sound and features of the object that produced it.</li> <li>Find patterns between the volume of a sound and the strength of the vibrations that produced it.</li> </ul>	<p><b><u>Forces (Gravity)</u></b></p> <ul style="list-style-type: none"> <li>Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object.</li> <li>Identify the effects of air resistance, water resistance and friction, which act between moving surfaces.</li> <li>Recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.</li> </ul>	<p><b><u>Animals including humans (sport and healthy living focus)</u></b></p> <ul style="list-style-type: none"> <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>