

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Autumn 1</b> (Geography Focus) <b>Looking after our planet</b> <ul style="list-style-type: none"> <li>Describe location</li> <li>Describe weather, climate and effects</li> <li>Trade</li> <li>Describe changes in landscape</li> <li>Human impact</li> </ul>	<b>Where in the world am I?</b>  An introduction to the concepts of the various representations of the world as Sphere (globe) and its primary features (Pangea, continents, <b>plates tectonic</b> , equator, UK, countries)	<b>A world of water</b>  Having established local, regional and national locational knowledge in year 1. This topic develops a knowledge of the Oceans and seas and 7 continents ( and the movements of <b>plates tectonic</b> ) as represented on a globe, map and aerial photographs with a focus on Africa.	<b>Surviving the Sahara</b>  Building on year KS1 knowledge of hot and cold countries in relation to the equator. Pupils now begin to learn about the <b>desert and arid climate zones with a focus on a hot desert - the Sahara in the country of Egypt on the continent of Africa.</b>	<b>Remarkable Rainforests</b>  Pupils build on their understanding of desert and forest biomes and their climate zones and learn about <b>rainforests biomes and tropical climate zones</b> resources with focus on the <b>Amazon on the continent of South America</b>	<b>Polar Peaks</b> A broader knowledge is provided by a study of <b>Tundras and polar climates</b> with a focus on <b>Arctic and Antarctic</b> . Understanding of the process of <b>plates tectonic</b> and mountain formation develops from KS1.	<b>Blue Planet</b>  A study of the <b>Aquatic biome</b> provides depth of knowledge and application of theories such as: wave hubs , fishing, marine conservation, plastic pollution and renewable energy for the future.
<b>Applied cross-curricular writing opportunity.</b>	<b>Recount within topic</b>	<b>Explanation within topic</b>	<b>Explanation within topic</b>	<b>Explanation within topic</b>	<b>Recount within topic</b>	<b>Persuasive text within topic</b>
<b>Global Citizenship</b> KU: Sustainable development <b>Values and attitudes:</b> 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.	
<b>Science</b>	Plants - trees Seasonal Changes and weather	Living things and habitats	Plants	Living things and their habitats	Living things and their habitats	Living things and their habitats
<b>Writing</b>	<b>Fiction</b> <b>Focus -</b> Setting <b>Story type:</b> Journey <b>Example text:</b> The Way back home by Oliver Jeffers	<b>Fiction</b> <b>Focus -</b> Characterisation <b>Story type:</b> Defeating the Monster <b>Example text-</b> The Magic Brush	<b>Fiction</b> <b>Focus -</b> Description <b>Story type:</b> Wishing tale <b>Example text:</b> Stone Soup	<b>Fiction</b> <b>Focus -</b> Setting <b>Story type-</b> Warning tale <b>Example text-</b> The Great Kapok tree	<b>Fiction</b> <b>Focus –</b> Opening and endings <b>Story type:</b> Warning Story <b>Example text:</b> The Canal	<b>Fiction</b> <b>Focus:</b> opening and endings <b>Story Type:</b> Warning story <b>Example text:</b> The fountain
	<b>Non Fiction</b> <b>Text type:</b> Persuasion <b>Example text:</b> Post Card	<b>Non Fiction</b> <b>Text type:</b> Instructions <b>Example text:</b> How to catch a wolf	<b>Non Fiction</b> <b>Text type:</b> Instructions <b>Example text:</b> How to make stone soup (recipe writing)	<b>Non Fiction</b> <b>Text type:</b> Discussion- balanced argument <b>Example text:</b> Badger culling or fox hunting	<b>Non Fiction</b> <b>Text type:</b> Report- non chronological report. <b>Example text:</b> The Emperor penguins (Jane Consadine)	<b>Non Fiction</b> <b>Text type:</b> Discussion - Balanced argument. <b>Example text:</b> Climate change
	<b>Poetry</b> <b>Poetry type:</b> Acrostic Poem <b>Topic:</b> create an acrostic poem about where you live.	<b>Poetry</b> <b>Poetry type:</b> Diamante Poem <b>Topic:</b> with a link to water (fisherman/mermaid/sailor)	<b>Poetry</b> <b>Poetry type:</b> free verse <b>Topic:</b> create a free verse poem about the desert	<b>Poetry</b> <b>Poetry type:</b> Kenning <b>Topic:</b> create a kenning about the the rainforest (creatures/people/trees)	<b>Poetry</b> <b>Poetry type:</b> Haiku <b>Topic:</b> create a haiku about ice/snow or exploration.	<b>Poetry</b> <b>Poetry type:</b> rhyming couplets (AA, BB) <b>Topic:</b> broken <b>Model poem:</b> Sylva Stults

<b>Autumn 2</b> <small>(History Focus)</small> <b>Exploration and discovery</b> <ul style="list-style-type: none"> <li>• Significant people</li> <li>• Who was in power</li> <li>• What was life like then and now</li> <li>• Conflicts</li> <li>• Impact</li> <li>• Timeline</li> </ul>	<b>Dinosaur Discovery</b> <p>This topic establishes pre-history- when dinosaurs existed and what life was like (66 million years ago). It looks at the evidence and impact of Mary Anning the ‘fossil hunter’ (1799-1847) and encourages historical questioning and enquiry.</p>	<b>Epic Explorers</b> <p>Building on their knowledge of the oceans in ‘World of water,’ pupils learn about the explorer, Christopher Columbus (1492- when Henry 8<sup>th</sup> was in power) . They make links with the origins of the globe they learnt about in ‘where in the world am ‘?’</p> <p>They will <b>compare Columbus’ life</b> with the life of James Cook a mapmaker and his explorations (1768 when George 3 was king) and the causes and cure for scurvy.</p>	<b>Howard Carter and Ancient Egypt</b> <p>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.</p>	<b>Marvellous Mayans</b> <p>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)</p>	<b>The Heroic Age of Antarctic Exploration non- European</b> <p>Having learnt about tundras on the continent of Antarctica; 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.</p>	<b>Battle of Britain</b> <p>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  This topic will look at the 4 months in 1940 when The Battle of Britain was fought. Pupils will find out about the roles of women in this battle, the development and use of RADAR and how London survived the Blitz.</p>
<b>Applied cross-curricular writing opportunity.</b>	<u>Persuasion within topic</u>	<u>Instructions within topic</u>	<u>Instructions within topic</u>	<u>Balanced argument within topic</u>	<u>Non Chron report within topic</u>	<u>Persuasion within topic</u>
<b>Global Citizenship</b> <small>KU: Identity and diversity</small> <b>Values and attitudes:</b> Value diversity	<small>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.</small>		<small>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.</small>		<small>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.</small>	
<b>Science</b>	<b>Animals including humans</b>	<b>Animals including humans</b>	<b>Animals including humans</b>	<b>Animals including humans</b>	<b>Animals including Humans</b>	<b>Evolution and inheritance</b>
<b>Writing</b>	<b>Fiction</b> <b>Focus:</b> Description <b>Story type:</b> Journey Tale <b>Example text:</b> Tyrannosaurus Drip	<b>Fiction</b> <b>Focus:</b> Description <b>Story type:</b> Journey/Quest? <b>Example text:</b> Meet Captain cook	<b>Fiction</b> <b>Focus:</b> Opening and Endings <b>Story type:</b> Finding tale <b>Example text:</b> An Ancient Discovery	<b>Fiction</b> <b>Focus:</b> Suspense and action <b>Story type:</b> Defeating the monster <b>Example text:</b> Hansel and Gretel	<b>Fiction</b> <b>Focus:</b> Dialogue <b>Story type:</b> Meeting tale <b>Example text:</b> Desert Disaster	<b>Fiction</b> <b>Focus:</b> Description <b>Story type :</b> finding story <b>Example text:</b> Photo Album
	<b>Non Fiction</b> <b>Text Types:</b> Discussion - Speech <b>Example text:</b>	<b>Non fiction</b> <b>Text Type:</b> Report -Non Chronological <b>Example Text:</b> Captain Cook <b>Innovation:</b> another explore (Christopher Columbus)	<b>Non fiction</b> <b>Text type:</b> Recount - Newspaper <b>Example text:</b> Newspaper report on an ancient discovery	<b>Non fiction</b> <b>Text type:</b> Report - Non chronological Report <b>Example text:</b>	<b>Non fiction</b> <b>Text type:</b> Recount - Diary <b>Example:</b> Sir Ranulph Fiennes or Scott of the Antarctic ( Jane Consadine	<b>Non fiction</b> <b>Text type:</b> recount <b>Example text:</b> Anne Frank biography
						<b>Poetry -</b> <b>Poem type -</b> Rhyming couplets A,B, A, B C,D, C, D <b>Text -</b> Dulce and Decorum est
<b>Spring 1</b> <b>Counties, Countries and Continents</b> <ul style="list-style-type: none"> <li>• Describe location</li> <li>• Describe weather, climate and effects</li> <li>• Trade</li> <li>• Describe changes in landscape</li> </ul>	<b>Celebrating Cornwall</b> <p>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. With a focus on the features of their locality –Cornwall.</p>	<b>An island home</b> <p>Pupils deepen their understanding of countries and cities by exploring comparisons. Two cities within the UK and a contrasting country such as Trindad or Tobago with our country- the UK.</p>	<b>London our capital</b> <p>Pupils continue to embed and broaden their knowledge and understanding of UK villages, towns and cities and counties. Pupils will study the human and physical features of (inc settlements) of London</p>	<b>Get to know Greece</b> <p>Pupils complete a <b>European study ( Greece- Mediterranean climate zone)</b> that is contrasting to the UK . This study will focus particularly on changes in landscape.</p>	<b>Across our Continent</b> <p>Having studied a European country 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</p>	<b>North America road trip</b> <p>Pupils now explore a <b>study of a continent</b>, considering human and physical features inc food and farming, flooding, canyons and valleys.</p>

<b>Applied cross-curricular writing opportunity.</b>	<b>Discussion within topic</b>	<b>Non chronological report with in topic</b>	<b>Newspaper Report within topic</b>	<b>Non chron report</b>	<b>Diary within topic</b>	<b>Recount- Diary within topic</b> <b>Recount-Biography within topic</b>
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 difference Recognising 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 difference Recognising the benefits of listening to a range of different perspectives and viewpoints.	
<b>Science</b>	Plants	Everyday materials	Light	Electricity	Space	Animals including humans
<b>Writing</b>	<b>Fiction</b> <b>Focus:</b> Opening and endings <b>Story type:</b> Defeating the Monster <b>Example text:</b> Lighthouse keepers Lunch	<b>Fiction</b> <b>Focus:</b> Setting <b>Story type:</b> Journey <b>Example text:</b> Where the Wild things are	<b>Fiction</b> <b>Focus:</b> Dialogue <b>Story type:</b> Wishing tale <b>Example text:</b> King Midas	<b>Fiction</b> <b>Focus:</b> Description <b>Story Type:</b> Finding tale <b>Example text:</b> Dangle	<b>Fiction</b> <b>Focus:</b> opening and endings <b>Story type:</b> Journey <b>Example text:</b> The Journey	<b>Fiction</b> <b>Focus:</b> Suspense <b>Story type:</b> Quest Tale <b>Example text:</b> Kidnapped
	<b>Non Fiction</b> <b>Text type:</b> Instructions <b>Example text:</b> How to trap a seagull	<b>Non Fiction</b> <b>Text type:</b> Persuasive letter <b>Example text-</b> a persuasive letter about the Wild things island	<b>Non Fiction</b> <b>Text type:</b> Persuasive article <b>Example text:</b> Discover the city of Exeter	<b>Non Fiction</b> <b>Text type:</b> Persuasive <b>Example:</b> Sicily brochure	<b>Non Fiction</b> <b>Text type:</b> Explanation <b>Example text:</b> Causes and effect of bird migration	<b>Non Fiction</b> <b>Text type:</b> Report- Newspaper report <b>Example text:</b> Klondike gang strikes again. (Missing /stolen dog)
						<b>Poetry:</b> <b>Poem type:</b> <b>Model Poem:</b>
<b>Spring 2</b> (History Focus) <b>Marvellous Men and women</b> <ul style="list-style-type: none"> <li>Significant people</li> <li>Who was in power</li> <li>What was life like then and now</li> <li>Conflicts</li> <li>Timeline</li> </ul>	<b>Kings, Queens and Cornish Saints</b> This topic looks at the Royal family (tree) and focusses on Queen Elizabeth 1 (1558-1603) as daughter of Henry 8 <sup>th</sup> . Looking at what life was like then and now. They learn about the <b>conflict</b> with Spain and the failed Armada <b>invasion</b> .	<b>Disaster at sea</b> 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.	<b>Stone Age</b> (2 -6 million-3300BC to <b>Iron Age</b> (500BC-332BC)  Pupils look at history proceeding (pre-history-dinosuars). They look at early people and what life was like: early settlements, tools etc Links are made to Cornish mining.	<b>Ancient Greece</b>  Pupils look at life in Ancient Greece 700-480BC. The concept of democracy, philosophy, gods and culture.	<b>Anglo-Saxons and the Scotts</b> (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 Conqueror and the Battle of Hastings the causes and effect of the invasion and conflict between France and England (King Harold).	<b>Atlantic Slave Trade</b>  Pupils will learn how slavery dates back to the 15 <sup>th</sup> 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.
<b>Applied cross-curricular writing opportunity.</b>	<b>Explanation within topic</b>	<b>Persuasive letter within topic</b>	<b>Persuasive article report within topic</b>	<b>Persuasion within topic</b>	<b>Explanation within topic</b>	<b>Report: Non chron within topic</b> <b>Recount -newspaper</b>
Global Citizenship KU: Power and governance Values and attitudes Belief that people can bring about change	Rules in class and school  How 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.	
<b>Science</b>	Everyday materials Animals including humans	Everyday materials	Rocks	Sound	Forces	Light
<b>Writing</b>	<b>Fiction</b> <b>Focus:</b> Characterisation <b>Story Type:</b> Defeating the monster	<b>Fiction</b> <b>Focus:</b> Suspence <b>Story Type:</b> Defeating the monster <b>Example text:</b> Mousehole cat	<b>Fiction</b> <b>Focus:</b> Characterisation <b>Story Type:</b> Journey <b>Example text:</b> Alice in wonderland.	<b>Fiction</b> <b>Focus:</b> Characterisation <b>Story Type:</b> defeating the monster <b>Example text:</b> Medusa	<b>Fiction</b> <b>Focus:</b> Characterisation <b>Story Type:</b> Defeating the monster <b>Example text:</b> Beowulf	<b>Fiction</b> <b>Focus:</b> setting <b>Story Type:</b> Journey <b>Example text:</b> Sweet Clara and the freedom quilt.

	Example text: Paper bag princess					
	<b>Non Fiction</b> <b>Text type:</b> Report - Non chronological <b>Example text:</b> A report on King Henry the V!!!	<b>Non Fiction</b> <b>Text type:</b> Recount - newspaper report <b>Example text:</b> Recount of a disaster at sea -	<b>Non Fiction</b> <b>Text type:</b> Report - Encyclopaedia <b>Example text:</b> Ancient Egypt Encyclopaedia entry.	<b>Non Fiction</b> <b>Text type:</b> Instructions <b>Example text:</b> How to defeat a monster	<b>Non Fiction</b> <b>Text type:</b> Persuasive letter <b>Example text:</b> Dear Mr Wolf	<b>Non Fiction</b> <b>Text type:</b> Explanation <b>Example text:</b> History of slavery in North American
						<b>Poetry -</b> <b>Poem type -</b> Ballad <b>Model text -</b> Slaves dream by Henry Longfellow
<b>Summer 1</b>  <b>Active Planet</b> <ul style="list-style-type: none"> <li>Describe location</li> <li>Describe weather, climate and effects</li> <li>Trade</li> <li>Describe changes in landscape</li> </ul>	<b>Wonderful Weather</b>  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. <b>(Continent level)</b>	<b>African Adventure</b>  Having explored a comparison of 2 contrasting cities and 2 contrasting countries pupils now <b>compare a non-European country</b> . Pupils are provided with concrete examples for similarities and difference which describe human and physical features.	<b>Forests, people and change</b>  Pupils will identify features of a forest biome and where they are located around the world with a focus N/S America: Amazon, Tongass, Sequoia, Redwood. Pupils will compare these a forest biome with a local forest and describe how the land has changed.	<b>Rivers and the water cycle</b>  Building on previous topics pupils learn about the water cycle and deepen their knowledge of their Local rivers, UK rivers, N and S America rivers ( Amazon) and the features of rivers  Importance of water as a resource for life.	<b>Tectonic Trouble</b>  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)	<b>Cornwall: Trade and Industry</b>  Pupils explore the main types of settlement; ranges of businesses/industries in their county: Cornwall and consider reasons for this.
<b>Applied cross-curricular writing opportunity.</b>	<u>Report within topic</u>	<u>Recount diary within topic</u>	<u>Report within topic</u>	<u>Explanation within topic</u>	<u>Newspaper report within topic</u>	<u>Explanation within topic</u>
<b>Global Citizenship</b> KU: Social justice and equity Human rights <b>Values and attitudes:</b> Commitment to social justice and equity	What fairness means Examples 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 others Fairness 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	
<b>Science</b>	Seasonal Changes and weather	Living things and habitats	Plants/living things and their habitats	States of matter	Properties and changes of materials	
<b>Writing</b>	<b>Fiction</b> <b>Focus:</b> Scariness <b>Story type:</b> Defeating the Monster <b>Example text:</b> The Three Little Pigs	<b>Fiction</b> <b>Focus:</b> Dialogue <b>Story type:</b> Journey <b>Example text:</b> Meerkat Mail	<b>Fiction</b> <b>Focus:</b> Style - varying sentences and vocabulary <b>Story type:</b> Defeating the monster <b>Example text:</b> Little Red	<b>Fiction</b> <b>Focus:</b> Dialogue <b>Story type:</b> Wishing tale <b>Example text:</b> King of the Fish	<b>Fiction</b> <b>Focus:</b> suspense <b>Story type:</b> Tale of fear <b>Example text:</b> Nightmare man	<b>Fiction</b> <b>Focus:</b> dialogue <b>Story Type:</b> defeating the monster <b>Example text:</b> King Arthur
	<b>Non Fiction</b> <b>Text type:</b> Recount - New paper report. <b>Example text:</b> New paper report on the event of the wolf blowing the houses down.	<b>Non Fiction</b> <b>Text type:</b> discussion - Speech <b>Example text:</b> The meerkats speech comparing Africa to another place he travelled.	<b>Non Fiction</b> <b>Text type:</b> Discussion <b>Example text:</b> ? <b>Innovation:</b> ?	<b>Non Fiction</b> <b>Text type:</b> Explanation <b>Example text:</b> ? <b>Innovation:</b> ?	<b>Non Fiction</b> <b>Text type:</b> Discussion text <b>Example text:</b> ? <b>Innovation:</b> ?	<b>Non Fiction</b> <b>Text type:</b> Persuasive leaflet <b>Example text:</b> Tintagel
						<b>Poetry -</b> <b>Poem type-</b> Free verse <b>Model text -</b> Idles of the King

<b>Summer 2</b>  <b>Changing Britain</b> <ul style="list-style-type: none"> <li>• Significant people</li> <li>• Who was in power</li> <li>• Who was reigning</li> <li>• What was life like then and now</li> <li>• Conflicts</li> <li>• Impact</li> <li>• Timeline</li> </ul>	<b>Seaside detectives</b>  What was the seaside like in the past? (places and people) Cornwall based What did our grandparents do at the seaside? (Living memory) What was the seaside like then and now	<b>Cornwall in Bloom</b>  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	<b>Rampaging Romans</b>  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.	<b>Shipping, Trade and Traders,</b>  Pupils learn about their local history and the role of the packet ships (1688) travelling from Truro (Lemon Quay) to the River Fal and assisting 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.	<b>Vicious Vikings (793-1066AD)</b>  These pagan, Scandinavian, 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.	<b>Cousin Jacks</b>  Pupils learn about the <b>local history</b> of mining in the Cornwall- how in the 19 <sup>th</sup> 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
<b>Applied cross-curricular writing opportunity.</b>	<u>Newspaper report within topic</u>	<u>Explanation within topic</u>	<u>Discussion within topic</u>	<u>Recount within topic</u>	<u>Persuasion within topic</u>	<u>Discussion within topic</u>
<b>Global Citizenship</b> 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 world Sense 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 world Positivity 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 world Positivity about the ways in which one is both similar to others and uniquely different. Value what contributes to own identity.	
<b>Science</b>	Animals including humans	Plants	<b>Focus and magnets</b>			Electricity
<b>Writing</b>	<b>Fiction</b> <b>Focus:</b> Dialogue <b>Story type:</b> Journey <b>Example text: ?</b>	<b>Fiction</b> <b>Focus:</b> opening and ending <b>Story type:</b> Rags to Riches <b>Example text:</b> Jack and the bean stalk	<b>Fiction</b> <b>Focus:</b> setting <b>Story type:</b> Finding tale <b>Example text:</b> Adventures at Sandy Cove	<b>Fiction</b> <b>Focus:</b> Openings and endings <b>Story type:</b> Rags to Riches <b>Example text: ?</b>	<b>Fiction</b> <b>Focus:</b> setting <b>Story type:</b> finding tale <b>Example text:</b> Glad you're not a gladiator	<b>Fiction</b> <b>Focus:</b> Characterisation <b>Story Type:</b> Tale of fear <b>Example text:</b> Fowler's yard
	<b>Non Fiction</b> <b>Text type:</b> Explanation <b>Example text: ?</b>	<b>Non fiction</b> <b>Text type:</b> Explanation <b>Example text: ?</b>	<b>Non fiction</b> <b>Text type:</b> Explanation <b>Example text: ?</b>	<b>Non fiction</b> <b>Text type:</b> Recount - Newspaper report <b>Example text: ?</b>	<b>Non fiction</b> <b>Text type:</b> Report - ? <b>Example text: ?</b>	<b>Non Fiction</b> <b>Text type:</b> Instructions <b>Example text:</b> Mining lamp
						<b>Poetry</b> <b>Poem type</b> - Free verse <b>Model Poem</b> - The mining scene (John Harris)