
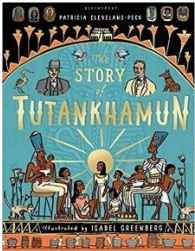
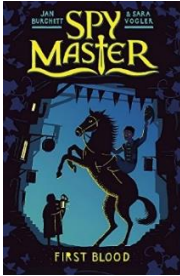

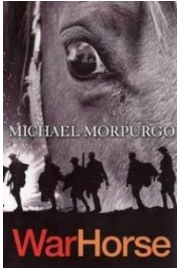

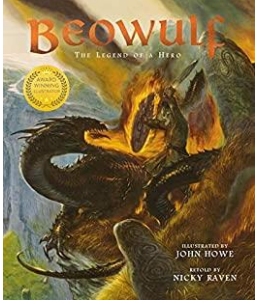


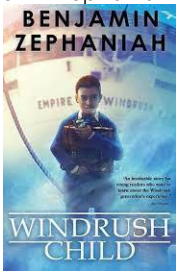

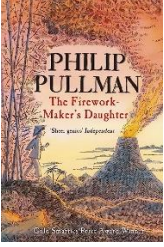


Curriculum Map Godrevy: Year A	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Culture of the Heart	Character & identity	The Power of Words	Kindness	Community	Gratitude	Classroom Culture
PSHE (LifeWise) (Year 5 lessons) (Year 6 lessons)	<ul style="list-style-type: none"> Junk Food Nutritional Values The Human Body Caffeine - Helpful or Harmful? Recognizing and Controlling Anger 	<ul style="list-style-type: none"> Social Media - Being Confident Responsibility and Inspiration Homophobic Language in Schools Autism – Neurodivergence 	<ul style="list-style-type: none"> Keeping My Body The Same My Body Changes Expressing Love Differently As You Grow What is Marriage? What is Forced Marriage? 	<ul style="list-style-type: none"> The Government BV: Laws and Parliament BV: Freedom of Speech and Movement Respecting Others' Boundaries and Beliefs 	<ul style="list-style-type: none"> The Digital World Supporting the Community Communicating Effectively Learning Part 1 Learning Part 2 	<ul style="list-style-type: none"> Banks Borrowing Money Dealing With Adversity The NHS
Topic Title	Papyrus, Pyramids & Power	Papyrus, Pyramids & Power	Turbulent Tudors	Turbulent Tudors	World at War: The War to End All Wars	World at War: The Battle of Britain
English Focus	<ul style="list-style-type: none"> Suspense/mystery adventure stories Information texts Poetry: Haikus 	<ul style="list-style-type: none"> Biographies Newspaper reports Poetry: Odes 	<ul style="list-style-type: none"> Recounts Information texts Poetry: Limericks 	<ul style="list-style-type: none"> Script writing Fantasy stories Poetry: Cinquains 	<ul style="list-style-type: none"> Reports/recounts Diaries Poetry: War poems 	<ul style="list-style-type: none"> Persuasive texts Narrative writing Poetry: Free verse
English Text Focus	Secrets of a Sun King by Emma Carroll 	The Story of Tutankhamun by Patricia Cleveland-Peck 	Spy Master: First Blood by Jan Burchett 	A Midsummer Night's Dream by William Shakespeare 	War Horse by Michael Morpurgo 	When the Sky Falls by Phil Earle 
Science (Year 5 objectives) (Year 6 objectives)	Evolution & inheritance <ul style="list-style-type: none"> recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution. 		Forces (Link with Anglo-Saxon weapons) <ul style="list-style-type: none"> explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object identify the effects of air resistance, water resistance and friction, that act between moving surfaces recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect. 		Properties and changes of materials <ul style="list-style-type: none"> compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets know that some materials will dissolve in liquid to form a solution; describe how to recover a substance from a solution use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic demonstrate that dissolving, mixing and changes of state are reversible changes explain that some changes = 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 	
History - Develop a chronologically secure knowledge and understanding of British/local/world history and establish clear narratives during the periods studied	Ancient Egypt - Placing events on a timeline, primary/secondary sources - An overview of where and when the first civilizations appeared - Where do the Egyptians fit in history?	Ancient Egypt - What were most people's houses like? - How did the people make use of the land? - Water cycle (Nile) Concepts focus:	Tudors Fire, Fever & Fashion - Who were the Tudors? - How was Britain ruled at the time? - Chronologically secure knowledge - King Henry VIII - Tudor Fashion	Tudors Voyage of Discovery - Tudor exploration of the world - Note connections, contrasts and trends over time - Development of ship-building technology and other technologies	World War 1 - When did the war start and end? Chronologically secure knowledge - Why did the war begin? Ask questions about cause etc.	World War 2 - When & why did the war start? - Who was involved? - Battle of Britain/Blitz - D-Day - Evacuees - Rationing

<ul style="list-style-type: none"> - Note connections, contrasts and trends over time - Develop appropriate use of historical terms. - Ask historically valid questions about change, cause, similarity/difference and significance - Construct informed responses with a thoughtful selection and organisation of relevant historical information - Understand how our knowledge of the past is built from a range of sources. 	<ul style="list-style-type: none"> - Who were the ancient Egyptians? - Where is Egypt? - How Egypt was ruled - Beliefs, rites & rituals - Technology/buildings - How do we know about the ancient Egyptians? - Knowledge of the past built from a range of sources. <p>Concept focus: Chronological understanding & Interpretation</p>	<p>Significance/diversity & Interpretation</p>	<ul style="list-style-type: none"> - What was London like before the Great fire of London in 1666? - How did the fire start? - How many people did it affect? - What did people learn? - What was the plague? - How did it come to Britain? - How many people did it affect? - Comparison with the affect on other European countries <p>Concepts covered: Chronological understanding & Cause and consequence</p>	<ul style="list-style-type: none"> - How the age of discovery affected the development of the modern world - Ask questions about cause etc. <p>Concepts covered: Chronological understanding & Change, continuity and development</p>	<ul style="list-style-type: none"> - How long did the war last/when did it end? - Establish clear narratives - Who was involved? - How was the war fought (guns and trenches)? - Knowledge built from a range of sources <p>Concepts focus: Cause/consequence & Interpretation</p>	<p>Concepts focus: Cause/consequence & Change continuity and development</p>
<p>Geography</p>	<p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p>Concept focus: Geographical Skills</p>	<p>Physical geography: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</p> <p>Human geography: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</p> <p>Concept focus: Human & Physical Geography</p>	<p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p>Explore maps of Britain in the 14th-16th century and placing where we live within that context.</p> <p>Concept focus: Geographical Skills</p>	<p>Name and locate counties and cities of the UK, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time.</p> <ul style="list-style-type: none"> - Study Tudor city & how it has changed - Develop understanding of how places change over time, comparing a medieval town to how it is today. - Increase understanding of how humans have impacted on physical geography of places. - Learn how land was used in medieval times and compare that to the same or similar places today, especially in our locality. <p>Concept focus: Physical Geography & Interconnections</p>	<p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p>Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country (including Russia), and a region within North or South America</p> <ul style="list-style-type: none"> - Which countries were involved/where were they from? - Where was the war fought? - Compare the Western and Eastern fronts (WW2) <p>Concept focus: Geographical Skills, Human & Physical Geography</p>	
<p>Art & Design (Kapow)</p>	<p>Ancient Egyptian painting – telling a story through artwork (Every picture tells a story – Y5 unit)</p>		<p>Photography – (Photography – Y6 unit)</p>		<p>20th Century Portraits – Frida Kahlo/Pablo Picasso (Painting and mixed media portraits – Y5 unit)</p>	

DT <i>(Kapow)</i>		Mechanical systems – Making a pop-up book: continuation of A.E painting (<i>Mechanical systems – Y5 unit</i>)		Textiles – Tudor waistcoat (<i>Waistcoats – Y6 unit</i>)		Food – Rationing: use rationed ingredients to design a meal/make healthier alternatives (<i>What could be healthier? – Y5 unit</i>)
Music <i>(Kapow)</i>	Composition notation (Ancient Egypt - Y5)	Christmas Play	Looping & remixing (Y5)	Baroque (Y6)	Themes & variations (Y6)	Songs of WW2 (Y6)
Computing <i>(Cornwall Digital)</i>	Systems & searching (Y5) - Computer Systems & Contexts	Video Editing (Y5) - Digital Media	Web Page Creation (Y6) - Digital Media	Microbit from 1st use (Y5) - Programming A	Selection in Quizzes (Y5) - Programming B	Sensing with Microbits (Y6) - Programming B
PE <i>(Complete PE)</i>	Boccia (Y5) + Tag Rugby (Y5)	Swimming + Dodgeball (Y6)	Basketball (Y6) + Counter Balance/ Tension (Y5 gymnastics)	Titanic (Y6 Dance) + Tennis (Y6)	Athletics (Y5) + Cricket (Y5)	Competitions (Y6 Athletics) + Problem Solving (Y6 Outdoor activities)
MFL <i>(Kapow)</i>	Portraits	Families	Clothes	Weather	Exploring the French Speaking world	Holidays
RE <i>(Cornwall Agreed Syllabus)</i>	Why do Christians believe Jesus was the Messiah? (UKS2)	For Christians, what kind of king is Jesus? (UKS2)	Why is the Torah so important to Jewish people? (UKS2)	What does it mean if Christians believe God is holy & loving? (UKS2)	Creation and science: Conflicting or complimentary? (UKS2)	What matters most to Humanists, Christians and..? (UKS2)
Additional resources, possible trips etc.		Truro museum	Lanhydrock Kresen Kernow	Maritime Museum		Residential Surf Day

Curriculum Map Godrevy: Year B	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Culture of the Heart	Joy & Wonder	Listening	Honesty	Friendship	The Thought Garden	Hope & Growth
PSHE (LifeWise)	<ul style="list-style-type: none"> • First Aid • Alcohol, Smoking and Vaping • Drugs • Illegal Drugs • Organisation of Life 	<ul style="list-style-type: none"> • The Power of Words - Clean up Your Speech • Celebrating Women in History - Forgotten Achievements • Social Media - Tik Tok • Autism - Do Say, Don't Say 	<ul style="list-style-type: none"> • My Amazing Body • The Power of Love - Inequality Within Relationships • Identity, Gender and Sexuality • Self-Perception • Consent 	<ul style="list-style-type: none"> • BV Lawmakers and Activists • BV Rights and Radicalisation • Fairtrade: Same Storm, Different Boat • Fair Trade - The Shirt Off Your Back 	<ul style="list-style-type: none"> • Feeling Anxious • Ageism • The Power of Negotiation • Global Warming - Issues and Prevention 	<ul style="list-style-type: none"> • Learning to Work • Law • Tax • Entrepreneurship, Enterprise and Business
Topic Title	Invasion (Anglo-Saxons/Scots)	Invasion (Vikings)	Trafficking, Trade & Travel (Slave Trade)	Trafficking, Trade & Travel (Windrush)	Extreme Earth (Freezing Earth)	Extreme Earth (Violent Earth)
English	<ul style="list-style-type: none"> • Quest stories • Information texts • Poetry: Narrative poems 	<ul style="list-style-type: none"> • Instructions • Explanation texts • Poetry: Kennings 	<ul style="list-style-type: none"> • Newspaper reports • Diaries/letters • Poetry: Quatrains 	<ul style="list-style-type: none"> • Documentaries • Persuasive texts • Poetry: Rhyming couplets 	<ul style="list-style-type: none"> • Information texts • Biographies • Poetry: Pantoum 	<ul style="list-style-type: none"> • TV News reports • Adventure stories • Poetry: Tanka
English Text Focus	Beowulf by Nicky Raven 	Viking Boy by Tony Bradman 	Freedom by Catherine Johnson 	Windrush Child by Benjamin Zephaniah 	Escape from the Antarctic by Ernest Shackleton, Shackleton's Journey by William Grill, Everest by Alexandra Stewart 	The Firework Maker's Daughter by Philip Pullman 
Science (Year 5 objectives) (Year 6 objectives)	Living things & their habitats <ul style="list-style-type: none"> □ 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. 	Animals, including humans: <ul style="list-style-type: none"> □ describe the changes as humans develop to old age. 	Animals, including humans: <ul style="list-style-type: none"> □ identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood □ recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function □ describe the ways in which nutrients and water are transported within animals, including humans. 	Light <ul style="list-style-type: none"> □ recognise that light appears to travel in straight lines □ 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 □ 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 □ use the idea that light travels in straight lines to explain why shadows have the same shape as objects that cast them. 	Electricity <ul style="list-style-type: none"> □ associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit □ 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 □ use recognised symbols when representing a simple circuit in a diagram. 	Living things & their habitats <ul style="list-style-type: none"> □ 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>History</p> <ul style="list-style-type: none"> - Develop a chronologically secure knowledge and understanding of British/local/world history and establish clear narratives during the periods studied - Note connections, contrasts and trends over time - Develop appropriate use of historical terms. - Ask historically valid questions about change, cause, similarity/difference and significance - Construct informed responses with a thoughtful selection and organisation of relevant historical information - Understand how our knowledge of the past is built from a range of sources. 	<p>Anglo-Saxons/Scots</p> <ul style="list-style-type: none"> - Who the Anglo-Saxons were & where they came from - Develop a chronologically secure knowledge and understanding of British/local/world history - Why they came to the British Isles - Ask historically valid questions about change, cause, similarity/difference and significance - How we know about the Anglo-Saxons - Anglo-Saxon life, culture and beliefs <p>Concepts covered: Chronological understanding & Significance/diversity</p>	<p>Vikings</p> <ul style="list-style-type: none"> - Why the Vikings came to Britain - Place the Viking period on a timeline - Develop a chronologically secure knowledge and understanding of British/local/world history - Viking culture, beliefs and society - Compare similarities and differences between the reasons the Vikings/Anglo-Saxons came to Britain - Note connections, contrasts and trends over time <p>Concepts covered: Change, continuity and development & Cause and consequence</p>	<p>Trans-Atlantic Slave trade & Fair Trade</p> <ul style="list-style-type: none"> - Understanding the slave trade + responding to it ourselves - Construct informed responses with a thoughtful selection and organisation of relevant historical information - Who was involved? - Who did it affect? - How the slave trade fits with the narrative of the time in Europe - Establish clear narratives during the periods studied - Relating to the issue of modern slavery - What is fair trade? <p>Concepts covered: Significance/diversity & Cause and consequence</p>	<p>Windrush</p> <ul style="list-style-type: none"> - What is Windrush? - Who was involved/ where did they come from - Develop a chronologically secure knowledge and understanding of British/local/world history - Telling the story of the Windrush generation - Establish clear narratives during the periods studied - Socio-political situation that led to the Windrush generation (post WW2) - Ask historically valid questions about change, cause, similarity/difference and significance <p>Concepts covered: Significance/diversity & Cause and consequence</p>		
<p>Geography</p>	<p>Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies</p> <p>Visit Doniert's Stone, St Clear</p> <p>Concept focus: Geographical Skills</p>		<p>Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America</p> <p>Human geography: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</p> <p><i>Study of the Caribbean, compare with Cornwall. Also, through the study of the transatlantic slave trade and the Windrush generation, include elements of human geography/trade/fair trade.</i></p> <p>Concept focus: Human & Physical Geography</p>	<p>Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer/Capricorn, Arctic/Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)</p> <p>Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of OS maps) to build knowledge of the UK and the wider world</p> <p><i>This half term, the focus will be on the position and conditions of Antarctica and Mount Everest, including the study of biomes, climate zones and mountains</i></p> <p>Concept focus: Interconnections & Geographical Skills</p>		<p>Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</p> <p><i>This half term, the focus will be on earthquakes and volcanoes</i></p> <p>Concept focus: Physical Geography</p>

Art & Design (Kapow)	Speaking through art – How/what Anglo-Saxon art/jewelry tells us about them (Make my voice heard – Y6 unit)		Architecture (Formal elements of art – Y5 unit)		Sculpture – (Sculpture and 3D - interactive installation - Y5 unit)	
DT (Kapow)		Viking meal (Come dine with me – Y5 unit)		Build a structure (Structure/Playgrounds – Year 6 unit)		Mountain navigation: Design a navigation tool (Navigating the world – Y6 unit)
Music (Kapow)	Developing singing technique (The Vikings - Y3)	Christmas Play	Blues (Y5)	Composition to represent the Holi Festival (Y5)	Advanced rhythms (Y6)	Film music (Y6)
Computing (Cornwall Digital)	Communication & Collaboration (Y6) - Computer Systems & Contexts + Internet Safety	Vector Drawing (Y5) - Digital Media + Internet Safety	3D Modelling (Y6) - Digital Media + Internet Safety	Flat-file Databases Y5) - Data & Information + Internet Safety	Spreadsheets (Y6) - Data & Information + Internet Safety	Variables in Games (Y6) - Programming A + Internet Safety
PE (Complete PE)	The Circus (Y5 Dance) + Orienteering (Y5)	Matching/Mirroring (Y6 Gymnastics) + Handball (Y6)	Swimming + Netball (Y5)	Hockey + Football (Y6)	Throwing/Jumping (Y5 Athletics) + Rounders (Y5)	Running (Y6 Athletics) + Leadership (Y6 Outdoor activities)
MFL (Kapow)	Transport	Homes/houses	Music	French verbs	Towns	Sport/Olympics
RE (Cornwall Agreed Syllabus)	How do Christians decide how to live? (UKS2)	What do Christians believe Jesus did to save people? (UKS2)	How does faith help people when life gets hard? (UKS2)	Why do Hindus want to be good? (UKS2)	Why some people believe in God and others not (UKS2)	What does it mean to be a Muslim in Britain today? (UKS2)
Additional resources, possible trips etc	Doniert's Stone & Golitha Falls Kresen Kernow mapping activity day	Maritime museum			Residential	Surf/beach trip?