

Subject	Knowledge Content	Topic	Year Group	What will be delivered and how will it connect to other knowledge?
Science	Plants	Our Blue Planet (Autumn Term)	1	Children will be taught to name a variety of common wild and garden plants through a local study, including on school grounds to identify different plants in our local area. Children will be taught the basic structure of common flowering plants and trees alongside being taught about common animals in the United Kingdom. They will be taught the differences between carnivores, herbivores and omnivores. Children will learn about the structure of a variety of common animals. Children will learn about the changing seasons and observe the differences in our location between the seasons.
	Seasonal Changes			
	Animals including humans			
Geography	Human and Physical Geography	Key Question: What does our everyday world look like?		Children will use basic geographical vocabulary to refer to physical features in their locality including river, soil, vegetation, season and weather. They will also use vocabulary related to human features including village, town, farm, house and shop. The children will be taught where Riseley is on a map of the United Kingdom and identify the UK's location on a map of Europe. The children will look at maps of the local area to identify key features including hills, rivers, lakes and human features including roads, houses and farms. This will include using internet-based resources including Google Earth. As part of their local study, children will complete fieldwork to describe their location including the school grounds and its place within their village.
	Geographical Skills and Fieldwork			
History	Lives of significant individuals	Black History Month (Autumn Term) Key Question: Who was Rosa Parks and why was she important?		The children will learn about Rosa Parks as a person of significant historical significance. As a woman living in the USA in the 1960s, some of the knowledge learned will be used to make comparisons between her life and that of Neil Armstrong, a white man, living in the USA during the 1960s.
Science	Everyday materials	To Boldly Go (Spring Term) Key Question: Who, how and why did we travel to the moon?		The children will be taught about everyday materials and their uses as well as their physical properties. The children will conduct experiments to determine the most appropriate materials for particular tasks. This knowledge will be connected to their study of Neil Armstrong as an historically significant person and his trip to the moon. Children will connect their knowledge of everyday materials to consider which materials would be best for designing spacecraft and spacesuits.
History	Lives of significant individuals			The children will learn about Neil Armstrong and that he was the first man on the moon in 1969. Children will learn the chronology of his life and how he became an astronaut and his life achievements including the first moon landing. The children will compare life stories with Rosa Parks and consider whether a black woman could have been an astronaut in 1969. This could be expanded to learn about the inclusion of women in space. Children will learn who that the first black woman in space was Mae C. Jemison in 1992 aboard the Space Shuttle Endeavour. The children will also discover the local link between Neil Armstrong and Bedford.
	Changes within living memory	The children will learn about the first moon landing alongside their learning about Neil Armstrong. Children will build on and revisit this knowledge when they study the Space Race and Earth and Space in Year 5.		
	Lives of significant individuals	The children will learn about Henry VIII who was a Tudor and his significance to England. The children will learn about Elizabeth I as the second daughter of Henry VIII and considered to be one of England's greatest rulers. The children will learn about the major events that took place during their lives including the formation of the Church of England and the Spanish Armada.		
	Historical events, people and places in local area	The children will learn about the life of Margaret Beaufort who was the grandmother of Henry VIII. Children will learn that she was born in Bedfordshire and was a major figure in the War of the Roses. The current school is built on the former site of Margaret Beaufort Middle School which was named after her. The children will use their geography skills to identify her place of birth, death and important events in her life e.g. Battle of Bosworth.		
Geography	Geographical skills and fieldwork	Civilisation and Expansion (Summer Term) Key Question: Who was Henry VIII and how does he link to my school?	The children will use maps to identify important places in their locality and in the UK related to the Tudor kings and queens including sites of battles, palaces, locations of important events e.g. Hatfield House in Hertfordshire. The children will use a map of Europe to draw the route of the Spanish Armada. The children will use simple compass directions to refer to the route of the Spanish Armada.	
	Locational Knowledge		The children will label maps of the United Kingdom and Europe to expand their knowledge of places related to the Tudor kings and Queens.	
	Human and Physical Geography		The children will learn to use vocabulary to refer to physical features related to the topic including coast, sea and weather. The children will also use vocabulary to refer to human features including town, city, port and harbour.	
Science	Animals including humans	Sport and Science Week (Summer Term)	The children will learn about the basic parts of the human body and learn about the parts associated with each of the 5 senses. They will learn this alongside some physical education and sports activities culminating with Sports Day in July.	
Science	Living things and their habitats	The Changing World (Autumn Term) Key Question: What is the 'Circle of Life'?	2 Building on their knowledge from Year 1, children will learn about the differences between things that are living, dead and have never been alive. Children will deepen their understanding of living things by learning about their habitats and how they provide the basic needs of different plants and animals. Children will begin to understand that animals and plants live in habitats that suit them and will consider why some animals and plants don't live in areas of extreme heat or cold. Children will begin to create simple food chains to understand how animals find food. This knowledge will be expanded to include a study of dinosaurs. Children will use their knowledge from Year 1 to identify whether dinosaurs were mammals, birds or reptiles. Children will learn about the extinction of the dinosaurs and make connections between habitat change and lack of basic needs to explain how they died out. Additionally, the children will learn about the fictional Jurassic World/Park and how this relates to their study of dinosaurs. This learning will bridge the gap their Science and Geography as they	

			will be learning about Costa Rica and the differences and similarities between it and the UK. Children will make connections between dinosaurs, fossils and Mary Anning in Year 3.
	Plants		Building on their knowledge from Year 1, children will learn about the life cycle of plants and recognise what plants need to flourish and survive. Children will make connections with their knowledge from their habitat work and that of seasonal changes to explain why plants change over a year, why trees shed their leaves and why certain plants only appear in Spring and Summer.
Geography	Animals including humans		Children will also learn about the basic needs of humans and other animals for survival and how this all connects to their work on habitats. Children will also begin to understand how animals have offspring that grow in adults.
	Locational Knowledge		Children will name and locate the world's seven continents and five oceans in the context of identifying where Costa Rica is in the world for the purposes of learning about the fictional Jurassic World/Park resort and the connections this has with their scientific learning. Costa Rica is the location of Jurassic World and will serve as an effective study country to make contrasts with an area of the United Kingdom.
	Place Knowledge		Children will learn about the geographical similarities and differences between an area within the United Kingdom and the country of Costa Rica. This will incorporate a study of both physical geography and human geography.
	Human and Physical Geography		The children will use geographical vocabulary as part of their study of the similarities and differences between an area of the UK and Costa Rica including beach, forest, sea, ocean, river, vegetation and weather. This use of vocabulary will deepen their understanding from using them in Year 1.
History	Geographical skills and fieldwork		The children will use world maps and atlases to identify how the UK and Costa Rica compare in their location on the globe. Children will deepen their understanding of simple compass directions to describe the location of the UK and Costa Rica in relation to other countries e.g. to the North of Costa Rica is Nicaragua.
	Lives of significant individuals	Black History Month (Autumn Term) Key Question: Who was Dr Martin Luther King and why is he remembered?	The children will learn about Dr Martin Luther King as a person of historical significance. Building on their knowledge of the lives of black people in the USA during the 1960s from their learning in Year 1 about Rosa Parks, the children will learn about the life of Martin Luther King, who he was and why he is remembered as a significant person in black history.
Science	Everyday materials	Inventors and Inventions (Spring Term)	The children will develop their knowledge from Year 1 and will begin to identify and compare the suitability of everyday materials for particular uses. They will also conduct experiments to find out how shapes of solid objects can be changed by squashing, bending, twisting and stretching. This investigative work will be extended to incorporate their learning around the first aeroplane flights and what those early planes were made from and how they compare to modern aeroplanes and how the materials they are made from have changed over time.
History	Events beyond living memory	Key Question: How do planes fly and how did they change our world?	The children will learn about the first aeroplane flights which were conducted by the Wright Brothers in Kitty Hawk, North Carolina, USA in 1903. This was the first successful flight of a plane that was heavier than air and was self-propelled. The children will learn about the research phase, the flight itself and consider the materials used to design and build it. To expand this learning, the children will learn the basic history of World War I as an event that is commemorated through Remembrance Day. Children will learn how the war started, which countries were involved and how warfare changed between 1914-18 including the use of aeroplanes, tanks, machine guns etc.
History	Lives of significant individuals		The children will learn about Edith Cavell who was a nurse who worked during World War I and helped wounded soldiers whilst she was in Belgium. This knowledge will connect to their learning about World War I. Children would expand their knowledge by making comparisons between the aspects of life in the times of Edith Cavell and Mary Seacole who was a nurse during the Crimean War.
Geography	Events beyond living memory	Through the Ages (Summer Term)	The children will learn about the Great Fire of London in 1666, its origins and how it led to change in London. Children will be able to recall their learning from the Spring Term to discuss the most appropriate materials for building houses e.g. brick instead of wood. Children will learn that wooden houses built so close together was one of the main reasons for the fire lasting so long and growing so large. As part of this study, children will learn about Samuel Pepys who kept a diary during the 1660s which is useful evidence for historians to learn about what life was like in London during the 17 th Century. This will connect to their Geography learning about London itself and its physical and human geographical characteristics. The children's learning will also be expanded to incorporate a study of the history of the fire service and will allow them to investigate how the fire service operates in their local community.
	Locational Knowledge	Key Question: Is fire humans greatest invention or its worst?	The children will name, locate and compare the four countries and capital cities of the United Kingdom as part of their learning about London as the capital city of London. Children will make comparisons in terms of population, landmarks, languages spoken, physical features etc.
	Human and physical geography		The children will use geographical vocabulary to refer to human features related to their study of London including, city, town, village, factory, office, port, harbour, shop and airport.
Science	Geographical skills and fieldwork		The children will learn about how the fire service provide coverage of rural areas such as Riseley and use maps to plot where fire stations are located in relation to their community.
	Animals, including humans	Sport and Science Week (Summer Term)	The children will learn about the importance of exercise, hygiene and diet for humans as part of a focused week centred around sport and science culminating in Sports Day in July.