

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) Key Question: How does water shape our world?	3	The children will learn about the functions of different parts of flowering plants, explore the requirements of plants for life and growth, investigate the way in which water is transported within plants and explore the role that flowers play in the life cycle of flowering plants. The children will build on the knowledge they learned in Key Stage 1.
	Rocks			The children will learn about different kinds of rocks and compare and group them based on appearance and physical properties. The children will learn how fossils are formed and recognise that soils are made from rocks and organic matter. The children will make connections with their learning from Year 2 on dinosaurs and bridge the learning between this work and Mary Anning who was a famous British fossil hunter.
Geography	Physical Geography Locational Knowledge			The children will learn about the continent of Africa and its physical aspects including its different climate zones, biomes, vegetation, major rivers and mountains. Learning will focus on Mount Kilimanjaro as part of a study of mountains and the Congo River. Children will learn that Africa has desert, rainforest and savannah climate zones. The children will learn about the water cycle. The children will build on this knowledge when they study Egypt in the summer term. The children will locate Africa on a world map and identify its position in respect of the equator and lines of latitude and longitude. The children will learn the significance of the equator to climate and vegetation. The children will learn how the earth is split into two hemispheres and how this relates to the African continent. The children will use atlases, maps, globes and IT based mapping to locate countries and physical features
	Geographical skills and fieldwork	The children will learn about the SS Windrush which arrived in England in 1948, why they came and what their experiences were when they came to live in England. The children will learn about how some families were made to feel unwelcome and how they struggled to settle in a colder, wetter country compared to the Caribbean.		
History	British History	Black History Month (Autumn Term) Key Question: SS Windrush: Why was one ship so important to Britain?		
Science	Light	To Boldly Go (Spring Term) Key Question: Who was the greater explorer: Neil Armstrong or Christopher Columbus?		The children will learn about how we need light to see things, how light reflects from surfaces and that the light from the sun can be dangerous and that there are ways to protect our eyes. They will learn that shadows are formed when light is blocked by an opaque object and they will find patterns in the way that the size of shadows change. This learning can be linked to their study of Christopher Columbus and his journey across the Atlantic Ocean and understand how the sun provided light for the sailors and how the water reflects sunlight.
History	Christopher Columbus			This learning will be the main bridging connection between the European history they already know from their studies in Key Stage 1 about explorers such as Neil Armstrong, the Tudor period of Henry VIII and the study of the Mayan civilisation as a non-European society that provides a contrast with British history. The children will learn that Christopher Columbus discovered the new world in 1492 which led to a new understanding of the world and the eventual destruction of the Mayan and Aztec civilisations by those who followed in Columbus's footsteps.
	The Mayan Civilisation			The children will learn about the Mayan Civilisation that began around 2000BC and lasted until around the 1600AD when they were conquered and destroyed by the Spanish invaders. The children will learn about Mayan society, their way of life including homes, food and religion. The children will then use this knowledge to connect to the history of Britain and what was happening during this period including the Stone Age, Bronze Age, Roman Britain, Anglo-Saxons and medieval times which they will learn about in the future. This will help the children to develop a sense of chronology as they build their knowledge of different time periods in world history.
Science	Forces and Magnets			Although essentially a History and Geography topic, the forces and magnets knowledge from Science can be connected to their studies from History. Firstly, connections can be made with the metals that humans began to use during the Iron and Bronze ages and secondly through the ancient Egypt study when considering how the pyramids might have been built and how they overcame the forces present to move large stones. The children will learn about how things move on different surfaces, how some forces need contact but magnetic forces can act at a distance. Pupils will observe magnetic forces that can act without direct contact.
History	Stone Age to Iron Age	Civilisation and Expansion (Summer Term) Key Question: Magnets, Metals and Pyramids: What links them together?		The children will learn about the changes in Britain from the Stone Age to the Iron Age including changes in farming, hunting, technology, travel and art. The children will make the connection between this period and that of the Mayan civilisation which began during the bronze age around 2000BC. The Stone Age began around 15000BC and the Bronze Age began around 3000BC and lasted until the beginning of the Iron Age in 800BC. A huge amount of change during this period which the children will gain a sense of in their studies.
	Ancient Egypt	The children will continue to develop their chronology of world history by studying the Ancient Egyptian civilisation which began around 3000BC when Britain was entering the Bronze Age. This study will help bridge the connection between History and Geography when children will learn about geographical aspects of Egypt alongside their historical learning. The children will learn about Ancient Egyptian life including farming, religion, buildings and Tutankhamun.		
Geography	Locational Knowledge		The children will learn about the geography of Egypt including a focus on the River Nile and the Aswan Dam. The children will learn about the Suez Canal and how this has affected world trade. The children will make connections between the impact of the River Nile on modern	
	Human and physical geography			

	Geographical skills and fieldwork			Egypt and that of the ancient civilisation. The children will use atlases, globes and digital mapping as part of their studies. The children will be able to make connections to their earlier learning about Africa and their knowledge of rivers.	
Science	Animals including humans	Sport and Science Week (Summer Term)		The children will learn about nutrition, that humans and animals cannot make their own food and the types of food they need to survive. They will also learn about the skeletons and muscles they have for movement, protection and support.	
Science	Living things and their habitats	The Changing World (Autumn Term)	4	In this topic the children will learn about the classification of living things, identify a variety of living things in their local environment and the wider world including in the Amazon Rainforest that this particular learning will connect with.	
	Animals including human			The children will learn about food chains, predators and prey with a particular focus on food chains and animals that live in the Amazon Rainforest.	
Geography	Locational Knowledge	Key Question: Why is the Amazon Rainforest referred to as the lungs of the world?		The children will learn about the Amazon Rainforest as part of their study of South America and Brazil. This study will provide the children with an opportunity to identify the location of South America, Brazil and the Amazon Rainforest, study the physical and human geographical features of the region and the impact of deforestation on the animals and humans that live there. They will be able to make comparisons between the United Kingdom and Brazil with a particular focus on weather, industry, tourism, population, land use and food. The children will use maps, globes and atlases to identify the region and label particular physical features including the Amazon River.	
	Place Knowledge				
	Human and Physical Geography				
Geography	Geographical skills and fieldwork				
	History	Black History Month (Autumn Term)			The children will learn about the Atlantic Slave Trade and its impact on Africa, the USA and Britain. They will learn about how the trade worked, the conditions of the slaves and how the slave trade ended.
The Slave Trade		Key Question: What part did Britain play in the Atlantic Slave Trade?			
Science	Sound	Inventors and Inventions (Spring Term)		Key Question: What role did sound and electricity play in World War II?	The children will learn how sounds are made and their connection to vibrations, how sound travels, find patterns between the pitch of a sound and features of the object that produced it, find patterns between the volume of a sound and the strength of the vibrations that produced it and how sounds get fainter as the distance from the sound source increases. This learning will connect with the invention of sonar and radar during World War II which is the historical focus of this topic. They will learn about how radar was used to help Britain win The Battle of Britain and how it was used by warships and submarines to detect other submarines.
					Electricity
	States of Matter		Making connections to World War II, the children will learn about solids, liquids and gases, how materials change state when they are heated and cooled and conduct experiments to observe these changes. The children will learn about condensation and evaporation connecting back to their work on the water cycle in Year 3.		
History	World War II: The Battle of Britain			The children will learn about the Battle of Britain as a significant turning point in British history when the numerical inferior RAF defeated the German Luftwaffe to prevent a German invasion of England in 1940. The children will learn the basics of World War II, its origins, outcomes and basic history to give some context to the studied event. This will tie in with the British invention of radar which was a key reason for the victory.	
History	Anglo-Saxons	Through the Ages (Summer Term)		The children will learn about the Anglo-Saxons and their struggles with the Vikings for the Kingdom of England after the withdrawal of the Romans in AD410 to the time of Edward the Confessor and his death in 1066 resulting in the Battle of Hastings which will be a focus in Key Stage 3. The children will learn about life in Anglo-Saxon times, including settlements, village life, Viking raids and invasions. They will also learn about Anglo-Saxon laws and justice making connections with their study of how crime and punishment has changed in British society through the ages.	
	Crime and Punishment	Key Question: Are criminals punished less severely now compared to other times in History?		The children will learn about how crime and punishment has changed from the Anglo-Saxons to the present and learn about different ways in which crimes were punished and how this has changed to the present day.	
Geography	Place knowledge			The children will learn about northern European geographical features during their study of the Anglo-Saxons and Vikings, using maps to label important countries and routes taken by invading armies during the period.	
Science	Animals including humans	Sport and Science Week (Summer Term)		The children will complete this scientific topic during the focused week in the summer term. The children will learn about the simple functions of the digestive system, different types of teeth in humans and connect this back to their learning earlier in the year with regard to food chains and webs.	