



History

Intent: Children continue to develop a knowledge of local history and understand the impact this has had on the area they live. Children devise questions and look at a range of sources to gain a deeper understanding of historical events and historical figures.

Skills, and Knowledge Components Focus

- Talk in depth about the theme in relation to other historical events and the impact of these linking to modern day.
- Understand the methods of historical enquiry including how it is used to make historical claims.
- Identify significant events, make connections, draw contrast and analyse trends.
- A detailed study of a particular famous person and their historical legacy form at least two different points of view.
- Use language specific to the topic.

Sticky Knowledge:

- Mining is the extraction of materials from the earth.
- The main function of an engine house was to provide the framework for the engine it contained.
- Tin mining began early on in the Bronze Age.
- Mining is often thought of as a male dominated job but women and children played their part in the mining process too. Known as Bal maidens these women would help to separate the tin from other mined substances.
- By 1839 around 7000 children worked in the Cornish mines.
- Cornish tin has been traded across Britain for approximately 4000 years.
- Parts of the mining landscape in Cornwall are World Heritage Sites.
- Humphry Davy invented the miner's safety lamp and I can talk about its impact.
- The events of the Levant mining disaster impacted on safety developments in mining.

Key Vocabulary: mining, engine, shaft, engine house, bronze age, extraction, Bal maiden, Tin, ore, knocker, piskie, production, Davy lamp, World Heritage Site, drill, King Edward Mine, Great Flat Lode, Levant mine, Humphry Davy, legacy

Subject Composite: Children to produce an ebook showcasing their work from across the curriculum.

Impact: Children are able to talk about the local history of Troon and Cornwall. They have some secure facts that they know about mining and are keen to learn more about local history. Children are inspired to learn more and share their knowledge with family and friends when visiting places in Cornwall. Children are aware of current mining opportunities across Cornwall and beyond.

Art

Intent: Children will explore both traditional and contemporary artists and crafts people using intricate cut outs to create art work which is meaningful.

Skills, and Knowledge Components Focus

- Continue to use sketch books to build up ideas and techniques that support thinking through a topic or concept
- Research and develop the techniques of other artists to use in my own work.
- Continue to experiment with the techniques of different artists.
- Using drawing techniques to introduce perspective
- Use a range of art and design techniques including drawing and sculpting

Sticky Knowledge:

- How paper cutting can be used and adapted to make shadow puppets
- How to use materials inventively to create a shadow puppet
- I can use the art shadow puppetry to create a narrative performance.
- 'fretwork' is the process of building up small pieces of card to add intricate detail to a puppet.
- Articulation in puppetry is the movement of different parts
- That intricate detail can be added to puppets by cutting holes and patterns to allow light to pass through
- Split pins can be used for articulation

Key Vocabulary: paper cutting, shadow puppets, puppetry, articulation, fretwork, performance, narrative, sketching, characters, intricate detail

Subject Composite: Children to design and create their own puppets to use in a shadow puppet performance of the Tom Trevorrow myth.

Impact: Children have a knowledge and experience of how craftspeople can adapt the traditions they inherit to reflect their culture through an art piece. Children understand that art is not always static and installations can be used to create a narrative.

DT

Intent: Children build upon their knowledge of a balanced diet and have a good understanding of how food helps our body to function. Children design a savoury pasty (product) for their family (user) for a family dinner (purpose).

Skills, and Knowledge Components Focus

- Understand which foods will provide a healthy, varied and balanced diet.
- Understand which food groups help our bodies to function.
- Understand why we can only grow some foods in our country and why we need to get some foods from other countries.
- Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques.
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- Research existing products and develop design criteria.
- Create detailed design criteria for a product.
- Communicate ideas by developing sketches, labelled diagrams and notes to support their design.
- Communicate ideas through discussion, presentation and peer critique.
- Select, name and use appropriate tools and equipment safely and accurately.
- Suggest ways of improving their own and others' work, using their criteria
- Evaluate their ideas, prototypes and products against a specific set of criteria.

Sticky Knowledge:

- I know carbohydrates are the main source of energy for the body.
- I know that fats are a secondary source of energy but must be consumed in moderation.
- I know fibre is vital for the body as it absorbs water and helps excretion.
- I know protein is needed for growth and the building and repair of body cells.
- I know dairy is good source of muscle building protein, vitamins and minerals.
- I know the 5 principles for healthy eating is: eat lots of fruit and veg, eat more fibre, eat less saturated fat, eat less sugar, eat less salt.
- I know to use the bridge and claw cutting technique when using a knife. This is when you arch your hand to create a bridge when holding food and hold with a claw like grip.
- I can use technical vocabulary when writing a recipe e.g. rubbing, season

Key Vocabulary: pasty, savoury, varied, balanced, dairy, protein, fibre, vitamins, minerals, carbohydrates, flavour, texture, appearance, crimping, rubbing in, diced, glaze, elastic, dough, beat, season, rest, preheat, ridge and claw cutting technique

Subject Composite: Children to design, make and evaluate a Cornish pasty.

Impact: Children are aware of their bodies and how food helps it to function. Children know that it is important to have a balanced diet and think carefully about the food choices they make. Children are able to independently prepare simple snacks for themselves and are aware of the safety precautions they need to take. Children know the history of the pasty and are able to follow a simple

Science Year 5- Properties & Changes in Materials

Intent: Children will develop their understanding of properties and changes in everyday materials.

Skills, and Knowledge Components Focus

- Compare and group materials on the basis of their properties: hardness, solubility, transparency, conductivity (thermal & electrical), and response to magnets
- Know that some materials will dissolve in liquid to form a solution and describe how to recover a substance from a solution
- Use knowledge of solids, liquids and gases to separate mixtures through: filtering, sieving and evaporating.
- Give reasons based on evidence from comparative and fair tests for the particular uses of everyday materials including metal wood and plastic.
- Demonstrate that dissolving, mixing and changes of state are reversible
- Explain that some changes result in the formation of new materials and this kind of change is irreversible.

Sticky Knowledge:

- I know how to compare and group materials based on their properties
- I know that some materials dissolve in liquid to form a solution.
- I know dissolving is a reversible change and how to recover a material in a solution through evaporation.
- I know how to separate mixtures using filtering, sieving and evaporating.
- I can give reasons for the use of metals, wood and plastic in everyday objects.
- I know that some changes are irreversible and result in the formation of a new material e.g. burning or acid on bicarbonate soda.

Key Vocabulary: Materials, properties, recover, formation, conductors, solutions, mixtures, solids, liquids, gases, dissolving, evaporating, separating, filtering, sieving, reversible, irreversible,

Subject composite: Children to hold a science fair for other children and their parents to showcase their understanding of the properties of materials.

Impact: Children will develop their awareness of and of everyday changes and how these changes occur. Children can identify irreversible and reversible changes in their own daily lives and how they are used in the wider world.

Science Year 6—Light and electricity

Intent: Children will build upon their knowledge of light acquired in lower key stage 2. They will be able to explain how they are able to see objects and explain how shadows are formed. Children will build on their knowledge of electricity in Lower Key Stage 2 and can now compare variations in how components function. Children will be able to use recognised symbols when representing a simple circuit in a diagram.

Skills, and Knowledge Components Focus

- 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
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- 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 the objects that cast them

Sticky Knowledge:

- An electrical circuit is a path or line through which an electrical current flows.
 - When changes are made to circuits, components can function differently.
 - When batteries are cells are added or of a higher voltage the brightness of bulbs and the volume of buzzers will increase.
 - When more lamps are added to a simple circuit they will be dimmer than if there was one lamps. This is because the electricity is shared between the two bulbs.
 - I know the standard symbols for different components and can use these when drawing electrical circuits.
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- Light is a form of energy that makes it possible for us to see.
 - light is reflected from a light source and travels into the pupil in our eyes.
 - When it is dark our pupils go larger in order to let more light in so that we can see better. In bright lights, our pupils go smaller.
 - When an object passes in front of a ray of light, the light can be blocked creating a shadow.
 - Light rays usually travel in straight lines but when they pass from one material to another they can be forced to bend and change direction this is called refraction.
 - Natural light is made up of all the colours of the rainbow which when mixed together appears white..
 - Reflection is when light bounces off a surface changing the direction of a ray of light.

Key Vocabulary: Davy lamp, light, spectrum, rainbow, eyes, light source, reflection, refraction, pupil, shadow, elongate, translucent, prism, transparent, opaque, Sir Isaac Newton, switch, lamp, voltage, motor, battery, buzzer, cell, voltmeter, ammeter, wire, circuit, component, crocodile clip, symbol, conductor, current, filament,

Subject Composite: Children to design and create a modern day lamp that would be used in the mines. Children to create a shadow puppet performance linked to their work in art.

Impact: Children are able to articulate their scientific understanding and show excitement during investigations. Children are keen to ask questions and experiment with different electric components and light sources in a safe environment.