



St Andrew's C of E (VA) Primary School

Science Curriculum Map

Year A

Year Group	Autumn	Spring	Summer
1/2	From Land's End to John O'Groats <i>What does it mean to be British?</i>	To the Edge of the World <i>What does it mean to have courage?</i>	All Things Bright and Beautiful <i>Why is it important to look after our world?</i>
	<p>'Let's build': STEM investigations based around bridges and structures of Britain. Explore the properties, names and purpose of everyday materials. Learn about significant engineers e.g. Brunel</p>	<p>Science: (Animals including humans) Survival in new lands; our basic needs & comparing these to animals' needs; naming animals; Shackleton.</p>	<p>Living things and their habitats</p>
3/4	People on the Move (Anglo-Saxons) <i>Why did people go on journeys? What does migration look like today?</i>	Children of the World <i>How do different people live around the world? Why is diversity important?</i>	Valiant Vikings <i>What does it mean to be an explorer?</i>
	<p><u>States of Matter</u> The importance of fire and water for the Saxons and their impact on reversible and irreversible reactions. How to make sea water pure by evaporation. Filtering / sieving / grinding grains to make bread.</p>	<p><u>Animals including humans</u> What would I see out of my window? (link to poetry) A study of predator and prey in countries around the world. Comparing the health, diet and nutrition of children around the world.</p>	<p><u>Forces and Magnets Electricity</u> Forces and electricity - Did they exist in Viking times? What is the effect of different forces on Viking Ships and carts? Magnetic forces - had they been discovered?</p>
5/6	Shhh...Walls Have Ears! <i>Are all people treated fairly?</i>	Down in the Jungle <i>What is the environmental impact of mankind?</i>	Citius, Altius, Fortius <i>What will be your legacy?</i>
	<p><u>Forces</u> (Link to how gravity, friction, air resistance played their part in WW2, eg. parachutes, the bombing of Plymouth etc)</p>	<p><u>Living things in their habitats</u> (Links to how food chains and natural habitats, such as The Amazon Rainforest, can suffer with mankind's population growth and change of land use.)</p>	<p><u>Properties and changes in materials</u> (Links to Greek Scientists/Philosophers, materials found by Archaeologists and the process making Greek pottery)</p>

Year B

Year Group	Autumn	Spring	Summer
1/2	Where we live <i>What does it mean to belong to a diverse community?</i>	Changing homes, changing times. <i>How can I become an agent of change?</i>	On the Farm <i>Where does our food come from and how can we make sure there's enough for everyone?</i>
	Science: Microhabitats in the city and at the beach. Investigations based on the Lighthouse Keeper's Lunch (focus on working scientifically).	Materials and their uses linked to household objects. How materials have changed over time	'Plants' Seasonal change/Green plants
3/4	Back to the Stone Age <i>Why is it important to be resilient?</i>	Roman Invaders! <i>What is legacy? How do we see the Roman legacy today?</i>	Moor to Sea <i>How does learning about our local area affect how we protect it for the future?</i>
	<u>Rocks and Soil</u> How were different rocks and soil used during that time? What was the geology of the landscape? Link to geology of Kent's Cavern visit and rock types. How did iron age people harness the use of soil?	<u>Light & Sound</u> Link with Roman sundials and music made at a Roman banquet with instruments made in DT.	<u>Living things in their environment & Green Plants</u> Link to the ecology and diverse habitats of Dartmoor and the beach. Growing vegetables to eat at school.
5/6	Earth, Space and Beyond <i>What does it mean to be civilised?</i>	The Winds of Change... <i>What are ancestors?</i>	All Aboard! <i>Is progress always positive?</i>
	<u>Earth and Space / Light</u> Understanding the structure of our Solar System and the role of the Sun as a source of light, which affects the length of our day and night/seasons together will how we see objects.	<u>Evolution and inheritance Animals, including humans</u> Making connections between inherited and learned characteristics, and how evolution and adaptation to our surroundings influenced the survival and population growth of early civilisations.	<u>Electricity</u> Recognising the direct links to the impact made from the inventors during, and shortly after the Industrial Revolution in regards to the birth of electricity.