|                 | Art                    | Art  | Focus                         | Local/stimulus             | History  | History  | Focus   | Local<br>/Stimulus  |
|-----------------|------------------------|--|-------------------------------|----------------------------|--|--|---|---|
|                 | DT                     | Design   |                               |                            | Geography  | Geography  |   |   |
| KS1 Cycle A     |                        |  |                               |                            |  |  |   |   |
| Autumn Pandemic | Colour Mixing          | Develop technique in using colour  Describe similarities and differences between practices and making links to their own work  | Henri Matisse Auguste Edouart |                            | Pandemic –<br>changes in<br>medicine   | Changes within living memory – used to reveal aspects of change in national life   | First vaccination<br>and changes<br>over time | Florence Nightingale and Mary Seacole Invite community in to discuss experience |
|                 | Sewing designing masks | Design purposeful, functional, appealing products for themselves and other users based on design criteria generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and | Sewing                        | Link to plaque<br>and Eyam | Identifying the difference on how the pandemic impacted on different countries | Name and locate the world's seven continents and five oceans name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas | Been able to identify countries               |   |

|                                   |               | communication<br>technology<br>Make -Joining<br>through sewing<br>Evaluate- other<br>masks and own.   |                                      |                        |                               |   |  |  |
|-----------------------------------|---------------|---|--------------------------------------|------------------------|-------------------------------|---|--|--|
|                                   | Art<br>Design | Art<br>Design   | Focus                                | Local/Stimulus         | History<br>Geography          | History<br>Geography  | Focus  | Local/Stimulus   |
| Spring  Topic title – Local Study | Sculpture     | to use a range of materials creatively to design and make a sculpture to develop and share their ideas, experiences and imagination .technique About the work of a range of artists, describing the differences and similarities between different practices and disciplines, and | Barbara<br>Hepworth<br>William Wigan | Visit to<br>Chatsworth | Chesterfield as a market town | Significant historical events people and places in their own locality | Changes to market – what has been traded since 1165- changes to introduction of a supermarket and impact | Visit to Chesterfield Compare the changes to leather, iron/steel |

|                                | Bakewell pudding  Art Design | making links to their own work.  Use basic principles of a healthy and varied diet to prepare dishes Understand where food comes from | Make a<br>Bakewell<br>pudding | Warburtons in to make bread Visit to Tesco and compare to market | Understand human features, including: city, town, village, factory, farm, house, office, port, harbour and shop  History Geography | To identify the United Kingdom and its countries, as well as the countries studied at this key stage.  Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key * use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.  key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop  History Geography | Use of maps  Focus                                  | Local/Stimulus                            |
|--------------------------------|------------------------------|---|-------------------------------|--|--|---|---|---|
| Summer<br>Significant<br>women | Modernism<br>and Portraits   | to use a range of materials creatively to design and make products  | Picasso<br>Kandinsky          |  | Significant<br>women<br>Elizabeth 1-<br>Elizabeth 11-<br>changes in  | The lives of significant individuals in the past who have contributed to national and international achievements  | Greta<br>Thunberg,<br>Marie Curie<br>Emelia Earhart | Bess of<br>Hardwick<br>Ella Mac<br>Arthur |

|                         | to use painting to develop and share their   | History due to women |   | In living<br>memory<br>Elizabeth 11<br>and platinum                  | Hollie Pearne<br>Webb |
|-------------------------|--|----------------------|---|--|-----------------------|
|                         | ideas, experiences and imagination to develop a wide range of art and design techniques in using colour, pattern, texture,   |                      |   | jubilee  |                       |
|                         | line, shape, form and space about the work of a range of artists, describing the differences and similarities between different practices and disciplines, and making links to |                      | use world maps, atlases   |  |                       |
| Moving pictures Puppets | design purposeful, functional, appealing products for themselves and other users based on design criteria  design Based on environmental story and link to G Thunberg          |                      | and globes to identify the countries, continents and oceans studied at this key stage 4 use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map | Pollution in oceans Impact on global warming and melting of ice caps |                       |

|                      |                                       | generate,<br>develop   |                                 |   |  |   |   |                 |
|----------------------|---------------------------------------|--|---------------------------------|---|--|---|---|-----------------|
| KS1 Cycle B          | Art<br>Design                         | Art<br>Design  | Focus                           | Local/Stimulus                              | History<br>Geography   | History<br>Geography  | Focus   | Local/Stimulus  |
| Autumn<br>Robin Hood | Primitivism                           | to use drawing, painting to develop and share their ideas, to develop a wide range of art in using colour, pattern, texture, line, about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and | Painting and sketching          | Henri<br>Rousseau<br>Pollyanna<br>Pickering | Robin Hood –<br>Hero or Villain  | Historical skillidentify similarities and differences, ask and answer questions, ways in which we find out about past   | Understanding between myths and legends and tyranny | Sherwood Forest |
|                      | Making<br>designing Bow<br>and arrows | disciplines, and making links to their own work.  select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and  | Use of<br>different<br>material |   | Understand<br>forests and<br>habitats –<br>orienteering<br>round<br>Sherwood | Recap naming the 7 continents, 5 oceans and four countries within the United Kingdom.  Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical | Use of maps   |                 |

|                       |                          | finishing] select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics |   |                |   | features; devise a simple map; and use and construct basic symbols in a key.  Use basic geographical vocabulary to refer to: key physical features, including: forest, hill, mountain, river, soil, valley, vegetation, season and weather |  |  |
|-----------------------|--------------------------|---|---|----------------|---|--|--|--|
| KS1 Cycle B           | Art<br>Design            | Art<br>Design   | Focus   | Local/Stimulus | History<br>Geography                              | History<br>Geography   | Focus  | Local/Stimulus   |
| Spring  Communication | Digital<br>Photography   | to use a range of materials creatively to design and make products  | To take photographs that highlight patterns and textures. |                | Communication                                     | Events beyond living memory that are significant nationally or globally – phone to internet  |  | Invite community to talk about introduction of TV, internet, |
|                       | Seasonal<br>healthy soup | use the basic principles of a healthy and varied diet to prepare dishes understand where food comes from.   | Make and<br>design a meal                                 |                | Understand<br>weather<br>patterns across<br>world | identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles  | How TV and internet has supported in tsunami warnings, storms etc. Compare to when storm when news failed to report Michael Fish | phone  |
| KS1 Cycle B           | Art<br>Design            | Art<br>Design   | Focus   | Local/Stimulus | History<br>Geography                              | History<br>Geography   | Focus  | Local/Stimulus   |

| Summer                  | Landscapes               | To use drawing,  | J M W Turner                |  | Travel Train,   | Events beyond living   | Understand   | George  |
|-------------------------|--------------------------|--|-----------------------------|--|---|--|--|---|
| Topic title -<br>Travel |                          | painting to develop and share their ideas, experiences and imagination to develop a wide range of art                                    | April Gornick<br>Nahem Shoa |  | car, plane ,<br>canal- holidays   | memory that are significant nationally or globally   | how travel has<br>changed with<br>particular<br>reference to<br>holidays inc<br>impact of<br>railway | Stephenson –<br>railway to<br>Matlock and<br>Spa<br>Thomas Cook |
|                         |                          | techniques in using colour, pattern, texture, line, shape, form about the work of a range of artists and making links to their own work. |                             |  |   |  |  |   |
|                         | Making vehicle with axle | Design, make, evaluate and explore and use mechanisms [for example wheels and axles], in their products.                                 | Making a 3D car             | Invite classic car and compare to modern car | Compare Matlock and growth as a Spa town and Budapest as a Spa town- linking in with canals and river | Place knowledge understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom (Chesterfield/Derbyshire) and of a small area in a contrasting non-European country (Nairobi – Kenya) key human features, including: city, town, village, factory, farm, house, office, port, |  | Visit to<br>Matlock   |

| LKS2 Cycle A                           | Art<br>Design                                   | Art<br>Design  | Focus  | Local/Stimulus | History<br>Geography   | History<br>Geography  | Focus  | Local/Stimulus     |
|--|---|--|--|----------------|--|---|--|--------------------|
| Autumn  Topic title – Through the Ages | Natural Art                                     | to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials learn about great artists, architects and designers in history. | Andy<br>Goldsworthy                            | Use of grounds | Stone Age 30000BCE- 2000BCE Bronze and Iron Age 3500BCE- 500BCE Settlements ( weapons and tools) | Changes in Britain from Stone Age to iron Age  name and locate counties   | Focus on<br>Cresswell Crags<br>– settlements | Cresswell<br>Crags |
|  | Stone age<br>settlement-<br>making a<br>village | Design, make<br>and evaluate<br>apply their<br>understanding<br>of how to<br>strengthen,<br>stiffen and  | Making a settlement from appropriate materials |                | Focusing on<br>Skara Brae and<br>Derbyshire  | and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, |  |                    |

|              |               | reinforce more<br>complex<br>structures |       |                |                      | mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time |       |                |
|--------------|---------------|---|-------|----------------|----------------------|---|-------|----------------|
| LKS2 Cycle A | Art<br>Design | Art<br>Design                           | Focus | Local/Stimulus | History<br>Geography | History<br>Geography  | Focus | Local/Stimulus |

| Spring        | Clay and     | to improve their | Elaine Monnin | Egyptians      | The achievements of the |  |
|---------------|--------------|------------------|---------------|----------------|-------------------------|--|
|               | pastels      | mastery of art   | artist        | 3000BCE-       | earliest civilizations  |  |
| Topic title – | hieroglyphs  | and design       |               | 330BCE         |                         |  |
| Awesome       | 071          | techniques,      |               |                |                         |  |
| Egyptians     |              | including        |               |                |                         |  |
| 0,1,1,1       |              | drawing,         |               |                |                         |  |
|               |              | painting and     |               |                |                         |  |
|               |              | sculpture with a |               |                |                         |  |
|               |              | range of         |               |                |                         |  |
|               |              | materials [for   |               |                |                         |  |
|               |              | example, pencil, |               |                |                         |  |
|               |              | charcoal, paint, |               |                |                         |  |
|               |              | clay] & about    |               |                |                         |  |
|               |              | great artists,   |               |                |                         |  |
|               |              | architects and   |               |                |                         |  |
|               |              | designers in     |               |                |                         |  |
|               |              | history          |               |                |                         |  |
|               |              | mstory           |               |                |                         |  |
|               |              | select from and  |               |                | Human and physical      |  |
|               |              | use a wider      |               |                | geography & describe    |  |
|               | Making metal | range of         | Alex Monroe   | Rivers and the | and understand key      |  |
|               | jewellery    | materials and    | 7             | water cycle –  | aspects of: • physical  |  |
|               | jeey         | components,      |               | Nile           | geography, including:   |  |
|               |              | including        |               | 14110          | climate zones, biomes   |  |
|               |              | construction     |               |                | and vegetation belts,   |  |
|               |              | materials,       |               |                | rivers, mountains,      |  |
|               |              | textiles and     |               |                | volcanoes and           |  |
|               |              | ingredients,     |               |                |                         |  |
|               |              | according to     |               |                | earthquakes, and the    |  |
|               |              | their functional |               |                | water cycle             |  |
|               |              |                  |               |                |                         |  |
|               |              | properties and   |               |                |                         |  |
|               |              | aesthetic        |               |                |                         |  |
|               |              | qualities        |               |                |                         |  |
|               |              |                  |               |                |                         |  |
|               |              |                  |               |                |                         |  |
|               |              |                  |               |                |                         |  |
|               |              |                  |               |                |                         |  |
|               |              |                  |               |                |                         |  |
|               |              |                  |               |                |                         |  |

| Summer        | Art of South<br>America | to improve their mastery of art | Frida Kahlo |                | The Maya<br>2000BCE- | A non European society that provides contrast |       |                |
|---------------|-------------------------|---------------------------------|-------------|----------------|----------------------|---|-------|----------------|
| Topic title – |                         | and design                      |             |                | 800AD                | with British History                          |       |                |
| Mighty Mayans |                         | techniques inc                  |             |                | ( comparing          | ,   |       |                |
|               |                         | painting a                      |             |                | achievements)        |   |       |                |
|               |                         | ♣ about great                   |             |                |                      |   |       |                |
|               |                         | artists,                        |             |                |                      |   |       |                |
|               |                         | architects and                  |             |                |                      |   |       |                |
|               |                         | designers in                    |             |                |                      |   |       |                |
|               |                         | history.                        |             |                |                      |   |       |                |
|               |                         |                                 |             |                |                      | Human and physical                            |       |                |
|               |                         | understand                      |             | Visit to       |                      | geography & describe                          |       |                |
|               | Mayan                   | seasonality, and                |             | chocolate      | Where did coco       | and understand key                            |       |                |
|               | chocolate               | know where                      |             | workshop in    | beans originate-     | aspects of: A physical                        |       |                |
|               |                         | and how a                       |             | Chesterfield   |                      | geography, including:                         |       |                |
|               |                         | variety of                      |             |                |                      | climate zones, biomes                         |       |                |
|               |                         | ingredients are                 |             |                |                      | and vegetation belts,                         |       |                |
|               |                         | grown, and                      |             |                |                      | rivers, mountains,                            |       |                |
|               |                         | processed.                      |             |                |                      | volcanoes and                                 |       |                |
|               |                         |                                 |             |                |                      | earthquakes                                   |       |                |
|               |                         |                                 |             |                |                      | Place knowledge ♣                             |       |                |
|               |                         |                                 |             |                |                      | understand geographical                       |       |                |
|               |                         |                                 |             |                |                      | similarities and                              |       |                |
|               |                         |                                 |             |                |                      | differences through the                       |       |                |
|               |                         |                                 |             |                |                      | study of human and                            |       |                |
|               |                         |                                 |             |                |                      | physical geography of a                       |       |                |
|               |                         |                                 |             |                |                      | region of the United                          |       |                |
|               |                         |                                 |             |                |                      | Kingdom (Dungeness                            |       |                |
|               |                         |                                 |             |                |                      | Desert - Kent) region                         |       |                |
|               |                         |                                 |             |                |                      | within North or South                         |       |                |
|               |                         |                                 |             |                |                      | America (Chihuahuan                           |       |                |
|               |                         |                                 |             |                |                      | Desert – Mexico)                              |       |                |
| LKS2 Cycle B  | Art                     | Art                             | Focus       | Local/Stimulus | History              | History                                       | Focus | Local/Stimulus |
|               | Design                  | Design                          |             |                | Geography            | Geography                                     |       |                |
| Autumn        | Architecture            | to improve their                | Frank Gehry |                | Greeks 776           | Ancient Greece- a study                       |       |                |
|               |                         | mastery of art                  |             |                | BCE-146BCE           | of Greek life and                             |       |                |

| Topic title –<br>Groovy Greeks | And use of clay for pots | and design techniques,      |               | (Olympic focus ) | achievements and their influence on the western |          |  |
|--------------------------------|--------------------------|-----------------------------|---------------|------------------|---|----------|--|
| ,                              | , .                      | including                   |               |                  | world   |          |  |
|                                |                          | drawing and                 |               |                  |   |          |  |
|                                |                          | clay] ♣ about               |               |                  |   |          |  |
|                                |                          | great artists,              |               |                  |   |          |  |
|                                |                          | architects and              |               |                  |   |          |  |
|                                |                          | designers in                |               |                  |   |          |  |
|                                |                          | history.                    |               |                  |   |          |  |
|                                |                          |                             |               |                  | Place knowledge 🚣                               |          |  |
|                                |                          |                             |               | Focus on         | understand geographical                         |          |  |
|                                |                          | Technical                   |               | Greece and       | similarities and                                |          |  |
|                                | Trojan horse             | knowledge 🚣                 |               | Derbyshire       | differences through the                         |          |  |
|                                |                          | apply their                 |               |                  | study of human and                              |          |  |
|                                |                          | understanding               |               |                  | physical geography of a                         |          |  |
|                                |                          | of how to                   |               |                  | region of the United                            |          |  |
|                                |                          | strengthen,                 |               |                  | Kingdom (York), a region                        |          |  |
|                                |                          | stiffen and                 |               |                  | in a European country                           |          |  |
|                                |                          | reinforce more              |               |                  | (Athens).                                       |          |  |
|                                |                          | complex                     |               |                  |   |          |  |
|                                |                          | structures &                |               |                  |   |          |  |
|                                |                          | understand and              |               |                  |   |          |  |
|                                |                          | use mechanical              |               |                  |   |          |  |
|                                |                          | systems in their            |               |                  |   |          |  |
|                                |                          | products [for               |               |                  |   |          |  |
|                                |                          | example, gears,             |               |                  |   |          |  |
|                                |                          | pulleys, cams,              |               |                  |   |          |  |
|                                |                          | levers and                  |               |                  |   |          |  |
|                                |                          | linkages]                   |               | _                |   |          |  |
| Spring                         | Mosaic Art               | Pupils should be            | Lillian Broca | Romans           | The Roman Empire and                            |          |  |
| Tamia title                    |                          | taught to                   | Laurel True   | 598BCE-476AD     | its impact on Britain                           |          |  |
| Topic title –<br>Ruthless      |                          | develop their               |               |                  |   |          |  |
| Ruthless                       |                          | techniques, including their |               |                  |   |          |  |
| NUIIIdiiS                      |                          | control and                 |               |                  |   |          |  |
|                                |                          | their use of                |               |                  |   |          |  |
|                                |                          | materials, with             |               |                  |   |          |  |
|                                |                          | creativity,                 |               |                  |   |          |  |
|                                |                          | Lieativity,                 | ]             |                  |   | <u> </u> |  |

|  | experimentation and an increasing awareness of different kinds of art, craft and design.   |                            |   |  |
|--|--|----------------------------|---|--|
| Design and cook a typical Italian dish | understand and apply the principles of a healthy and varied diet * prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques * understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed. | Pompeii-<br>Mount Vesuvius | Geographical skills and fieldwork & use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied & use the eight points of a compass, four and sixfigure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world (Italy) & 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.  And physical geography, including: volcanoes and earthquakes |  |

|               | 1             |                  | I .         |              | 1                           | T |  |
|---------------|---------------|------------------|-------------|--------------|-----------------------------|---|--|
| Summer        | Celtic Art    | to improve their | Archibald   | Dark Ages    | Britain's settlement by     |   |  |
|               |               | mastery of art   | Knox        | 410AD-1095AD | Anglo Saxons and Scots      |   |  |
| Topic title – |               | and design       | Thomas O    |              | The Viking and Anglo        |   |  |
| Traders and   |               | techniques,      | Shaughnessy |              | Saxon struggle for the      |   |  |
| Raiders       |               | with a range of  |             |              | kingdom of England to       |   |  |
|               |               | materials        |             |              | the time of Edward          |   |  |
|               |               | about great      |             | Settlements  | Confess                     |   |  |
|               |               | designers in     |             |              |                             |   |  |
|               |               | history.         |             |              | use maps, atlases, globes   |   |  |
|               |               |                  |             |              | and digital/computer        |   |  |
|               | Design and    | evaluate their   |             |              | mapping to locate           |   |  |
|               | make a Viking | ideas and        |             |              | countries and describe      |   |  |
|               | longboat      | products against |             |              | features studied A use      |   |  |
|               |               | their own        |             |              | the eight points of a       |   |  |
|               |               | design criteria  |             |              | compass, four and six-      |   |  |
|               |               | and consider     |             |              | figure grid references,     |   |  |
|               |               | the views of     |             |              | symbols and key             |   |  |
|               |               | others to        |             |              | (including the use of       |   |  |
|               |               | improve their    |             |              | Ordnance Survey maps)       |   |  |
|               |               | work 🚣           |             |              | to build their knowledge    |   |  |
|               |               | understand how   |             |              | of the United Kingdom       |   |  |
|               |               | key events and   |             |              | and the wider world 4       |   |  |
|               |               | individuals in   |             |              | use fieldwork to observe,   |   |  |
|               |               | design and       |             |              | measure, record and         |   |  |
|               |               | technology have  |             |              | present the human and       |   |  |
|               |               | helped shape     |             |              | physical features in the    |   |  |
|               |               | the world        |             |              | local area using a range of |   |  |
|               |               | Technical        |             |              | methods, including sketch   |   |  |
|               |               | knowledge 🚣      |             |              | maps, plans and graphs,     |   |  |
|               |               | apply their      |             |              | and digital technologies.   |   |  |
|               |               | understanding    |             |              |                             |   |  |
|               |               | of how to        |             |              |                             |   |  |
|               |               | strengthen,      |             |              |                             |   |  |
|               |               | stiffen and      |             |              |                             |   |  |
|               |               | reinforce more   |             |              |                             |   |  |
|               |               | complex          |             |              |                             |   |  |
|               |               | structures       |             |              |                             |   |  |
| UKS2 Cycle A  |               |                  |             |              |                             |   |  |

| Autumn          | African Art     | MAFA              | Identify the position and   |                    |             |
|-----------------|-----------------|-------------------|-----------------------------|--------------------|-------------|
|                 | Design and      |                   | significance of latitude,   |                    |             |
| MAFA            | make a          |                   | longitude, Equator,         |                    |             |
|                 | Caribbean       |                   | Northern Hemisphere,        |                    |             |
|                 | drink and SA    |                   | Southern Hemisphere,        |                    |             |
|                 | savoury dish    |                   | the Tropics of Cancer and   |                    |             |
|                 |                 |                   | Capricorn, Arctic and       |                    |             |
|                 |                 |                   | Antarctic Circle, the       |                    |             |
|                 |                 |                   | Prime/Greenwich             |                    |             |
|                 |                 |                   | Meridian and time zones     |                    |             |
|                 |                 |                   | (including day and night)   |                    |             |
| Spring          | Textile Art     | Tudors 1485AD-    | Geographical skills and     | Study of an        | Inc Bess of |
|                 | Textiles –      | 1603              | fieldwork & use maps,       | aspect or          | Hardwick    |
| Tudors          | felting a Tudor | Stuarts 1603-     | atlases, globes and         | theme in British   | (revisit)   |
|                 | rose            | 1714              | digital/computer            | History that       |             |
|                 |                 | Georgian 1714-    | mapping to locate           | extends pupils     |             |
|                 |                 | 1830 (Womens      | countries and describe      | chronological      |             |
|                 |                 | rights)           | features studied 4 use      | knowledge          |             |
|                 |                 |                   | the eight points of a       | beyond 1066        |             |
|                 |                 |                   | compass, four and six-      | ( changing         |             |
|                 |                 |                   | figure grid references,     | power of           |             |
|                 |                 |                   | symbols and key             | monarchs using     |             |
|                 |                 |                   | (including the use of       | the case studies   |             |
|                 |                 |                   | Ordnance Survey maps)       | )                  |             |
|                 |                 |                   | to build their knowledge    |                    |             |
|                 |                 |                   | of the United Kingdom       |                    |             |
|                 |                 |                   | and the wider world .       |                    |             |
| Summer          | Locality Study  | This is a study   | Use fieldwork to observe,   | A study over       |             |
|                 |                 | of an aspect of   | measure, record and         | time tracing       |             |
| Local Study and |                 | history or a site | present the human and       | how several        |             |
| place           |                 | dating from the   | physical features in the    | aspects of         |             |
|                 |                 | period beyond     | local area using a range of | national history   |             |
|                 | Bridges and     | 1066 that is      | methods, including sketch   | are reflected in   |             |
|                 | structures      | significant in    | maps, plans and graphs,     | the locality (this |             |
|                 |                 | the locality –    | and digital technologies    | can go beyond      |             |
|                 |                 | Matlock,          |                             | 1066) a study of   |             |
|                 |                 | Matlock Bath,     |                             | an aspect of       |             |
|                 |                 | Cromford,         |                             | history or a site  |             |

|                          |                          | Chatsworth and<br>Peak district |  | dating from a period beyond 1066 that is significant in the locality.  |               |
|--------------------------|--------------------------|---------------------------------|--|--|---------------|
| UKS2 Cycle B<br>Autumn   | Impressionists           | Victorian                       | Name and locate counties   | Local History  | Arkwright –   |
| Autumn                   | Textiles                 | England -                       | and cities of the United   | Study  | industrial    |
| Industrial<br>Revolution | Victorian Caps           | Lingiana                        | Kingdom, 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 canals and rivers | ( a study of an aspect of history that is significant in the locality) | revolution    |
| Spring                   | 20 <sup>th</sup> Century | World War 1                     | To understand  | Study of an  | Florence      |
|                          | Art                      | 1914-1918                       | geographical similarities  | aspect or  | Nightingale-  |
| WW1 and 11               | Design and               | World War 2                     | and differences through  | theme in British   | revisit       |
|                          | make a WW2               | 1939-1945                       | the study of human and   | History that   |               |
|                          | meal on                  | Focus is on                     | physical geography of a  | extends pupils   |               |
|                          | rations                  | changes to                      | region of the United   | chronological  |               |
|                          |                          | medicine up to                  | Kingdom (Jersey), a  | knowledge  |               |
|                          |                          | and inc WW                      | region in a European   | beyond 1066  |               |
|                          |                          |                                 | country (Malta) and a  | (a significant   |               |
|                          |                          |                                 | region within North and  | turning point)   |               |
|                          |                          |                                 | South America (Hawaii –  |  |               |
|                          |                          |                                 | Pearl Harbour)   |  |               |
| Summer                   | Modern Art               | Modern Britain                  | Human geography,   | Study of an  | Miners strike |
|                          | Pulleys and              | 1945-2000                       | including: types of  | aspect or  | 1972, 74 and  |
| Topic title –            | levers for               |                                 | settlement and land use,   | theme in British   | 84            |
| Dive through             | lifting mining           |                                 | economic activity  | History that   |               |
| the decades              | materials                |                                 | including trade links, and   | extends pupils   |               |

|  |  |  | the distribution of natural | chronological   |  |
|--|--|--|-----------------------------|-----------------|--|
|  |  |  | resources including         | knowledge       |  |
|  |  |  | energy, food, minerals      | beyond 1066     |  |
|  |  |  | and water.                  | ( a significant |  |
|  |  |  |                             | turning point ) |  |