



At Walton Peak Flying High Academy, our carefully constructed curriculum provides children with an ambitious, high-quality education. Our curriculum is embedded with our BELIEVE values.

To build together, community is at the heart of our curriculum. Autumn term is driven by history where children explore how their community has been shaped by history. We are inspired by George Stephenson and his technological advancements and innovations in transport. Therefore, wherever possible, in history children look at how transport has been developed throughout history. Geography is our driver in Spring, where our children explore where their community is, looking at the local, national and global communities they are a part of and their responsibility of looking after these. Art drives our summer enquiries. In these enquiries, children explore how artists have represented their own communities in their artwork, encouraging children to do the same.

We ensure excellence everyday by providing a curriculum which is more ambitious than the national curriculum and celebrating the work and success of our pupils.

A love of language is developed in every subject. We have a progression document of language for all subjects and this vocabulary is taught discretely in lesson, displayed on knowledge organisers, working walls and learning objectives.

Through our enquiry learning and by making explicit links between subjects, children are encouraged to have inquisitive minds and ask further questions.

Our curriculum teaches our pupils to value everyone. With PSHE at the heart of many of our enquiries, children are able to apply their learning to themselves and develop as valuable members of our community.

By designing high quality lessons and offering the best opportunities to our children, Walton Peak's curriculum ensures every day counts.

	LKS2 Cycle 1 Autumn	LKS2 Cycle 2 Autumn	Y5 Autumn	Y6 Autumn	LKS2 Cycle 1 Spring	LKS2 Cycle 2 Spring	Y5 Spring	Y6 Spring	LKS2 Cycle 1 Summer	LKS2 Cycle 2 Summer	Y5 Summer	Y6 Summer
Enquiry question (RC, ML)	How did the Ancient Greeks change our lives?	How can a civilisation flourish?	How has conflict shaped us?	How has conflict shaped us?	What is culture?	How have rivers shaped our world?	How can we change the future of the world?	What can the world offer us?	How can creativity show power?	How can we capture movement in a moment?	How can culture inspire us?	How can our home inspire us?
Enquiry driver and key content choices	History Ancient Greece – Ancient Greece, gods and goddesses, mythology, Athens and Sparta, different gender roles. Olympics, philosophy Historical enquiry – Parthenon- who owns it? Interpretation – Athens vs Sparta and evidence of writing. Jason and the argonauts. Chronology – BC, BCE, democracy and Olympics, millennium Similarity and difference – Ancient Greece compared to modern day Continuity and change – Ancient Greece compared to modern day Cause and consequence – Olympics and democracy	History Beyond living memory – Roman's successful invasion of Britain, Claudius, Hadrian's wall, Boudicca, the Celts, Taxation, Roads, religion, Derby as a Roman Fort Significance – Claudius, Boudicca Historical enquiry – roman vases and architecture (art) Interpretation – Hadrian's wall, Multangular tower, York, A1 Chronology – roman roads, aqueducts, baths, language, central heating, Boudicca's life, the rise and fall of the roman empire Continuity and change – innovations in technology and transport Cause and consequence – Roman invasion of Britain	History Beyond living memory – Romans leave Britain to defend Rome against Germanic tribes, the Scots, dragon boats and innovations in transport, Anglo-Saxon religion, farming, crafts, home, law and order, education, Viking invasion and raids, location, Danelaw, Edward the Confessor and Alfred the Great. Significance – Romans and the Vikings impact on Britain Historical enquiry – artefacts relating to warfare and Alfred the Great. Interpretation – Anglo-Saxon artefacts Chronology – The invasion of the Vikings. Cause and consequence – push and pull factors, the viking invasions	History Beyond living memory – World War II, the blitz, rationing, evacuation, battle of Britain, the holocaust, changing roles of women Historical enquiry – Sources – Anne Frank's diary, Battle of Britain diary, video clips, non-fiction books about WWII Significance – Churchill, Rolls Royce, the blitz, NHS, displacement of people Interpretation – Evacuation – propaganda versus lived accounts Chronology – Normans, Tudors, Stuarts, Georgians, Victorians, WWI, Modern Britain Continuity and change – invasion of Poland Cause and consequence – cold war, decolonisation, EU, Nuclear war, rise of US	Geography Locational knowledge – locating European countries (England, Wales, Norther Ireland, Scotland, Italy, Germany, France, Russia), environmental regions of Italy, British and Italian seasons, Rome population, Skills and fieldwork – map work – locating cities, eight points of a compass	Geography Locational knowledge – human and physical features of Derbyshire, topographical features of Dovedale, location of rivers – Thames, Rother, Derwent and Dove Human and physical geography – features of a river (River Dove, River Derwent and Amazon River as examples), the water cycle Skills and fieldwork – investigate water samples from River Dove and analyse pollution, rainfall in Dovedale and impact on flooding, river erosion over time	Geography Locational knowledge – North American countries (USA and Canada), South American countries (Locate the Amazon Rainforest) Place knowledge – climate zones focussing on tropical, temperate and polar Human and physical geography – biomes, Amazon Rainforest, topographical features Skills and fieldwork – ice cap mapping, google maps, rainfall in Chesterfield and the impact of climate change on flooding in Chesterfield	Geography Locational knowledge – Brazil and the UK (time zones, socio-economics) Human and physical geography – Brazil and the UK (exports and imports, Fairtrade, ports, natural resources) Skills and fieldwork – collect data on exports and imports, how climate impacts natural resources	Art Artists- Joseph Wright and his Mount Vesuvius artwork Use colour, pattern, texture, line, form, space and shape – creating dimension and proportion Drawing – drawing Mount Vesuvius – focussing on shade, light and dark and using different pencils Painting – creating light and dark of the explosions in the style of Joseph Wright, exploring different techniques and brush heads. Sketchbooks – practising shading techniques, recording ideas Analyse and evaluate – final acrylic painting	Art Monet – impressionism and train pictures. Compare impressionism and post-impressionism. Use colour, pattern, texture, line, form, space and shape – line, proportion and scale Drawing – using charcoal to sketch trains as they move in and out of the station Sketchbooks – Practising line, proportion and scale Analysing and evaluating – analyse train sketches	Art Artists – Tarsila do Amaral paintings Use of colour, pattern, texture, line, form, space and shape – one-point perspective, patterns found in the Brazilian carnival, select colour to reflect mood of a carnival Painting – creating a painting of the Brazilian carnival in the style of Tarsila do Amaral, layers with acrylics and ink, explore texture by using a range of materials, acrylic washes Sketchbooks – capture ideas for season Analyse and evaluate – Tarsila do Amaral painting	Art Artists – Lowry and his representations of industrial England Use of colour, pattern, texture, line, form, space and shape – two-point perspective, creating depth in drawings Drawing – children to create a one point perspective image in Charcoal of Chesterfield in the early 1900s and then a pencil two-point perspective image of Chesterfield now. Using sketchbooks – children will justify decisions in their artwork Analyse and evaluate – L S Lowry, drawing
Enquiry enhancers and key	Art Artists – Henry Moore and influences from Ancient Greek art	Art Artists – The art of Ancient Rome including	Geography Locational knowledge – latitude and longitude, the tropics, locate and	Art Artists – Paul Cummins and Tom Piper Poppy installation	DT > Design, Evaluate, Cooking and nutrition – A healthy, balanced	Art Artists – Van Gogh, creating movement in	Art Artists – Tan Zi Xi immersive art	Art Artists – Vik Muniz (Brazilian abstract artist)	Geography Human and physical geography – volcanoes and earthquakes	Geography Locational knowledge – Derby, Rolls Royce and Toyota	DT Design – CAD food packaging	History > Local history – George Stephenson and locomotives



content choices	<p>Sculpture – creating clay figures in the style of Henry Moore</p> <p>Sketchbooks – sketching Greek figures and then breaking them down into simpler shapes to capture in sculpture</p> <p>Analyse and evaluate – analyse clay figure</p> <p>Geography</p> <p>Locational knowledge – England, Wales, Northern Ireland, Scotland, Greece</p> <p>Place knowledge – comparison between Greece and UK – weather, population, coastline, peaks, volcanic activity</p> <p>Skills and fieldwork – Compass eight points</p> <p>DT</p> <p>Design, Make, Evaluate, technical knowledge - Create a Greek trireme with a moving oar using gears inspired by the Antikythera mechanism</p>	<p>architecture, painting, sculpture and mosaics.</p> <p>Sculpture – Creating a Roman Vase</p> <p>Geography</p> <p>> Locational knowledge – location of London, Cardiff, Belfast, Dublin Edinburgh, Derby, Nottinghamshire, Derbyshire, Yorkshire</p> <p>DT</p> <p>Design – look at pictures/models of Roman catapults, create Roman catapult design criteria, annotated sketches of Roman catapults, glue gun, saw and scissors</p> <p>Make – components, mark, measure, cut and join accurately</p> <p>Evaluate – look at purpose</p>	<p>name countries where the Vikings invaded from</p> <p>RE</p> <p>Why do some people believe God exists?</p> <p>PSHE</p> <p>Friendships, relationships, managing hurtful behaviour</p>	<p>Using sketchbooks – planning poppy sculpture</p> <p>Use of colour, pattern, texture, line, form and space – form</p> <p>Sculpture – Remembrance day poppies – made from papier mache and wire</p> <p>Analyse and evaluate – blood swept lands and seas of red, use of colour, pattern, texture, line, form and space</p> <p>Geography</p> <p>Locational knowledge – compare time zones of UK, France, Germany, Italy, Brazil, Australia, Russia, North America</p> <p>Skills and fieldwork – six-figure grid references of places bombed during WWII, using maps, atlases and digital mapping to show technological advancements</p> <p>PSHE</p> <p>Media manipulation</p>	<p>meal inspired by Italian and Mediterranean diets.</p> <p>History</p> <p>Historical enquiry – Generate questions about Pompeii, primary sources of Pompeii</p> <p>PSHE</p> <p>Communities – respecting and celebrating different communities</p>	<p>artwork and using complimentary colours.</p> <p>Use of colour, pattern, texture, line, form, space and shape – Creating light and dark with light reflecting off water.</p> <p>Painting – use of watercolours</p> <p>Analysing and evaluating – analyse work</p> <p>DT</p> <p>Food technology - Look at farming in Derbyshire and the food this produces and why it is a positive for animals to be reared near a water source, looking at seasonality of food.</p> <p>Textiles – weaving of a river</p> <p>History</p> <p>Ancient Civilisations – The Ancient Egyptians and the river Nile, The Indus Valley and the river Indus, The Shang Dynasty and the yellow river, The Ancient Sumer and the euphrates and tigris rivers, Ancient Egypt – social classes, job roles, differences between boys and girls, worship and gods.</p> <p>Historical enquiry – pyramids, temples and obelisks, Tutankhamun’s mask</p> <p>Interpretation – Hieroglyphs in temples</p> <p>Chronology – different Ancient civilisations</p>	<p>installation about plastic pollution</p> <p>Use of colour, pattern, texture, line, form, space and shape – looking at 2D and 3D forms</p> <p>Sculpture – creating immersive art installation, carving sea life creatures out of recycled plastics</p> <p>Sketchbooks – capturing ideas</p> <p>Analysing and evaluating – reviewing sculptures</p> <p>DT</p> <p>Design– Reusable shopping tote bag</p> <p>Make– Reusable shopping tote bag</p> <p>Evaluate</p> <p>PSHE</p> <p>Shared responsibility – compassion towards others and living things and taking responsibility and showing care towards the world</p>	<p>Using sketchbooks – exploring colour, imagery and resources used in artwork</p> <p>Use of colour, pattern, texture, line, form, space and shape – overprinting to make new colours</p> <p>Painting – creating an abstract image of Brazil and the UK in the style of Muniz</p> <p>Analyse and evaluate – Vik Muniz, use of colour, pattern, texture, line, form and space</p> <p>History</p> <p>Ancient Civilisations – ancient Islamic civilisation – Islamic art, the house of wisdom, land use, inspirational people, Baghdad, the Silk Road, end of civilisation, comparing Islamic golden age to Britain dark ages</p> <p>PSHE</p> <p>Shared responsibility – understanding the importance of sharing responsibly</p> <p>DT</p> <p>Design – a savoury salsa with sweet elements, sustainable packaging, impact of exporting foods</p> <p>Cooking and nutrition – storing food safely, savoury and sweet</p> <p>Evaluate – Taste test</p>	<p>(Pompeii and Mount Vesuvius)</p> <p>Skills and fieldwork – volcano heights, volcanic activity</p> <p>DT</p> <p>Make – Volcano weaving picture</p>	<p>Human and physical geography – land use in Derby, rivers development in industry, use of ordinance survey map</p> <p>Skills and fieldwork – ordinance survey maps, 4-figure grid references, sketch maps of Derby, enquiry into congestion in Derby</p>	<p>Evaluate – Seasonal food dish</p> <p>Technical knowledge – street food packaging</p> <p>Cooking and nutrition - Create a seasonal street food dish</p> <p>Geography</p> <p>Place knowledge – UK and Brazil – similarities and differences</p> <p>Human and physical geography – compare land use in Brazil and UK looking at features on topographical maps</p> <p>Skills and fieldwork – Compare topographical maps of Brazil and Uk to aerial photographs</p> <p>PSHE</p> <p>Shared communities</p>	<p>DT</p> <p>> Design – create a train with motorised wheels, cross-sectional drawing of a train</p> <p>> Make – using saws, craft knives and glue guns to create the train, using tools safely</p> <p>> Evaluate – George Stephenson and the development of the locomotive, evaluate product</p> <p>> Technological knowledge – use cardboard triangles to reinforce product, motorised wheels, enhancing with IT</p> <p>Geography</p> <p>Skills and fieldwork – Geographical enquiry into what the positives and negatives are – parent surveys, collect data about geographical and human features</p> <p>PSHE</p> <p>Shared communities</p>
Discrete subjects	History											
	Driver	Driver	Driver	Driver	Enhancer	Enhancer	Chronology – timeline between end of Roman occupation and 1066	Enhancer	Beyond living memory – palaeolithic, Mesolithic, Neolithic, stone age, bronze age, iron age – development of art over these eras	Chronology – differences between Ancient Egypt and Ancient Baghdad, links between Ancient Egypt and The Romans	Similarity and difference – comparing different roles of men and women in Greek and Egyptian society	Enhancer
									Significance – Skara Brae and V. Gordon Childe	Similarity and difference – The Celts and The Ancient Egyptians – engineering, buildings and structures, rule and law, religion, roles of women, language	Interpretation – artefacts showing life of women in Ancient Greece and Ancient Egypt	
									Historical enquiry – asking relevant questions	and the Romans	Continuity and change – Monarchy in Ancient Egypt compared to the Anglo-Saxons.	
									Chronology – development of art – from stone carvings to Celtic patterns.			

								Innovation of the wheel.			
Geography											
Enhancer	Enhancer	Enhancer	Enhancer	Driver	Driver	Driver	Driver	Enhancer	Driver	Driver	Driver
Art											
Enhancer	Enhancer	Artists – Frida Kahlo self-portraiture and her use of animal symbolism and imagery from Mexican folklore Drawing – creating accurate self-portraits which reflect children’s moods Sketchbooks – capturing ideas of animals which symbolise different ideas Analysing and evaluating – review portraits	Enhancer	Artists – Mexican traditional weaving Use colour, pattern, texture, line, form, space and shape – choosing contrasting colours to create Mexican weave	Enhancer	Enhancer	Enhancer	Driver	Driver	Driver	Driver
Science											
Animals including humans - Healthy eating, skeletons, the digestive system, teeth – molars, canines, incisors, food chains – producers, predators and prey Working scientifically – teeth, skeleton questions	Plants - roots, stems, trunk, leaves and flowers. Plants need light, water, air, nutrients and room to grow. Roots absorb water, water travels up plants and transported by the stem. Life cycle of flowering plants. All living things and their habitats - Vertebrates can be divided into mammals, birds, fish, reptiles and amphibians. Carl Linnaeus. Humans damaging the environment. Working Scientifically – measuring functions of a stem	Forces - Gravity and force, Air resistance, water resistance and friction, Simple mechanisms, levers, longbeam, pivots and fulcrums, Sir Isaac Newton Earth and Space - The Earth, sun, planets and solar system, Moon orbiting the Earth, different phases of the moon, Sun, Earth and Moon as approximately spherical bodies, Earth takes 24 hours to fully rotate, dark and night Working Scientifically - Zip line, Aquadynamic, Craters, Spinners, Titanic pulleys, moon observations, space research	Light - opaque, translucent, mirrors reflect light, objects absorb light. Mirrors help see around corners. Experiential: Make WW2 periscopes, Sir Isaac Newton and his prism experiment, light sources Electricity - Nikola Tesla, Train – electrical element, components complete and incomplete circuits, Working Scientifically – investigating shadows, light questions, bulb brightness, conductive dough	Materials and their properties (Rocks) - Granite, marble, flint, chalk, limestone, permeable and impermeable, fossils, Mary Annings, Soil and rocks, fertile soil Working scientifically – rocks, fossil research	Forces – Friction, Magnetic forces, North and south pole of a magnet, magnetism States of matter - States of matter – solids, liquids and gases, boiling and freezing point, evaporation and condensation, the water cycle Working scientifically - Magnet test, Which materials are magnetic?, research the temperature at which some materials change state in degrees Celsius, measuring temperature	Animals including humans - Fertilised egg – foetus – baby – child – adolescent – adult – old age – death, puberty All living things and their habitats - Life cycles of: toucans, tree frog, butterflies, jaguar, Jane Goodall, David Attenborough, Sexual and asexual reproduction Working Scientifically - growth survey, butterfly life cycle, grow different plants - strawberries	All living things - Carl Linnaeus and the classification system, micro-organisms, plants and animals, Vertebrates, non-vertebrates, dichotomous classification keys, flowering and non-flowering plants Working Scientifically – invertebrate research, outdoor keys	Light - Light is needed to see, light sources, reflection, light can damage our eyes, opaque objects, shadows Working scientifically – shadows investigation	Electricity - Batteries and mains power, electrical circuits and components , complete circuits, switches, Insulators and conductors Sound - Vibrations in ear drums, sound travelling, pitch, volume Working scientifically – electrical conductors, String phones, Pitch	Materials and their properties - Hardness, solubility, transparency, conductivity and magnetism of different materials. Soluble and insoluble materials. Filtering, sieving and evaporating. Heating, cooling, freezing, evaporating and mixing Irreversible changes. Spencer Silver, Ruth Benerito , Charles Macintosh Working Scientifically - Dissolving, Sugar cube stack, Waterproof materials, Champion tapes	Animals including humans - The circulatory system, the heart, blood vessels, blood transporting oxygen and nutrients around the body, Healthy diet, exercise, living a healthy lifestyle Circulatory system, digestive system Evolution and inheritance - Inheritance, genetics, adaptations, fossils as evidence of evolution, Marie Maynard Daly and her work on DNA and cell structure, Darwin’s finches. Compare the ideas of Charles Darwin and Alfred Wallace. Research the work of Mary Anning and how this provided evidence of evolution. The peppered moth – links to local study Derbyshire. Survival and adaptations. Working Scientifically – heart rate experiment, fossil habitat, egg strength
Computing											
Online safety	Coding Online safety	Coding Online safety	Unit 6.1 Coding – algorithms, creating programs, developing programs Unit 6.2 Online safety - safe use	Spreadsheets Touch-typing Email	Spreadsheets Writing for different audiences logo	Spreadsheets Databases Game creators	Unit 6.3 Spreadsheets – using programs Unit 6.4 Blogging – using programs	Branching databases Simulations Graphing	Animation Effective searching Hardware investigation	Modelling Concept maps Word processing	Unit 6.5 Text adventures - algorithms, creating programs, developing programs, using programs

FHP Whole School Curriculum LTP KS2



												Unit 6.6 networks – search engines, networks Unit 6.7 Quizzing - using programs
	PSHE											
	Being me in my world Celebrating differences	Being me in my world Celebrating differences	Being me in my world Celebrating differences	Being me in my world Celebrating differences	Dreams and goals Healthy me	Dreams and goals Healthy me	Dreams and goals Healthy me	Dreams and goals Healthy me	Relationships Changing me	Relationships Changing me	Relationships Changing me	Relationships Changing me
	RE											
	What do different people believe about God? Why are festivals important to religious people?	Why is Jesus inspiring to some people? What does it mean to be a Hindu in Britain today?	Why do some people believe in god? If God is everywhere, why go to a place of worship?	What do religions say to us when life gets hard? What matters most to Christians and humanists?	Why is the bible important for Christians today?	Why are festivals important to religious people?	What would Jesus do? (Can we live by the values of Jesus in the twenty-first century?)	What difference does it make to believe in Ahisma (harmlessness), Grace and Ummah (community)?	Why do people pray? What does it mean to be a Christian in Britain today?	Why do some people think that life is a journey? What significant experiences mark this? What can we learn from religions about deciding what is right and wrong?	What does it mean to be a Muslim in Britain today?	Is it better to express your religion in arts and architecture or in charity and generosity?
	Spanish											
	La Fonética (Phonics) Traditions and celebrations – La tomitina Los saludos (greetings)	La Fonética (Phonics) Traditions and celebrations – Las fallas festival Los colores y numeros (colours and numbers)	La Fonética (Phonics) Traditions and celebrations – La fiesta de San Fermín ¿Tienes una mascotas? (Do you have a pet?)	La Fonética (Phonics) Traditions and celebrations – El Día de los Muertos En el colegio (at school)	Culture lesson – Easter La estaciones (seasons) Los instrumentos (instruments)	Culture lesson – Easter Las verduras (vegetables) Los animals (animals)	¿Qué tiempo hace? (The weather) La rope (clothes)	El fin de semana (the weekend) Hábitats (Habitats)	Me present (presenting myself) <i>intermediate</i> Mi familia (family) <i>intermediate</i>	La clase (the Classroom) En la cafeteria (at the café)	Los romanos (romans) Los juegos Olímpicos (The Olympics)	World War II T Los planetos (the planets)
	PE											
	Real PE PPP	Real PE PPP	Real PE Swimming	Real PE PPP	Real PE PPP	Real PE PPP	Real PE Swimming	Real PE PPP	Real PE PPP	Real PE PPP	Real PE Swimming	Real PE PPP
	Music											
	Charanga – Writing down music Singing and performing, Playing and instrument and performing, Listening and appreciating , Composing, History of Music	Charanga – Musical structures Singing and performing, Playing and instrument and performing, Listening and appreciating , Composing, History of Music	Charanga – Melody and harmony in music Singing and performing, Playing and instrument and performing, Listening and appreciating , Composing, History of Music	Charanga – Music and technology Singing and performing, Playing and instrument and performing, Listening and appreciating , Composing, History of Music	Charanga – Compose using your imagination Singing and performing, Playing and instrument and performing, Listening and appreciating , Composing, History of Music	Charanga – Compose with your friends Singing and performing, Playing and instrument and performing, Listening and appreciating , Composing, History of Music	Charanga – Composing and chords Singing and performing, Playing and instrument and performing, Listening and appreciating , Composing, History of Music	Charanga – Creative composition Singing and performing, Playing and instrument and performing, Listening and appreciating , Composing, History of Music	Charanga – Enjoying improvisation Singing and performing, Playing and instrument and performing, Listening and appreciating , Composing, History of Music	Charanga – Expression and improvisation Singing and performing, Playing and instrument and performing, Listening and appreciating , Composing, History of Music	Charanga – Freedom to improvise Singing and performing, Playing and instrument and performing, Listening and appreciating , Composing, History of Music	Charanga – Improvising with confidence Singing and performing, Playing and instrument and performing, Listening and appreciating , Composing, History of Music
	Charanga – Playing in a band Singing and performing, Playing and instrument and performing, Listening and appreciating , Composing, History of Music	Charanga – Exploring your feelings when you play Singing and performing, Playing and instrument and performing, Listening and appreciating , Composing, History of Music	Charanga – Sing and play in different styles Singing and performing, Playing and instrument and performing, Listening and appreciating , Composing, History of Music	Charanga – Developing ensemble skills Singing and performing, Playing and instrument and performing, Listening and appreciating , Composing, History of Music	Charanga – More musical styles Singing and performing, Playing and instrument and performing, Listening and appreciating , Composing, History of Music	Charanga – Feeling through music Singing and performing, Playing and instrument and performing, Listening and appreciating , Composing, History of Music	Charanga – Enjoying musical styles Singing and performing, Playing and instrument and performing, Listening and appreciating , Composing, History of Music	Charanga – Musical styles connect us Singing and performing, Playing and instrument and performing, Listening and appreciating , Composing, History of Music	Charanga – Opening night Singing and performing, Playing and instrument and performing, Listening and appreciating , Composing, History of Music	Charanga – The show must go on Singing and performing, Playing and instrument and performing, Listening and appreciating , Composing, History of Music	Charanga – Battle of the bands Singing and performing, Playing and instrument and performing, Listening and appreciating , Composing, History of Music	Charanga – Farewell tour Singing and performing, Playing and instrument and performing, Listening and appreciating , Composing, History of Music
	DT											
	Enhancer	Enhancer	Design, make, evaluate, technical knowledge – children to design and	Design – winter proof a pair of shoes for the war in winter (either	Enhancer	Enhancer	Enhancer	Enhancer	Revisit prior learning	Technical knowledge – electricity and circuits, create a simple vehicle	Enhancer	Enhancer



			create a viking long ship	for women working on the land, an evacuee child or a soldier), cross-sectional drawings Make – create thermal soles for shoes designed for the winter, different stitching Evaluate – test in outdoor conditions,						model with a flashing light component		
Rationale for enquiry (RC, ML)	Build Together Students will engage in collaborative activities, such as group discussions and hands-on design projects. The unit is structured to make connections between subjects like History, Geography, and DT, encouraging students to view Ancient Greece's impact from multiple lenses. This collective enquiry embodies our 'Build Together' value, promoting team-based learning and problem-solving. Excellence Everyday By immersing themselves in the study of Ancient Greece's multifaceted contributions to modern society, including democracy and philosophy, students will aim for daily excellence. The practical application of this, whether in creating a Greek trireme or understanding the principles of democracy, makes each lesson essential. Love of Language Students will dive into Greek mythology, translating ancient texts and identifying how the Greek language has influenced modern English. This will deepen their understanding of language evolution, fostering an appreciation that aligns perfectly with our 'Love of Language' value. Inquisitive Minds As students ponder questions about who owns the Parthenon or the gender roles in Athens versus Sparta,	Build Together Through group activities centred on the Romans, their innovations, and their impact on Britain, students will explore the multifaceted elements that contribute to the flourishing of a civilisation. These collaborative learning experiences will help answer the enquiry question by highlighting how innovations in technology, governance, and social structures can propel a society forward. Excellence Everyday An ambitious curriculum focusing on the Roman Empire, its architecture, language, and laws will equip students to appreciate the advancements that can lead to the prosperity of a civilisation. This daily exposure to high standards will enable students to make clear connections between the historical lessons and their own community, thereby enriching their understanding of what contributes to societal success. Love of Language Studying Roman contributions to language and governance provides an ideal setting to explore how effective communication and codified laws can benefit a society. This will empower students to appreciate language not just as a tool for communication but also as a building block for a flourishing civilisation.	Build Together Through collaborative learning exercises about the Romans, Anglo-Saxons, and Vikings, students will understand how conflict and cooperation have shaped the British landscape. This will help answer the question by demonstrating the transformative power of conflict in shaping societal structures and norms. Excellence Everyday By investigating the legacies left behind by Roman rule, Viking raids, and Anglo-Saxon governance through an ambitious curriculum, students will understand the long-lasting impact of conflict on laws, language, and cultural practices. Love of Language Language and communication is a huge part of both escalating and deescalating conflict between different groups. Inquisitive Minds An essential part of understanding the impact of conflict is asking deep, probing questions and making links between multiple subject disciplines – history, geography, PSHE and RE. Experiences to Inspire The hands-on experiences at Derby Museum and interactions with a local MP will provide practical, real-world context to historical conflicts. These experiences will deepen their understanding of how	Build Together Building on last year's study, students will delve deeper into conflicts like WWII to understand the various dimensions that shape societies and individual lives. Through group activities and projects, they will work together to explore how WWII-era policies on rationing, evacuation, and women's roles have long-lasting impacts, offering a nuanced understanding of the consequences of conflict. Excellence Everyday In line with our high academic standards, Year 6 will take a more in-depth approach to conflicts such as WWII, the Cold War and decolonisation. Through investigations into primary sources like Anne Frank's Diary and the Battle of Britain diary, students will go beyond surface-level facts to understand the human and societal costs of conflict. Love of Language Year 6 will extend last year's focus on language by examining WWII propaganda and contrasting it with lived accounts of the evacuation. This will instil a deep understanding of how language can be wielded as both a tool and a weapon during conflict, influencing public sentiment and policy. Inquisitive Minds Students will continue to apply a cross-disciplinary approach to their studies. They will engage in historical enquiry, dissecting the	Build Together Through a series of collaborative activities exploring the diverse cultures of countries within Europe, students will work together to construct a broad understanding of what culture means. By comparing geographical regions and cooking styles between Britain and Italy. Students will gain a practical sense of how culture manifests in various aspects of life. Excellence Everyday Students will tackle complex aspects of culture, from the history of Pompeii to the nutritional values present in Italian and Mediterranean diets. By navigating through diverse subjects like history, geography, DT (Design Technology), and PSHE, students will cultivate an everyday excellence that enables them to appreciate the richness and complexity of different cultures. Love of Language In studying the names of European countries and Italian seasons, students will become aware of how language forms a vital part of culture. Learning new terminology and the history behind it will engage students' linguistic curiosity, helping them appreciate the power of language in shaping and expressing cultural identities. Inquisitive Minds Critical thinking will be at the forefront as students delve into the cultural phenomena that define	Build Together By engaging in group activities and fieldwork focused on the features, locations and impacts of rivers, students will collectively explore how rivers have been instrumental in shaping our world. They will compare local rivers like the Dove and Derwent to global rivers like the Amazon and understand the role rivers have played in the rise of ancient civilisations, helping to answer the overarching enquiry question. Excellence Everyday Through an interdisciplinary curriculum, students will delve into geography, history, art, and DT (Design Technology) to explore the profound influence rivers have had on human history, civilisation and ecosystems. Each lesson will be carefully crafted to build upon the previous one, ensuring a thorough understanding of the topic from different perspectives. Love of Language From learning specific geographical terms related to rivers to understanding the names and characteristics of ancient civilisations shaped by them, students will enrich their vocabulary. This language-based knowledge is crucial in both understanding the complexity of the subject and effectively communicating ideas about how rivers have shaped our world. Inquisitive Minds	Build Together Through cooperative learning activities, students will delve into various aspects of environmental conservation and stewardship, such as biomes, climate zones, and the impact of human activities on the Earth. They will learn about geographical areas like North America and the Amazon Rainforest and how these regions are affected by climate change and pollution. These lessons will serve as a foundation for understanding the importance of responsible global citizenship. Excellence Everyday By investigating key issues like climate change, plastic pollution, and sustainable living through an interdisciplinary curriculum, students will have the opportunity to engage deeply with pressing global issues. They will design and create reusable tote bags and immersive art installations to explore these themes practically. This hands-on approach will encourage students to apply their knowledge beyond the classroom and make real-world connections. Love of Language Students will discuss, write, and present about their inquiries, emphasising the importance of clear and concise communication. Language becomes the medium through which students can advocate	Build Together In this year 6 enquiry, students will focus on the interconnectedness of the world, looking specifically at Brazil and the UK. Through collaborative exercises, they will explore how resources, knowledge, and culture flow across borders, shaping societies and economies. This holistic approach will help them answer the question of what the world can offer us, highlighting that it's not just about taking but also about mutual respect and exchange. Excellence Everyday Through rigorous academic inquiry into history, geography and art, students will explore various aspects of socio-economics, exports and imports, and cultural contributions like Islamic art and the House of Wisdom. The curriculum is designed to provide a comprehensive view of what different parts of the world offer, be it in terms of natural resources, artistic inspiration, or wisdom from ancient civilizations. Love of Language By using language to describe, analyse, and evaluate the works of Brazilian artist Vik Muniz and the intricacies of ancient Islamic civilization, students will improve their ability to express complex ideas. They'll learn specialised vocabulary related to trade, geography, and art, reinforcing the critical role that language plays in	Build Together Alongside Joseph Wright's Mount Vesuvius artworks and the geographical study of volcanoes, students will also delve into art's evolution from the Palaeolithic to the Iron Age. This multidisciplinary approach enables students to see power not only as a force of nature and an individual's skill but also as a cultural construct that has evolved over time. Excellence Everyday The curriculum is designed to empower students to examine power through the lens of art, geography, and history. Whether it's the everyday artistry required to capture natural forces on canvas, the dramatic power of a volcanic eruption, or the influential works from Skara Brae and V. Gordon Childe, students will understand how power is woven into the fabric of human history and natural phenomena. Love of Language Adding a historical dimension enhances the complexity of the language used. Students will learn to articulate how power manifests itself across different timelines and cultures, from the ancient stone carvings to the more sophisticated Celtic patterns and innovations like the wheel. Inquisitive Minds Whether it's asking deep questions about the significance of historical landmarks	Build Together In Year 3/4, students will connect the world of art with geography and industry, using the lens of Monet's impressionism to explore how creativity captures the essence of power. By focusing on Monet's train pictures and the industrial landscape of Derby, they will understand how artistic creativity and industrial power are interconnected. Excellence Everyday The curriculum aims to provide a balanced, challenging exploration of Monet's impressionism and the role of industries like Rolls Royce and Toyota in Derby. Students will learn to use different artistic techniques to express ideas of power, while also delving into the transformative role of industry in shaping communities. Love of Language Language in this context is a tool for decoding art and geography alike. Describing Monet's impressionistic techniques or the complex geographical features and industries in Derby, students will refine their vocabulary and communication skills, helping them articulate the relationship between creativity and power. Inquisitive Minds Students will ask probing questions about how Monet captured the essence of motion and how industries have shaped Derby. By linking art and geography, they'll develop a multi-layered understanding of	Build Together The Year 5 curriculum aims to immerse students in the vibrant culture of Brazil and the UK. Through the lens of Tarsila do Amaral's artwork and Brazilian carnival, the children will explore how culture serves as an inspiration for artistic creation and social connectivity. Students will draw parallels between the UK and Brazil, looking at food, geography, and land use. Excellence Everyday Students will delve deep into the works of Tarsila do Amaral, exploring how she used colour, texture, and form to depict Brazilian culture. They will also engage in design technology, developing CAD food packaging and cooking a seasonal street food dish. This approach will allow them to understand the multifaceted ways in which culture influences daily life and creativity. Love of Language This unit will introduce students to key artistic and geographical terms that help express cultural diversity. Through comparing land use and topographical maps of the UK and Brazil, they'll gain a richer vocabulary and a deeper understanding of how language can capture the nuances of different cultures. Inquisitive Minds Students will question how different elements of culture, such as art and food, can serve as inspiration. They'll investigate the ways	Build Together Year 6 students will engage in a rich exploration of their local surroundings, looking at historical and contemporary Chesterfield. The unit will focus on how our "home" can inspire us creatively, historically, and geographically. Students will learn from historical figures like George Stephenson and artists like L.S. Lowry to understand how our immediate environment can be a source of inspiration. Excellence Everyday Learning about iconic artists like Lowry and historical figures like George Stephenson will serve as an inspirational foundation. Students will not just learn about them but will actively engage in drawing, constructing, and analysing works that reflect these influences. For instance, creating a motorised train in DT will directly relate to their historical learning about locomotives. Love of Language The unit will introduce and reinforce technical terms across various subjects—perspective in Art, local history terms in History, and design terminology in DT. Through practical experiences, students will get to use this language meaningfully, enhancing both their vocabulary and their understanding of the subject matter. Inquisitive Minds Students will conduct geographical inquiries into the positive and negative aspects of



	<p>they will be encouraged to investigate these complex issues critically. Activities like these will stimulate 'Inquisitive Minds,' as they raise and explore questions that go beyond straightforward answers.</p> <p>Experiences to Inspire All</p> <p>Through practical activities such as creating sculptures in the style of Henry Moore influenced by Ancient Greek art, and designing Greek triremes, the unit provides a variety of experiences aimed to inspire all students. These activities align with our value of offering 'Experiences to Inspire All,' as they provide hands-on, immersive learning opportunities.</p> <p>Value Everyone</p> <p>The enquiry encourages students to appreciate different perspectives by studying the diverse roles and contributions of men and women in Ancient Greece. This reinforces our core value to 'Value Everyone,' emphasising the importance of equal opportunities and diverse viewpoints.</p> <p>Everyday Counts</p> <p>Each lesson builds on the last, whether it's understanding the significance of democracy in History, creating clay sculptures in Art, or navigating compass points in Geography. This approach reinforces the concept that every day is important in shaping our understanding, linking back to our 'Everyday Counts' value.</p> <p>.</p>	<p>Inquisitive Minds</p> <p>Students will engage in historical enquiry by examining Roman vases and architecture in art, the role of significant individuals like Claudius and Boudicca, and the impact of Hadrian's Wall. These investigations span multiple subjects, such as history, geography, and art, encouraging students to ask thoughtful questions and make cross-disciplinary connections.</p> <p>Experiences to Inspire</p> <p>Visits to a Derby Roman fort to provide the practical, real-world context to historical innovations and advancements.</p> <p>Value Everyone</p> <p>While studying the Roman impact on Britain, students will be encouraged to consider multiple perspectives: the Romans, the Celts, and other affected groups. Understanding that each group plays a role in the development or hindrance of a civilisation will help students appreciate the diversity and complexity involved in the flourishing of a society.</p> <p>Everyday Counts</p> <p>Each lesson—ranging from the design and creation of Roman catapults in DT to locating key places on a map in geography—builds on the last, forming a holistic picture of what contributes to a civilisation's success.</p>	<p>past conflicts have tangible remnants today, such as geographical borders or cultural traditions, helping them piece together the answer to how conflict has shaped us.</p> <p>Value Everyone</p> <p>In examining the perspectives of various groups involved in these historical conflicts, students will understand that conflict shapes everyone—conquerors and the conquered, majority and minority groups. This awareness will help them appreciate the complexity of how conflict has moulded societal values and norms.</p> <p>Everyday Counts</p> <p>Each lesson, covering aspects like cause and consequence and chronology, builds upon the last to provide a comprehensive understanding of the topic. By connecting the historical dots day by day, students will gain a nuanced view of how everyday decisions in the past have monumental impacts, enabling them to better answer the enquiry question.</p>	<p>significance of Churchill's leadership, the impact on local industry such as Rolls Royce and the inception of the NHS. This multi-layered approach, linking history to current societal frameworks like the NHS, encourages the students to question and explore how past conflicts have shaped modern Britain.</p> <p>Experiences to Inspire</p> <p>Experiences such as a visit to Derwent to see where planes practised dropping the bouncing bombs can offer an emotional depth to the academic understanding.</p> <p>Value Everyone</p> <p>Year 6 will scrutinise the experiences of different social groups during WWII—evacuees, soldiers, women entering the workforce, and victims of the Holocaust. This inclusive approach fosters empathy and a deeper understanding of how conflicts shape societies in varied, sometimes unequal, ways.</p> <p>Everyday Counts</p> <p>Each lesson will meticulously build on the previous ones. Students will chronologically navigate through historical periods, from the Normans to Modern Britain, and see how conflicts have punctuated and shaped these eras. Activities like plotting six-figure grid references of bombed locations during WWII in geography will enhance their skills and contribute to a comprehensive understanding of the enquiry question.</p>	<p>communities. In history, students will generate questions about Pompeii and investigate through primary sources. This investigation will broaden their scope of inquiry into what elements—historical, geographical, or social—contribute to the formation of culture.</p> <p>Experiences to Inspire</p> <p>Through interactive virtual tours of Rome and a cooking class focusing on Italian and Mediterranean cuisine, the experiences are designed to provide a tangible touch to theoretical knowledge. Students will get an opportunity to see, taste, and discuss the elements that contribute to culture, making the learning experience holistic and memorable.</p> <p>Value Everyone</p> <p>In PSHE, the importance of respecting and celebrating different communities will be emphasised. This adds a layer of social-emotional learning to the enquiry, helping children understand that culture is not just an abstract concept but also a lived experience that deserves respect and celebration.</p> <p>Everyday Counts</p> <p>Each lesson connects and builds upon the last, whether it's transitioning from locating Rome on a map in Geography to discussing its historical significance through Pompeii, or connecting the nutritional aspects of DT with the seasons of Italy. This holistic approach allows students to connect various aspects of culture, making each lesson count towards a deeper and more nuanced understanding of the enquiry question.</p>	<p>Children will be encouraged to ask questions and seek answers through historical inquiry into pyramids, temples, and obelisks, and through scientific methods like water sample analysis. These investigative activities will deepen their curiosity and understanding of how rivers have influenced civilisation, ecology, and even art.</p> <p>Experiences to Inspire</p> <p>Field trips to local rivers, particularly the Dove and Derwent, will give students a firsthand experience of the human and physical geography of rivers. Analysis of water samples and study of river erosion over time will make the topic real and tangible. Additionally, exploring art related to rivers will inspire creativity while grounding their understanding of the subject matter.</p> <p>Value Everyone</p> <p>Understanding the influence of rivers on ancient civilisations like the Egyptians, Indus Valley and Shang Dynasty brings into focus the universal importance of rivers across cultures and times. It also emphasises the idea that rivers are a communal resource that have a wide-ranging impact on society, from job roles to religious practices.</p> <p>Everyday Counts</p> <p>Daily lessons will provide a well-rounded view by covering various aspects such as the water cycle, features of a river, impact of rivers on ancient civilisations, and even their influence on art and technology. Students will be able to connect these aspects, understanding how each day's lesson fits into the larger picture of the role rivers have played in shaping our world.</p>	<p>for a healthier world, express their understanding of shared responsibilities, and influence positive change in their communities.</p> <p>Inquisitive Minds</p> <p>Children will engage in exploratory activities, such as ice cap mapping and analysing rainfall patterns in Chesterfield. These activities will cultivate an inquisitive mindset that seeks to understand the intricate relationships between human actions and their environmental consequences. They will also analyse art installations and evaluate the effectiveness of their own creations.</p> <p>Experiences to Inspire</p> <p>Students will engage with various forms of art and technology, including Tan Zi Xi's art installation about plastic pollution and the use of Google Maps for geospatial understanding. Pupils will visit local areas to see how flooding has impacted it. These experiences will serve to inspire students, making the learning tangible and directly related to real-world challenges.</p> <p>Value Everyone</p> <p>Through lessons in PSHE, students will explore the concept of shared responsibility for our planet. They will understand that without direct action, the global warming will become worst. They will know the Earth is not just an individual task but a collective one that values all forms of life. This approach will cultivate empathy and responsibility, urging them to recognise their role in a global community.</p> <p>Everyday Counts</p> <p>Every lesson serves as a stepping stone to build a comprehensive understanding of how we can better care for</p>	<p>understanding what the world can offer.</p> <p>Inquisitive Minds</p> <p>Through fieldwork and data collection on exports and imports, as well as an analysis of the impact of climate on natural resources, students will be encouraged to ask questions and draw connections. The study of ancient civilisations will add another layer, prompting them to consider how historical knowledge can inform contemporary understanding.</p> <p>Experiences to Inspire</p> <p>Educational experiences such as listening to a Fairtrade speaker, combined with PSHE lessons on shared responsibility, will enable them to grasp the reciprocity involved in what the world offers us and what we offer back.</p> <p>Value Everyone</p> <p>By examining how different parts of the world, like Brazil and the UK, contribute to a global community, students will understand the importance of recognising and respecting the value of diverse regions and cultures. This understanding will extend to historical perspectives as well, like appreciating the contributions of the ancient Islamic civilization during an era when Europe was experiencing the Dark Ages.</p> <p>Everyday Counts</p> <p>Each lesson is designed to contribute to the broader question of what the world can offer us. The enquiry will gradually build, integrating elements of geography, history, art, and PSHE. By connecting these various dots, students will gain a well-rounded understanding, helping them to articulate well-informed and nuanced responses to the question at hand.</p>	<p>like Skara Brae or the elements that make up a powerful piece of art, students will develop an inquisitive mindset. By making links between art, geography and history, they will cultivate a richer understanding of the subject matter.</p> <p>Experiences to Inspire</p> <p>The unit provides varied experiences such as visits to the Cresswell Craggs to see prehistoric artwork to gain first hand experience about what they are learning about.</p> <p>Value Everyone</p> <p>Including the historical perspective ensures that every student can find an entry point into the complex idea of 'power'. Whether they are drawn to the visual arts, fascinated by natural phenomena, or intrigued by how societies in the past have represented their understanding of power, each student's input is valued.</p> <p>Everyday Counts</p> <p>Students will see how each lesson—whether focused on the nuances of shading, the intricacies of volcanic activities, or the chronology of art from the Stone Age to Iron Age—builds upon the last. They'll recognise how everyday contributions and incremental learning help to construct a fuller picture of how power can be shown creatively.</p>	<p>power in different contexts, whether it's the power of artistic expression or the industrial power that drives a city.</p> <p>Experiences to Inspire</p> <p>Practical experiences will involve sketching moving trains, in emulation of Monet, and examining Derby's development through ordinance survey maps. Fieldwork activities like four-figure grid referencing and studying congestion patterns in Derby will provide real-world context, allowing students to see how creative and industrial power impacts daily life.</p> <p>Value Everyone</p> <p>The unit offers different entry points for exploring the concept of power—be it through the eyes of an artist or the lens of a budding geographer or urban planner. Students can engage with the topic from various angles, allowing for a more complete understanding that respects each learner's unique perspective and skills.</p> <p>Everyday Counts</p> <p>Each lesson complements the other, from learning to sketch trains with charcoal to analysing the uses of land in Derby. By linking these individual lessons, students will develop a comprehensive understanding of how power is portrayed, harnessed, and used in both art and geography. This will help them answer the unit's central enquiry question: How can creativity show power?</p>	<p>Tarsila do Amaral used art to convey cultural elements and will critically evaluate her work. Furthermore, they'll compare and contrast topographical maps and aerial photographs to gain insights into geographical features.</p> <p>Experiences to Inspire</p> <p>Hands-on activities, like painting in the style of Tarsila do Amaral or designing CAD food packaging, will engage students in authentic experiences. Cooking a seasonal street food dish will not only introduce them to culinary arts but also deepen their appreciation for the cultural aspects of food.</p> <p>Value Everyone</p> <p>The unit offers a broad range of activities that cater to diverse interests, from painting and design to geography and cooking. This ensures that every student can find a way to connect with the unit's theme, showing how culture can serve as an inspiration for various forms of learning and expression.</p> <p>Everyday Counts</p> <p>The cumulative experiences of this unit will provide students with a cohesive understanding of the powerful influence of culture. Each lesson, whether it's a painting class or a geography discussion, feeds into the overarching question: How can culture inspire us? By exploring this question from multiple angles, students will grasp the profound impact that culture has on our lives and creativity.</p>	<p>their local area. They will engage with parents through surveys and collect data to deepen their understanding. Through these activities, students will formulate and answer questions that make them view their "home" in a nuanced manner.</p> <p>Experiences to Inspire</p> <p>Drawing Chesterfield from two different time periods will allow the children to experience how places change over time and inspire in different ways. Creating a motorised train after studying George Stephenson will provide a hands-on understanding of the evolution of technology and its impact on society.</p> <p>Value Everyone</p> <p>From art and design to geography and history, this unit offers a comprehensive view of how one's immediate surroundings can serve as an inspiration. Whether students are inclined towards the arts, sciences, or social studies, there's something in this unit for everyone to connect with.</p> <p>Everyday Counts</p> <p>Each lesson is structured to contribute to the overarching theme. Whether they are sketching in Art or collecting data in Geography, each activity will feed back into the central inquiry question, providing a well-rounded understanding of how our environment—our "home"—can be a significant source of inspiration.</p>
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FHP Whole School Curriculum LTP KS2



							our world. Students will progress from understanding the geographical and climatic aspects of various regions to designing and creating reusable materials and sculptures. Each day's learning will contribute to their ability to answer the inquiry question fully and responsibly.					
Hook	Class council election.	Visit to Derby – a Roman Fort. Begin to understand the importance of the Roman occupation in their own locality.	Children to visit Derby Museum and complete workshop on the conflict between the Vikings and the Anglo-Saxons.	World War II experience at Kelham Island Museum.	Chesterfield walk with maps – what is in our local area?	Drama – immersive experience journeying down the river.	Trip to Grassmoor County Park.	What do we use from around the world? Children to create a picture mind map and think about all the things they enjoy from different countries – food, TV, games, holidays etc.	Cresswell Craggs to see prehistoric art.	Visit to Derby on the train.	Brazil culture day – food, music and festivities to celebrate Brazilian culture.	Visit to George Stephenson's statue, Chesterfield Walk.
Experts and Experiences (RC, EC, PO)	(RE visit) Open Centre – Faith Trail MP to visit to speak about democracy	Visit to Derby – a Roman Fort (RE visit) Open Centre – Faith Trail	Experiences - Vikings and Anglo-Saxon experience at Derby Museum Experts – MP to speak about British Values and their importance (RE visit) Open Centre – Faith Trail	Remembrance Day assembly. (RE visit) Open Centre – Faith Trail	Virtual tour of Rome Italian cooking class	Dovedale, Dovedale River Environmentalist to speak to class.	Trip to Grassmoor County Park.	Expert in Fairtrade to come and speak the children.	Derby Museum – Joseph Wright's artwork. Archaeologist student to speak to children about prehistoric art.	Trip to Chesterfield train station. An expert from Rolls Royce/Toyota to speak to the children.	Walton Peak Carnival	Visit to George Stephenson's statue, Chesterfield Walk. Older family members to come and speak about how Chesterfield used to be and how it has changed. Local Charity in School talk
Authentic Outcome and Social Legacy (RC, EC, PCH, ML, PO)	Children to create a 'greek inventions' museum exhibition for families and other students to attend in order to learn how the Ancient Greeks changed our society.	Children to create a 'flourishing civilisation' board game where players benefit from getting things which will help their civilisation grow and loose points for events in history which have negatively impacted civilisations.	Children to present assembly to school on the history on conflict, how conflict appears in friendships and how British Values can help ensure conflict doesn't lead to violence.	Children to present assembly to school on the history on conflict, how conflict appears in friendships and how British Values can help ensure conflict doesn't lead to violence.	Children to create a class film exploring their class culture, school culture, country's culture and celebrate any other cultures which link to class. Children then compare these to Italian culture.	Create a documentary about how rivers have shaped our world – watch in assembly. Use footage from Derwent river, how rivers have been used in art and dangers of flooding.	To rewild areas of Walton Peak to create natural flood defences for the school grounds.	A letter to the MP about how we should ensure products are Fairtrade. A bake sale event for parents which focusses on the use of sustainable products – children to explain how their products were made and where the ingredients came from to their families.	Community Art Exhibition	Community Art Exhibition	Community Art Exhibition	Community Art Exhibition
Assessment opportunities & retrieval practices (ML)	Leitner Model AFL strategies Double Page Spread Low stakes quizzing	Leitner Model AFL strategies Double Page Spread Low stakes quizzing	Leitner Model AFL strategies – ensure children demonstrate curriculum end points Double Page Spread Low stakes quizzing	Leitner Model AFL strategies Double Page Spread Low stakes quizzing	Leitner Model AFL strategies Double Page Spread Low stakes quizzing	Leitner Model AFL strategies Double Page Spread Low stakes quizzing	Leitner Model AFL strategies Double Page Spread Low stakes quizzing	Leitner Model AFL strategies Double Page Spread Low stakes quizzing	Leitner Model AFL strategies Double Page Spread Low stakes quizzing	Leitner Model AFL strategies Double Page Spread Low stakes quizzing	Leitner Model AFL strategies Double Page Spread Low stakes quizzing	Leitner Model AFL strategies Double Page Spread Low stakes quizzing
Key Texts (ML)	"Percy Jackson and the Lightning Thief" by Rick Riordan Who let the gods out – Maz Evans Leo and the Gorgon's curse Joe Todd-Stanton	"Roman Diary: The Journal of Iliona of Mytilini, Who Was Captured and Sold as a Slave in Rome, AD 107" by Richard Platt The Roman Mysteries" by Caroline Lawrence	"Beowulf" retold by Michael Morpurgo "The Anglo-Saxon Chronicles" retold by James Ingram "The Sword in the Tree" by Clyde Robert Bulla	Letters from the Light House – Emma Carroll The Lion, The Witch and the Wardrobe – C. S. Lewis Goodnight Mister Tom by Michelle Mogarian Once – Morris Gleitzman The diary of a young girl – Anne Frank	Escape from Pompeii	The King of the Fishes (Narrative) Rivers (Chronological report)	The Explorer – Katherine Rundell The journey to the river sea -Eva Ibbotson	The Kapok Tree – Lynne Cherry Gorilla Dawn – Gill Lewis The Vanishing Rainforest – Richard Platt	"The First Drawing" by Mordicai Gerstein "Secrets of the Stone Age" by Harriet Griffey "Stone Age Boy" by Satoshi Kitamura "The Dot" by Peter H. Reynolds "Ish" by Peter H. Reynold	"The Water Princess" by Susan Verde "The Boy Who Harnessed the Wind" by William Kamkwamba and Bryan Mealer "The Water Cycle" by Angela Royston "The Egyptian Cinderella" by Shirley Climo	Brazil by Susie Brooks	"The Road to Wigan Pier" by George Orwell "The Colours of History: How Colours Shaped the World" by Clive Gifford "The Railway Revolution: George and Robert Stephenson" by Ian Graham "How to Draw Cool Stuff: A Drawing Guide for Teachers and Students" by Catherine V. Holmes



										"The Pharaohs of Ancient Egypt" by Elizabeth Payne "You Wouldn't Want to Be a Pyramid Builder!: A Hazardous Job You'd Rather Not Have" by Jacqueline Morley		"The Art Book for Children" by Phaidon Press
Writing Genres	Narrative – Greek myth Perseus and Medusa (Use Leo and the Gorgon’s curse Joe Todd-Stanton) Non Chronological report based on Greek Gods Instructions How to make a Greek Trireme with moving oar (linked to DT) Persuasive advert sell the Trireme Poetry	Narrative – portal story transport back to Roman times Non-Chronological report Persuasive advert (catapult) Explanation – linked to Science digestive system Poetry	Narrative overcoming the monster (linked to Beowulf) Persuasion poster for product (DT) Non Chronological report – Anglo Saxon life Newspaper recount – events from Beowulf Playscript – linked to events of Beowulf	Narrative – warning story linked to Letters from the Lighthouse Diary Recount based on Blitz at beginning of The Lion, The Witch and the Wardrobe Newspaper recount based on WWII starting Explanation linked to Science how we see	Narrative (quest story) escaping an eruption: Escape from Pompeii Newspaper about eruption / Earthquake Explanation of how a volcanic eruption or an Earthquake happens Balanced discussion: should people live on the side of a volcano?	Narrative (wishing story linked to water – King of the Fishes) Non Chronological report (rivers) Diary recount (Diary of a water droplet in the features of a river) Poetry	Diary recount (As character in The Explorer) NCR (biomes generally with paras on a couple or rainforest biome) Balanced discussion (Should the rainforest be protected?) Poetry Haikus comparing rainforest before and after deforestation polar regions before and after global warming	Narrative (The Great Kapok Tree – narrative from POV of animal) Poetry (fairness – linked to developing vs developed) Balanced discussion (Should we buy soy products?) Persuasive letter to government to ensure all food products are Fairtrade	Biography of Yayoi Kusama Letter/persuasion – To the artist persuading them that you like their work and why. Narrative based on Stone Age Boy Diary recount from visit Cresswell Craggs Poetry - limericks based on the studied artist	Biography (Monet) Persuasion letter – to Mr P why they should go and visit Monet’s garden Playscript Monet Narrative (Egyptian link) Warning story linked to Nile	Explanation Narrative linked to discrete history teaching: Vikings – myth Biography (Tarsila do Amaral) Letter positive persuasion (To Tarsila do Amaral about her work)	Biography (George Stephenson) Narrative (portal story) Non Chronological report Persuasive advert (linked to DT)

Our curriculum is underpinned by the following principles and we design our learning sequences accordingly:				
Relevant and Current (RC)	Empowers Children (EC)	Promotes Character and Heart (PCH)	Memorable Learning (ML)	Provides Opportunities (PO)
Our children’s backgrounds and needs along with our current culture, climate and events determine the content of our curriculum. We use the mantra: <i>‘Because our children....we....’</i>	Our children will develop a rich vocabulary, a love of reading and engage with opportunities to be aspirational, reflect on their learning, take risks, be brave, ask questions, solve problems, evaluate, develop peer critique methods and take ownership of their learning to increase their cultural capital.	Through the integral inclusion of SMSC, Trust and British Values, we relentlessly focus on developing individuals who are resilient; show compassion and integrity. Our children will strive for excellence in all that they do, make a positive contribution to and be for prepared for life in the modern world.	Our curriculum achieves the balance of breadth and depth based on authentic, challenging learning experiences which lead to memorable learning that children can recall. It secures children with transferable knowledge they need for subsequent learning through the use of concepts and carefully crafted progression documents.	Our children will be prepared for the next stage of their journey and be equipped to make choices about their future aspirations. Opportunities will be provided which enable them to move beyond their lived experiences, further developing their cultural capital.