

Curriculum Map 2019/20

Year	Autumn History	Spring Geography – People and Places	Summer ECO - It's Our World
3	<p style="text-align: center;">Autumn Watch</p>	<p style="text-align: center;">The Peak District</p>	<p style="text-align: center;">Close to home Local conservation</p> <p style="text-align: center;">STRANDS: flora and Fauna, The human footprint, field work</p>
4	<p style="text-align: center;">Invaders and Settlers Our ancestors (Romans, Vikings, Anglo Saxons)</p> <p style="text-align: center;">STRANDS: Art & Design, Tools and Inventions, Conflict Local study – Romans – spa still in use today</p>	<p style="text-align: center;">Britain</p> <p style="text-align: center;">STRANDS: Rivers (landscape and change), Diversity – (Living together), map skills</p>	<p style="text-align: center;">The Blue Planet Oceans and seas – conservation</p> <p style="text-align: center;">STRANDS: flora and Fauna, The human footprint, field work Earthquakes (landscape and change),</p>
5	<p style="text-align: center;">The Victorians – Creating modern Britain</p> <p style="text-align: center;">STRANDS: Art & Design, Tools and Inventions, Legacy, Local study – influence of the railway on Buxton</p>	<p style="text-align: center;">The Commonwealth</p> <p style="text-align: center;">STRANDS: Mountains (landscape and change), Diversity – (Living together), map skills India</p>	<p style="text-align: center;">The lungs of the Earth Rainforest – conservation</p> <p style="text-align: center;">STRANDS: flora and Fauna, The human footprint, field work Earthquakes (landscape and change),</p>
6	<p style="text-align: center;">The Modern World – Who are we now? (from 1948 to present day)</p> <p style="text-align: center;">STRANDS: Art & Design, Tools and Inventions, conflict Local study – what next for Buxton? - based on changes v continuity</p>	<p style="text-align: center;">Europe</p> <p style="text-align: center;">STRANDS: Volcanoes (landscape and change), Diversity – (Living together), map skills</p>	<p style="text-align: center;">Climate Change The Poles – to the ends of the Earth and back – conservation</p> <p style="text-align: center;">STRANDS: flora and Fauna, The human footprint, field work Earthquakes (landscape and change),</p>

Non- negotiable strands were devised to provide opportunities for children to compare and contrast the similarities and differences between the people, places and Ages studied over the key stage; to enable consolidation of key skills and knowledge and to encourage children to make links and connections between topics.