



St Peter's Creative Curriculum – Key Stage 2 Long Term Plan

Year 3

Theme	Launch/Challenge Suggestion	History	Geography	Art	DT	Computing/ Music/PE
Year 3 Term 1	Ancient Egypt -Mummy-Making Competition -Create a class museum filled with artifacts to share with parents.	-The achievements of the earliest civilisations. What are the Ancient Egyptians famous for? How was life different then?	Where is Egypt? Why is Nile so important?	How did the Egyptians draw people? Can we create our own portraits? Can we make our own papyrus and add a cartouche?	-Understand and use mechanical systems in their projects (e.g. gears, pulleys, cams, levers and linkages). Can we build our own sarcophagi? Can we build our own Egyptian shadufs? How do they work?	English –myths, information Science – Animals
Year 3 Term 2	LEGO *Transport* -Free building competition -Design, build and pitch the eco-friendly transport of the future to another class.		Where does lego come from? (Denmark) Can we create lego models of our landscape? (Bekonscot!)	-Learn about great artists, architects and designers in history. What great buildings are there in the world? Who designed them? What would you build if you could? (Archikids website)	-Understand how key events and individuals in design and technology have helped shape the world. What designs have shaken up the course of history?	English –pitching ideas, instructions, story boarding Science - Light Computing –LEGO computing resources
Year 3 Term 3	Pirates! -Pirate Treasure Hunt -Put on a Pirate Performance.	Who are some of the famous pirates from history?	-Locate the world's countries using maps to focus on Europe and North/South America, concentrating on their environmental regions, key human/physical features, and major cities. -Use the 8 compass points and six-figure grid references, symbols and keys (including OS maps). How do the oceans connect the countries of the world? Where has piracy happened? Why are these places vulnerable? Can we use maps, compass points, grid references and keys to create and follow treasure maps?	Can we illustrate pirate stories? Can we design our own pirate flags?	Can we build our own treasure chests and fill them with treasure? Can we build working telescopes? Can we build a pirate raft that will actually float and carry someone (a toy!) to safety? What did pirates eat? What happened to them when they were at sea and didn't get the right food...?	English – Treasure Island, pirate language Science – floating and sinking Music –sea shanties
Year 3 Term 4	Let's Rock -Archaeological Dig -Create our own "You wouldn't want to live in the ___ Age" books.	-Changes in Britain from the Stone Age to the Iron Age. What is the Stone Age to Iron Age famous for? How was life different then?	Why did people choose to settle in the places they did?	How and why did people make cave paintings?	What did people eat in the Stone Age? What makes a good shelter? Can we build our own shelters?	English –Stone age stories. Science - Rocks Music –Rock Music
Year 3 Term 5	Celebrity Sports -Try a new sport challenge -Plan and organise a sports	What is the history of different sports?	Where in the world do different sports originate?	-Create sketchbooks to record their observations then review. How do we draw people in different poses?	-Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or	English –Writing letters to heroes, biographies Science – Forces & Magnets

	day for a younger class.				groups. Can you design and make a new medal/trophy? Can we create some ingenious "fan" merchandise? If we sell it to the KS1 pupils, which item will prove most popular?	Computing – Data handling PE –fitness, devising new activities.
Year 3 Term 6	Disasters! -Baking soda/vinegar volcano -Write and record broadcasts warning of disasters.		-Physical: climate zones, biomes & vegetation belts, volcanoes & earthquakes Where in the world do volcanoes and earthquakes happen? What causes volcanoes and earthquakes?	-Improve their mastery of painting using a range of materials. Can we create landscape pictures? How have famous artists represented water/smoke/lava...? (Hokusai) Can we use relief printing to portray different landscapes?	Can we build our own exploding volcanoes?	English – explanations, stories of ancient disasters Science - Plants Computing –researching information

Year 4

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Year 4 Term 1	Romans - Visit from Boudicca. -Hold a Roman Day.	-The Roman Empire and its impact on Britain. What is the Roman Empire famous for? How was life different then?	Where is Rome? How and why did the Empire spread?	Can we create our own Roman mosaics? Can we take a pattern from a Roman mosaic and use it to print our own new designs? Can we design and decorate our own Roman shields? Can we make our own clay oil lamps?	-Select from and use a wider range of tools and equipment to perform practical tasks (e.g. cutting, shaping, joining, finishing) accurately. Can we make our own chariots? Can we make our own Roman sandals? Can we build a working Roman catapult?	English – legends, information Science - Animals
Year 4 Term 2	Best of British -British Tea Party - Publish brochures advertising homes/holidays in different parts of the UK.	What does it mean to be "British"?	-Name and locate counties and cities of the UK, geographical regions and their identifying human/physical characteristics, key topographical features, and land-use patterns; and understand how some of these aspects have changed over time. Can we learn the counties and cities of the UK? How are parts of the UK different?	-Improve their mastery of drawing using a range of materials. Can we use a range of materials to draw what we can find in our local area?	-Understand and use electrical systems in their products. Can you put Britain on the map by designing a brand new car (moving buggies project – TES website)	English –traditional stories from the 4 countries, Science - Electricity Computing –publishing Music – British artists PE –British sports
Year 4 Term 3	Invaders! -Sutton Hoo Burial Reconstruction -Organised "battle" between Anglo-Saxons and Vikings	-Britain's Settlement by Anglo-Saxons and Scots. -Viking and Anglo-Saxon struggle for England (up to Edward the Confessor). -Understand how our knowledge of the past is derived from a range of sources. What were the Anglo Saxons famous for? What were the Vikings famous	Where did the Anglo Saxons come from? Where did they settle and why? Where did the Vikings come from? Where did they try to settle and why?	Can we dye wool and weave with it? Can we create our own Saxon jewelry? Can we make our own Viking helmets and shields?	Can we build our own Saxon village? Can we build our own Viking long-ships? Can we make our own money pouches and engage in Viking trade?	English –King Arthur, Beowulf, Viking sagas and myths, Science - Sound

		<i>for?</i> <i>How was life different then?</i>				
Year 4 Term 4	Down by the Riverside *Water* -Visit and observe the Thames. -Make a labeled model of a river.	<i>How has the Thames shaped life in Marlow?</i>	-Physical: climate zones, biomes & vegetation belts, rivers, water cycle. <i>What physical process change the life of a river? (Erosion, deposition, waterfalls...)</i>	-Improve their mastery of sculpture using a range of materials. <i>Can we build our own sculptures using modroc that show the main features of a river?</i>	<i>Can we design and make a waterwheel?</i>	English –explanations, water themed stories & poems Science - Habitats Computing –monitoring equipment PE – Water sports?!
Year 4 Term 5	Kings & Queens -Royal costume making (newspaper) -Hold "Monarch Idol", children present favourite kings and queens.	-Note connections, contrasts and trends over time. -A study of an aspect or theme through British History. <i>What are different monarchs famous for?</i> <i>What does it mean to be monarch now, compared to in the past?</i>	<i>Where does our Royal family originate from? Which other countries have played a big part in our history?</i>	<i>Can we create design and make costumes fit for a king?</i> <i>What do Royal portraits show?</i> Andy Warhol – monarch portraits.	<i>Can you design and make your own crown jewels?</i> <i>What are the palaces of the world like? What would yours be like?</i>	English – biographies Computing –presenting information Music –musical monarchs?! PE – Henry VIII
Year 4 Term 6	Celebrity Chefs -Food tasting session. -Plan and prepare a banquet for their parents.	<i>How have our eating habits changed over time?</i>	<i>Where does the food we eat come from?</i> <i>How does it get to us?</i> <i>Is that sustainable?</i>	<i>What is food packaging like? Can you design some new packaging?</i>	-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. <i>Plan and cook a banquet for their parents.</i>	English –recipes, Science – States of Matter Computing –different versions of the same recipe

Year 5

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Year 5 Term 1	Ancient Greeks -Drama visit. -Hold a Greek Day.	-Ancient Greece -Construct response by choosing and organizing relevant historical information. <i>What were the Ancient Greeks famous for?</i> <i>How was life different then?</i>	<i>Where is Greece?</i> <i>How did the local geography affect the development of the Greek culture?</i>	<i>Can we make our own Greek pots?</i> <i>Can we make our own Greek masks?</i>	<i>What was Greek architecture like? (columns)</i> <i>Can we build our own Greek temples?</i>	English –myths and legends, Science - Forces PE – Olympics
Year 5 Term 2	What's on my doorstep? -Hold a "best bit of Marlow" debate. -Create designs for	<i>What is our local history in Marlow? How has Marlow changed?</i>	-Use fieldwork to observe, measure, record and present the human/physical features in the local area using a range of methods, including sketch maps, plans, graphs, and digital technologies.	-Create sketchbooks to record their observations then review. <i>Can we create landscape pictures from observation?</i>	-Apply their understanding of computing to program, monitor and control their products. <i>Can you plan a route for a robot and program it to do it?</i>	English –instructions, argument Science – Life Cycles Computing –logging data PE – Places to get fit in Marlow

	improving part of the town, submit them to the council.		What is Marlow like? (Landscape, transport, facilities...)			
Year 5 Term 3	Crime & Punishment! -Discover a Crime Scene! - Hold mock trials for fairy tale characters?	-Note connections, contrasts and trends over time. -A study of an aspect or theme through British History. What can we find out about Tudor Crime & Punishment? What can we find out about Victorian Crime & Punishment?	Can you plan an escape? E.g. from Alcatraz?	How and why do people make graffiti?	Can we build some Tudor punishment mechanisms?	English –Writing as criminals!
Year 5 Term 4	Marlow Travel Agents -Look at holiday brochures and choose holidays! -Make television adverts for different destinations.		-Understand similarities and differences through the study of human/physical geography of a region of the UK and a region in a European country. -Use maps, atlases, globes and digital mapping to locate countries and describe features studied. How is our landscape different to the landscape in other countries? How are our cities different? Can we locate countries using maps and globes?	-Improve their mastery of drawing using a range of materials. What are patterns from other countries and cultures like? Can we design logos/brochures inspired by these patterns?	What is the best design for your brochure? Can you give it a moving picture or a pop-out section?	English –persuasive writing, description Science - Humans Computing –recording and edit TV adverts PE – Active Holidays?
Year 5 Term 5	Journey into Space *Energy* -Evidence of alien activity! Decide if it's real. -Create short dramas to perform "Journey into Space".	What is the history of space discovery and space exploration?	How does space affect the tides/tilt of the Earth?	-Learn about great artists, architects and designers in history. Who built the first space ships? Could you design a better one?	-Investigate and analyse a range of existing products. -Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces, and computer-aided design. Can you design and build your own jet-pack or space shuttle?	English –fantasy stories Science – Earth & Space
Year 5 Term 6	Mayans -Chocolate tasting session. -Make a Mayan museum to share with parents.	-A non-European society that provides contrast to Britain. What were the Mayans famous for? How was life different then?	Where did the Mayans live? How is it different there?	Can we create our own Mayan codex? Can we build our own Mayan headdresses?	Can we try out a Mayan chocolate recipe?	English – Mayan creation story, Science - Materials

Year 6

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Year 6 Term 1	Castles - Visit Windsor. - Build the ultimate castle that has impenetrable	-Develop a chronologically secure knowledge and understanding of British, local and world history. -A local history study. Why is Windsor famous?	Why was the castle built at Windsor? How would you defend St Peters in a zombie apocalypse?	-Improve their mastery of sculpture using a range of materials. What would your coat of arms look like?	-Apply their understanding of how to strengthen, stiffen, and reinforce more complex structures. -Evaluate their ideas and products	English -explanations Science - Light Computing –using the computer to

	defences.	What is the history of castles? How and why has their design changed over time?		Can you make your own castle?	against their own design criteria and consider the views of others to improve their work. What is the best castle design? Can you build your own castle (e.g. with a moving drawbridge and rotating oil drums to burn attackers?!)	design and model
Year 6 Term 2	Rainforests *Biodiversity* -Meet some rainforest animals/try some rainforest food. - Make i-stop motion videos warning the world of the destruction of the rainforest.		-Understand similarities and differences through the study of human/physical geography of a region of the UK and a region in North/South America. Where are the world's rainforests located? What is threatening them? How will this threat impact on the world?	-Improve their mastery of painting using a range of materials. How can we recreate a forest? (Rousseau's Surprised!) Can we make a sculpture that represents the layers of the rainforest?	Can we try some rainforest food?	English –information, persuasive writing Science – Classifying Living Things Computing –research
Year 6 Term 3	Life in Victorian Times -Victorian style learning. - Convince us that we should not return to Victorian style education and a Victorian world!	-Develop appropriate use of historical terms. What were the Victorians famous for? How was life different then? Was it worse to be a Victorian boy or girl?	How was the landscape different in Victorian times?	Why were William Morris's designs so important? Textiles?	What great inventors lived during Victorian times? How did they change the world?	English –writing as Victorians, Oliver Twist Science - Electricity Music –Oliver
Year 6 Term 4	Extreme! - Try out some extreme flavours. - Plan a trip for somewhere Extreme that they would like to visit in their lives beyond St Peter's.		-Identify the position and significance of latitude, longitude, Equator, Northern/Southern Hemisphere, Tropic of Cancer/Capricorn, Arctic, Antarctic Circle, Prime/Greenwich Meridian, and time zones. -Physical: climate zones, biomes & vegetation belts, rivers, mountains. Where are the most extreme places on Earth? How do animals/plants survive there?	What examples of extreme art can we find? (E.g. crazy fashion, surrealism...) Can we use relief printing to portray different landscapes?	What equipment would you need to survive on your mission? Can you design and make some prototypes?	English – research, description Science – Humans/Animals PE –Extreme sports
Year 6 Term 5	Parliament -Visit the Houses of Parliament/MP visit. -Prepare lobbies about current issues, send them to the local MP.	-Ask and answer questions about change, cause, similarity, difference and significance. What is the history of our Government? Do you think it should be changed?	-Human: types of settlement/land use, economic activity including trade links, distribution of natural resources including energy/food/minerals/water. How do the world's trade systems work? Is it fair and sustainable?	Fear and Conflict project?		English –speech making, persuasive writing Science – Evolution & Inheritance
Year 6 Term 6	Take the Stage -Depends on the play chosen!	Depends on the play!	Depends on the play!		-Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according	English –speaking and listening Music –songs for the production

	<i>-Put on the Leaver's Performance</i>				<i>to their functional properties and aesthetic qualities.</i> <i>Build the set/props/programmes etc for the production.</i>	
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