



# CREATIVE CURRICULUM OVERVIEW

<b>Year 3</b>	<b>Topics and National Curriculum links</b>
<b>Autumn 1</b>	<p><b><u>Who were the Ancient Greeks?</u></b></p> <p><b><u>HISTORY</u></b> Understand the legacy of Greek art, architecture, literature on later periods of British history including the present day A study of Greek life and achievements and their influence on the western world. The nature of ancient civilizations such as the Greeks and the expansion and dissolution of empires and cultures.</p> <p><b><u>GEOGRAPHY</u></b> Use a map of Europe, atlas and globe to locate Greece and UK Explain geographical similarities and differences of physical geography of UK and Greece.</p> <p><b><u>ART/D.T/MUSIC</u></b> Create sculpture showing understanding of cultural development of Greek art forms Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <p><b><u>Additional School Curriculum targets:</u></b> Through drama and public speaking present findings to an audience</p>
<b>Autumn 2</b>	<p><b><u>How did bronze age people live?</u></b></p> <p><b><u>HISTORY</u></b> Know and understand the history of these islands as a coherent, chronological narrative, from ancient times to the present. Understand the lifestyle of Neolithic hunter-gatherers and early farmers e.g Skara Brae To study Bronze Age religion, technology and travel, for example, Stonehenge Explain the importance of Iron Age hill forts: tribal kingdoms, farming, art and culture</p> <p><b><u>GEOGRAPHY</u></b> Human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water. Complete a study of human and physical geography of a region of the United Kingdom. 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 groups Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</p> <p><b><u>Additional School Curriculum targets:</u></b> Be able to speak confidently in front of an audience.</p>

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<b>Spring 1</b>	<p><b><u>Where do I live?</u></b></p> <p><b><u>HISTORY</u></b> A depth study linked to one of the British areas of study listed above A study over time tracing how several aspects of national history are reflected in the locality</p> <p><b><u>GEOGRAPHY</u></b> Name and locate countries and cities of the UK, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and use land patterns; and understand how some of these aspects have changed over time Human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water Use maps, atlases, globes and digital/computer mapping to locate local countries and describe features</p> <p><b><u>ART/D.T/MUSIC</u></b> Understand how key events and individuals in design and technology have helped shape the world To create sketch books to record their observations and use them to review and revisit ideas Understand and apply the principles of a healthy and varied diet About great artists, architects and designers in history</p> <p><b><u>Additional School Curriculum targets:</u></b> To be independent learners and researchers.</p>
<b>Spring 2</b>	<p><b><u>How many oceans are there?</u></b></p> <p><b><u>GEOGRAPHY</u></b> Use maps, atlases, globes and digital/computer mapping to locate local countries and describe features Use the eight points of a compass, four and six figure grid references, symbols and key (including the use of the Ordnance Survey Maps) to build their knowledge of the UK and the wider world</p> <p><b><u>ART/D.T/MUSIC</u></b> To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials Listen with attention to detail and recall sounds with increasing aural memory</p> <p><b><u>Additional School Curriculum targets:</u></b> Through drama and public speaking present findings to an audience</p>

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<b>Summer 1</b>	<p><b><u>Where did the Romans go?</u></b></p> <p><b><u>HISTORY</u></b> 'Romanisation' of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity The Roman Empire by AD42 and the power of its army British resistance, for example, Boudicca Julius Caesar's attempted invasion in 55-54 BC</p> <p><b><u>GEOGRAPHY</u></b> Name and locate countries and cities of the UK, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and use land patterns; and understand how some of these aspects have changed over time Human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</p> <p><b><u>ART/D.T/MUSIC</u></b> Select from and use a wider range of tools and equipment to perform practical tasks (for example, cutting, shaping, joining and finishing), accurately Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed</p> <p><b><u>Additional School Curriculum targets:</u></b> To be confident in presenting work in front of an audience</p>
<b>Summer 2</b>	<p><b><u>Where do mountains come from?</u></b></p> <p><b><u>GEOGRAPHY</u></b> Understand geographical similarities and differences through the study of human and physical geography of a region of the UK, a region in a European country, and a region within North or South America Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes and the water cycle Use maps, atlases, globes and digital/computer mapping to locate local countries and describe features</p> <p><b><u>ART/D.T/MUSIC</u></b> To create sketch books to record their observations and use them to review and revisit ideas To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials</p> <p><b><u>Additional School Curriculum targets:</u></b> To be able to creatively express themselves and explore what makes us unique.</p>

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<b>Year 4</b>	<b>Topics and National Curriculum links</b>
<b>Autumn 1</b>	<p><b><u>Year 4 CLC: What was it like to be a dinosaur?</u></b></p> <p><b><u>GEOGRAPHY</u></b> Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied-Continental Drift</p> <p><b><u>ART/D.T/MUSIC</u></b> Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately – Habitat boxes Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities</p> <p><b><u>Additional School Curriculum targets:</u></b> To understand how the world works beyond our limited modern experience.</p>
<b>Autumn 2</b>	<p><b><u>Year 4 CLC: Who was tougher? Vikings or Anglo-Saxons?</u></b></p> <p><b><u>HISTORY</u></b> Anglo Saxons invasions, settlements and kingdoms: place names and village life Study the methods of Vikings raids and invasion in the British Isles- long term effects Discuss the Anglo Saxon laws and justice Resistance by Alfred the Great and Athelstan, first king of England</p> <p><b><u>D.T.</u></b> Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.</p> <p><b><u>MUSIC</u></b> Develop an understanding of the history of music</p> <p><b><u>Additional School Curriculum targets:</u></b> To understand what it means to be British and how our past has shaped our modern lives.</p>

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<b>Spring 1</b>	<p><b><u>How did the Normans change England?</u></b></p> <p><b><u>HISTORY</u></b> a study of an aspect or theme in British History that extends pupils' chronological knowledge beyond 1066 the changing of monarchs a significant turning point in British history a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality.</p> <p><b><u>GEOGRAPHY</u></b> locate the world's countries, using maps to focus on Europe, concentrating on named counties and cities use maps, atlases, to describe features studied</p> <p><b><u>ART/D.T/MUSIC</u></b> to improve their mastery of art and design technology techniques, including drawing</p> <p><b><u>Additional School Curriculum targets:</u></b> To have practical experiences and visits to events and sites of interest.</p>
<b>Spring 2</b>	<p><b><u>What makes British wildlife unique?</u></b></p> <p><b><u>GEOGRAPHY</u></b> use field work to observe, measure, record and present physical features in the local area using a range of methods use the eight points of a compass, four and six-figure grid references, symbols and key</p> <p><b><u>ART/D.T/MUSIC</u></b> use research and develop design criteria of innovative, functional, appealing products that are fit for purpose. Improvise and compose music and listen with attention to detail and recall sounds with increasing aural memory</p> <p><b><u>Additional School Curriculum targets:</u></b> To gain an appreciation and value of God's gift of this planet to us.</p>

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<b>Summer 1</b>	<p><b><u>What's the national sport?</u></b></p> <p><b><u>GEOGRAPHY</u></b> geographical regions and identifying human characteristics Physical geography, including: climates zones, mountains etc...</p> <p><b><u>ART/D.T/MUSIC</u></b> about great artists, architects and designers in history understand and apply the principles of a healthy and varied diet</p> <p><b><u>Additional School Curriculum targets:</u></b> To grow up fit and healthy and make positive life-choices.</p>
<b>Summer 2</b>	<p><b><u>Do you Samba in Brazil?</u></b></p> <p><b><u>GEOGRAPHY</u></b> locate the world's countries, using maps to focus on Europe, concentrating on named regions –South America understand geographical similarities and differences through the study of human and physical geography of a region human geography, economic activity including trade links, and the distribution of natural resources</p> <p><b><u>ART/D.T/MUSIC</u></b> To appreciate and understand a wide range of high quality live and recorded music drawn from different traditions such as drumming workshop To prepare and cook a variety of dishes using a range of cooking techniques</p> <p><b><u>Additional School Curriculum targets:</u></b> To develop skills that make us life-long learners.</p>

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<b>Year 5</b>	<b>Topics and National Curriculum links</b>
<b>Autumn 1</b>	<p><b><u>Who were the Tudors and Stewarts?</u></b></p> <p><b><u>HISTORY</u></b> Pupils should continue to develop a chronologically secure knowledge and understanding of British and local history, the changing power of monarchs using case studies such as the Tudors and Stewarts. How Britain has influenced and been influenced by the wider world. Understanding of abstract terms such as 'empire', 'civilization' Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions. Create their own structured accounts, including written narratives and analyses Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed Gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national.</p> <p><b><u>Art</u></b> Become proficient in drawing, painting. Know about great artists (Hans Holbein the Younger).</p> <p><b><u>Additional School Curriculum targets:</u></b> To explore what it means to be British.</p>
<b>Autumn 2</b>	<p><b><u>What was it like to live in Ancient China?</u></b></p> <p><b><u>History</u></b> Know and understand significant aspects of the history of the wider world: The Shang Dynasty. the nature of ancient civilizations; the expansion and dissolution of empires; Characteristic features of past non-European societies; achievements and follies of mankind.</p> <p><b><u>Geography</u></b> Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied Physical geography, including: Mountains, volcanoes and earthquakes.</p> <p><b><u>Art</u></b> To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials.</p> <p><b><u>Music</u></b> Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions.</p>

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	Additional School Curriculum targets: To have developed wider knowledge of cultures other than our own.
<b>Spring 1</b>	<b><u>Can we make St Ursula's the movie?</u></b>  <b><u>Computing</u></b> Use sequence, selection, and repetition in programs; work with variables and various forms of input and output Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content. Select, use and combine a variety of software (including internet services) on a range of digital devices to accomplish given goals, including collecting, analysing, evaluating and presenting data and information. <b><u>Geography</u></b> Human geography, including: types of settlement and land use, <b><u>Design and Technology</u></b> Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work. <b><u>Additional School Curriculum targets:</u></b> To express ourselves creatively and find out what makes us unique.
<b>Spring 2</b>	<b><u>What can we find out about Egypt?</u></b>  <b><u>HISTORY</u></b> Gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between, cultural, national and international history; <b><u>GEOGRAPHY</u></b> Physical geography, including: climate zones, biomes and vegetation belts, rivers and the water cycle. Human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water. Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world <b><u>Additional School Curriculum targets:</u></b> To develop skills that make us life-long learners and prepare us for the future.

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<b>Summer 1</b>	<p><b><u>Why does engineering matter?</u></b></p> <p><b><u>D.T.</u></b> 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 groups. Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design. Select from and use a wider range of tools and equipment to perform practical tasks, such as cutting, shaping, joining and finishing, accurately. Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities. Investigate and analyse a range of existing products. Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work. Understand how key events and individuals in design and technology have helped shape the world. Apply their understanding of how to strengthen, stiffen and reinforce more complex structures. Understand and use mechanical systems in their products, such as gears, pulleys, cams, levers and linkages. Understand and use electrical systems in their products, such as series circuits incorporating switches, bulbs, buzzers and motors.</p> <p><b><u>Computing</u></b> Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts. Select, use and combine a variety of software (including internet services) on a range of digital devices to accomplish given goals, including collecting, analysing, evaluating and presenting data and information.</p> <p><b><u>ART</u></b> About great artists, architects and designers in history.</p> <p><b><u>Additional School Curriculum targets:</u></b> To have practical and challenging experience outside of our 'comfort' zone.</p>
<b>Summer 2</b>	<p><b><u>Year 5 CLC: Can we go on a Safari?</u></b></p> <p><b><u>GEOGRAPHY</u></b> Physical geography, including: climate zones, biomes and vegetation belts, Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn.</p> <p><b><u>MUSIC</u></b> Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions. Develop an understanding of the history of music.</p> <p><b><u>Additional School Curriculum targets:</u></b> To expand our experience of the wider world and the people in it.</p>

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<b>Year 6</b>	<b>Topics and National Curriculum links</b>
<b>Autumn 1</b>	<p><b><u>Where shall we sail to?</u></b></p> <p><b><u>Geography</u></b> Locate the worlds countries using maps and Atlases Identify the position and significance of longitude, latitude, equator north and south hemispheres, the tropics...and time zones Use maps, atlases, globes and digital mapping to locate countries and describe features studied. Understand geographical similarities and differences through the study of...a region in a European country.</p> <p><b><u>Art/Music/DT</u></b> To improve mastery of art techniques including drawing and painting using pencil or paint Appreciate a wide range of recorded music drawn from different traditions and from great composers and musicians Prepare and cook a variety of predominantly and savoury dishes using a range of cooking techniques</p> <p><b><u>Additional School Curriculum targets:</u></b> To independently present and prepare a stall showcasing foods, facts and culture of a specific country.</p>
<b>Autumn 2</b>	<p><b><u>How can we heal the world's conflicts?</u></b></p> <p><b><u>Geography</u></b> To explore human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water Use the eight points of a compass and four and six figure grid references, to build their knowledge of the united kingdom and the wider world.</p> <p><b><u>ART/Music</u></b> Improvise and compose music for a range of purposes using the inter related dimensions of music. To create a sketch book to record their observations and use them to review and revisit their ideas. To improve mastery of art techniques including drawing with a range of materials including charcoal.</p> <p><b><u>History</u></b> A non-European society that provides contrast with British history (Ethiopian Eritrean) Additional School Curriculum targets: To have knowledge of different cultures and peoples.</p>

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<b>Spring 1</b>	<p><b><u>How did Londoners survive the Blitz?</u></b></p> <p><b><u>HISTORY</u></b> A local history study of an aspect of history dating from a period beyond 1066 that is significant in the locality. A study of an aspect or theme in British history that is a significant turning point for example the Battle of Britain.</p> <p><b><u>Geography</u></b> Name and locate countries and cities of the United Kingdom. Understand how land use patterns have changed over time. Locate major cities key topographical features including coasts, rivers...ports and industrial areas. Describe trade links and distributions of natural resources (British empire to the British isles)</p> <p><b><u>ART/D.T/MUSIC</u></b> Develop an understanding of the history of music. Play and perform in solo in ensemble context using their voices. Understand seasonality and know where and how a variety of ingredients are grown. To learn about artists and designers who created propaganda posters and to recreate this style of art.</p> <p><b><u>Additional School Curriculum targets:</u></b> To understand what it is to be British through our history.</p>
<b>Spring 2</b>	<p><b><u>Where did the Mayans and Aztecs go?</u></b></p> <p><b><u>HISTORY</u></b> The achievements of the earliest civilizations (such as the Aztecs) Study a non-European society that provides contrast with British history for example Mayan civilization.</p> <p><b><u>Geography</u></b> Locate the world's countries, including those in south America. Contrasting their environmental regions, key human and physical features. To identify the position and significance of the southern hemisphere, the tropics, longitude and latitude and the equator. Understand geographical similarities and differences within the region of south America. Describe climate zones, biomes and vegetation belts, rivers and mountains and distribution of natural</p> <p><b><u>ART/D.T/MUSIC</u></b> To improve mastery of art techniques including drawing and painting using pencil or paint Use research and develop design criteria to create functional and appealing products that are fit for purpose.</p> <p><b><u>Additional School Curriculum targets:</u></b> To be independent learners and promote lifelong learning</p>

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<b>Summer 1</b>	<p><b><u>All the World's A Stage!</u></b></p> <p><b><u>ART/D.T</u></b> Research great artists, architects and designers in history. To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, generate, develop, model and communicate their ideas through discussion, annotated sketches, select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities evaluate their ideas and products against their own design criteria and consider the views of others to improve their work generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</p> <p><b><u>Music</u></b> Listen with attention to detail and recall sounds with increasing aural memory. Develop an understanding of the history of music. Play and perform using musical instruments.</p> <p><b><u>Additional School Curriculum targets:</u></b> To be able to express ourselves creatively and explore our unique talents.</p>
<b>Summer 2</b>	<p><b><u>How has our idea of what art is changed?</u></b></p> <p><b><u>ART</u></b> To learn about great artists, architects and designers in history. To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] To create a sketchbook to record observations</p> <p><b><u>History</u></b> To study European and non-European cultures.</p> <p><b><u>Additional School Curriculum targets:</u></b> To express ourselves creatively and research independently.</p>

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