

**Greenway Academy Creative curriculum**  
**Edison Learning Key Stage 2 Connected Curriculum™**

**Key Stage 2 – Years 3, 4, 5 & 6**

|                       | 6 weeks   | 6 weeks   | 6 weeks   | 6 weeks   |   | 6 weeks   | 6 weeks  |
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| Subject Focus         | Science Focus   | History focus   | Technology & Science focus  | Science focus   |   | Arts focus  | Geography focus  |
| Year 3&4<br>2021-2022 | <b>How do I see?</b><br><b>How do I hear?</b><br><i>Context</i><br>Y3/4 Science<br><b>Light &amp; Sound</b><br><b>Working scientifically</b><br><br><b>Music exploring percussion</b> | <b>Who were the greatest builders in the world? Focus on Egyptians.</b><br><b>Overview: First civilisations Comparison Stone Age, Bronze Age and Iron Age in Britain with Ancient Egyptians</b><br><b>Depth: Middle Kingdom 1550-1000 BC</b><br><b>Event: the discovery of Lindow Man, the bog body</b> | <b>Should we stop eating chocolate?</b><br><i>Chocolate</i><br>D&T design, make, evaluate<br><b>Market research</b><br><b>Design chocolate product make and evaluate</b><br><b>Analysis, design and making packaging</b><br><b>Evaluation</b><br><b>cooking &amp; nutrition – know where food comes from</b><br><b>Y4 Science States of Matter</b><br><b>Working scientifically</b><br><br><b>Origins of Chocolate – Mayan and Aztec societies and the spread to Europe</b> | <b>Are bugs important?</b><br><b>Science Y3/4</b><br><b>Animals including humans</b><br><b>Y3 Plants</b><br><b>Y4 Living things and their habitats</b><br><b>Working scientifically</b> | <b>Developing the Global Dimension in your Curriculum</b> | <b>The Games Children Play</b><br><i>Dance, art and poetry, music</i><br><b>Breughel</b><br>Comparing games of the past to now.<br>Quick figure sketches<br>Quick life drawings<br>Class composition<br>Music Listening, Appreciating, Responding<br>Building the dance<br>Performing the dance | <b>How can we make living here better for everyone?</b><br><b>Town Planners</b><br><b>Science Y3</b><br><b>Rocks</b><br><b>Stories of New Towns and Model Villages–</b><br>Telford,<br>Peterlee,<br>Bournville,<br>Saltaire,<br>Milford, Port Merion, New Lanark,<br>Poundbury<br><b>Ghost Towns: American</b> |

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|                              |  |  | Significant individuals<br>– Cadbury and Fry  |   |  | West, Libya,<br>Namibia,<br>Angola<br><br>Ancient<br>Greece and<br>the Olympic<br>Games                   |  |
| Year<br>3&4<br>2022-<br>2023 | <b>How does electricity work?</b><br><i>Bright Sparks:</i><br>Context 3 being an electrician<br><b>Y3/4 Science</b><br>Electricity<br>Forces & Magnets<br>Working Scientifically | <b>Invaders and Settlers</b><br>(History, Geography and Drama)<br><b>Overview</b> of the Romans, Anglo-Saxons and Vikings arrival and settlement of the British Isles.<br><b>Depth</b> study of a local example of one of them.<br><b>Stories</b> selected from Boudica, Sutton Hoo, Augustine, Alfred the Great, Bede | <b>Let's go on an adventure. Would we like to visit Guatemala?</b><br>(Geography, History and D&T)<br>Guatemala City and the Lowlands region<br>Mayan civilisation AD900 and <i>What was happening here at this time?</i> Alfred the Great, Athelstan<br>D&T design, make evaluate Puppets (Maya mythology – creation stories links between people and their environment)<br>Technological knowledge: apply their understanding of how to strengthen, stiffen | <b>From a Railway Carriage*</b><br><i>Poetry, art, music, dance</i><br>Group discussion detail of poem<br>Practise & rehearse choral speaking of the poem<br>Freeze frame - view from the carriage<br>Passengers on the train<br>Choral performance<br>Read the poem<br>Create success criteria for poem<br>Comparison with other 'railway' poems |  | <b>What happens inside us?</b><br>Y3/4 Science<br>Y3/4 Animals including humans<br>Working scientifically | <b>European Regional Study</b><br>In depth study of a European country (Denmark).<br>What is it like there?<br><br>Geography physical and human characteristics of a country |

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|                                   |  |   | <p>and reinforce more complex structures - understand and use mechanical systems in their products - levers and linkages</p> <p>Food &amp; nutrition<br/>tasting south<br/>American food</p> <p><b>Y 3/4 Science</b></p> <p>Forces &amp; Friction<br/>Measuring forces<br/>Pulling objects<br/>(Air resistance Y5)<br/>Working scientifically</p> | <p>Guided writing - creating a class poem<br/>Write own poem<br/>Railway pictures - reading images<br/>View from a railway carriage<br/>Design the train of the future<br/>Exploring rhythms<br/>Creating a soundtrack<br/>Music performance<br/>Creating movement pattern<br/>Creating a sequence of movement to soundtrack<br/>Dance performance</p> |  |   |
| <p>Year 5&amp;6<br/>2021-2022</p> | <p><b>What is it made of?</b><br/><i>Mysterious Materials</i><br/>Context Testing materials for companies<br/>Y5 Science</p> | <p><b>Why would someone build a castle in England? Why don't we build them now?</b><br/>(History)<br/><b>A study of an aspect of history or a</b></p> | <p><b>Fairground</b><br/>D&amp;T design, make, evaluate<br/>Shaky hand tester<br/>Fairground ride<br/>Use of commercial construction kits<br/>Technical knowledge<br/>apply their understanding of how</p>  | <p><b>Do we make the most of what's right on our doorstep?</b><br/><b>Let's go round again.</b><br/><b>KS2 science revision.</b><br/>Y5 Science</p>  | <p><b>The Lady of Shalott*</b><br/><i>Poetry art dance</i><br/>Reading images<br/>Freeze frame<br/>Empathy for the Lady of Shalott<br/>Hot seating<br/>Choral speaking</p> | <p><b>Mini-enterprise</b><br/>D&amp;T design<br/>make<br/>evaluate<br/>Pupil choice<br/><b>Ancient Greece and</b></p> |

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|  | <p>Properties and changes to materials<br/>Working scientifically</p> | <p><b>site dating from a period beyond 1066 that is significant in the locality.</b><br/>Sig indiv:<br/>William of Normandy and 1066+, Edward 1<sup>st</sup> 1272-1307</p> | <p>to strengthen, stiffen and reinforce more complex structures</p> <p>understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]</p> <p>understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors]</p> <p>apply their understanding of computing to program, monitor and control their products.</p> <p>Y5/6 Science<br/>Y6 Electricity<br/>Y6 Light<br/>Y5 Forces<br/>Working scientifically</p> | <p>Y5 Living things and their habitats<br/>Y5 animals including humans<br/>Working scientifically</p> | <p>Choral performance<br/>Exploring settings<br/>Enquiry questions<br/>Explore structure of the poem<br/>Write poem/prose<br/>Fantasy images<br/>Illuminated manuscripts<br/>Develop fantasy image to ink and wash<br/>Listen to Pavaues<br/>Create a Pavane<br/>Explore musical instruments<br/>Learning Pavane step<br/>Learning/creating the dance<br/>Perform the Pavane</p> | <p>the Olympic Games</p> |
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| <p>Year<br/>5&amp;6<br/>2022-<br/>2023</p> | <p><b>What's out there?</b><br/><b>Out of This World</b><br/>Y5 Science<br/>Earth &amp; Space<br/>Working scientifically<br/>Y5 Forces</p> | <p><b>Has there ever been a better time to live here?</b><br/>A study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066)<br/><b>Possible aspects:</b><br/>political, military, economic, social</p> | <p><b>Why do some creatures no longer exist?</b> (not D&amp;T see Summer 2)<br/>Context David Attenborough's Big Egg<br/><br/>Y6 Science<br/>Evolution &amp; inheritance<br/>Geography – islands<br/>Madagascar &amp; the Gallapagos</p> | <p><b>The Highwayman*</b><br/><i>Poetry, art &amp; Dance</i><br/>Learn the poem<br/>Opinion line - villain or hero?<br/>Freeze frame<br/>Performance Read poem - first impressions, unfamiliar words<br/>What's the story?<br/>Sequence and storyboard<br/>Hot seating<br/>Character profiles<br/>Features of the poem<br/>Describe the characters using metaphor and simile<br/>Tell the story<br/>Letters<br/>Explore the story in modern day setting and script<br/>performance<br/>Chalk and charcoal doorways<br/>Charles Keeping's illustrations<br/>Illustrate a line of the poem<br/>Figure drawing</p> | <p><b>The Great UK Geographical Challenge</b><br/><br/><b>Regions of the United Kingdom</b></p> |  |
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|  |  |  |  | 3D representation<br>of a character<br>Soundtrack with<br>illustrations<br>Exploring<br>percussion<br>instruments<br>Creating a<br>soundtrack<br>Performance<br>Imaginative<br>movement<br>Performance |  |  |  |
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**Whole School Connected Unit:**                      **Ancient Greeks**  
**Subject Foci :**    **History and Geography**

Every four years whole school - Ancient Greece