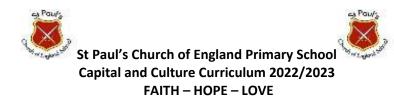


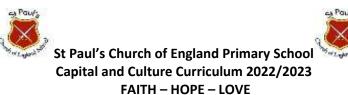
BAME narrative Now Press Play experience links Creative Writing Outcomes

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Christian	Faith – We can do it with	Hope- for our future	Love-love others as we want	Faith – We can do it with	Hope- for our future dreams	Love- love others as we
Values	God's help	dreams	to be loved	God's help		want to be loved
Nursery	All about me and settling in	Traditional tales and	People that help us	Animals	<u>Pirates</u>	Colourful world
Nursery	All about the and setting in Geography -To discuss similarities and differences between each other. -To share life experiences and places they have been. SEASIDE History -To understand immediate family (knowing who mum and dad are) -To learn who they are and talk about themselves. Art/EAD: -Move and dance to music. -Explore different materials freely and develop their own ideas. -Decide which materials to use and join them in different ways. -Express ideas through marks. Self-portraits, family portraits, playdough faces, butterfly.	Traditional tales andcelebrationsGeography-Children to learn aboutdifferentplaces/environments(woodland, forest etc)-To know there are differenttypes of homes. Comparinghomes from around theworld.History- 'Sparks in the sky' and 'Thegunpowder plot' compareand contrast characters fromstories including figures fromthe past'Christmas story' learnabout peoples beliefs.CHRISTMAS STORYArt/EAD:-Move and dance to musicExplore different materialsfreely and develop their ownideasDecide which materials touse and join them indifferent waysExpress ideas throughmarksManipulate and play withdifferent materials.Different materials to build ahouse, fireworks, porridgemaking, playdough foods, basket	 Feople that help us Geography To learn about different occupations and what they do. Discuss different experiences to do with people who help us. History To share experiences from past events. To share what they want to be when they grow up. To compare different job roles. PEOPLE WHO HELP US Art/EAD: Move and dance to music. Explore different materials freely and develop their own ideas. Decide which materials to use and join them in different ways. London bridge is falling down, teeth brushing, fire making collage, display resources. Valentines day cards, shape monsters 	Animals Geography -To learn about the different places animals come from; habitats, zoo, forest. History -To share experiences such as days out at the zoo/farm. ON THE FARM Art/EAD: -Move and dance to music. -Explore different materials freely and develop their own ideas. -Decide which materials to use and join them in different ways. -Draw with increasing complexity to detail. -Explore colour and colour mixing. Rainforest animal collages, colour mixing, animal drawings, Gruffalo portraits, Mother's Day cards, Easter cards and egg collaging	FiratesGeography-To learn what a map is and it'spurposeTo design their own map I inkedto storiesTo learn about life under the sea.UNDER THE SEAHistory-To learn that maps were and stillcan be used for directionTo learn the length of time/agesof sea creatures.Art/EAD:-Move and dance to musicExplore different materials freelyand develop their own ideasDecide which materials to useand join them in different ways.Sea creature collaging using differentmaterials, pirate flags, ship/ piratedrawing,	Colournal world Geography -To know there are different countries and comment on what they have observed. WEATHER History -Compare and contrast characters from stories including figures from the past. Art/EAD: -Move and dance to music. -Explore different materials freely and develop their own ideas. -Decide which materials to use and join them in different ways. -Explore different textures. Explore colour and colour mixing. Recap colour mixing, colours, patterns, stripes, spots, textures etc



Reception	All about me/Settling in	Traditional	<u>Transport</u>	Growing	<u>Toys</u>
	Geography:	stories/Celebrations	Geography:	Geography:	Geography:
	-To describe some of the	Geography:	-To identify different modes of	- To observe plants and describe	-To observe and desc
	things I see on a familiar	-To know about similarities	transport.	how they grow and change over	seasonal changes.
	journey and draw a map.	and differences between	TRANSPORT	time.	Summer
	-To understand how to keep	ourselves and others.	-To say some of the communities	JACK AND THE BEAN STALK	<mark>Winter</mark>
	safe on a journey using zebra	(traditional clothing, Jesus's	that I belong to and compare	-To observe and describe	Spring
	crossings and stop, look and	<mark>family)</mark>	these.	seasonal changes.	Autumn
	listen.	<u>History:</u>	-To describe how the country that I	WEATHER	- To observe plants a
	-Talk about family members	-'Christmas story' learn	am from is similar / different to	<u>History:</u>	how they grow and c
	and communities.	about peoples beliefs.	other countries. (comparing the	-Observe and describe the life	time.
	History:	CHRISTMAS STORY	Favela)	cycle of a swan.	-Recognise similaritie
	To talk about journeys (near	-'Sparks in the sky' and 'The	-Draw information from a simple	-To talk about a time in the past	differences between
	and far) that I / my family	gunpowder plot' compare	map.	when I have tried a new food	the toys of others.
	members have made.	and contrast characters from	-Recognise some similarities and	that I did/didn't like.	History:
	-To begin to make sense of	stories including figures from	differences between life in this	Art/EAD:	-Recognise similaritie
	their own life story and	the past.	country and life in other countries.	-Children sing songs, make	differences between
	family's history.			music and dance, and	past and present. (Te
	- To create a family portrait.	Art/EAD:	<u>History:</u>	experiment with ways of	from the past)
	Art/EAD:	-Children sing songs, make	-To talk about a time in the past	changing them	-To talk about a time
	-Children sing songs, make	music and dance, and	when I have visited a special place	-They safely use and explore a	had lost something a
	music and dance, and	experiment with ways of	e.g. place of worship, holiday.	variety of materials, tools and	made them feel.
	experiment with ways of	changing them	-Compare and contrast characters	techniques, experimenting with	Art/EAD:
	changing them	-They safely use and explore	from stories including figures from	colour, design, texture, form	-Children sing songs,
	-They safely use and explore	a variety of materials, tools	the past.	and function – colour mixing,	and dance, and expe
	a variety of materials, tools	and techniques,	-Comment on images with	5speckled frogs, spring flowers,	ways of changing the
	and techniques,	experimenting with colour,	familiarity from the past.	summer sun, autumn leaves, plant	-They safely use and
	experimenting with colour,	design, texture, form and	Art/EAD:	observational drawing, winter snowflakes, healthy food plate,	variety of materials,
	design, texture, form and	function – castle craft, poppy	-Children sing songs, make music	playdough chips, troll haircuts, make	techniques, experime
	function – Playdough biscuits,	craft, design a costume, shoe	and dance, and experiment with	a smile,	colour, design, textur
	crowns, self-portraits,	craft, hand and feet tracing. Make	ways of changing them		function – design a ted
		a ginger bread man, biscuit	-They safely use and explore a		robot, design a toy, peg
		decoration, nativity craft, paperchains.	variety of materials, tools and		with different materials,
			techniques, experimenting with		modelling, rocket making
			colour, design, texture, form and		making.
			function- car painting, tunnel making,		
			capacity craft, African necklace, African		
			animals, favela houses, aboriginal art,		
			pizza making		
Year 1	Super heroes and safety	Wonderful Walworth	Terrific Toys	The Frozen Planet	Wacky Weather
	(Builds on Nursery unit	(Builds on Reception unit	(Builds on Reception unit 'Toys')	(Builds on Nursery unit	(Builds on Nursery u
	'People who help us' and	<u>'All about me')</u>		'Traditional tales' and on	<u>'Colourful World' and</u>
	Reception unit 'All about			Reception unit 'Transport')	unit 'Growing')
	<u>me')</u>				

	Space/School readiness
	Geography:
nd describe	-To describe how babies, grow
ges.	and change into toddlers,
	children, teenagers, adults and
	then elderly.
	-To look at photos of ourselves
	growing up and talk about
lants and describe	changes that have occurred.
v and change over	-To compare how babies are
	traditionally looked after here in
nilarities and	
	the UK to other countries e.g.
tween my toys and	use of pram vs wrap on back.
iers.	History:
	-To talk about a time in the past
nilarities and	when a new baby has been born
tween life in the	and family came to visit / I went
ent. (Terrific toys	to visit a new baby.
	-Comment on images of familiar
a time when they	situations from the past.
thing and how this	-Compare and contrast
el.	characters from stories including
	figures from the past.
songs, make music	SPACE
d experiment with	Art/EAD:
ing them	-Children sing songs, make music
se and explore a	and dance, and experiment with
erials, tools and	ways of changing them
perimenting with	-They safely use and explore a
texture, form and	variety of materials, tools and
gn a teddy, design a	techniques, experimenting with
by, peg dolls, painting	colour, design, texture, form and
aterials, mini junk t making, penguin	function – rocket making, make a
t making, pengum	star, self-portrait, design an alien,
	paper mâché planets,
<u>er</u>	Beside the Seaside
<u>sery unit</u>	(Builds on Nursery units 'All
rld' and Reception	about me' and 'Pirates')
·)	
-	



	Superheroes	Geography:	Geography:	Geography:	
G	eography:		-		
		To know that we live in	To name and locate the continents	To name and locate the Arctic	Geography:
	o name and find the local	Walworth and that	Asia and Africa.	and Antarctica	To identify seasonal
	olice station, fire station	Walworth is in London, the	To compare toys from Asia and	To name and locate some of the	-
a	nd hospital.	capital of England.			weather patterns in
₋	o identify big, busy and		games from Africa to those we play	oceans that surround the Arctic	Kingdom.
	angerous roads in the local	To locate England and	in the UK.	and Antarctic	Season
	rea, identify ways that they	London on maps of the UK.	History:	To understand and identify	
	ave been made safe and	The UK	<u></u>	human and physical features of	To know the locatio
	nderstand road safety.	THE OK	To explore toys from today.	Antarctica and compare this to	cold areas of the wo
		To observe the local area.		the UK.	to the Equator and t
Т	o evaluate how safe the		To use sources to ask and answer	the UK.	South Poles
r	oad directly outside school	To understand and identify	questions when finding out about	To compare the life of Inuit	
is	s by identifying ways it has	human and physical features	toys from the past.	people in the Arctic to our lives	<u>History:</u>
	een made safe and	within the local area and		in the UK.	To identify bistories
	uggesting ways to improve	name ways in which these	To compare toys from different		To identify historica to extreme weather
	s safety even more (zebra	features can be changed.	times, including those from the	Arctic	hottest day, wettest
С	rossings, zig zags etc).		Victorian era		snowiest day, windi
	lictory	History:	Toys	History:	showlest day, what
	listory: o know about and compare	To know about the history of	1043	To find out about the life of Inuit	To identify events w
	he lives of Nelson Mandela			people today and compare this	beyond living memo
	nd Rosa Parks,	Pasley Park.			extreme weather (T
	nderstanding why they are	To know about and compare	Labels and captions in role as 'Toy	to their life in the past.	freezing over in the
	ignificant.	the lives of Charles Babbage	shop keepers' describing toys from	To know about Shackleton's or	fairs, Hurricane of 1
		and Micheal Faraday,	their shop (toy name, what it is	an explorer on an expedition to	from the East 2018)
Т	o compare life for black	understanding why they are	made from, how you play with it)	Antarctica.	
p	eople in the past to what it	significant.	for both today and from the past –		To know about the l
is	<mark>; like today.</mark>		written as pop up shop back to	To know the story of the Titanic	Hooke and understa
		Speech given by Edward	back with dates on the top e.g.	and how it relates to the frozen	invention of the rair significant.
	Mary Seacole	Cross as he opens the Pasely	2022 shop and 1922.	planet.	Significant.
		Park Zoo 1831. Alternatively,			To know the types o
		posters that advertise the		Explanation of what they have	associated to the di
	etter of complaint to	opening event.		packed and why to prove that	of weather.
S	outhwark Council regarding			they are ready to travel to the	
tl	he busy road outside the			Antarctica/Arctic (chn work as a	Advice (instructions
	chool and requesting mo <u>re</u>			group to actually pack images of	'Weather warner's'
	afety measures be put in			equipment into a 'suitcase' first	about how to stay s
	lace e.g. zebra crossing,			e.g. In my suitcase I have got	tomorrow's extreme
lo	olly pop lady etc.				weather conditions
				because I am taking a	hottest/coldest/win
				because etc- to be written on	events from the pas
					Tomorrow you must
					rememberMake s

Geography:

al and daily in the United

ons

ion of hot and vorld in relation d the North and

cal dates linked er (coldest day, est day, diest day etc).

within and nory linked to (Thames e 1800's – frost 1987, Beast 8).

e life of Robert stand why his ain gauge is

of clothing different types

is) in role as d' to tell people safe in ne/freak s linked to indiest day or ast e.g. st...Please sure you ...Be To identify key physical features (beach, cliff, coast, mountain, sea, ocean) and human features (town, village, house, port, harbour and shop).

Seaside

To relate the seasons and weather to the beach by identifying seasonal and daily weather patterns in the UK.

<u>History:</u>

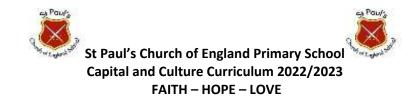
To know how beaches have changed by looking at human and physical features.

To compare beach clothing and entertainment from the past to today.

To design an ideal seaside with human and physical features.

Soca (Caribbean) music dancing

Invitation to convince children who don't like the beach to go on St Paul's trip to the seaside. E.g. Come with us to the seaside and we will see.... (physical) and we can do(human) If you like....In the morning we can... In the afternoon we can ...Which group/pair can convince them to go? Who will the child choose to go with? – written on letter paper in an envelope.



Possible Visits and	Music: To research songs used in films, cartoons, animations and drama that feature super heroes. To use movement to music to replicate how superheroes move their bodies using their special bowers. Music & Culture: To research songs that selebrate Black History month and Diwali. Art: To use drawing and painting skills to develop and share their ideas, creating and naming a superhero from their imagination.	Music:To research old English 'cockney' songs e.g. 'My old man's a dustman' etc.To create music that reflects unique soundscapes from different parts of Walworth, such as: traffic, aeroplanes or wind blowing through the trees.Music & Culture: To research songs from different parts of the world that reflect Christmas time.Art:To be able to recognise shapes, patterns and features in buildings.To be able to identify and record them.Local area tour	Music: To use instruments to show understanding of notes, rhythm and pattern and to compose music. To learn action songs and rhymes and to use movement to music actions about toys. Music & Culture: To research songs that celebrate Black History month and Diwali. Art: To create a Victorian peg doll using wooden pegs, wool, fabric scraps, glue and pipe cleaners. Bethnal Green Museum of Childbaad	ticket'. Music: To explore Inuit throat singing and echoes. To practice echo sounds and perform in groups. Music & Culture: To learn and practice songs associated with Easter time. Art: To explore the Aurora Borealis and to create a replica using black card and chalk pastels. black card and chalk pastels. London Transport Museum	heed(have different weather conditions flash up on the board, chn orally rehearse warnings standing in the weather warning hoop) – written on weather warning cards (red for hottest, blue for coldest, white for snowiest, green for windiest etc). Can they collect all 4? Music: To listen to and describe a piece of music using musical vocabulary. To tell a story about the weather using vocal sounds and body percussion. Music & Culture: To learn and practice songs associated with the Pentecost time of year. Art: To investigate windmills, what they are used for and to create your own using different materials.	Music: To be able to compose and perform a musical poem about the sea. To identify sounds made by instruments. Music & Culture: To learn and explore songs from musicals from different parts of the world. Art: Japanese artist Hokusai – looking at his painting of the sea "The Wave" which is a woodblock print. To explore shape, shades and patterns using different materials to create a seascape. Richmond Park
Visitors			Childhood		Battersea Zoo	

St Paul's Church of England Primary School Capital and Culture Curriculum 2022/2023 FAITH – HOPE – LOVE

Year 2	Nurturing Nurses Builds on Year 1 unit 'Superheroes'	Great Explorers Builds on Year 1 units 'Frozen Planet' and	Kings and Queens Builds on Reception unit 'All about me' and Year 1 unit 'Wonderful	Moon Zoom Builds on Year 1 units 'Frozen Planet' and 'Beside the	Brilliant Britain Builds on Reception about me' and Yea
	Geography:	<u>'Wonderful Walworth'</u>	<u>Walworth'.</u>	Seaside'.	<u>'Wonderful Walwo</u>
	To locate the UK on a map of	<u>Geography:</u>	<u>Geography:</u>	<u>Geography:</u>	<u>Geography:</u>
	the world and name the seas that surround it. The UK To locate Jamaica and Italy on a map, describe what life	To know that the UK is in Europe. To name, locate and identify the continents Europe, North/South America and Australia, along with	To name, locate and identify Scotland, Wales and Northern Ireland and their capital cities, along with England and its capital city already studied in Year 1. <u>History:</u>	To use aerial photographs to recognise famous landmarks and basic human and physical features on Earth. To name locate and identify the Atlantic, Pacific and Indian	To compare the hu of Pudding Lane fro today (homes, land shops, streets). To find the River T
	is like there and compare it to life in the UK.	Antarctica, <mark>Asia and Africa</mark> already studied in Year 1.	To understand the term 'monarch'.	oceans, along with the Arctic and Southern already studied in	Pudding Lane on a and track the sprea
	History: To know about and compare the lives of Florence Nightingale and Mary Seacole, understanding why	To name locate and identify the Atlantic, Pacific and Indian oceans, along with the Arctic and Southern already studied in Year 1.	To know about the life of Queen Victoria and her family. To find out how the title of 'King' or 'Queen' is inherited and link this to the idea of family trees.	Year 1. To describe the environment and identify physical features on the Moon and compare it to Earth.	To understand the River Thames play Fire of London and use of the River Th changed.
	they are significant. Mary Seacole Florence Nightiingale Contrasting (fragments)	To know the simple compass directions. To use aerial photographs and plan routes using these. <u>History:</u>	Mini tour guide in role as castle builder/workers to present a castle fit for a 'monarch' showing defence, entertainment/grand parts, servants – written in books and given muddy thumbprint if	History: To know about and compare the lives of Neil Armstrong and Tim Peake, understanding why they are significant.	To know why Mon built and where in currently stands. <u>History:</u> To compare how w
	diary entries in role as soldiers before and after the work of Florence Nightingale– written as fragments (strips) to be put in evidence envelope - chn can then open each other's	To know about the life of Christopher Columbus and understand why it is significant. LINKS TO THE SCIENCE UNIT	worked hard enough to please the King.	To know about the life of Mae C Jemison (first black female astronaut), understanding why they are significant. To compare Neil Armstrong's	how people lived in how life has chang To find out when a Great Fire of Londo what caused it to s people did and how
	and say whether it's before or after. Chn to be given soldier badges if they managed to do before and after.	'USE OF EVERYDAY MATERIALS' Persuasive letter in role as Christopher Columbus to the King regarding funding for the next expedition (I will bringI will not bring I will		experience of visiting the Moon to Tim Peake's (past vs present). Neil Armstrong Job application written in role as themselves, applying to NASA to go on the next mission to space. They must highlight	out. To explain how we The Great Fire of L sources such as Sa diary, paintings, ar

<u>tion unit 'All</u> ear 1 unit worth'.

human features from the 1666 to nd use, jobs,

Thames and a map of London read of the fire.

ne role that the ayed in The Great nd say how the Thames has

onument was in London is

we live today to I in 1666 and say nged.

n and how The Idon started, Io spread, what Iow they put it

ve know about f London using Samuel Pepy's artefacts etc.

Dinosaur Planet Builds on Year 1 units 'Wacky Weather' and 'Frozen Planet'.

Geography:

To know that 230 million years ago, there was only 1 continent called 'Pangea' where the Dinosaurs lived, look at this on a world map and describe how/why the continents moved and broke apart to form the 7 continents learnt about earlier in the year.

To identify key physical features (forest, hill, river, soil, valley, vegetation) during pre-historic Dinosaur times, explain why there are no human features and compare this to today.

To understand what fossils are and how they are formed.

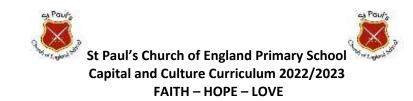
To identify which continents fossil remains have been found on and understand that this tells us which continents different dinosaurs originated from.

To find out about the plants and type of vegetation that different dinosaurs were associated with (marshes, shrubland etc).

To explain how geographical changes to the Earth led to the extinction of dinosaurs.

<u>History:</u>

Dinosaurs (KS2)



		to explore different places,		instruments that reflects unique	British Isles and exp
THE AILS		To use movement to music	Music:	To create music with	To take inspiration f
The Arts	Music:	Music:		Music:	Music:
					using because.
					picture of workers -
					board and give com
					Unless). Chn to co
					town plannersMa AlwaysYou must
					London, 1667 at the
					to be written on she
					buckets/breaks/hoc
					hydrants/brigade/e
					being close togethe out of top floors, no
					rebuild London in 1
					planners/builders o
				mention the skills highlighted.	order the town
				clipboard to note chn who	Instructional writing
				headed paper. Teacher use	Great Fire of Londo
				teamwork/food/alone and heroes– to be written on NASA	were made.
		to another group and share.		courage, good at science,	London and the char
		tied with ribbon to deliver		significant astronauts (fitness,	
				cignificant actronaute (fitnace	rebuilt after The Gre

ondon was Great Fire of hanges that

on

ing where they

s on how to 1667 (not her, no jutting no wood, fire /engines, books/squirts) – sheet with he top (To all Make sure... t.... Never... come to the mmands to the s – explain To understand exactly how long ago the Dinosaur era was and put this on a timeline with other known events studied this year including Jesus' birth.

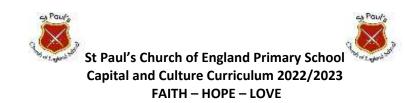
To have an understanding of the start of the 'age of the dinosaurs' being 230 million years ago, that they roamed the Earth for 165 million years and that it wasn't for another 65 million years after they died out that people appeared on Earth.

To order the time periods from the 'age of the dinosaurs' (Triassic, Jurassic and Cretaceous) and name some dinosaurs that lived during each period.

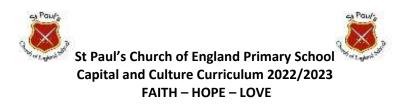
To know about the life of Mary Anning and understand why it is significant.

	-
	Information writing where they
	re-create a historical primary
	source (fossils found in a tray) in
	the style of Mary Anning's
	notebooks – pieces to be stuck
	together as jigsaw and write
	about what it is and why I think
	it's a because This is the
	first time It is amazing
	Prepositional language e.g. on
	the back, underneath etc- use
	tea stained or yellow paper to
	make it look old.
he	Music:

n from the plore how to



	To learn new songs, sing in rounds and learn about rhythm and pulse. Music & Culture: To research songs that celebrate Black History month and Diwali. Art: To use sewing skills to plan, design and create a nurse's pouch using a range of materials.	such as the North Pole, through the jungle and across the desert. Music & Culture: To research songs from different parts of the world that reflect Christmas time Art: To link colours to emotions and explore different Artic landscapes, identifying the colours that can be seen. To create an Artic scene using paints or collage.	To learn songs about Kings and Queens. To use instruments to show understanding of notes, rhythm and pattern. To compose music using instruments. To learn action songs and rhymes. Music & Culture: To learn songs associated with Lent. Art: To learn about the artist Pablo Picasso and use clay to create replicas of his King and Queen vases.	soundscapes from space and the moon, such as: rockets and spaceships, twinkling stars, men on the moon or shooting stars. Music & Culture: To learn and practice songs associated with Easter time. Art: To recreate images of the moon using a range of materials and techniques.	 create sounds to represent three contrasting landscapes: seaside, countryside and the city. Music & Culture: To learn and practice songs associated with the Pentecost time of year. Art: To learn about British inventors and use design and technology skills to investigate these inventions, such as the telephone and concrete. 	To learn and perform songs about dinosaurs, combining rhythm and pulse. Music & Culture: To learn and explore songs from musicals from different parts of the world. Art: To research and plan a model dinosaur with modelling wire using sculpture skills. To add detail and texture with colour.
Possible Visits and Visitors	Museum of London	Natural History Museum	Buckingham Palace	Science Museum	Battersea Park including pagoda, gardens and go ape	National Maritime Museum
Year 3	Surprising Southwark Builds on Year 1 unit 'Wonde 'Brilliant Britain'.	erful Walworth' and Year 2 unit	Revolting Romans Builds on Year 2 unit 'Kings and Que	eens'.	Vicious Vikings and Sensational Sa Builds on Year 2 unit 'Great Explor	
	 To know that we live in Southwark, which is a borough within London, the capital city of England as studied in KS1. To identify Southwark on a map of London and name the boroughs that surround it. To identify the human and physical features of Southwark and compare this with an African country (linked to children's heritage). To look at the architecture of buildings within Southwark e.g. The Shard, Southwark Cathedral, Tower Bridge, The 		Geography:Geography:To use maps to chart the geographical spread of the Roman Empire (parts of Europe and Asia).To know where the Vikings (Norway, Swith Netherlands, Denmark) came from in the places on a map. Link to personal history from one place to another for a better lift immigrants.To study land use and natural resources of countries conquered.To learn about modes of transport used long ships.History:To compare rivers, canals and oceans, to used the most and why.		in the world and identify these history people moving / settling tter life / link to modern day used by Viking invaders including	



	To find out about London architects e.g. of the Shard by	Emperors) and link this to today.	History: Raids and i
	Renzo Piano, Strata (aka 'Razor') by BFLS company or Southwark Cathedral by Arthur Blomfield.	To carry out an in-depth study about life in the Roman Army.	Vikings / Anglo-Sax
	<u>History:</u> To compare Southwark's architecture with Stone Age and Bronze Age architecture and technology including	To dramatise the invasion of Britain by Julius Caesar in 55 BCE. To learn about Gladiators with links to the crimes committed in these times and slavery.	To sequence the dif where on a time line each other.
	Stonehenge. To explore the birthplace of Charlie Chaplin and the History of East Street Market.	To look at how the Romans entertained using feasts and chariot races and link this to current times.	To learn why, when (England, Ireland, So America, and parts
	To find out about the lives of significant figures – Dr Harold Moody, Damilola Taylor and the Damilola Centre, Rio Ferdinand, John Boyega.	LINK TO MATHS WORK ON ROMAN NUMERALS I-VII Mini tour guide in role as a 'Roman estate agent' presenting a Roman Villa and its benefits compared to traditional Celt houses (e.g. In the villa you will find a beautiful mosaic floor, you will prefer	To learn about the I To collect informati
	LINKS TO SCIENCE UNIT 'ROCKS' Rocks	this to the mud floor that you sleep on with your animals.)– written in books. Have pictures of celts in celt house on board and a Roman Villa. As you read chn's writing, move celts over to the Roman villa – can we get them all to move?	To understand how To understand how become Anglo Saxo
	Speech in role as an architect of some of the building from Southwark, describing and explaining their buildings in a boastful way to show that 'My building is better than your building and deserves an award'.		Information text in Scandinavia for Brita Britain e.g. I am leav BritainHave a pict at the back. Class te that pushed them o Britain? (reasons ca bit of fur and place to be written on a s another group expla
The Arts	Music: To identify songs linked to Charlie Chaplin and the importance of music in silent films. To learn new songs and chants and discriminate between high and low sounds.	Music: To research songs made about the Romans, learn and perform Roman chants and to use movement to music sessions to replicate Roman daily life.	Music: To use movement t during travel. To learn and perfor To apply & develop
	Music & Culture: To research songs that celebrate Black History month and Diwali. Diwali	Music & Culture: To learn and practice songs associated with Lent and Easter time. Easter Story	link them to music. Music & Culture: To learn and practic
	To research songs from different parts of the world that reflect Christmas time. Art:	Art : To know the significance of mosaics in Roman art and use this knowledge to create a repeating mosaic style pattern painting with a central image.	year. To learn and practic year.
	To use observational skills to draw a local landscape, using shading, depth and detail with different materials.	To design and create a Roman shield using recycled materials.	Art: To be able to recog

invasions focus.

ons

fferent time periods of Britain, understanding ne the Vikings and Saxons belong in comparison to

n and where the Vikings impacted on the world Scotland, Wales, Iceland, Greenland, North of the European mainland).

Resistance by Alfred the Great and Athelstan.

ion on the Viking raid on Lindisfarne.

the Saxons defeated the Vikings.

the Saxons integrated into life in Britain to ons and find out about their way of life.

role as Vikings explaining why they are leaving tain – why they deserve a place on the ship to ving Scandinavia because...I heard that in ture bf Have Scandinavia at the front and Britain eacher pulls reasons out of a bag – is this a reason but of Scandinavia or a reason that pulled them to an be found at– historyhit.com). Teacher have a on chn when you see them writing like a Viking – scroll and tied with a ribbon and shared with aining why they are going.

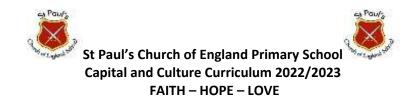
to music to learn the importance of Viking chants

m Viking chants with body percussion in groups. a broad range of movement skills and begin to

ce songs associated with the Pentecost time of

ce songs associated with the Pentecost time of

nise and draw Viking knots and patterns.



					To plan and create Vi
Possible Visits and Visitors	East Street	London bridge/ River walk	London Mytheranium museum	Walking tour of Roman London	Viking Wow day visito
Spanish	Yr 3 Numbers Yr 3 Greetings <mark>Greetings</mark> Yr 3 Classroom Instructions	Yr 3 Christmas Lessons	Yr 3 People's names Yr 3 Names of fruits and other foods	Yr 3 Spring and Easter	Yr 3 Days of the week Yr 3 Months of the Ye
Year 4/5	Stoic Stone Agers Builds on Year 2 unit 'Dinosau 'Surprising Southwark'.	ur Planet' and Year 3 unit	Victorians Builds on Year 2 unit 'Kings and Q Romans.	ueens' and Year 3 units 'Revolting	Epic Egyptians Builds on Year 3 unit Vikings/Sensational S
	<u>Geography:</u>		Geography:		Geography:
		ical regions of the UK linked to Skara Brae, hill forts across the	To name and identify the countries the end of Queen Victoria's reign (Boer war, scramble for Africa)	To know that Egypt is understanding the dif	
	To identify key topographical coasts, rivers) and land use of	these significant regions	To identify changes to human geog (social, political, economic and tec	To locate Egypt on a r identifying bordering compass points e.g. N	
	within the UK and understand time.	I how these have changed over	(factories).	To locate significant p Nile, Cairo etc).	
	To compare the human and p now to how it would have bee		To understand why there was mas the city during the Victorian period towns and cities/ population increa	To compare the clima Egypt to Modern Egy way of life (transport,	
	<u>History:</u>		To describe the impact that Victori (railways) and on jobs (workhouse	To understand the im Ancient Egyptian way fertility).	
	Stone Age		History:		
	To know how we can find out using and interpreting archae		Victorian Britain	<u>History:</u>	
	To know the main dates and r	names of the different periods	To identify Queen Victoria and place	Ancient Egypt	
	and their chronological order Britain.	from Stone Age to Iron Age	other periods of British history.	To know who the and	
	•	e what life was like during the	To collect information from a range about Victorian homes, leisure, chi	placing them in seque	
	Stone Age, Bronze Age and Irc To describe the changes in Bri Iron Age	on Age. tain from the Stone Age to the	To compare modern and Victorian schooling.		and use artefacts/pai

Viking helmets using a range of materials.		
itor	Greenwich Maritime museum	
ek Year	Yr 3 Numbers Yr 3 Colours	

inits 'Surprising Southwark' and 'Vicious al Saxons'.

ot is in Africa and name other African countries, e difference between 'continent' and 'country'.

n a map of Africa and describe its location by ring countries, surrounding seas etc and using g. North East coast.

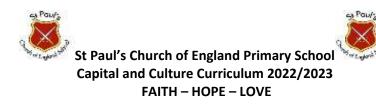
nt places and features on a map of Egypt (River

limate and human/physical Geography of Ancient Egypt and to the UK, explaining how this affects port, population, food etc).

e importance of the River Nile for trade and for the way of life (flooding, planting, harvesting – soil

ancient Egyptians were and when they lived, equence with other time periods.

rent ways that we can find out about the Egyptians /paintings to make assumptions about life in



	Diary in role as a child living in t living conditions, food, entertai		To recall information about the life of consider how attitudes to children a time.		Ancient Egypt (home writing etc).
	animals, tools etc.		To know that Lord Shaftsbury, The S were significant figures during the V		To understand the te process used by Anci
			their work changed society (Dr Barna e.g. Marcus Rashford)	ardo make links to modern day	To know about Tutar To explore the Ancie
			To understand that ways of life diffe society (between rich and poor).	red greatly across Victorian	To find out about the
			Text that could be read alongside un Kerr	it: The Elephant Thief by Jane	Headquarters want a about what a 'pyram
			Behaviour report for a headteacher teacher teacher telling them about the discip	tomb e.g. Great new showed As Further	
			include name, 'crime', punishment e with 'Scary looker' because he has n		the tomb (blank scre the same pictures of
			Tomorrow I will give him the cane' e phrases to use e.g. I was shocked by		the tomb in an envel
			impressed with I was disappointed by – to be written on old headed paper with a Victorian school name.		the evidence – what to be written on A5 o
The Arts	Music: To use movement to music and replicate Stone Age hunters and gatherers, as they move around in different ways. To learn songs about the Stone Age. Music & Culture: Music & Culture: To research songs that celebrate Black History month and Diwali. .		 Music: To learn about the use of music halls as places of entertainment and leisure during the Victorian period. To listen to and appraise different music hall songs and learn them to sing and perform. Art: To explore the artwork of William Morris and his designs, creating a wallpaper pattern in his style using printing methods. To design and create The Clifton Suspension Bridge using a range of recycled materials. 		Music & Culture: To identify music link about Ancient Egypt. Art:
					Children to create th style of an ancient Eg To make an Egyptian
					plates.
	Art: To explore the history and style create a cave art style piece of pastels.				
Possible Visits and Visitors			Immersion Day with external expert workshop – to spark curiosity and to evoke questions to bring the topic alive.	Horniman Museum to visit music gallery and possible artefacts/teaching workshops	Immersion Day inside chalk drawings in the etc., British Museum

mes, jobs, clothing, jewellery, death, travel, décor,

e term 'Pharaoh' and describe the Mummification ncient Egyptians.

tankhamun and describe the discovery of his tomb.

ient Egyptian writing system (hieroglyphs).

the different Egyptian Gods, saying what they can vere important to Ancient Egyptian people.

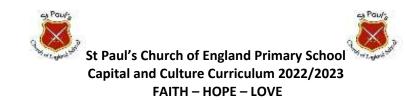
t a report (or news bulletin/newspaper report) mid exploring robot' has found in an undiscovered ews, we We can confirm....Our first image er in the tomb....On IWB take the class on a tour of reens as you travel in and pictures flash up). Put of artefacts that the robot has taken from inside velope. Chn reveal the images and piece together at has been discovered? Write the report for HQ – 5 data report cards (graph paper).

inked to Ancient Egypt and to learn new songs pt.

their own piece of papyrus then decorate in the Egyptian painting.

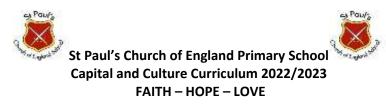
an style necklace using templates and paper

de and out –	-
ne playgrour	ıd,
n	

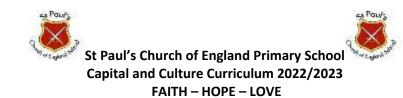


Spanish	Yr 3 Numbers Yr 3 Greetings <mark>Greetings</mark> Yr 3Classroom Instructions	Yr 3 People's names Yr 3 Christmas	Yr 3 Names of fruits and other foods Yr 3 Days of the week Yr 3 Months of the Year	Yr 3 Spring and Easter	Yr 3 Numbers Yr 3 & 4 Colours
Year 5	WWII and Europe Builds on Year 2 unit 'Kings a 'Vicious Vikings/Sensational		Ancient Sumer Builds on Year 4 units 'Epic Egypti Geography:	Shang Dynasty of A Builds on Year 3 un Vikings/Sensationa Year 4 unit 'Epic Eg	
	cities and describe some of the features. To name the key European ritopographical features such a understand why Britain was of To describe different Europer climate effects weather.	vers and identify key as mountains and forests to difficult to invade. an climates and explain how pols used on a map, understand	 To find Ancient Sumer on a map a geography. To explain why the geography of t region. To compare the human and physic Sumer- climate, country, location. To look at how physical features of of life at the time. History: To understand and explain when a civilisation first appeared and press To know in what the city states we characteristics of a city, the homes 	Teal 4 unit Epic EgGeography:To locate the geogrposition of The Shaand describe the phfeatures of its locatTo identify the routRoad' and explain wtaken this route witthe topographical forTo look at the typesalong 'The Silk routHistory:To explain when anShang dynasty was	
	 WWII, explain the key events representing this on a timelin To name the key leaders invor- roles and describe their influ- place. To understand what the 'Blitt Germain air raids and describe protected themselves (include To understand the term 'rationnecessary, describe the processary) 	To identify the allied, axis and neutral countries involved in WWII, explain the key events and recall key dates, representing this on a timeline. To name the key leaders involved in WWII, describe their roles and describe their influence on the events that took		 live there. To know how and why the Ancient Sumerian people made an impact on the world with their inventions and technologies. To explain some of the religious beliefs and practices of the people of Ancient Sumer. To understand how our knowledge of the past is constructed from a range of sources and that different versions of past events may exist, giving some reasons for this through examining artefacts from Ancient Sumer. Speech in role as an Ancient Sumarian, explaining their religious beliefs, Gods and scared buildings in a proud, boastful way to show that 'Our God is better than your God'. E.g. We live in E.g. Nippur. Our God goes by the name of E.g. Enlil. Our God is worshipped becauseHe is magnificent becauseHis power comes fromHe will be pleased with the ziggurat we have built with him because it has 	

	Yr 4 Parts of the Body Yr 4 Zoo animals <mark>Animals</mark>
of Ancient China unit 'Vicious onal Saxons' and Egyptians'.	Trade and Economics Builds on Year 2 units 'Brilliant Britain' and Year 4 unit 'Epic Egyptians'.
ographical Shang Dynasty 2 physical	<u>Geography:</u> To explain the UK's trade links with other countries.
cation. oute of 'The Silk in why it has with regards to al features.	To identify the key trade done between the UK and Central and South American trade (coffee, chocolate, nuts, fruit), understand fair trade and
pes of settlement oute' today.	explain why this is necessary (climate). To identify the most efficient
and where the vas in existence. It the social	trade routes on a map (Panama Canal / Suez Canal links). To use a modern map of the world to identify the position
Shang dynasty It life was like for	and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, with
It the religious ople from the	regards to the UK and South America.
nge of artefacts t life in the Shang	<u>History:</u>
- u Hao was and ry of her tomb	To sequence the events of the trade industry.
e as an xplaining the	To understand changes to trade and economics over time (WWII, Opening up of the Eastern Block, Brexit).



	To understand the term 'propri it was used in WWII to commu- To look at troops that served f Africa, Gambia, Sierra Leone, and Nigeria also served as st bases during World War Two. To know what troop members pots and kettles from Jamaica Jamaica they had to observe b Letter home from war in role a in the British Colonies.	unicate main messages. rom British Colonies. West , the Gold Coast (now Ghana) aging posts and military . India, Nepal and Caribbean. s contributed to war effort- and explain that even in elackouts	Etc – written in their books and cl speech.	hn stand up at end and share their	findings in Fu Hao's tomb and what this tells us about her and society - facts, curiosities, opinions, clues e.g. 1976 – Today we made an amazing discoveryWe finally found an unlooted tomb Inside was This tell us This is much smaller than the Kings It is a vertical pit One thing is puzzling us, she has some non- shang objects this suggest to be written as a handmade notebook. Shang Dynasty	To make predictions about the future of trade (natural resources – energy, food, minerals and water). Writing in role as a banana (or any other food being imported into the UK), describing the process and journey of food being bought to the table 'A week in the life of a banana'.
The Arts	Music: To recognise and learn WW2 songs and to compose lyrics to a song to reflect WW2. Music & Culture: research songs that celebrate Black History month and Diwali. Harriet Tubman / Diwali Art: To plan a piece of artwork inspired by the poem 'In Flanders Fields' and to understand how the poppy came to be a symbol of remembrance.	 Music: To use movement to music to replicate viewed images of WW2 and people's feelings at this time. To listen to a variety of music, learn new songs and sing with rhythm. Music & Culture: To research songs from different parts of the world that reflect Christmas time including those from BAME cultures. Art: To view images of WW2 and draw a piece of artwork that reflects our feelings. 	Music: To listen to a piece of music from Ancient Sumer. To learn songs with actions, rounds and varied rhythms. Music & Culture: To learn songs associated with Lent. Art: To learn information about the Standard of Ur and Ancient Sumerian art. To produce an image from this ancient relic, using paint, to complete a mural.	Music: To learn songs with actions. Music & Culture: To learn and practice songs associated with Easter time. Easter Story Art: To add detail, depth and shading with paint to artwork to replicate shell and glass effects. To add a detailed border to complete the artwork.	Music: To be able to describe the features of Chinese New Year Music using musical terminology and to play melodies using the five notes of the pentatonic scale. Art: To test materials to build a kite. and to design a kite based on a set of design criteria, after learning that kites were invented in Ancient China.	 Music: To learn songs which mention rivers/have rivers in their titles, learn about a river's uses, and how they play their part in trade and economics. To be able to use musical instruments to create a simple ostinato. Art: To find out who Andy Warhol was, explore the Pop art movement and to be able to recognise the key items of the era. To then create their own pop art sculptures using a range of techniques, materials and found objects.
Possible Visits and Visitors	Orienteering	Imperial War Museum		British Museum		



Spanish	Yr 3 Numbers Yr 3 Greetings <mark>Greetings</mark> Yr 3 Classroom Instructions	Yr 3 People's names Yr 3 Christmas	Yr 3 Names of fruits and other foods Yr 3 Days of the week Yr 3 Months of the Year	Yr 3 Spring and Easter	Yr 3 Numbers Yr 3 & 4 Colours
Year 6	The Indus Valley and Rivers/V Builds on Year 4 unit 'Epic Egy		Maya Civilisation in America and F Builds on Year 5 unit 'Ancient Sum		Ancient Greece an Builds on Year 5 ui
	Geography: Water Cycle Rivers To find on a map the areas wh Civilisation was located (Pakis Gujarat, Rajasthanm Haryana, Central Asia).	tan and many Indian states;	Geography: Rainforests To locate on a map the areas where covered (Southern Mexico, Guaten Honduras).	Geography: To find Ancient Gre physical geography To compare the hu	
	To describe the physical and G Valley Civilisation once settled	• • •	To know that Mayan cities were bu difficult for architects to discover.	Modern Greece.	
	To understand that agriculture primary role in the Indus Valle trade and transportation.		To describe the physical Geography once settled.	To look at how phy way of life at the ti	
	To understand what an Indus describe the types and feature contained.		To compare the physical Geograph Northern lowlands and explain the	To identify differer formed and descril	
	To study the Indus river system management measures.	n, its uses and their water	To know how the Maya farmers us	ed the land.	<u>History:</u> Ancient Greece
	To describe the stages of the drought and the effects it had and that it is still having in tha	on the Indus Valley civilisation	To describe the climate and the eff lakes and sinkholes.	To understand and and represent this	
	<u>History:</u>		History:		To know about the and understand ho
	To know when the Indus Valle where it comes in the chronol	•	The Maya To know who the Maya people we world they lived.	re and when and where in the	To learn about Gre influenced people'
	To describe the work of some discover the Indus Valley civili found out.		To explain the religious beliefs and the gods they believed in.	To know the story	
	To place events from the Indu different contexts and chrono	-	To understand how the Maya inver system and writing system.	nted and used their own number	To understand the philosophers and t thinkers' in today's

d Mountains						
it 'WWII and Europe'.						

eece on a map and compare it's human and y to Modern Greece.

uman and physical Geography of the UK and

ysical features of Ancient Greece influenced the imme (mountains split country into city states).

nt types of mountain, describe how they are ibe different mountainous climate.

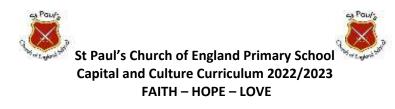
d explain how the Greek empire changed and grew s on a time line.

e Ancient Greek political system and democracy ow this has influenced today's political system.

eek gods and goddesses and describe how their 's beliefs.

of Troy and the Trojan Horse.

e term 'philosophy', name some Greek their areas of influence and consider 'Great s world.



	To examine a range of artefact civilisation and work out what Valley civilisation Explanation of the 'Water Cycl drought and the effects it had Civilisation.	they tell us about the Indus e' and how this links to	To use sources to find out about the Maya cities and their way of life. To describe a range of foods that were eaten by the ancient Maya people and explain why certain foods were religiously and culturally significant. Speech in role as an Ancient Mayan explaining their religious beliefs, Gods and scared buildings in a proud, boastful way to show that 'Our God is better than your God' - written in their books and chn stand up at end and share their speech.	Diary entry in role as somebody who is hidden inside the Trojan horse during the Trojan War.
The Arts	Music:To listen to a variety of music and identify musical elements and their function within the piece. To learn new songs and sing with rhythm.Music & Culture: Music & Culture: To research songs that celebrate Black History month and Diwali.To research songs from different parts of the world that reflect Christmas time.Art: To use clay to design and create a replica of an Ancient seal from the Indus Valley.		 Music: To identify the characteristics of Mayan civilisation music and folklore songs. Music & Culture: To learn and practice songs associated with the Lent and Easter time of year. Art: To design and create a Mayan mask, using this design to decorate a replica of an Ancient Mayan mask using a wide range of materials. 	 Music: To learn songs and create music that reflects Greek historical culture. Music & Culture: To learn and practice songs associated with the Pentecost time of year. Art: To create a Greek vase with image and patterns. To investigate Ancient Greek pottery and its design. To be able to design, create and evaluate a reproduction of the Parthenon using recycled materials.
Possible Visits and Visitors			Mosque	British Museum
Spanish				