



BAME narrative Now Press Play experience links Creative Writing Outcomes Music assessment

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Christian Values	Faith – We can do it with God's help	Hope- for our future dreams	Love- love others as we want to be loved	Faith – We can do it with God's help	Hope- for our future dreams	Love- love others as we want to be loved
Nursery	<p>All about me and settling in</p> <p>Geography</p> <ul style="list-style-type: none"> -To discuss similarities and differences between each other. -To share life experiences and places they have been. <p>SEASIDE</p> <p>History</p> <ul style="list-style-type: none"> -To understand immediate family (knowing who mum and dad are) -To learn who they are and talk about themselves. <p>Art/EAD:</p> <ul style="list-style-type: none"> -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. <p>Self-portraits, family portraits, playdough faces, butterfly.</p> <p>Music</p> <p>Ourselves</p> <p>Assessment Focus – Responding to signals (stop/go, loud/quiet, fast/slow)</p>	<p>Traditional tales and celebrations</p> <p>Geography</p> <ul style="list-style-type: none"> -Children to learn about different places/environments (woodland, forest etc) -To know there are different types of homes. Comparing homes from around the world. <p>History</p> <ul style="list-style-type: none"> - 'Sparks in the sky' and 'The gunpowder plot' compare and contrast characters from stories including figures from the past. - 'Christmas story' learn about peoples beliefs. <p>CHRISTMAS STORY</p> <p>Art/EAD:</p> <ul style="list-style-type: none"> -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. -Manipulate and play with different materials. <p>Different materials to build a house, fireworks, porridge making, playdough foods, basket making, poppies and Christmas decorations.</p>	<p>People that help us</p> <p>Geography</p> <ul style="list-style-type: none"> -To learn about different occupations and what they do. -Discuss different experiences to do with people who help us. <p>History</p> <ul style="list-style-type: none"> -To share experiences from past events. -To share what they want to be when they grow up. -To compare different job roles. <p>PEOPLE WHO HELP US</p> <p>Art/EAD:</p> <ul style="list-style-type: none"> -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. <p>London bridge is falling down, teeth brushing, fire making collage, display resources. Valentines day cards, shape monsters</p> <p>Music:</p> <p>Dynamics/Tempo</p> <p>Assessment Focus: Listening and Appraising</p>	<p>Animals</p> <p>Geography</p> <ul style="list-style-type: none"> -To learn about the different places animals come from; habitats, zoo, forest. <p>History</p> <ul style="list-style-type: none"> -To share experiences such as days out at the zoo/farm. <p>ON THE FARM</p> <p>Art/EAD:</p> <ul style="list-style-type: none"> -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. <p>Rainforest animal collages, colour mixing, animal drawings, Gruffalo portraits, Mother's Day cards, Easter cards and egg collaging</p> <p>Music:</p> <p>Animals</p> <p>Assessment Focus – Performing</p>	<p>Pirates</p> <p>Geography</p> <ul style="list-style-type: none"> -To learn what a map is and it's purpose. -To design their own map I inked to stories. -To learn about life under the sea. <p>UNDER THE SEA</p> <p>History</p> <ul style="list-style-type: none"> -To learn that maps were and still can be used for direction. -To learn the length of time/ages of sea creatures. <p>Art/EAD:</p> <ul style="list-style-type: none"> -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. <p>Sea creature collaging using different materials, pirate flags, ship/ pirate drawing,</p> <p>Music</p> <p>Mini-beasts</p> <p>Assessment Focus – Listening and Appraising</p>	<p>Colourful world</p> <p>Geography</p> <ul style="list-style-type: none"> -To know there are different countries and comment on what they have observed. <p>WEATHER</p> <p>History</p> <ul style="list-style-type: none"> -Compare and contrast characters from stories including figures from the past. <p>Art/EAD:</p> <ul style="list-style-type: none"> -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. <p>Explore colour and colour mixing.</p> <p>Recap colour mixing, colours, patterns, stripes, spots, textures etc..</p> <p>Music</p> <p>Life Cycles</p> <p>Assessment Focus – Performing</p>



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		Music Naming Instruments Assessment Focus: Singing				
Reception	All about me/Settling in Geography: -To describe some of the things I see on a familiar journey and draw a map. -To understand how to keep safe on a journey using zebra crossings and stop, look and listen. -Talk about family members and communities. History: To talk about journeys (near and far) that I / my family members have made. -To begin to make sense of their own life story and family's history. -To create a family portrait. Art/EAD: -Children sing songs, make music and dance, and experiment with ways of changing them -They safely use and explore a variety of materials, tools and techniques, design, texture, form and function – Playdough biscuits, crowns, self-portraits, Music: Ourselves Assessment Focus: To play instruments	Traditional stories/Celebrations Geography: -To know about similarities and differences between ourselves and others. (traditional clothing, Jesus's family) History: -'Christmas story' learn about peoples beliefs. CHRISTMAS STORY -'Sparks in the sky' and 'The gunpowder plot' compare and contrast characters from stories including figures from the past. Art/EAD: -Children sing songs, make music and dance, and experiment with ways of changing them -They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function – castle craft, poppy craft, design a costume, shoe craft, hand and feet tracing. Make a ginger bread man, biscuit decoration, nativity craft, paperchains. Music: Celebrations Assessment Focus: Singing	Transport Geography: -To identify different modes of transport. TRANSPORT -To say some of the communities that I belong to and compare these. -To describe how the country that I am from is similar / different to other countries. (comparing the Favela) -Draw information from a simple map. -Recognise some similarities and differences between life in this country and life in other countries. History: -To talk about a time in the past when I have visited a special place e.g. place of worship, holiday. -Compare and contrast characters from stories including figures from the past. Art/EAD: -Children sing songs, make music and dance, and experiment with ways of changing them -They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function- car painting, tunnel making, capacity craft, African necklace, African animals, favela houses, aboriginal art, pizza making Music Dynamics/Tempo	Growing Geography: -To observe plants and describe how they grow and change over time. JACK AND THE BEAN STALK -To observe and describe seasonal changes. WEATHER History: -Observe and describe the life cycle of a swan. -To talk about a time in the past when I have tried a new food that I did/didn't like. Art/EAD: -Children sing songs, make music and dance, and experiment with ways of changing them -They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function – colour mixing, 5speckled frogs, spring flowers, summer sun, autumn leaves, plant observational drawing, winter snowflakes, healthy food plate, playdough chips, troll haircuts, make a smile, Music: Down in the Garden Assessment Focus – To develop the singing voice	Toys Geography: -To observe and describe seasonal changes. Summer Winter Spring Autumn -To observe plants and describe how they grow and change over time. -Recognise similarities and differences between my toys and the toys of others. History: -Recognise similarities and differences between life in the past and present. (Terrific toys from the past) -To talk about a time when they had lost something and how this made them feel. Art/EAD: -Children sing songs, make music and dance, and experiment with ways of changing them -They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function – design a teddy, design a robot, design a toy, peg dolls, painting with different materials, mini junk modelling, rocket making, penguin making. Music Mini-beasts Assessment Focus – Listening and Appraising	Space/School readiness Geography: -To describe how babies, grow and change into toddlers, children, teenagers, adults and then elderly. -To look at photos of ourselves growing up and talk about changes that have occurred. -To compare how babies are traditionally looked after here in the UK to other countries e.g. use of pram vs wrap on back. History: -To talk about a time in the past when a new baby has been born and family came to visit / I went to visit a new baby. -Comment on images of familiar situations from the past. -Compare and contrast characters from stories including figures from the past. SPACE Art/EAD: -Children sing songs, make music and dance, and experiment with ways of changing them -They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function – rocket making, make a star, self-portrait, design an alien, paper mâché planets, Music: Space Assessment Focus: To create and experiment with sounds



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			Assessment Focus: Composing and experimenting with sounds			
Possible Visits and Visitors		Blue elephant theatre (Christmas story)	People who help us - local authorities coming in (Firefighters, police officers etc)	Walworth garden farm Blue elephant Theatre (Easter story) Surrey docks farm/ Vauxhall farm		The beach
Year 1	<p>Super heroes and safety <u>(Builds on Nursery unit 'People who help us' and Reception unit 'All about me')</u></p> <p>Superheroes</p> <p>Geography:</p> <p>To name and find the local police station, fire station and hospital.</p> <p>To identify big, busy and dangerous roads in the local area, identify ways that they have been made safe and understand road safety.</p> <p>To evaluate how safe the road directly outside school is by identifying ways it has been made safe and suggesting ways to improve its safety even more (zebra crossings, zig zags etc).</p> <p>History:</p> <p>To know about and compare the lives of Nelson Mandela and Rosa Parks, understanding why they are significant.</p>	<p>Wonderful Walworth <u>(Builds on Reception unit 'All about me')</u></p> <p>Geography:</p> <p>To know that we live in Walworth and that Walworth is in London, the capital of England.</p> <p>To locate England and London on maps of the UK.</p> <p>The UK</p> <p>To observe the local area.</p> <p>To understand and identify human and physical features within the local area and name ways in which these features can be changed.</p> <p>History:</p> <p>To know about the history of Pasley Park.</p> <p>To know about and compare the lives of Charles Babbage and Micheal Faraday,</p>	<p>Terrific Toys <u>(Builds on Reception unit 'Toys')</u></p> <p>Geography:</p> <p>To name and locate the continents Asia and Africa.</p> <p>To compare toys from Asia and games from Africa to those we play in the UK.</p> <p>History:</p> <p>To explore toys from today.</p> <p>To use sources to ask and answer questions when finding out about toys from the past.</p> <p>To compare toys from different times, including those from the Victorian era</p> <p>Toys</p> <p>Labels and captions in role as 'Toy shop keepers' describing toys from their shop (toy name, what it is made from, how you play with it)</p>	<p>The Frozen Planet <u>(Builds on Nursery unit 'Traditional tales' and on Reception unit 'Transport')</u></p> <p>Geography:</p> <p>To name and locate the Arctic and Antarctica</p> <p>To name and locate some of the oceans that surround the Arctic and Antarctic</p> <p>To understand and identify human and physical features of Antarctica and compare this to the UK.</p> <p>To compare the life of Inuit people in the Arctic to our lives in the UK.</p> <p>Arctic</p> <p>History:</p> <p>To find out about the life of Inuit people today and compare this to their life in the past.</p>	<p>Wacky Weather <u>(Builds on Nursery unit 'Colourful World' and Reception unit 'Growing')</u></p> <p>Geography:</p> <p>To identify seasonal and daily weather patterns in the United Kingdom.</p> <p>Seasons</p> <p>To know the location of hot and cold areas of the world in relation to the Equator and the North and South Poles</p> <p>History:</p> <p>To identify historical dates linked to extreme weather (coldest day, hottest day, wettest day, snowiest day, windiest day etc).</p> <p>To identify events within and beyond living memory linked to extreme weather (Thames freezing over in the 1800's – frost fairs, Hurricane of 1987, Beast from the East 2018).</p> <p>To know about the life of Robert Hooke and understand why his</p>	<p>Beside the Seaside <u>(Builds on Nursery units 'All about me' and 'Pirates')</u></p> <p>Geography:</p> <p>To identify key physical features (beach, cliff, coast, mountain, sea, ocean) and human features (town, village, house, port, harbour and shop).</p> <p>Seaside</p> <p>To relate the seasons and weather to the beach by identifying seasonal and daily weather patterns in the UK.</p> <p>History:</p> <p>To know how beaches have changed by looking at human and physical features.</p> <p>To compare beach clothing and entertainment from the past to today.</p> <p>To design an ideal seaside with human and physical features.</p>



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	<p>To compare life for black people in the past to what it is like today.</p> <p>Mary Seacole</p> <p>Letter of complaint to Southwark Council regarding the busy road outside the school and requesting more safety measures be put in place e.g. zebra crossing, lolly pop lady etc.</p>	<p>understanding why they are significant.</p> <p>Speech given by Edward Cross as he opens the Pasely Park Zoo 1831. Alternatively, posters that advertise the opening event.</p>	<p>for both today and from the past – written as pop up shop back to back with dates on the top e.g. 2022 shop and 1922.</p>	<p>To know about Shackleton's or an explorer on an expedition to Antarctica.</p> <p>To know the story of the Titanic and how it relates to the frozen planet.</p> <p>Explanation of what they have packed and why to prove that they are ready to travel to the Antarctica/Arctic (chn work as a group to actually pack images of equipment into a 'suitcase' first e.g. In my suitcase I have got because.... I am taking a because etc– to be written on an enlarged 'Arctic explorer ticket'.</p>	<p>invention of the rain gauge is significant.</p> <p>To know the types of clothing associated to the different types of weather.</p> <p>Advice (instructions) in role as 'Weather warner's' to tell people about how to stay safe in tomorrow's extreme/freak weather conditions linked to hottest/coldest/windiest day or events from the past e.g. Tomorrow you must...Please remember...Make sure you ...Be careful...Watch out for....You will need....(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?</p>	<p>Soca (Caribbean) music dancing</p> <p>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.</p>
The Arts	<p>Music: Louis Armstrong Assessment Focus: Playing instruments</p> <p>Art: To explore colour theory, mixing primary and secondary colours and creating light and dark shades of a colour. To use drawing and painting skills to develop and share their ideas, creating and</p>	<p>Music: Winter Sound-scapes Assessment Focus: To sing a range of chants and rhymes</p> <p>Art: To explore shapes, textures and patterns within buildings and find out what these features say about what kind of building it is. To be able to identify similarities and differences in buildings and explain what an architect is.</p>	<p>Music: Ostinato Rhythms Assessment Focus: Listening and Appraising</p> <p>DT: To begin to explore DT skills, applying knowledge, understanding, modelling and communicating their ideas through talking, and drawing, to create a Victorian peg doll using wooden pegs and various materials. To be able to critique and evaluate the finished ideas</p>	<p>Music: The Rainforest/ Composing Assessment Focus: To create and experiment with sounds</p> <p>Art: To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. To investigate the Aurora Borealis and using drawing skills to create a replica using black card and coloured chalks.</p>	<p>Music: Animals Assessment Focus: To sing a range of chants, rhymes and songs</p> <p>DT: To investigate windmills, what they are used for and to learn about the parts and features. Using design criteria and DT skills to design and make a windmill using various materials.</p>	<p>Music: Summertime Assessment – To perform a song with instruments</p> <p>Art: Japanese artist Hokusai – looking at his painting of the sea "The Wave" which is a woodblock print. Exploring shape, shades and patterns of the sea in the style of Turner, Monet and Hokusai. Developing art and design</p>



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	naming a superhero from their imagination.					techniques using painting and drawing skills.
Possible Visits and Visitors	Local area tour	Paseley Park	Bethnal Green Museum of Childhood	London Transport Museum	Pasley Park/ Burgess Park	The Beach
Year 2	<p><u>Nurturing Nurses</u> <u>Builds on Year 1 unit 'Superheroes'</u></p> <p><u>Geography:</u> To locate the UK on a map of the world and name the seas that surround it.</p> <p>The UK</p> <p>To locate Jamaica and Italy on a map, describe what life is like there and compare it to life in the UK.</p> <p><u>History:</u> To know about and compare the lives of Florence Nightingale and Mary Seacole, understanding why they are significant.</p> <p>Mary Seacole</p> <p>Florence Nightingale</p> <p>Contrasting (fragments) diary entries in role as</p>	<p><u>Great Explorers</u> <u>Builds on Year 1 units 'Frozen Planet' and 'Wonderful Walworth'</u></p> <p><u>Geography:</u> To know that the UK is in Europe.</p> <p>To name, locate and identify the continents Europe, North/South America and Australia, along with Antarctica, Asia and Africa already studied in Year 1.</p> <p>To name locate and identify the Atlantic, Pacific and Indian oceans, along with the Arctic and Southern already studied in Year 1.</p> <p>To know the simple compass directions.</p> <p>To use aerial photographs and plan routes using these.</p> <p>Oceans and Seas</p>	<p><u>Kings and Queens</u> <u>Builds on Reception unit 'All about me' and Year 1 unit 'Wonderful Walworth'.</u></p> <p><u>Geography:</u> 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.</p> <p><u>History:</u> To understand the term 'monarch'.</p> <p>To know about the life of Queen Victoria and her family.</p> <p>To find out how the title of 'King' or 'Queen' is inherited and link this to the idea of family trees</p> <p>Castles</p> <p>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</p>	<p><u>Moon Zoom</u> <u>Builds on Year 1 units 'Frozen Planet' and 'Beside the Seaside'.</u></p> <p><u>Geography:</u> To use aerial photographs to recognise famous landmarks and basic human and physical features on Earth.</p> <p>To name locate and identify the Atlantic, Pacific and Indian oceans, along with the Arctic and Southern already studied in Year 1.</p> <p>To describe the environment and identify physical features on the Moon and compare it to Earth.</p> <p><u>History:</u> To know about and compare the lives of Neil Armstrong and Tim Peake, understanding why they are significant.</p>	<p><u>Brilliant Britain</u> <u>Builds on Reception unit 'All about me' and Year 1 unit 'Wonderful Walworth'.</u></p> <p><u>Geography:</u> To compare the human features of Pudding Lane from the 1666 to today (homes, land use, jobs, shops, streets).</p> <p>To find the River Thames and Pudding Lane on a map of London and track the spread of the fire.</p> <p>To understand the role that the River Thames played in The Great Fire of London and say how the use of the River Thames has changed.</p> <p>To know why Monument was built and where in London is currently stands.</p> <p><u>History:</u></p>	<p><u>Dinosaur Planet</u> <u>Builds on Year 1 units 'Wacky Weather' and 'Frozen Planet'.</u></p> <p><u>Geography:</u> 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.</p> <p>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.</p> <p>To understand what fossils are and how they are formed.</p> <p>To identify which continents fossil remains have been found on and understand that this tells</p>



	<p>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 and say whether it's before or after. Chn to be given soldier badges if they managed to do before and after.</p>	<p>History:</p> <p>To know about the life of Christopher Columbus and understand why it is significant.</p> <p>LINKS TO THE SCIENCE UNIT 'USE OF EVERYDAY MATERIALS'</p> <p>Persuasive letter in role as Christopher Columbus to the King regarding funding for the next expedition (I will bring...I will not bring... I will need...) – written on scrolls tied with ribbon to deliver to another group and share.</p>	<p>and given muddy thumbprint if worked hard enough to please the King.</p>	<p>To know about the life of Mae C Jemison (first black female astronaut), understanding why they are significant.</p> <p>To compare Neil Armstrong's experience of visiting the Moon to Tim Peake's (past vs present).</p> <p>Neil Armstrong</p> <p>Job application written in role as themselves, applying to NASA to go on the next mission to space. They must highlight the skills and achievements of significant astronauts (fitness, courage, good at science, teamwork/food/alone and heroes– to be written on NASA headed paper. Teacher use clipboard to note chn who mention the skills highlighted.</p>	<p>To compare how we live today to how people lived in 1666 and say how life has changed.</p> <p>To find out when and how The Great Fire of London started, what caused it to spread, what people did and how they put it out.</p> <p>To explain how we know about The Great Fire of London using sources such as Samuel Pepy's diary, paintings, artefacts etc.</p> <p>To describe how London was rebuilt after The Great Fire of London and the changes that were made.</p> <p>Great Fire of London</p> <p>Instructional writing where they order the town planners/builders on how to rebuild London in 1667 (not being close together, no jutting out of top floors, no wood, fire hydrants/brigade/engines, buckets/breaks/hooks/squirts) – to be written on sheet with London, 1667 at the top (To all town planners...Make sure... Always...You must.... Never... Unless...). Chn to come to the board and give commands to the picture of workers – explain using because.</p>	<p>us which continents different dinosaurs originated from.</p> <p>To find out about the plants and type of vegetation that different dinosaurs were associated with (marshes, shrubland etc).</p> <p>To explain how geographical changes to the Earth led to the extinction of dinosaurs.</p> <p>History:</p> <p>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.</p> <p>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.</p> <p>To order the time periods from the 'age of the dinosaurs' (Triassic, Jurassic and Cretaceous) and name some dinosaurs that lived during each period.</p> <p>To know about the life of Mary Anning and understand why it is significant.</p> <p>Dinosaurs (KS2)</p>
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						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.
The Arts	<p>Music: Reggae Music / Bob Marley Assessment Focus: Playing Instruments</p> <p>DT: To develop and practise sewing skills. using these skills to plan, follow a design brief and create a nurse's pouch using a range of materials.</p>	<p>Music: Tchaikovsky – The Nutcracker/BBC 10 pieces Assessment Focus: To sing a range of chants and rhymes</p> <p>Art: To learn about the artist Henri Rousseau and what skills/techniques he used in his art. To use imagination and knowledge of colour, also exploring oil pastels to create artwork in the style of the artist.</p>	<p>Music: Anna Clyde (The Night Ferry) / Female composers Assessment Focus: Listening and Appraising</p> <p>Art: To learn about the artist Pablo Picasso, exploring his works to create replica vase sculptures. To manipulate malleable materials in a variety of ways, using a variety of techniques, e.g. rolling, cutting and pinching.</p>	<p>Music: The Caribbean/Jamaica Assessment Focus: Experiment with, create, select and combine sounds using the inter-related dimensions of music</p> <p>Art: To experiment with the visual elements; line, shape and pattern and use drawing skills to recreate images of the moon using a range of materials and techniques.</p>	<p>Music: Sea Shanties Assessment Focus: To sing songs and chants</p> <p>DT: To learn about British inventors and investigate these inventions, such as the telephone and concrete. To use DT skills and build structures, exploring how they can be made stronger, stiffer and more stable.</p>	<p>Music: The Beatles Assessment Focus – To perform to an audience</p> <p>Art: To explore art and design techniques using drawing skills, creating dinosaur artwork in the style of the artist focus Dmitry Bogdanov. To learn how to use marks to create texture and how to add shading.</p>
Possible Visits and Visitors	The Florence Nightingale Museum	The National Maritime Museum	The Tower of London	The Science Museum	The Museum of London	The Natural History Museum



<p>Year 3</p>	<p><u>Surprising Southwark</u> <u>Builds on Year 1 unit ‘Wonderful Walworth’ and Year 2 unit ‘Brilliant Britain’.</u></p> <p><u>Geography:</u></p> <p>To know that we live in Southwark, which is a borough within London, the capital city of England as studied in KS1.</p> <p>To identify Southwark on a map of London and name the boroughs that surround it.</p> <p>To identify the human and physical features of Southwark and compare this with an African country (linked to children’s heritage).</p> <p>To look at the architecture of buildings within Southwark e.g. The Shard, Southwark Cathedral, Tower Bridge, The Strata etc and compare it to that of South Africa’s e.g. The diamond building, The Union Building, Zeitz Mocca, Treehouse and Bosjes Chapel.</p> <p>To find out about London architects e.g. of the Shard by Renzo Piano, Strata (aka ‘Razor’) by BFLS company or Southwark Cathedral by Arthur Blomfield.</p> <p><u>History:</u></p> <p>To compare Southwark’s architecture with Stone Age and Bronze Age architecture and technology including Stonehenge.</p> <p>To explore the birthplace of Charlie Chaplin and the History of East Street Market.</p> <p>To find out about the lives of significant figures – Dr Harold Moody, Damilola Taylor and the Damilola Centre, Rio Ferdinand, John Boyega.</p> <p>LINKS TO SCIENCE UNIT ‘ROCKS’ Rocks</p> <p>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’.</p>	<p><u>Revolting Romans</u></p> <p><u>Builds on Year 2 unit ‘Kings and Queens’.</u></p> <p><u>Geography:</u></p> <p>To use maps to chart the geographical spread of the Roman Empire (parts of Europe and Asia).</p> <p>To uses Atlases to locate countries within the Empire, (slave trade, taking parts of Africa).</p> <p>To study land use and natural resources of countries conquered.</p> <p><u>History:</u></p> <p>Roman Britain</p> <p>To know that History is often passed on by stories, as with Romulus and Remus.</p> <p>To learn about the Roman ruling system (Kings, Republic and Emperors) and link this to today.</p> <p>To carry out an in-depth study about life in the Roman Army.</p> <p>To dramatise the invasion of Britain by Julius Caesar in 55 BCE.</p> <p>To learn about Gladiators with links to the crimes committed in these times and slavery.</p> <p>To look at how the Romans entertained using feasts and chariot races and link this to current times.</p> <p>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 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?</p>	<p><u>Vicious Vikings and Sensational Saxons</u></p> <p><u>Builds on Year 2 unit ‘Great Explorers’.</u></p> <p><u>Geography:</u></p> <p>To know where the Vikings (Norway, Sweden) and Saxons (Germany, Netherlands, Denmark) came from in the world and identify these places on a map. Link to personal history people moving / settling from one place to another for a better life / link to modern day immigrants.</p> <p>To learn about modes of transport used by Viking invaders including long ships.</p> <p>To compare rivers, canals and oceans, to see which ones the Vikings used the most and why.</p> <p>To map Viking and Saxon settlements and routes of invasion using compass points.</p> <p><u>History:</u> Raids and invasions focus.</p> <p>Vikings / Anglo-Saxons</p> <p>To sequence the different time periods of Britain, understanding where on a time line the Vikings and Saxons belong in comparison to each other.</p> <p>To learn why, when and where the Vikings impacted on the world (England, Ireland, Scotland, Wales, Iceland, Greenland, North America, and parts of the European mainland).</p> <p>To learn about the Resistance by Alfred the Great and Athelstan.</p> <p>To collect information on the Viking raid on Lindisfarne.</p> <p>To understand how the Saxons defeated the Vikings.</p> <p>To understand how the Saxons integrated into life in Britain to become Anglo Saxons and find out about their way of life.</p> <p>Information text in role as Vikings explaining why they are leaving Scandinavia for Britain – why they deserve a place on the ship to Britain e.g. I am leaving Scandinavia because...I heard that in</p>
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						Britain...Have a picture of Have Scandinavia at the front and Britain at the back. Class teacher pulls reasons out of a bag – is this a reason that pushed them out of Scandinavia or a reason that pulled them to Britain? (reasons can be found at– historyhit.com). Teacher have a bit of fur and place on chn when you see them writing like a Viking – to be written on a scroll and tied with a ribbon and shared with another group explaining why they are going.
The Arts	<p>Music: Earth – Hans Zimmer Assessment Focus: To play instruments with increasing control and accuracy</p> <p>Art: To develop drawing and shading skills, creating lighter and darker tones while using observational skills to draw a local landscape, using shading, depth and detail with different materials.</p>	<p>Music: Dance of the Sugar Plum Fairy Assessment Focus: To sing with increasing control, accuracy and fluency</p> <p>Art: Through sketching, to develop ideas for street art and create their own pieces of satirical street art.</p>	<p>Music: Night on a Bare Mountain Assessment Focus: Listening and Appraising</p> <p>Art: To explore and understand the significance of mosaics brought to Britain by the Romans, looking particularly at borders. To use printing skills to develop different border patterns to create a large, printed mosaic.</p>	<p>Music: Egyptians Heald Place Assessment Focus: To improvise and compose music for a range of purposes using the inter-related dimensions of music</p> <p>DT: After looking at some recreations of Roman shields the children are challenged to think about and discuss the different features and what materials they could use to recreate them using their DT skills in their own design. To then discuss and evaluate the finished item.</p>	<p>Music: European Composers Assessment Focus: Singing – To sing with increasing accuracy, fluency and control</p> <p>DT: To design, plan and make Viking helmets using a range of materials. Using DT skills to build structures, exploring how to strengthen, and stabilise, then evaluate the model against design criteria.</p>	<p>Music: Hall of the Mountain King – Edvard Grieg (BBC 10 pieces) Assessment Focus: To perform as a group</p> <p>DT: To explore and use mechanisms finding out what levers and pivots are, recognising different types and using DT knowledge, how they work to create their own Viking longboat moving picture.</p>
Possible Visits and Visitors	The Cuming Museum / Southwark Heritage Centre		The London Mithraeum		The British Museum	
Spanish	<p>-Numbers 0-10 -Greetings, asking/saying how you are Greetings -Classroom Instructions</p>	Christmas lessons	<p>-Ask for and give name -Revision of number 0-10 -Colours</p>	Easter lessons	<p>-Names of fruit -Names of food items</p>	<p>-Days of the week -Months of the year</p>
Year 4	<p><u>Stoic Stone Agers</u> <u>Builds on Year 2 unit 'Dinosaur Planet' and Year 3 unit 'Surprising Southwark'.</u></p> <p><u>Geography:</u></p>		<p><u>Victorians</u> <u>Builds on Year 2 unit 'Kings and Queens' and Year 3 units 'Revolting Romans.'</u></p> <p><u>Geography:</u></p>		<p><u>Epic Egyptians</u> <u>Builds on Year 3 units 'Surprising Southwark' and 'Vicious Vikings/Sensational Saxons'.</u></p> <p><u>Geography:</u></p>	



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	<p>To locate significant geographical regions of the UK linked to the Stone Age (Stone Henge, Skara Brae, hill forts across the UK).</p> <p>To identify key topographical features (hills, mountains, coasts, rivers) and land use of these significant regions within the UK and understand how these have changed over time.</p> <p>To compare the human and physical geography of the UK now to how it would have been during the Stone Age.</p> <p>History:</p> <p>Stone Age</p> <p>To know how we can find out about the prehistoric past using and interpreting archaeological evidence.</p> <p>To know the main dates and names of the different periods and their chronological order from Stone Age to Iron Age Britain.</p> <p>To find out about and compare what life was like during the Stone Age, Bronze Age and Iron Age.</p> <p>To describe the changes in Britain from the Stone Age to the Iron Age</p> <p>Diary in role as a child living in the Stone Age. Describing living conditions, food, entertainment, clothing, jobs, animals, tools etc.</p>	<p>To name and identify the countries that made up to British Empire by the end of Queen Victoria's reign (Trade links / Empress of India. The Boer war, scramble for Africa)</p> <p>To identify changes to human geography during the Victorian period (social, political, economic and technological), including land use (factories).</p> <p>To understand why there was mass migration from the countryside to the city during the Victorian period and the effect this growth of towns and cities/ population increase had on housing and conditions.</p> <p>To describe the impact that Victorian inventions had on pollution (railways) and on jobs (workhouses).</p> <p>History:</p> <p>Victorian Britain</p> <p>To identify Queen Victoria and place the Victorian period in relation to other periods of British history.</p> <p>To collect information from a range of sources and draw conclusions about Victorian homes, leisure, childhood, schools and inventions.</p> <p>To compare modern and Victorian schooling.</p> <p>To recall information about the life of children in Victorian times and consider how attitudes to children and childhood have changed over time.</p> <p>To know that Lord Shaftsbury, The Salvation Army and Dr Barnardo were significant figures during the Victorian times and explain how their work changed society (Dr Barnardo make links to modern day e.g. Marcus Rashford)</p> <p>To understand that ways of life differed greatly across Victorian society (between rich and poor).</p> <p>Text that could be read alongside unit: The Elephant Thief by Jane Kerr</p> <p>Behaviour report for a headteacher to read, written in role as a teacher telling them about the discipline in their classroom –it must include name, 'crime', punishment e.g. I am extremely disappointed</p>	<p>To know that Egypt is in Africa and name other African countries, understanding the difference between 'continent' and 'country'.</p> <p>To locate Egypt on a map of Africa and describe its location by identifying bordering countries, surrounding seas etc and using compass points e.g. North East coast.</p> <p>To locate significant places and features on a map of Egypt (River Nile, Cairo etc).</p> <p>To compare the climate and human/physical Geography of Ancient Egypt to Modern Egypt and to the UK, explaining how this affects way of life (transport, population, food etc).</p> <p>To understand the importance of the River Nile for trade and for the Ancient Egyptian way of life (flooding, planting, harvesting – soil fertility).</p> <p>History:</p> <p>Ancient Egypt</p> <p>To know who the ancient Egyptians were and when they lived, placing them in sequence with other time periods.</p> <p>To know the different ways that we can find out about the Egyptians and use artefacts/paintings to make assumptions about life in Ancient Egypt (homes, jobs, clothing, jewellery, death, travel, décor, writing etc).</p> <p>To understand the term 'Pharaoh' and describe the Mummification process used by Ancient Egyptians.</p> <p>To know about Tutankhamun and describe the discovery of his tomb.</p> <p>To explore the Ancient Egyptian writing system (hieroglyphs).</p> <p>To find out about the different Egyptian Gods, saying what they can do and why they were important to Ancient Egyptian people.</p> <p>Headquarters want a report (or news bulletin/newspaper report) about what a 'pyramid exploring robot' has found in an undiscovered tomb e.g. Great news, we We can confirm....Our first image showed... As Further in the tomb....On IWB take the class on a tour of the tomb (blank screens as you travel in and pictures flash up). Put the same pictures of artefacts that the robot has taken from inside</p>
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			with 'Scary looker' because he has not learnt all his times tables. Tomorrow I will give him the cane' etc. Give chn typical teacher phrases to use e.g. I was shocked by the behaviour of I was not impressed with ... I was disappointed by – to be written on old headed paper with a Victorian school name.		the tomb in an envelope. Chn reveal the images and piece together the evidence – what has been discovered? Write the report for HQ – to be written on A5 data report cards (graph paper).	
The Arts	Music: Earth – Hans Zimmer Assessment Focus: To play instruments with increasing control and accuracy Art: To develop and explore oil pastel techniques, applying simple pattern and texture. Also, to explore the history and style of cave painting and to create a cave art style piece of work.	Music: Dance of the Sugar Plum Fairy Assessment Focus: To sing with increasing control, accuracy and fluency DT: To explore Stone Age jewellery and the materials used to create it. Developing modelling skills to design and create their own jewellery using beads made from clay.	Music: Night on a Bare Mountain Assessment Focus: Listening and Appraising DT: To learn about Isambard Kingdom Brunel and his achievements as an engineer, looking at the Clifton suspension bridge and how its design works. To develop, model and communicate their ideas through discussion, annotated sketches and prototypes using their DT skills to build a model of the bridge, thinking carefully about the properties of the materials they choose, and the methods of attachment they will use.	Music: Egyptians Heald Place Assessment Focus: To improvise and compose music for a range of purposes using the inter-related dimensions of music Art: To find out about William Morris and his designs, his involvement in the Arts and Crafts Movement and how this influenced his designs for wallpaper and tapestries. To discover the key features of Morris's designs and create his style of wallpaper using printing methods.	Music European Composers Assessment Focus: Singing – To sing with increasing accuracy, fluency and control Art: To develop art and design skills and use of materials, to research, design and build a 3D Ancient Egyptian canopic jar using modelling and construction techniques. To apply knowledge, understanding, modelling and communicating ideas through discussion. To be able to critique and evaluate the finished ideas.	Music Hall of the Mountain King – Edvard Grieg (BBC 10 pieces) Assessment Focus: To perform as a group Art: To develop art and design skills and use of materials, to research, design and build a 3D Ancient Egyptian canopic jar using modelling and construction techniques. To apply knowledge, understanding, modelling and communicating ideas through discussion. To be able to critique and evaluate the finished ideas.
Possible Visits and Visitors	Museum of London Docklands		The Ragged School Museum / The V&A Museum / William Morris Museum		The British Museum	
Spanish	-Revision of colours (Yr3) -Parts of the body -Asking for Spanish translation	-Zoo animals -Some letters of the alphabet (introduction to vowels) -Christmas lessons	-Members of the family -Ask/answer questions about family -Pets	-Colours -Hobbies	-Numbers 13-30 -Revision of hobbies	-Weather -Suitcase packing (clothes)
Year 5	WWII and Europe <u>Builds on Year 2 unit 'Kings and Queens' and Year 3 unit 'Vicious Vikings/Sensational Saxons'.</u> Geography: Map reading To locate European countries on a map, name their capital cities and describe some of their main physiological features.		Ancient Sumer <u>Builds on Year 4 units 'Epic Egyptians' and 'Victorians'.</u> Geography: To find Ancient Sumer on a map and identify it's human and physical geography. To explain why the geography of the area was so important for the region.		Shang Dynasty of Ancient China <u>Builds on Year 3 unit 'Vicious Vikings/Sensational Saxons' and Year 4 unit 'Epic Egyptians'.</u> Geography: To locate the geographical position of The Shang Dynasty	
					Trade and Economics <u>Builds on Year 2 units 'Brilliant Britain' and Year 4 unit 'Epic Egyptians'.</u> Geography: To explain the UK's trade links with other countries.	



	<p>To name the key European rivers and identify key topographical features such as mountains and forests to understand why Britain was difficult to invade.</p> <p>To describe different European climates and explain how climate effects weather.</p> <p>To use a key to identify symbols used on a map, understand how a compass can assist map reading and use maps to direct.</p> <p>History: World War 2</p> <p>To identify the allied, axis and neutral countries involved in WWII, explain the key events and recall key dates, representing this on a timeline.</p> <p>To name the key leaders involved in WWII, describe their roles and describe their influence on the events that took place.</p> <p>To understand what the 'Blitz' was, provide reasons for the German air raids and describe ways in which people protected themselves (including a focus on evacuation).</p> <p>To understand the term 'rationing', understand why it was necessary, describe the process involved and consider the impact it had on people's lives.</p> <p>To understand the term 'propaganda' and understand how it was used in WWII to communicate main messages.</p> <p>To look at troops that served from British Colonies. West Africa, Gambia, Sierra Leone, the Gold Coast (now Ghana) and Nigeria also served as staging posts and military bases during World War Two. India, Nepal and Caribbean.</p> <p>To know what troop members contributed to war effort- pots and kettles from Jamaica and explain that even in Jamaica they had to observe blackouts</p> <p>Letter home from war in role as a Caribbean soldier serving in the British Colonies.</p>	<p>To compare the human and physical Geography of the UK and Ancient Sumer- climate, country, location.</p> <p>To look at how physical features of Ancient Sumer influenced the way of life at the time.</p> <p>History:</p> <p>To understand and explain when and where the Ancient Sumerian civilisation first appeared and present this on a time line.</p> <p>To know in what the city states were like and describe the characteristics of a city, the homes and the lives of the people who live there.</p> <p>To know how and why the Ancient Sumerian people made an impact on the world with their inventions and technologies.</p> <p>To explain some of the religious beliefs and practices of the people of Ancient Sumer.</p> <p>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.</p> <p>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 Etc – written in their books and chn stand up at end and share their speech.</p>	<p>and describe the physical features of its location.</p> <p>To identify the route of 'The Silk Road' and explain why it has taken this route with regards to the topographical features.</p> <p>To look at the types of settlement along 'The Silk route' today.</p> <p>History:</p> <p>To explain when and where the Shang dynasty was in existence.</p> <p>To find out about the social hierarchy of the Shang dynasty and explore what life was like for different people.</p> <p>To find out about the religious beliefs of the people from the Shang dynasty.</p> <p>To examine a range of artefacts to find out about life in the Shang dynasty.</p> <p>To explain who Fu Hao was and why the discovery of her tomb was significant.</p> <p>Notebook in role as an archaeologist, explaining the 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 discovery...We 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... -</p>	<p>To identify the key trade done between the UK and Central and South American trade (coffee, chocolate, nuts, fruit), understand fair trade and explain why this is necessary (climate).</p> <p>To identify the most efficient trade routes on a map (Panama Canal / Suez Canal links).</p> <p>To use a modern map of the world to identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, with regards to the UK and South America.</p> <p>History:</p> <p>To sequence the events of the trade industry.</p> <p>To understand changes to trade and economics over time (WWII, Opening up of the Eastern Block, Brexit).</p> <p>To make predictions about the future of trade (natural resources – energy, food, minerals and water).</p> <p>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'.</p>
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					to be written as a handmade notebook.	
					Shang Dynasty	
The Arts	<p>Music: Florence Price Assessment Focus: Perform body percussion and instruments as an ensemble</p> <p>Art: Using oil pastel techniques and watercolour skills to plan and create mixed media artwork inspired by the poem 'In Flanders Fields' and to understand how the poppy came to be a symbol of remembrance. To view images of WW2 and draw a piece of artwork that reflects our feelings.</p>	<p>Music: Structure Assessment Focus: To sing with increasing control, accuracy and fluency</p> <p>Art: To improve pencil. shading and sketching skills, while using the grid method to sketch WW2 aircraft shapes proportionally. DT: To explore the use of gas masks during the war, follow a design. developing ideas to create and evaluate a replica WW2 gas mask using various materials.</p>	<p>Music: Vivaldi – The Four Seasons (Winter Assessment: To listen with attention to detail to a range of music from great composers</p> <p>Art: Using watercolour skills and knowledge of colour to plan and create artwork inspired by Ancient Sumerian art and the Standard of Ur. To produce an image from this ancient relic to complete a mural.</p>	<p>Music: GarageBand Assessment Focus: To compose and improvise using the related dimensions of music</p> <p>Art: To investigate and explore pottery from the Ancient Sumerian era. To use modelling skills and techniques to manipulate malleable materials in a variety of ways and create a clay replica Sumerian pot.</p>	<p>Music: RE - Islam Assessment Focus: To sing with increasing control, fluency and accuracy</p> <p>DT: To design and build a kite using DT knowledge and various materials after learning that kites were invented in Ancient China. To explore how to strengthen and stabilise, then to evaluate the model against design criteria.</p>	<p>Music: Pitch Notation/Composing (Every Night) Assessment Focus: To compose using the inter-related dimensions of music and to perform to an audience</p> <p>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 develop their techniques in art and design to create artwork in the style of the artist.</p>
Possible Visits and Visitors	The Imperial War Museum		The British Museum		Museum of London Docklands	
Spanish	-Buildings -Directions -Asking where things are	-Revision of days of the week -Times of day -Christmas lessons	-Revision of days of the week Revision of hobbies (Yr4) -Revision of sports/hobbies -Revisions of numbers 0-20+	-Revision of sports/hobbies -Revision of numbers 0-50 -Food, including revision (Yr3) -Revision of connectives	-Breakfast -Ingredients for a Spanish dessert -Revision of days of the week/months of the year -Weather	-Revisions of weather phrases -Seasons -Saying where you live
Year 6	<p>The Indus Valley and Rivers/Water cycle <u>Builds on Year 4 unit 'Epic Egyptians'.</u> Geography: Water Cycle</p>		<p>Maya Civilisation in America and Rainforests <u>Builds on Year 5 unit 'Ancient Sumer'.</u> Geography:</p>		<p>Ancient Greece and Mountains <u>Builds on Year 5 unit 'WWII and Europe'.</u> Geography:</p>	



	<p>Rivers</p> <p>To find on a map the areas where the Indus Valley Civilisation was located (Pakistan and many Indian states; Gujarat, Rajasthanm Haryana, Punjab, Afghanistan and Central Asia).</p> <p>To describe the physical and Geography of where the Indus Valley Civilisation once settled and explain how it changed.</p> <p>To understand that agriculture would have played the primary role in the Indus Valley economy and link this to trade and transportation.</p> <p>To understand what an Indus Valley city was like and describe the types and features of the buildings they contained.</p> <p>To study the Indus river system, its uses and their water management measures.</p> <p>To describe the stages of the water cycle and link this to drought and the effects it had on the Indus Valley civilisation and that it is still having in that region of the world today.</p> <p><u>History:</u></p> <p>To know when the Indus Valley civilisation existed and where it comes in the chronological order of time.</p> <p>To describe the work of some key explorers who helped discover the Indus Valley civilisation and explain what they found out.</p> <p>To place events from the Indus Valley civilisation into different contexts and chronological order</p> <p>To examine a range of artefacts from the Indus Valley civilisation and work out what they tell us about the Indus Valley civilisation</p> <p>Explanation of the 'Water Cycle' and how this links to drought and the effects it had on the Indus Valley Civilisation.</p>	<p>Rainforests</p> <p>To locate on a map the areas where the Mayan Civilisation once covered (Southern Mexico, Guatemala, Belize, El Salvador and Honduras).</p> <p>To know that Mayan cities were built in a rainforest which made them difficult for architects to discover.</p> <p>To describe the physical Geography of where the Mayan Civilisation once settled.</p> <p>To compare the physical Geography of the Southern lowlands to the Northern lowlands and explain the effects this had on life.</p> <p>To know how the Maya farmers used the land.</p> <p>To describe the climate and the effects this had on rainfall, rivers, lakes and sinkholes.</p> <p><u>History:</u></p> <p>The Maya</p> <p>To know who the Maya people were and when and where in the world they lived.</p> <p>To explain the religious beliefs and practices of the Maya people and the gods they believed in.</p> <p>To understand how the Maya invented and used their own number system and writing system.</p> <p>To use sources to find out about the Maya cities and their way of life.</p> <p>To describe a range of foods that were eaten by the ancient Maya people and explain why certain foods were religiously and culturally significant.</p> <p>Speech in role as an Ancient Mayan explaining their religious beliefs, Gods and scared buildings in a proud, boastful way to show that 'Our</p>	<p>To find Ancient Greece on a map and compare it's human and physical geography to Modern Greece.</p> <p>To compare the human and physical Geography of the UK and Modern Greece.</p> <p>To look at how physical features of Ancient Greece influenced the way of life at the time (mountains split country into city states).</p> <p>To identify different types of mountain, describe how they are formed and describe different mountainous climate.</p> <p><u>History:</u></p> <p>Ancient Greece</p> <p>To understand and explain how the Greek empire changed and grew and represent this on a time line.</p> <p>To know about the Ancient Greek political system and democracy and understand how this has influenced today's political system.</p> <p>To learn about Greek gods and goddesses and describe how their influenced people's beliefs.</p> <p>To know the story of Troy and the Trojan Horse.</p> <p>To understand the term 'philosophy', name some Greek philosophers and their areas of influence and consider 'Great thinkers' in today's world.</p> <p>Diary entry in role as somebody who is hidden inside the Trojan horse during the Trojan War.</p>
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FAITH – HOPE – LOVE



			God is better than your God' - written in their books and chn stand up at end and share their speech.			
The Arts	Music: Brazil Assessment Focus: To play 5 part samba rhythms as an ensemble Art: To use modelling skills and techniques to design and create a clay replica of an ancient seal from the Indus Valley and explain the imagery/symbols used.	Music: Creating Samba rhythms Assessment Focus: To sing with increasing control, fluency and accuracy Art: To explore the Indian block printing technique, investigating the patterns and colours used to decorate fabric. To create block printing stamps and use to create repeating patterns to represent the Indian culture.	Music: George Gershwin Assessment Focus: Listening and Appraising Art: To explore the historical use of masks in Mayan society, investigate the discovery of Lord Pakal's tomb and the mask and jewellery he wore to help him become a god in the afterlife. Using collage skills and knowledge of colour to recreate a replica Mayan mask.	Music: The Blues Assessment Focus: To compose using the inter-related dimensions of music DT: To investigate the structure of a Mayan temple, apply understanding of how to strengthen, stiffen and reinforce more complex structures, including sculpture with a range of materials. Using this knowledge and DT skills to create a replica temple, discuss and evaluate it.	Music: GarageBand Assessment Focus: To sing with increasing control, fluency and accuracy Art: To investigate Ancient Greek pottery and its designs, and developing art and design techniques further, drawing and painting a Greek vase with images and patterns.	Music: Body Percussion – Anna Meredith Assessment Focus: Performing to an audience DT: To understand and use mechanical systems in their products, recognising different types and how they work, challenging themselves to design and create their own moving pictures using DT skills and knowledge.
Possible Visits and Visitors	The British Museum		The Natural History Museum		The British Museum	
Spanish	-Classroom routines -Revision of clothes -Revision of expressing opinions	-Revision of family members (Yr4) -Revision of adjectives/verbs (Yrs4/5)	-Rooms of the house -Revision of adjectives (Y4)	-Furniture -Revision of alphabet and stalling strategies	-Revision of days of the week and months of the year (Yrs 3,4,5)	-Revision of transport -Names of places to visit