

**Bessemer Whole School Curriculum Map 2025 - 2026**

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| **Year 1** | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | | **Summer 2** |
| **History / Geography** | **Our Grandparents** | **Local Area Study – Exploring were we live** | **Looking After Our World – The Polar Regions** | **London: Now and Past -Local Area Study** | **Looking After Our World – The Amazon** | | **The History of Flight** |
| **Science** | **Seasonal Change** | **Everyday Materials** | **Everyday Materials** | **Animals including humans** | **Plants** | | **Seasonal Changes** |
| **Art and Design / DT** | **Art and Design** – Drawing and Painting | **Design Technology** - Structures | **Design Technology** - Mechanisms | **Art and Design** – 3D Form | **Art and Design** – Printing | | **Design Technology** - Textiles |
| **Computing** | **Computing systems and networks** – Technology around us | **Creating media** – Digital painting | **Data and information** – Grouping data | **Programming A** – Moving a Robot | **Creating media** – Digital writing | | **Programming B** - Programming animations |
| **Music** | **Southwark Music Services Curriculum**  ‘Sounds Interesting’  (Identifying different sounds) | **Southwark Music Services Curriculum**  ‘Sounds Interesting’  (Identifying different sounds) | **Southwark Music Services Curriculum**  ‘The long and the short of it’  (Exploring long and short notes) | **Southwark Music Services Curriculum**  ‘The long and the short of it’  (Exploring long and short notes) | **Southwark Music Services Curriculum**  ‘Exploring Pulse and Rhythm’  (recognising and playing rhythms) | | **Southwark Music Services Curriculum**  ‘Exploring Pulse and Rhythm’  (recognising and playing rhythms) |
| **Religious Education** | What does it mean to belong to Hinduism? | Why do Christians celebrate Christmas? | What does it mean to belong to Islam? | What does it mean to belong to Christianity? | What does it mean to belong to Sikhism? | | What can be special about living with family and friends? All religions and world views. |
| **PSHE** | **Health and Wellbeing** | **Health and Wellbeing** | **Living in the Wider World** | **Living in the Wider World** | **Relationships** | | **Relationships** |
| **PE** | **Games** – Throwing Towards a Target | **Gymnastics** | **Games** – Sending and Receiving | **Outdoor** Adventurous Activities/Problem Solving | **Athletics** | | **Games** – Net Games Using a Racket |
| **Year 2** | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | | **Summer 2** |
| **History / Geography** | **Continent and Oceans: Pirates** | **The Great Fire of London** | **Hot and Cold Places**  **Kenya** | **Women who Changed the World** | **The Seaside** | | **Adventures in Travel** |
| **Science** | **Animals including Humans** | **Use of Everyday Materials** | **Living things and their Habitats** | **Plants** | **Plants** | | **Consolidation** |
| **Art and Design / DT** | **Art and Design** – Drawing | **Art and Design** – Collage | **Design Technology** - Cooking and Nutrition | **Design Technology** - Mechanisms | **Art and Design** – Painting | | **Design Technology** - Textiles |
| **Computing** | **Computing systems and networks** – IT around us | **Creating media** – Digital photography | **Programming A** – Robot algorithms | **Data and information** – Pictograms | **Programming B** - Programming quizzes | | **Creating media** - Digital music |
| **Music** | **Southwark Music Services Curriculum**  Taking Off (Exploring Pitch) | **Southwark Music Services Curriculum**  Taking Off (Exploring Pitch) | **Southwark Music Services Curriculum**  What’s the Score?  (Creating different sounds) | **Southwark Music Services Curriculum**  What’s the Score?  (Creating different sounds) | **Southwark Music Services Curriculum**  Rhythm and Mood | | **Southwark Music Services Curriculum**  Rhythm and Mood |
| **Religious Education** | Where did the world come from and how should we look after it? All religions and world views | Why are different books special for different people? Christianity and one other religion. | Why did Jesus tell stories? | How do we know that Easter is coming? What special story is told at Easter? | How does special food and fasting help people in their faith? All religions | | How is forgiveness important to people’s lives? All faiths |
| **PSHE** | **Health and Wellbeing** | **Health and Wellbeing** | **Living in the Wider World** | **Living in the Wider World** | **Relationships** | | **Relationships** |
| **PE** | **Gymnastics** | **Games –** Net Games Using Hands | **Outdoor** Adventurous Activities/Problem Solving | **Games –** Dribbling Using Feet | **Games –** Attack vs Defence | | **Athletics** |
| **Year 3** | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | | **Summer 2** |
| **History / Geography** | **Stone Age to Iron Age** | **Mountains and Volcanoes** | **Ancient Egypt** | **Ancient Egypt** | **Conservation: My Local Area - Fieldwork Study** | | **Climate Zones and Biomes: South America** |
| **Science** | **Rocks** | **Forces and Magnets** | **Light** | **Animals including Humans** | **Plants** | | **Consolidation** |
| **Art and Design / DT** | **Design Technology** - Structures | **Art and Design** – 3D Form / Sculpture | **Art and Design** – Collage and Painting | **Design Technology** – Electrical Systems | **Design Technology** – Cooking and Nutrition | | **Art and Design** – Printing and Painting |
| **Computing** | **Computing systems and networks** | **Creating media** – Stop-frame animation | **Data and information** – Branching databases | **Programming A -**Sequencing sounds | **Creating media –** Desktop publishing | | **Programming B –** Repetition in games |
| **Spanish** | **Phonetics 1&2** (C)  I'm Learning Fr/Sp/It (E) | **Animals** (E) | **Musical Instruments** (E) | **Fruits** (E) | **Ancient Britain** (E) | | **I can…(**E) |
| **Music** | **Southwark Music Services Curriculum**  Animal Magic (composition and performance) | **Southwark Music Services Curriculum**  Animal Magic (composition and performance) | **Southwark Music Services Curriculum**  Play It Again (Simple Rhythmic Patterns) | **Southwark Music Services Curriculum**  Play It Again (Simple Rhythmic Patterns) | **Southwark Music Services Curriculum**  The Class Orchestra  (Ensemble performances ) | | **Southwark Music Services Curriculum**  The Class Orchestra  (Ensemble performances ) |
| **Religious Education** | How and why do Hindus celebrate Holi? What celebration can we design to mark a special time in our class or year group? All faiths | What is the significance of light in religion? All faiths | What do Sikh sayings tell us about Sikh beliefs? | What can we learn about special symbols and signs used in religions? Christianity, Islam and world views. | How did Jesus and Buddha make people stop and think? | | How do Jews celebrate their beliefs at home and in the Synagogue? |
| **PSHE** | **Health and Wellbeing** | **Health and Wellbeing** | **Living in the Wider World** | **Living in the Wider World** | **Relationships** | | **Relationships** |
| **PE** | **Games –** Dribbling and Passing with Feet | **Gymnastics** | **Games –** Sending Skills Using Hands | **Outdoor** Adventurous Activities/Problem Solving | **Athletics** | | **Games** – Passing and Moving with Hands |
| **Year 4** | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | | **Summer 2** |
| **History / Geography** | **Food and Agriculture** | **London at War: A Local History Study** | **The Romans** | **The Romans** | **Rivers** | | **Climate Change:**  **World’s Oceans** |
| **Science** | **Animals including Humans** | **Living things and their Habitats** | **Electricity** | **Sound** | **States of Matter** | | **Consolidation** |
| **Art and Design / DT** | **Design Technology** – Cooking and Nutrition | **Design Technology** - Structures | **Art and Design** – Painting | **Design Technology** – Textiles | **Art and Design** – 3D Form / Sculpture | | **Art and Design** – Printing and Collage |
| **Computing** | **Computing systems and networks –** The Internet | **Creating media –** Desktop publishing | **Programming A** - Sequencing sounds | **Creating media** – Photo editing | **Data and information** – Data logging | | **Programming A –** Repetition in shapes |
| **Spanish** | Phonetics 1&2 (C) Fruits (E) | Vegetables (E) | Ancient Britain (E) | Presenting Myself (I) | Classroom (I) | | House (I) |
| **Music** | **Southwark Music Services Curriculum**  Exploring Pentatonic Scales | **Southwark Music Services Curriculum**  Exploring Pentatonic Scales | **Southwark Music Services Curriculum**  Painting with Sound  (composition and extending sound vocabulary) | **Southwark Music Services Curriculum**  Painting with Sound  (composition and extending sound vocabulary) | **Southwark Music Services Curriculum**  Singing Games (Exploring and adapting playground songs) | | **Southwark Music Services Curriculum**  Singing Games (Exploring and adapting playground songs) |
| **Religious Education** | What religions and world views are represented in our neighbourhood? | Why is the Bible special for Christians? | What makes me the person I am? All religions and world views | Why is Easter important to Christians? | What happens when someone gets married? All religions and world views | | How and why do Hindus worship at home and in the mandir? |
| **PSHE** | **Health and Wellbeing** | **Health and Wellbeing** | **Living in the Wider World** | **Living in the Wider World** | **Relationships** | | **Relationships** |
| **PE** | **Gymnastics** | **Games –** Benchball/ Endball | **Outdoor** Adventurous Activities/Problem Solving | **Games -** Football | **Games –** Batting and Bowling | | **Athletics** |
| **Year 5** | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | | **Summer 2** |
| **History / Geography** | **The UK** | **The Victorians** | **Anglo Saxon and Viking Settlement** | **North America: Mexico** | **Viking and AS struggle for England** | | **The Environment - TBC** |
| **Science** | **Properties and Changes of Materials** | **Animals including Humans** | **Living Things and Their Habitats** | **Forces** | **Earth and Space** | | **Consolidation** |
| **Art and Design / DT** | **Art and Design** – Drawing | **Art and Design** – Printing | **Design Technology** - Mechanisms | **Art and Design** – 3D | **Design Technology** – Future Cities Project | | **Design Technology** – Cooking and NutritionForm |
| **Computing** | **Computing systems and networks -** Systems and searching | **Programming A –** Selection in physical computing | **Creating Media –** Video Production | **Data and information** – Flat-file databases | **Creating media –** Introduction to vector graphics | | **Programming B –** Selection in quizzes |
| **Spanish** | Phonetics 1 – 3 (C) Selection of Core Vocabulary lessons | Vegetables (E) | Presenting Myself (I) | Family (I) | Romans (I) | | Clothes (I) |
| **Music** | **Singing – Young Voices**  Weekly singing lessons learning repertoire for Young Voices Concert. Focus on voice control, ensemble singing and performance. | | | **Samba**  Weekly Samba lessons. Focus on rhythm, technique and playing as part of an ensemble. | | | |
| **Religious Education** | What do religions believe about God? All faiths and world views | How is Christmas celebrated around the world? | What inner forces affect how we think and behave? All faiths | How do Christians try to follow Jesus’ example? | Why is Muhammad and the Quran important to Muslims? | | A choice between A) ‘Animal Lawsuit’ unit or B) ‘Thankfulness’ unit |
| **PSHE** | **Health and Wellbeing** | **Health and Wellbeing** | **Living in the Wider World** | **Living in the Wider World** | **Relationships** | | **Relationships** |
| **PE** | **Games –** Sending Skills Using Hands | **Gymnastics** | **Games –** Mini Volleyball and Tennis or Tag Rugby | **Games** – Attack vs Defence | **Athletics** | | **Outdoor** Adventurous Activities/Problem Solving |
| **Year 6** | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | | **Summer 2** |
| **History / Geography** | **Europe** | **Ancient Greece** | **Japan** | **The Maya** | **Post-1066: The History of Medicine** | | **Post-1066: The History of Medicine** |
| **Science** | **Light** | **Living things and their Habitats** | **Electricity** | **Evolution and Inheritance** | **Animals including Humans** | **Consolidation** | |
| **Art and Design / DT** | **Art and Design** – 3D Form | **Design Technology** – Digital Navigation | **Art and Design** – Printing | **Design Technology** - Textiles | **Art and Design –** Drawing and Painting | | **Design Technology** – Electrical Systems |
| **Computing** | **Computing systems and networks -** Communication and collaboration | **Creating media –** Web page creation | **Programming A –** Variables in games | **Data and information** – Spreadsheets | **Creating media** – 3D Modelling | | **Programming B -** Sensing movement |
| **Spanish** | Phonetics 1 -4 (C)  Selection of Core Vocabulary lessons | Presenting Myself (I) | Do You Have A Pet (I) | What Is the Date? Or Weather (I) | My House (I) | | School (P) |
| **Music** | Weekly Violin lessons with strings tutor  Performance to peers and parents at the end of the year. | | | | | | |
| **Religious Education** | What do people believe about life after death? | How do people express their faith through the arts in Christianity? | What qualities are important to present day religious leaders? All faiths – asking pupils to compare at least 3 different religious leaders | What are the sources of the story about what happened on the first Easter Sunday? | What similarities and differences do religions and world views share? | | How could we design a celebration that involved everyone, whether religious or not, in a meaningful and imaginative way? All faiths and world views. |
| **PSHE** | **Health and Wellbeing** | **Health and Wellbeing** | **Living in the Wider World** | **Living in the Wider World** | **Relationships** | | **Relationships** |
| **PE** | **Games –** Basketball or Football | **Games –** Mini Volleyball and Tennis or Tag Rugby | **Gymnastics** | **Outdoor** Adventurous Activities/Problem Solving | **Games** – Rounders or Cricket | | **Athletics** |