

PICKHURST ACADEMY

OUR CURRICULUM IN CONTEXT

WHERE EVERY CHILD COUNTS

OUR CORE VALUES

We want all of our children to BE **P.I.C.K.H.U.R.S.T**

Proud

Inquisitive

Confident

Kind

Healthy

Understanding

Respectful

Successful

Trustworthy

How and why does our personalised curriculum link with for our local area and context in addition to any cross-curricular links

SUBJECT	Year 3	Year 4	Year 5	Year 6	ARP
Maths	<u>Autumn</u> <u>Spring</u> Length and perimeter of buildings in local area so that they can understand large units of measurements in context i.e. m, km. <u>Summer</u> Finding and identifying shapes in the environment eg in buildings.	<u>Autumn</u> Length and perimeter of buildings in local area so that they can understand large units of measurements in context i.e. m, km. <u>Spring</u> Estimating and measuring distances and area within the school grounds to plan an identify a good route for the 'daily mile'. <u>Summer</u> Identifying spatial patterns in the environment eg symmetry in semi-detached houses, the location of convenience stores.	<u>Autumn</u> Area and perimeter – children look at measuring the area of their school so that they can relate an abstract concept to their real life. Bus time tables of local buses within the area . Enrichment lesson based on children creating their own Winter Wonderland in London. <u>Spring</u> <u>Summer</u> Position and direction-children create maps of their local area and they have to find the co-ordinates to several places within town.	<u>Autumn</u> Numbers for measurement, e.g. temperatures. Position and direction-children create maps of their local area and they have to find the co-ordinates to several places within town. <u>Spring</u> Area and perimeter – children look at measuring the area of their school so that they can relate an abstract concept to their real life. Bus time tables of local buses within the area. <u>Summer</u> Finding and identifying shapes, angles, lines in the environment eg in buildings.	<u>Autumn</u> Finding and identifying shapes in the environment eg in buildings, school, playground, garden. <u>Spring</u> <u>Summer</u> Children create maps of a route in their local area and describe turns.

ENGLISH

Autumn: Pebble in my pocket
Exploration of local rocks and stones to build sensory descriptions which they will use to turn into their own creative writing

Summer: The Great Kapok Tree
Seeing woodland area of the school: looking at nature and wildlife which grows within our local habitats

Autumn: Leon and the Place Between

Class discussions of funfairs, festivals, and circus exhibitions in the local area

Children to use their own experiences to craft writing inspiration

Spring: Boy at the Back of the Class
Class discussion, shared texts which tell stories of refugees in London and Bromley

Summer: Varjak Paw

Class discussions linked to what would happen to Varjak Paw if he stayed in one of our houses in the community.

Autumn: Cosmic:

Scientific exploration linked to key themes within the text:
Field trip to Greenwich Observatory

Spring: Ice Trap!
Research into the locality of Shackleton to children who lived in Sydenham. How different was Sydenham in 1915 compared to now?

Autumn: The Explorer

Use of field within school to build 'survival shelters' to re-create the actions of characters from core text
Joseph Thomas Last – Explorer from Shortlands

Spring: Clockwork
Sharing of Ghost stories from Bromley / Croydon in the local area.

Ghosts of Chislehurst Caves

Summer: The Lion and the Unicorn
WW2 Landmarks within West Wickham

Using entries from WW2 Civilians in Bromley and Croydon to model language constructs

Autumn

Trip to the theatre – what is it like, how would you prepare – Churchill Theatre for the pantomime links to the experience Grace had going to the Ballet.

Looked at a virtual tour of the Glades in Bromley – what havoc could Paddington create in the Glades like he did in the café in London.

Spring
An adventure in the forest / forest school – links to the experiences Arthur has in his local area in Iceland.

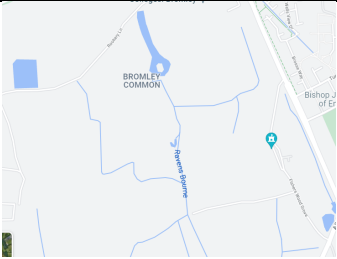
Trip out in the mini-bus to look what hat we could improve in Hayes to make the village 'greener' like the topics of the story. Writing to local MP on changes that could be made.

Summer
Walk through the park to find the lost toy – how can we describe where it is to help his child find him. Exploring the park and looking at prepositions to explain

Look at 2 other places that Goldilocks could have ended up instead of the 3 bears house – Chislehurst Caves /

					Supermarket – what would her experience of been like?
SCIENCE	<u>Autumn</u> Fossils- Crystal Palace area of interest- liaise with Y3 team about potential trip or workshop at the centre there. <u>Spring</u> <u>Summer</u>	<u>Autumn</u> <u>Spring</u> <u>Summer</u> Litter Pickers- use local areas- Pickhurst Park and Pickhurst Green	<u>Autumn</u> Timezones-GMT in Greenwich-next curriculum consider visit to observatory(C19 withstanding) Chn are encouraged to explore the GMTand many f/b that the line bisects through their own gardens. <u>Spring</u> <u>Summer</u> Use school based nature areas to explore habitats/local wildlife. Chn dissect local wild flowers.	<u>Autumn</u> Darwinism chn consider Kent based Scientist. Future planning-visit to Downe House. <u>Spring</u> <u>Summer</u>	<u>Autumn</u> • <u>Spring</u> • <u>Summer</u> •
HISTORY	<u>Autumn</u> <u>Spring</u> <u>Summer</u> <u>Local History</u> Why should we preserve our locality? Children will explore number of local listed buildings and understand why should they be protected. Visit to local listed buildings such as Wickham Court (currently a school), Chinese Garage, Beckenham Place Mansion and a number of local churches. Children will have visited/seen these buildings and surrounding areas with their families for leisure,	<u>Autumn</u> <u>Spring</u> <u>Roman Britain</u> What happened when the Romans came to Britain? Reference to local Roman villas (Roman Villa in Orpington and Lullingstone), visit will be organised to one of these. Children will look at the impact Romans have had on local area and daily life (roads, postal service, architecture) that is still evident today. <u>Summer</u>	<u>Autumn</u> <u>Spring</u> <u>Summer</u> <u>Journeys</u> What makes people go on a journey? Children will learn about Empire Windrush which arrived to Tilbury (East London). Many of the people who came from West Indies settled in the area of Brixton and Clapham. Some children will have relatives and families affected and will be able to draw on personal experiences. References will be made to people moving to different countries due to wars/civil	<u>Autumn</u> <u>Spring</u> <u>The Ancient Greeks</u> Children will look at the legacy of Ancient Greeks for example architecture and the influence on local buildings (use od columns at Greenwich Palace, National Gallery, British Museum). These are places that the children will visit in their lifetime and hold important historical artefacts and works of art. They will learn about democracy and give examples of democracy in local area (council elections) and school itself. <u>Summer</u>	Journeys - adapted see Year 5 Unit of work Local History -adapted (see Y3 Unit of work)

	worship, events and shopping, and draw conclusions about the need to protect them for the future.		unrest (children and staff will be able to also draw on personal experiences).	<u>The Impact of War</u> Children will visit Bromley, Shortlands and West Wickham War memorials to look at the impact WW1 and WW2 have had on loss of life in local area. They will look at local buildings (West Wickham High Street and New Inn) that were damaged in WW2. They will look at the sources of evidence and accounts of local people who were evacuated during Blitz and those who stayed in the area. Many of our children's families were affected by these events and the children will be able to draw on personal experiences, they often bring memorabilia and diary entries from their family members to share in class.	
GEOGRAPHY	<u>Autumn</u> Collection and analysing of data from the local area. In this topic children explore geographical data and climate maps. Providing the opportunity to apply their knowledge and compare their local climate at school to other areas. <u>Spring</u> <u>Summer</u> Field work in to their local coastal area. Providing real life	<u>Autumn</u> <u>Spring</u> Links and images of bodies of water in the local area provided when discussing water cycle. These include the River Thames and more locally Ravensbourne.	<u>Autumn</u> Field work and use of technology to gather data of how their local area has changed over time. Leading to the big finish of creating artwork informed by their research of the local area past, present and future <u>Spring</u> <u>Summer</u> Field work to investigate roduct available in the local area. Research into what	<u>Autumn</u> Links made between the Amazon being a protected area and protected areas in their local area. Opportunity for developed understanding of variation in natural resources and environmental concerns.  <u>Spring</u> Links to local area limited to	<u>Autumn</u> Collection and analysing of data from the local area. In this topic children explore geographical data and climate maps. Providing the opportunity to apply their knowledge and compare their local climate at school to other areas. <u>Spring</u> <u>Summer</u> Field work in to their local coastal area. Providing real life

	context which not all children have experienced to their knowledge of how coastal areas have changed	 <u>Summer</u>	products are produced locally and which are imported	the school area. Focus on the school grounds. Providing opportunities to apply knowledge of sustainability of the school and improving variation of wildlife. <u>Summer</u> Unit outcome is focused on their locality in the future. They will assess the resources and areas in their local area and apply their understanding of the community to identify what should be preserved for future generations	context which not all children have experienced to their knowledge of how coastal areas have changed
MFL	<u>Autumn</u> Celebration of different languages and cultures spoken in the community. <u>Spring</u> • <u>Summer</u>	<u>Autumn</u> Celebration of different languages and cultures spoken in the community. <u>Spring</u> • <u>Summer</u> • Being able to come into contact with the focused language in the French restaurants that we have in the area by ordering food/drinks and talking prices.	<u>Autumn</u> Celebration of different languages and cultures spoken in the community. <u>Spring</u> • <u>Summer</u> Children watch/reflect on films in the target language and are encouraged to go to the cinema and watch an international film, broadening their understanding of different cultures.	<u>Autumn</u> Celebration of different languages and cultures spoken in the community. <u>Spring</u> Children are able to come into contact with the target language in the French restaurants that we have in the area by ordering food/drinks and talking prices. <u>Summer</u> Children watch/reflect on films in the target language and are encouraged to go to the cinema and watch an international film, broadening their understanding of different cultures.	<u>Autumn</u> Celebration of different languages and cultures spoken in the community. <u>Spring</u> • <u>Summer</u> •
RE	<u>Autumn</u> What makes a building sacred? Looking at places of worship in the local	<u>Autumn</u> Link exploration of morality in different context to Pickhurst Values.	<u>Autumn</u> Focus on different religious festivals (Bar/Bat Mitzvah, confirmation, Baptism. Yom	<u>Autumn</u> Recapping importance of worship and supporting religious practices. Look at	<u>Autumn</u> Look at places of worship in the local community (linked to parent survey of where

	community (linked to parent survey of where Pickhurst families worship). Bromley Christ churches Bromley Methodist churches Bromley Baptist churches Bromley Baha'is Bromley reform Synagogue Croydon Siri Guru Singh Sabha Gurdwara Keston Al- Emaan centre (Mosque) Thorton Heath Sivaskanthagiri Murugan Kovil (Hindu temple) South Croydon Thames Meditation Society (Buddhist temple) Wembley BAPS Shri Swaminarayan Mandir (Hindu temple) Visiting local places of worship and reflecting on how its features are sacred to believers. <u>Spring</u> Exploring the importance of the Synagogue and Gurdwara. Linked to local places of worship and virtual tours from the local community. Exploring freedom of worship and exploration of different faiths in the local community. Considering the benefits of having diversity and multiculturalism in our society and promoting inclusion for	Representing smaller religious groups such as Jainism to promote diversity and understanding of different faiths as there is a small representation of these in our local community. <u>Spring</u> When referencing importance of Gurdwara and synagogue use images of places of worship from local community. Representing Humanist beliefs due to response from parent survey asking to have more representation for humanism at Pickhurst. <u>Summer</u> Trip to local place of worship. Pilgrimages (link to Canterbury Cathedral).	Kippur) and link these to local community. Encourage children to share their own personal experiences (religious/ non-religious). These can be further represented through the school's working wall. Linking concept of 'Gods Big Plan' (ensuring we are all different through language, where we live etc) to diversity. Children consider their own Worldviews and what builds up their identity. As Pickhurst predominately Christian it is important to further promote diversity and inclusion of different faiths and cultures. <u>Spring</u> Recapping importance of worship and supporting religious practices. Look at places of worship in the local community (linked to parent survey of where Pickhurst families worship) Linking 'Golden Rule' to Pickhurst Values and British Values. When learning about Ramadan, lent or Amrit Sanskar encouraging children who practise these religious festivals are able to share their understanding and	places of worship in the local community (linked to parent survey of where Pickhurst families worship). Free will and forgiveness linked to Pickhurst Values. <u>Spring</u> As Pickhurst predominately Christian, representing smaller faith group such as Zoroastrianism and Bhai community to encourage diversity. Link topic of suffering to real life examples in local and international news. <u>Summer</u> Trip to local place of worship.	Pickhurst families worship). Bromley Christ churches Bromley Methodist churches Bromley Baptist churches Bromley Baha'is Bromley reform Synagogue Croydon Siri Guru Singh Sabha Gurdwara Keston Al- Emaan centre (Mosque) Thorton Heath Sivaskanthagiri Murugan Kovil (Hindu temple) South Croydon Thames Meditation Society (Buddhist temple) Wembley BAPS Shri Swaminarayan Mandir (Hindu temple) <u>Spring</u> Linking different beliefs and values to Pickhurst Values and school ethos. Encouraging children to build on their own Worldviews through exposure to others. <u>Summer</u> When exploring different faith groups, ensure images of local community is represented.
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PSHE	everyone's beliefs. (Link to pupil and parent survey). <u>Summer</u> Link to British Values (Tolerance, Justice, equality, value of individual) and how these are represented in our local community through exploring and embracing our differences.		represent their own worldviews. <u>Summer</u> Congregational worship: write on prayer/ hymn that reflects their own community, values and beliefs. Children reflect on own community to create their own model village inspired by Quakerism. Trip to local place of worship.		
	<u>Autumn</u> Using what they have learnt to be responsible members of their local community. <u>Spring</u> Learning who in their local community can keep them safe. <u>Summer</u> Developing sense of self-worth by developing competencies and by playing a positive role in contributing to school life and the wider community. Example: Students learn about a variety of different current issues within PSHE that are present in West Wickham and surrounding areas and have a personal impact on their day to day lives and communities.	<u>Autumn</u> Using what they have learnt to be responsible members of their local community. <u>Spring</u> Learning who in their local community can keep them safe. <u>Summer</u> Developing sense of self-worth by developing competencies and by playing a positive role in contributing to school life and the wider community. Example: Students learn about a variety of different current issues within PSHE that are present in West Wickham and surrounding areas and have a personal impact on their day to day lives and communities.	<u>Autumn</u> Using what they have learnt to be responsible members of their local community. <u>Spring</u> Learning who in their local community can keep them safe. <u>Summer</u> Developing sense of self-worth by developing competencies and by playing a positive role in contributing to school life and the wider community. Example: Students learn about a variety of different current issues within PSHE that are present in West Wickham and surrounding areas and have a personal impact on their day to day lives and communities.	<u>Autumn</u> Using what they have learnt to be responsible members of their local community. <u>Spring</u> Learning who in their local community can keep them safe. <u>Summer</u> Developing sense of self-worth by developing competencies and by playing a positive role in contributing to school life and the wider community. Example: Students learn about a variety of different current issues within PSHE that are present in West Wickham and surrounding areas and have a personal impact on their day to day lives and communities.	<u>Autumn</u> Using what they have learnt to be responsible members of their local community. <u>Spring</u> Learning who in their local community can keep them safe. <u>Summer</u> Developing sense of self-worth by developing competencies and by playing a positive role in contributing to school life and the wider community. Example: Students learn about a variety of different current issues within PSHE that are present in West Wickham and surrounding areas and have a personal impact on their day to day lives and communities.

COMPUTING	<u>Autumn</u> Children discover how the internet can connect them to others in the area and look at the way internet cables and hubs are distributed around Bromley, West Wickham, Beckenham and Hayes. They also investigate the wireless system in school and hunt for evidence of the internet. <u>Spring</u> <u>Summer</u>	<u>Autumn</u> <u>Spring</u> Using local business websites for inspiration, the children create their own websites. <u>Summer</u> Children look at local weather patterns and discover the types of weather we receive in our area, comparing them to weather from other places.	<u>Autumn</u> Children do research using search engines into the local area and find out about local establishments and how they advertise themselves on the internet. <u>Spring</u> <u>Summer</u>	<u>Autumn</u> Children learn the history of computers and learn about notable computer science figures from the UK, including Alan Turing and Charles Babbage who are both from the London area. <u>Spring</u> <u>Summer</u>	<u>Autumn</u> <u>Spring</u> Children use local news as inspiration to create a news report on Word. <u>Summer</u> Children use the school environment as inspiration for taking pictures.
ART	<u>Autumn</u> Prehistoric art – Chislehurst caves. <u>Spring</u> <u>Summer</u>	<u>Autumn</u> Gertrude Hermes (born in Bromley) famous sculptor. <u>Spring</u> <u>Summer</u> Every picture tells a story – George Underwood (Born in Bromely) designs album covers.	<u>Autumn</u> Formal elements – Evelyn Hellicar (born in Bromley) famous architect. <u>Spring</u> <u>Summer</u> Every picture tells a story – Banksy lives in London – works of art are also there.	<u>Autumn</u> Still life – Edward George Handel Lucas (born in Croydon) still life artist <u>Spring</u> Make my voice heard – Chris Shea created NHS ‘graffitii’ in support of Covid 19 efforts in West Wickham and Beckenham. Create a piece of Art that would be displayed on Trafalgar Square 4th Plinth. <u>Summer</u>	<u>Autumn</u> • <u>Spring</u> • <u>Summer</u> •
PE	<u>Autumn</u> Walk to school initiative. To build children's mental and physical health making them aware of ways to do this through local journeys. As part of our Cultural capital	<u>Autumn</u> Walk to school initiative. To build children's mental and physical health making them aware of ways to do this through local journeys. As part of our Cultural capital	<u>Autumn</u> Walk to school initiative. To build children's mental and physical health making them aware of ways to do this through local journeys. As part of our Cultural capital	<u>Autumn</u> Walk to school initiative. To build children's mental and physical health making them aware of ways to do this through local journeys. As part of our Cultural capital	<u>Autumn</u> Walk to school initiative. To build children's mental and physical health making them aware of ways to do this through local journeys. As part of our Cultural capital

	the pupils looked at Emma Raducanu who Autumn was born in Toronto, Canada, but went to a local Bickley Primary School in Bromley. <u>Spring</u> Through PE Cultural capital the children will be exposed to local sportsmen and women. To give the pupils knowledge of local athletes who have found success from a similar background. <u>Summer</u> Local sports professionals deliver assemblies. To allow the pupils to meet athletes who have a similar starting point as our pupils to discuss their journeys. Through PE Cultural capital the children will be exposed to local sportsmen and women. To give the pupils knowledge of local athletes who have found success from a similar background.	the pupils looked at Emma Raducanu who Autumn · As part of our Cultural capital the pupils looked at Emma Raducanu who Autumn was born in Toronto, Canada, but went to a local Bickley Primary School in Bromley Teachers from Trinity secondary school come to PJA to teach PE lessons. To offer the children the opportunity to see role models in the sport field. <u>Spring</u> Pupils take part in borough wide cross-country event held at Crystal Place. To allow the pupils to compete against their peers in a competitive event that spans the borough. Through PE Cultural capital the children will be exposed to local sportsmen and women. To give the pupils knowledge of local athletes who have found success from a similar background. <u>Summer</u> Local sports professionals deliver assemblies. To allow the pupils to meet athletes who have a similar starting	the pupils looked at Emma Raducanu who Autumn · As part of our Cultural capital the pupils looked at Emma Raducanu who Autumn was born in Toronto, Canada, but went to a local Bickley Primary School in Bromley Teachers from Trinity secondary school come to PJA to teach PE lessons. To offer the children the opportunity to see role models in the sport field. <u>Spring</u> Teachers from Trinity secondary school come to PJA to teach PE lessons. To offer the children the opportunity to see role models in the sport field. Pupils take part in borough wide cross-country event held at Crystal Place. To allow the pupils to compete against their peers in a competitive event that spans the borough. <u>Summer</u> Local sports professionals deliver assemblies. To allow the pupils to meet athletes who have a similar starting point as our pupils to discuss their journeys.	the pupils looked at Emma Raducanu who Autumn · As part of our Cultural capital the pupils looked at Emma Raducanu who Autumn was born in Toronto, Canada, but went to a local Bickley Primary School in Bromley Pupils take part in borough wide cross-country event held at Crystal Place. To allow the pupils to compete against their peers in a competitive event that spans the borough. <u>Spring</u> Teachers from Trinity secondary school come to PJA to teach PE lessons. To offer the children the opportunity to see role models in the sport field. Pupils take part in school matches visiting local schools in Bromley. To allow students of all ability levels showcase their talents and represent the school at a local level. Through PE Cultural capital the children will be exposed to local sportsmen and women. To give the pupils knowledge of local athletes who have found success from a similar background. Through PE Cultural capital the children will be exposed to local sportsmen and women. To give the pupils knowledge of local athletes who have found success from a similar background.	the pupils looked at Emma Raducanu who Autumn · As part of our Cultural capital the pupils looked at Emma Raducanu who Autumn was born in Toronto, Canada, but went to a local Bickley Primary School in Bromley Pupils take part in borough wide cross-country event held at Crystal Place. To allow the pupils to compete against their peers in a competitive event that spans the borough. <u>Spring</u> Pupils take part in school matches visiting local schools in Bromley. To allow students of all ability levels showcase their talents and represent the school at a local level. Pupils take part in borough wide cross-country event held at Crystal Place. To allow the pupils to compete against their peers in a competitive event that spans the borough.
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ECO-SCHOOL

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	<u>Autumn</u> <u>Spring</u> <u>Summer</u> Science- In the topic 'plants', the children observe plants in their local area. They carry out comparative tests, discuss changes in plants over time and any patterns they have noticed. Science- in the topic 'rocks' they children discuss different rocks. They children are encouraged to look at the rocks in their garden. They also look at fossils and discuss whether they are likely to find one in their garden. The children visit their local beach and discuss what a coastline	<u>Autumn</u> <u>Spring</u> In Science for the topic 'Electricity' the children discuss their energy usage at home and at school. They discuss how we can save electricity at home and make suggestions for school. <u>Summer</u> In Science the children took part in a litter pick in the local area. They created a tally chart of items they had collected.	<u>Autumn</u> In Geography the children learn about West Wickham under the unit 'Changes in our local area' and discussed WW in the past (fields have been replaced by lots of shops and houses) and the future (how refill shops could be on WW Highstreet). The children discussed how they could make WW more environmentally friendly in the future (e.g. electric cars and a car free Highstreet). In art the children make African masks out of plastic bottles that they have resourced from home and bought at the local shop. <u>Spring</u>	<u>Autumn</u> <u>Spring</u> Geography- the children discuss their impact on the planet in the present moment. The children discuss what they do at home currently (e.g. how do they travel to local places). <u>Summer</u> Geography- the children discuss what their impact on the planet will be in the future and they discuss how the actions they make now can impact the future generations. A community survey is carried out and questions are asked about the environment and it gives children opportunities to positively impact their	<u>Autumn</u> • <u>Spring</u> • <u>Summer</u> •

MUSIC		should look like (links to plastic pollution).		In art the children make puppets from recycled materials that they have resourced from the local area (e.g. newspapers). <u>Summer</u> In Science - The children acted as naturalists and observed nature. They explored their surrounding and fed back what they could find e.g. a range of minibeasts, birds, squirrels etc. They discuss what birds they have seen in their local area (e.g. parakeets).	environment. The children create a design of their town in the future.	
	<u>Autumn</u> Composer of the Month – Samuel Coleridge-Taylor born in Holborn. He is a local man, children will feel inspired by his achievements. Visits from professionals in the performance industry, they share their expertise and inspire children. Churchill theatre visit – children have developed the skills to critically appreciate a wide variety of musical forms. Children have the opportunity to appreciate music and performance at their local theatre. <u>Spring</u> Children have the opportunity	<u>Autumn</u> Composer of the Month – Samuel Coleridge-Taylor born in Holborn. He is a local man, children will feel inspired by his achievements. Visits from professionals in the performance industry, they share their expertise and inspire children. Churchill theatre visit – children have developed the skills to critically appreciate a wide variety of musical forms. Children have the opportunity to appreciate music and performance at their local theatre. <u>Spring</u> Children have the opportunity	<u>Autumn</u> Composer of the Month – Samuel Coleridge-Taylor born in Holborn. He is a local man, children will feel inspired by his achievements. Churchill theatre visit – children have developed the skills to critically appreciate a wide variety of musical forms. Children have the opportunity to appreciate music and performance at their local theatre. <u>Spring</u> Children have the opportunity to participate in the O2 Young Voices choir. Music is specially selected to create a diverse musical repertoire all with the intention to introduce	<u>Autumn</u> Composer of the Month – Samuel Coleridge-Taylor born in Holborn. He is a local man, children will feel inspired by his achievements. Churchill theatre visit – children have developed the skills to critically appreciate a wide variety of musical forms. Children have the opportunity to appreciate music and performance at their local theatre. <u>Spring</u> Children have the opportunity to participate in the O2 Young Voices choir. Music is specially selected to create a diverse musical repertoire all with the intention to introduce	<u>Autumn</u> Composer of the Month – Samuel Coleridge-Taylor born in Holborn. He is a local man, children will feel inspired by his achievements. Churchill theatre visit – children have developed the skills to critically appreciate a wide variety of musical forms. Children have the opportunity to appreciate music and performance at their local theatre. <u>Spring</u> Children have the opportunity to participate in the O2 Young Voices choir. Music is specially selected to create a diverse musical repertoire all with the	

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DT	<u>Autumn</u> Castles – look at local area castles including Hever Castle. <u>Spring</u> • <u>Summer</u> •	<u>Autumn</u> • <u>Spring</u> • <u>Summer</u> Pavillions – Charles Cowles Voysey (architect born in Bromley) designed Whiterock pavilion in Hastings	<u>Autumn</u> Electronic greeting cards - Sir Rowland Hill (creator of penny black stamp) lived and died in Hampstead <u>Spring</u> • <u>Summer</u> •	<u>Autumn</u> • <u>Spring</u> • <u>Summer</u> Come dine with me – look at local restaurants in the area to look at menus	<u>Autumn</u> • <u>Spring</u> • <u>Summer</u> •
CULTURAL CAPITAL	<u>Autumn</u> Seasonal theatre trip to the local Churchill Theatre in Bromley town centre. Children can experience local humour and culture linked to where they live/study in a local setting that they are familiar with. They can explore the history, importance and role of the		<u>Spring</u> P4C – Pay it Forward mini project. Pupils follow the social experiment model and apply it to their own local environment, reflecting on its impact. Careers Week. Children can explore jobs and		<u>Summer</u> 'The Lion King' Theatre Trip where pupils will experience London travel and West End theatre culture, in comparison to Bromley theatre. Many of our pupils have family in areas of London and can further explore their capital city whilst comparing

	theatre building within their community. Remembrance Day memorial service. Pupils reflect on the impact of conflict in the local community and also within other communities (those of their families, friends who live in local neighbourhoods). Members of the community including local religious and Scout leaders join the service in school.	opportunities that currently exist and also those that may exist in the future. Local community members and stakeholders are invited in as part of assemblies or workshops to inspire pupils and promote diverse career options for all pupils in the school, many linked to the local area such as the local fire brigade and other community emergency, public, health, key worker and customer services that the children can relate to directly. Year 6 Bikeability. Pupils explore safe cycling in school and around where they live, including local bike paths, in order to travel safely, make the most of local facilities and develop healthy lifestyle choices.	central London to their own school/home setting in the suburbs. Enterprise Week. Links to local businesses including banks and shops, as well as small local businesses, that pupils will be familiar with and may use. These support the development of economic capital. Children are challenged to make a sum of money, using their knowledge and research of the local community's needs and engagement with local enterprise. Year 6 Residential trip where children gain independence and can learn about other areas, people, dialects and cultures of the UK in comparison to their hometown. This contextualises their own school/local area geographically and socially. Year 6 Secondary School transition days – links established with secondary schools in the local area, and those linked to local areas of pupils' homes. Pupils develop relationships and a practical understanding of secondary school life.
HOME SCHOOL LINKS	<u>Autumn</u> Year 4: The Americas (similarities and differences between South and North America) We can link this to the place we live and make comparisons. Year 5: Topic Homework set during the Christmas holidays. Spring science topic of filtration. Children were asked to use different materials to try to filter water. Children used water and materials found in the local area. They understand how they would survive in their local area if they had to source clean water for themselves.	<u>Spring</u> Year 4: Roman Britain (Roman Invasion of Britain) Make artefacts, discover materials today that were made by the Romans. Year 6: Science homework related to the topic 'Nature Library' (living things). Children complete a classification task based on the living things in their garden/local area.	<u>Summer</u> Year 3: Science homework related to the topic 'Nature Library' (living things). Children complete a classification task based on the living things in their garden/local area.
PUPIL VOICE	<u>Autumn</u> Mental Health Champions – pupil parliament took part in Mental Health Champion training. The course	<u>Spring</u> Pupil parliament giving tours to members of the community to celebrate the school and its	<u>Summer</u>

	was run by an external company 'One Goal'. Children learnt techniques in supporting their own and others mental wellbeing in order to maintain and improve their mental health. Pupils that took part will be able to put the techniques they have learnt into practise within school, outside of school and when they transition to secondary school. School council to work alongside R.E and Charity ambassador to inform classes of Harvest festival collections which support a local food bank. The support with the organisation and running of the donations and collection assemblies Friendship bench – school council research and contact local companies to produce friendship benches for the playground after discussing with classes.	environment. School Council - Platinum Jubilee – History Children to run assemblies for the school informing the history of the Queen. School council to generate and collate ideas for celebrating which can include families and the local community.	
CHARITY EVENTS	<u>Autumn</u> Harvest Festival- supporting local foodbank (BCC Church – Bromley) Remembrance Day- raising money for the British Legion and inviting members from our local community to join our service.	<u>Spring</u> Downs Syndrome awareness, Autism awareness and deaf awareness - Working with families at Pickhurst to represent children within our school community. 'Guide dogs' local speaker who is deaf coming to share own experiences and raise awareness.	<u>Summer</u> Pride month- Links to SDP and raising awareness for the different people in our community.