



St James C of E Academy

Curriculum Map 2025/26

Unlocking potential and flourishing

"I can do all things through Christ; who strengthens me."

Philippians 4:13

Joy in Lifelong learning

"Put these abilities to work; throw yourself into your tasks so that everyone may notice your improvement and progress."

1Timothy 4:15

Everyone is Loved

"My command is this: Love each other as I have loved you"

John 15:12

Curriculum Intent:

As a Church of England Academy, we provide an education of depth and quality within a Christian ethos provided in a safe and secure, nurturing and aspirational environment. Our curriculum is carefully designed so that children know and remember more as they progress through our school. It is carefully sequenced so that children make deep and meaningful connections within and across subjects - in line, with and beyond the National Curriculum. For example the children gain knowledge and understanding of the concept of 'power' in history, and will then use this knowledge to inform their worldly views which can be shared when discussing texts in English, or developing ideas in PSHE or RE. Our curriculum is devised to foster a love in lifelong learning. Our children embrace the opportunities provided to them and continue to explore, in depth, the content of what they have learned. Our curriculum is ambitious and inclusive in that it meets the needs of all pupils, no matter their prior experiences, no matter their academic needs, and no matter socio-economic background. We ensure that our curriculum, alongside our strong Christian ethos, challenges all pupils to unlock their potential and flourish so that they have joy in lifelong learning and are well-equipped for the next phase of their learning and life beyond our school gates. Together all stakeholders share the Church of England Vision for education, with Jesus' promise of 'life in all its fullness and his heart'.

Curriculum Implementation:

Learning happens when people have to think hard. Teachers plan and deliver sequences of lessons that challenge the pupils to think and work hard and make links within and across subjects. To be able to work hard, the children are expected to demonstrate excellent learning behaviours. To support the children with this they have individual 'Learning Passports' which outlines key learning behaviours we want to reward throughout each day (Resilience, Creativity, Curiosity, Aspiration, Communication, Unity). The children also have the simple acronym of LOVED to help them remember our school rules and high expectations and ensure that they always 'Do it the St James way.' Teachers also make careful adaptations (including scaffolds and visuals) to their lessons to allow those pupils who need additional support be successful. To support teachers to plan their lessons, they have clear lesson structures for specific lessons, which are reviewed through regular CPD sessions.

Key elements of the lessons include 'Check Points' (where teachers meticulously check for understanding) through a variety of strategies. Timetables are prioritised so that each subject is given a sufficient amount of time and attention, whilst maximising learning opportunities. The children have subject specific books to support their mindset that when they work in their science books—they are in fact scientists and need to be thinking scientifically, or historians when working in history books. In addition to this, the teachers who plan the geography lesson, teaches the geography lesson to both classes within the year group so that person is the complete expert in that subject, whilst also supporting teachers' work-life balance and wellbeing. Teachers begin many lessons with a retrieval of prior knowledge quiz, which will challenge children to recall facts from recent lessons, and lessons from longer ago. As a 'Word Aware' school, we value the importance of vocabulary and expose our children to a variety of new words across each week and across a range of subjects.

Impact:

Our children leave St James as well-rounded individuals, who understand what it means to be an influential figure in a community in 21st Century Britain. The children end Key Stage 2 with an extensive knowledge about significant figures past and present, as well as the impact they have had on the current world we live in. Pleasingly, our children leave with a great deal of resilience and a determination to make the best of their own future. St James pupils have a love of learning, and they are keen to share their learning with others, and they talk with confidence and clarity when they explain what they have learnt. In addition to this, children make links within and across the curriculum during their four years at St James, thus strengthening their depth of knowledge and understanding. All children have a sense of being, and feel safe to be who they are, safe in the knowledge that everyone is loved at St James. All pupils understand and value the terminology of 'LOVED' for themselves, their community and the power this has in paving future relationships and choices.

Year 3	Autumn Block A	Autumn Block B	Spring Block A	Spring Block B	Summer Block A	Summer Block B
English	Tower of the Sun Stone Age Boy	Marcy and Riddle of the Sphinx	How to Train Your Dragon	Vikings Jeremy Strong	Sir Gawain and the Green Knight	Firework Maker's Daughter Cloud Tea Monkeys
Maths	Place Value Addition and Subtraction	Addition and Subtraction Multiplication and Division	Multiplication and Division Length and Perimeter Fractions	Fractions Mass and Capacity	Fractions Money Time	Shape Statistics
Science	The Human Body	Cycles in Nature	Forces and magnets	Rocks	Plants	Light
History	Stone Age to Iron Age	Ancient Egypt	The Anglo-Saxons, Scots and Vikings		The Wars of the Roses	
Geography	Spatial sense	Settlements	UK Geography: The South West	Western Europe	Rivers	
RE	Why are nature and the seasons significant for religion and worldviews? UC: What do Christians learn from the Creation story?		How are religions and worldviews shaped and expressed through Art and Architecture? UC: Why do Christians call the day Jesus died 'Good Friday'?		What can religion and worldviews tell us about conflict, peace, forgiveness and reconciliation and is that important? UC: What is the Trinity?	
PSHE	Being me in My World	Celebrating Differences	Relationships	Healthy Me	Dreams and Goals	Changing Me
Art	Line	Still life and form	Art of Ancient Egypt	Anglo Saxon Art	Architecture and modern architecture	
DT	Sew—Key Rings		Build—Pop-up Books		Cook—Pasta	
PE	Gymnastics Football	Dance Tag Rugby	Netball Hockey	Badminton Basketball	Athletics Tennis	Cricket Rounders
Computing	Connecting Computers	Stop Frame Animation	Sequencing Sounds	Branching Databases	Desktop Publishing	Events and Actions in Programs
Music	Ballads	Creating compositions in response to an animation (Mountains)	Developing singing techniques (Vikings)	Pentatonic Melodies and composition (Chinese New Year)	Jazz	Traditional instruments and improvisation (India)

Year 4	Autumn Block A	Autumn Block B	Spring Block A	Spring Block B	Summer Block A	Summer Block B
English	Voices in the Park	Escape from Pompeii	Queen of Darkness	Plague A Cross on the Door Midsummer's Night's Dream	Iron Man	The Land of Roar
Maths	Place Value Addition and Subtraction	Area Multiplication and Division	Multiplication and Division Length and Perimeter	Fractions Decimals	Decimals Money Time	Shape Statistics Position and Directions
Science	The Human Body	Classification of Plants and Animals	Ecology	Sound	States of Matter and the Water Cycle	Electricity
History	Ancient Greece (Core PKC)	Life in Ancient Rome	The Rise and Fall of Rome	The Stuarts		
Geography	Spatial sense	Europe (Core PKC)	UK Geography; Northern Ireland	UK Geography; London and the South East	Asia: India and China, Japan (Combined unit)	
RE	How might your worldview lead you to do hard things for good reasons? UC: What kind of world did Jesus want?		What or who is 'God' and how is the divine understood in theistic worldviews? UC: When Jesus left, what was the impact of Pentecost?		Do you have to be part of a faith community to express an organised worldview? UC: What is it like to follow God?	
PSHE	Being me in My World	Celebrating Differences	Relationships	Healthy Me	Dreams and Goals	Changing Me
Art	Light	Space	Design	Monuments of Ancient Rome and the Byzantine Empire	Embroidery, Needlework and Weaving	
DT	Sew—Cushions		Build—Moving Miniature Playgrounds		Cook—Ratatouille and couscous	
PE	Gymnastics Football	Dance Tag Rugby	Netball Hockey	Badminton Basketball	Athletics Tennis	Cricket Rounders
Computing	The Internet	Audio Production	Repetition in Shapes	Data Logging	Photo Editing	Repetition in Games
Music	Body tuned percussion (Rainforests)	Rock and Roll	Changes in pitch tempo and dynamics (Rivers)	Haiku music and performance (Hanami Festival)	Samba carnival sounds and instruments (South America)	Adapting and transposing motifs (Romans)

Year 5	Autumn Block A	Autumn Block B	Spring Block A	Spring Block B	Summer Block A	Summer Block B
English	The Lost Thing Golden Horseman of Baghdad	Everest	Hugo Cabret	Rivet Boy	Street Child	The Nowhere Emporium
Maths	Place Value Addition and Subtraction Multiplication and Division	Multiplication and Division Fractions	Multiplication and Division Fractions Decimals	Perimeter and Area Statistics	Shape Position and Directions Decimals	Negative Numbers Converting Units Volume
Science	The Human Body	Materials	Living Things	Forces	Astronomy	Meteorology
History	Baghdad AD 900	The Early British Empire	The French Revolution	The Industrial Revolution	The Victorian Age	
Geography	Mountains	Spatial sense	UK Geography: East Anglia, Midlands, Yorkshire, Humberside	Australia, New Zealand and the South Pacific	Local Study - Litter in the local area	
RE	Why might Ancient still be so important for religion and worldviews today? UC: Was Jesus the Messiah?		Do religions change or stay the same? UC: What did Jesus do to save us?		What might it mean to live well? UC: What would Jesus do?	
PSHE	Being me in My World	Celebrating Differences	Relationships	Healthy Me	Dreams and Goals	Changing Me
Art	Style in Art	Islamic Art and Architecture	Art from Western Africa	Chinese painting and Ceramics	Print Making	
DT	Build—Cams Toys		Cook— Pitta Bread		Sew—Bags	
PE	Gymnastics Football	Dance Tag Rugby	Netball Hockey	Badminton Basketball	Athletics Tennis	Cricket Rounders
MFL	I am learning French	Animals	Instruments	I am able to...	Fruits	Ice-Creams
Computing	Systems and Searching	Video Production	Selection in Physical Computing	Flat-File Databases	Introduction to Vector Graphics	Selection in Quizzes
Music	Composition notation (Ancient Egypt)	Blues	South West Africa	Composition to represent the festival of colour (Holi Festival)	Looping and remixing	Musical theatre

Year 6	Autumn Block A	Autumn Block B	Spring Block A	Spring Block B	Summer Block A	Summer Block B
English	Varmints Private Peaceful	The suffragette's battle for Equality The Royal Rebel	Hitler stole my Pink Rabbit	Goodnight Mr Tom	There's a Rang Tang In my Bedroom	Macbeth
Maths	Place Value Addition, Subtraction, Multiplication and division	Fractions Decimals	Decimals Percentages Ratio	Algebra Statistics Area, Perimeter and Volume	Shape and Geometry	Themed projects and problem solving
Science	The Human Body	Classification of Living Things	Electricity	Light	Reproduction	Evolution
History	World War 1	The Suffragettes	The Rise of Hitler and World War 2	World War 2 and the Holocaust	The History of Human Rights	
Geography	British geographical Issues	Spatial sense	South American Geography	Africa	Globalisation	
RE	How do beliefs and ideas about land shape the way human beings live? UC: What type of King was Jesus?		How might your worldview impact on the way you understand death and beyond? UC: What difference does the Resurrection make for Christians?		What do organised worldviews have to tell us about what truth is and where it might be found? UC: Creation and science: conflicting or complementary?	
PSHE	Being me in My World	Celebrating Differences	Relationships	Healthy Me	Dreams and Goals	Changing Me
Art	Art in the Italian Renaissance	Renaissance Architecture and Sculpture	William Morris	Impressionism and post Impressionism	Art in the 20th Century Modernism and Beyond	
DT	Build—Water Walls		Build—Electrical toys		Cook – Mezze	Sew—Upcycling fashion
PE	Gymnastics Football	Dance Tag Rugby	Netball Hockey	Badminton Basketball	Athletics Tennis	Cricket Rounders
MFL	Seasons	Vegetables	Presenting myself	My family	The classroom	In the tea-room
Computing	Communication and Collaboration	Web Page Creation	Variables in Games	Introduction to Spreadsheets	3D Modelling	Sensing Movement
Music	Dynamics pitch and texture (Coast)	Songs of worlds war 2	Film music	Theme and variations (Pop art)	Baroque	Composing and performing a leavers song