



CURRICULUM AREAS		AUTUMN YEAR 5					
<b>ENGLISH</b> (Au 5)	<i>Key concepts</i>	Develop the habit of reading widely and often for both information and pleasure Accurate spelling of words and the ability to check accuracy improves communication		Neat, joined, legible handwriting aids clarity of meaning			
	<b>CONTENT</b>	<b>'Quest' or 'How to be a Detective' - Cheddar Valley Project</b> <b>Instructions, Non-chronological report, Persuasion, Explanation</b>					
	<i>SKILLS</i>	Develop a breadth of reading, to include fiction (both classic and contemporary), non-fiction, poetry and play-scripts. Identify language and structural features in a text and their effects on the reader. Study a range of authors (at least 2 per year).					
	<i>British Values</i>	<i>The rule of law</i>		<i>Individual liberties</i>			
<b>MATHS</b> (Au 5)	<i>Key topics</i>	Number Properties		Calculations			
	<b>CONTENTS</b>	<b>Place Value</b>	<b>Roman Numerals</b>	<b>Addition and Subtraction</b>	<b>Negative Numbers</b>	<b>Multiplication</b>	<b>Division</b>
	<i>SKILLS</i>	Understanding our number system Apply Mathematics to real life situations (in Context) abstract, correcting errors.		Arithmetic 4 Operations Reasoning Communicate – answers, explanations (Concrete, Pectoral and		Problem Solving	
	<i>British Values</i>	<i>Mutual respect for and tolerance of those with different faiths and beliefs and for those without faith</i> <i>Democracy</i>				<i>The rule of law</i> <i>Individual liberties</i>	
<b>ALTERNATIVE</b> (including Intervention) (Au 5)	<b>CONTENTS</b>	<b>ELSA</b>	<b>Wellbeing welcome</b>	<b>Ark support time</b>	<b>Professional input</b>		
	<i>SKILLS</i>	Emotional literacy Coping strategies	Self-calming techniques mindfulness	Refocusing behaviour Restorative justice	Bespoke according to external agency provision		
<b>ART</b> (Au 5)	<i>Key concepts</i>	Learn about great artists and designers from different periods and movements in art history; including art from other cultures. Gain an understanding of the formal elements of art (line, tone, shape, form, texture, colour, pattern) others' work using the language of art and design. improve the visual impact of their work.				Evaluating own and Developing ability to be reflective learners in order to review and	
	<b>CONTENTS</b>	<b>INTRODUCTION TO DRAWING / STILL-LIFE PROJECT - 2D</b> <b>drawing skills.</b>		<b>A range of short drawing exercises to improve their observational</b> <b>The work of famous still-life artists through history</b>		<b>Create a large still-life drawing as a final outcome.</b>	
	<i>SKILLS</i>	Drawing					
	<i>British Values</i>	<i>Mutual respect for and tolerance of those with different faiths and beliefs and for those without faith</i> <i>Democracy</i>				<i>The rule of law</i> <i>Individual liberties</i>	
<b>CID</b> (Au 5)	<i>Key concepts</i>	Rights and responsibilities of citizens		Discrimination	Internet safety	Algorithms	
	<b>CONTENTS</b>	<b>Settling in to a new school</b>	<b>Welcome &amp; The Fairlands Standard (CIT)</b>	<b>Worries &amp; concerns (CIT)</b>	<b>What is bullying? (DRAMA)</b>	<b>Freeze frames (DRAMA)</b>	
	<i>SKILLS</i>	<b>Creating your ICT account (ICT)</b>	<b>Joining Edmodo &amp; files (ICT)</b>	<b>Bullying v. falling out posters (CIT)</b>	<b>Internet safety (ICT)</b>	<b>Using Word (ICT)</b>	
	Respect for others To gain confidence in a group situation To understand the need for clear body language and facial expressions		Evaluate social and moral issues Make confident and informed choices		Empathy and understanding To create freeze frames which clearly show a given situation Perform in a variety of roles.		



# CURRICULUM MAP

	<i>British Values</i>	<i>Mutual respect for and tolerance of those with different faiths and beliefs and for those without faith</i>			<i>The rule of law</i>
		<i>Democracy</i>		<i>Individual liberties</i>	
<b>DT</b> (Au 5)	<b>Key Concepts</b>	Evaluation (processes + products) Working with tools and equipment The environment	Communicating ideas Health and safety Mechanical systems	Development Materials/ components	
	<b>CONTENTS</b>	<b>Personalised phone sock</b>			
	<b>SKILLS</b>	Combining materials or ingredients Pattern cutting	Measuring & marking out Use of tools and machinery	Research	Design & creativity
	<i>British Values</i>	<i>Mutual respect for and tolerance of those with different faiths and beliefs and for those without faith</i>			<i>The rule of law</i>
	<i>Democracy</i>	<i>Individual liberties</i>			
<b>ENRICHMENT</b> (Au 5)	<b>CONTENTS</b>	<b>Super learning Day programme</b>	<b>International Languages Day: culture &amp; language</b>	<b>Humanities trips: Egypt at Bristol Museum</b>	
	<b>SKILLS</b>	Working with others learning styles careers development	learning to learn team building	Research cultural awareness language development	mutual respect & tolerance Team work presentation cultural awareness Research investigation handling artefacts/animals enquiry
<b>HEALTH ED</b> (Au 5)	<b>CONTENT</b>	Not taught this term			
	<b>SKILLS</b>	Not taught this term			
<b>HUMS – HIST</b> (Au 5)	<b>Key concepts</b>	CHANGE AND CONTINUITY, in and between periods USING and ANALYSING HISTORICAL EVIDENCE		DIVERSITY, cultural, ethnic, religious, worldviews	SIGNIFICANCE of events/people
	<b>CONTENTS</b>	<b>Ancient Egypt- What was it like to live in Ancient Egypt? Do you understand where and when the Ancient Egyptians lived? Why was the River Nile and farming essential to survival? What was the social structure like? What can artefacts tell us about life in Ancient Egypt? What was the importance of the discovery of Tutankhamun's tomb? What was the role of the Pharaoh? Who were the Egyptian gods? What was the process of mummification? What did they believe about the afterlife?</b>			
	<b>SKILLS</b>	Knowledge and Understanding Historical Enquiry- Questioning Presenting and Communicating	Chronological Understanding Using and analysing evidence Respect and empathy for others	Use of historical terms/ vocabulary Produce reasoned and supported arguments/ conclusions Literacy	
	<i>British Values</i>	<i>Mutual respect for and tolerance of those with different faiths and beliefs and for those without faith</i>			<i>The rule of law</i>
	<i>Democracy</i>	<i>Individual liberties</i>			
<b>HUMS – GEOG</b> (Au 5)	<b>CONTENTS</b>	Not taught this term			
	<b>SKILLS</b>	Not taught this term			
<b>HUMS – RE</b> (Au 5)	<b>Key concepts</b>	BELIEFS AND TEACHINGS (what people believe) express themselves) VALUES AND COMMITMENTS (making sense of right and wrong)	PRACTICES AND LIFESTYLES (what people do) IDENTITY AND EXPERIENCE (making sense of who we are)	WAYS OF EXPRESSION (how people MEANING AND PURPOSE (making sense of life)	
	<b>CONTENT</b>	<b>JUDAISM - Why do religious books and teachings matter? a Chosen People? God's Covenant- Abraham and Sarah story. Torah special? Nevi'im: stories, warnings and promises. the faith. Shabbat: A Special Day. Sukkot: A Festival of Joy.</b>	<b>Belonging to Judaism. There is only one God. How does it feel to be Exodus- The escape from slavery and Moses story. How is the The Talmud: A Guidebook for Jewish Living. Belonging to Keeping kosher. Passover and Shavuot Celebrating life changes: Bar and Bat Mitzvah.</b>	<b>Rosh Hashanah and Yom Kippur</b>	

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	<i>SKILLS</i>	Investigation synthesis	interpretation application	reflection expression	empathy self understanding	evaluation literacy	analysis
<b>MFL</b> (Au 5)	<i>Key concepts</i>	GRAMMAR & VOCABULARY: Build up a range of vocabulary that they can use in real-life scenarios in the TL country LINGUISTIC COMPETENCE: Listen Speak Read & translate literary texts transcribe RESILIENCE & REFLECTION: risk-taking Improve & extend GENERAL: enjoyable curiosity Develop Listening, Speaking, Reading and Writing skills similarities and differences revise grammar confidence positive attitudes cultures & citizenship cross-curricular foundations for future learning					
	<i>CONTENTS</i>	<b>FRENCH: Key questions and response for introductions</b>		<b>Animals+ opinions</b>	<b>Endangered animals</b>		
	<i>SKILLS</i>	real life vocab read literary texts	listen transcribe	speaking risk-taking	read original material & translate improve and extend		
	<i>British Values</i>	<i>Mutual respect for and tolerance of those with different faiths and beliefs and for those without faith</i> <i>Democracy Individual liberties</i>					
<b>MUSIC</b> (Au 5)	<i>Key concepts</i>	Music reflects the context, time and place in which it was created. Music draws on a variety of different devices to create different effects. Music notation is a form of communication and is different according to the context. The inter-related dimensions of music are used expressively by composers and performers. Understanding the history of music helps to understand the music itself.					
	<i>CONTENTS</i>	<b>Weather and seasons:</b>					
	<i>SKILLS</i>	Play and perform using voice and instruments, both solo and ensemble. Identify and use the interrelated dimensions of music Improvise and compose using a variety of musical structures, styles, genres and traditions.			Listen to a wide range of music from great composers and musicians. Develop an understanding of the music that they perform and listen to, and its history.		
	<i>British Values</i>	<i>Mutual respect for and tolerance of those with different faiths and beliefs and for those without faith</i> <i>Democracy Individual liberties</i>					
<b>PE</b> (Au 5)	<i>CONTENTS</i>	<b>Hockey</b>	<b>Rugby</b>	<b>Football</b>	<b>Dance</b>	<b>Gymnastics</b>	
	<i>SKILLS</i>	Throwing Balance	Catching Communication	Jumping Team work	Striking/hitting Spatial awareness	Kicking Coordination	
	<i>British Values</i>	<i>Mutual respect for and tolerance of those with different faiths and beliefs and for those without faith</i> <i>Democracy Individual liberties</i>					
<b>SCIENCE</b> (Au 5)	<i>Key concepts:</i>	BIOLOGY Understanding the life cycle of animals. Identifying the major organs of the human body Appreciating the role of the respiratory, circulatory and digestive systems Appreciating the effect of lifestyle choices on the human body e.g. diet, exercise, smoking Understand the human reproductive lifecycle from conception to adulthood Can label the major organs of the respiratory, circulatory and digestive systems PHYSICS Understand how to measure a force. Understand what gravity is. Understand what friction is and it can be useful or not. Explain how levers can make work easier. Appreciate the dangers of electricity. Understand the difference between insulator and conductor. Draw and build a circuit using the correct symbols. Build and explain observable properties of series and parallel circuits. Recall the properties of permanent magnets.					





CURRICULUM AREAS	SPRING YEAR 5					
<b>ENGLISH</b> (Sp 5)	<i>Key concepts</i>	Develop the habit of reading widely and often for both information and pleasure Accurate spelling of words and the ability to check accuracy improves communication Acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and the spoken language Write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences Are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate Use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas		Neat, joined, legible handwriting aids clarity of meaning Punctuation marks help with the understanding of text		
	<b>CONTENT</b>	<b>Novel – Middle sets: Kensuke’s Kingdom or Danny the Champion of the World. Top sets: Kensuke’s Kingdom or The Midnight Fox</b> <b>Bottom set: Voices Narrative Poetry: The Highwayman</b>				
	<i>SKILLS</i>	Develop an appreciation and love of reading. Develop a breadth of reading, to include fiction (both classic and contemporary), non-fiction, poetry and play-scripts. Make inferences about a text Develop comprehension skills. Use evidence from a text to support a point (PEE). Analyse an author’s use of language and its effect on a reader. Study a range of authors (at least 2 per year).				
	<i>British Values</i>	<i>Mutual respect for and tolerance of those with different faiths and beliefs and for those without faith</i> <i>Democracy Individual liberties The rule of law</i>				
<b>MATHS</b> (Sp 5)	<i>Key topics</i>	Number Properties Calculations Fractions Decimals Percentages Statistics				
	<b>CONTENT</b>	<b>Fractions Decimals Percentages Statistics</b>				
	<i>SKILLS</i>	Arithmetic 4 Operations Arithmetic Fractions, Decimals and Percentages Reasoning Problem Solving Apply Mathematics to real life situations (in Context) Communicate – answers, explanations (Concrete, Pectoral and abstract, correcting errors.				
	<i>British Values</i>	<i>Mutual respect for and tolerance of those with different faiths and beliefs and for those without faith</i> <i>Democracy Individual liberties The rule of law</i>				
<b>ALTERNATIVE</b> (including Intervention) (Sp 5)	<b>CONTENT</b>	<b>ELSA</b>	<b>Wellbeing welcome</b>	<b>Ark support time</b>	<b>Professional input</b>	
	<i>SKILLS</i>	Emotional literacy Coping strategies	Self-calming techniques mindfulness	Refocusing behaviour Restorative justice	Bespoke according to external agency provision	
<b>ART</b> (Sp 5)	<i>Key concepts</i>	Learn about great artists and designers from different periods and movements in art history; including art from other cultures. Gain an understanding of the formal elements of art (line, tone, shape, form, texture, colour, pattern) Evaluating own and others’ work using the language of art and design. Developing ability to be reflective learners in order to review and improve the visual impact of their work.				
	<b>CONTENT</b>	<b>FISH ABSTRACT PAINTING PROJECT - 2D Pupils will analyse the work of artist J Vincent Scarpace through discussion and practical tasks. They will experiment with a range of painting techniques, producing a large semi-abstract painting, inspired by Scarpace’s work, as a final outcome.</b>				
	<i>SKILLS</i>	Drawing Painting Designing				
	<i>British Values</i>	<i>Mutual respect for and tolerance of those with different faiths and beliefs and for those without faith</i> <i>Democracy Individual liberties The rule of law</i>				

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<b>CID</b> (Sp 5)	<b>Key concepts</b>	Rights and responsibilities of citizens	Discrimination	Data	Programming	Algorithms	
	<b>CONTENT</b>	Year 5 play - 8/9 weeks of rehearsing whole year performance using SEAL resources (CIT & DRAMA)			Friendships - 5 weeks	Getting on and falling out	
	<b>SKILLS</b>	Dealing with feelings and emotions To gain confidence in a group situation facial expressions	Respect for others To use movement expressively Perform in a variety of roles.	Participation To understand the need for clear body language and	Empathy and understanding		
	<b>British Values</b>	Mutual respect for and tolerance of those with different faiths and beliefs and for those without faith Democracy Individual liberties				The rule of law	
<b>DT</b> (Sp 5)	<b>Key Concepts</b>	Nutrition	Ingredients and sources	Industry and careers	Cooking techniques	Hygiene	
	<b>CONTENT</b>	Health and Safety - Lunch Box Project : Fruit Salad, Dip and dipper, Croque Monsieur				Chalkboard Project	
	<b>SKILLS</b>	Combining materials or ingredients Following a recipe	Measuring & marking out Colouring materials	Research Use of tools and machinery	Design & creativity Cooking ingredients		
	<b>British Values</b>	Mutual respect for and tolerance of those with different faiths and beliefs and for those without faith Democracy Individual liberties				The rule of law	
<b>ENRICHMENT</b> (Sp 5)	<b>CONTENT</b>	3 day residential trip to Osmington Bay			3 day alternative programme at school		
	<b>SKILLS</b>	Risk-taking trying new experiences	independence self-motivation	team building personal success	Risk-taking trying new experiences	independence self-motivation	team building personal success
<b>HEALTH ED</b> (Sp 5)	<b>CONTENT</b>	Understanding about the safe and appropriate use of drugs. The understanding and skills essential not only for drug education but also skills needed for managing our feelings, assessing risk, and understanding that our actions have consequences.					
	<b>SKILLS</b>	Emotional literacy Decision making	Critical thinking	Being a good friend	Being empathic	Listening	Asking for help Giving an opinion
<b>HUMS – HIST</b> (Sp 5)	<b>CONTENT</b>	Not taught this term					
	<b>SKILLS</b>	Not taught this term					
<b>HUMS – GEOG</b> (Sp 5)	<b>Key concepts</b>	Contextual World Knowledge- LOCATIONAL KNOWLEDGE and SPATIAL AWARENESS (including similarities and differences between places) Sustainability			Contextual World Knowledge- PLACES AND SCALE PHYSICAL AND HUMAN processes Environmental Change and Geographical Enquiry and Communication		
	<b>CONTENT</b>	Our World-Why is Cheddar Gorge important to us? What is physical, human and environmental geography? Where do we find places? Which map shows global, national and local? UK atlas skills and using a map- OS symbols, Compass points, scale and grid references What is relief? What are contour lines? How was the limestone Gorge formed? What physical features are found in caves? Gorge walk and questionnaires/surveys in the village.					
	<b>SKILLS</b>	Knowledge and use of geographical vocabulary Questioning and critical thinking Interpreting information and data Cartographic (Map) Skills	Enquiry Respect and empathy for others Produce reasoned and supported arguments/conclusions Graphical skills	Independent research and acquiring information Recording information and data Numerical and statistical skills			Literacy
	<b>British Values</b>	Mutual respect for and tolerance of those with different faiths and beliefs and for those without faith Democracy Individual liberties				The rule of law	

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<b>HUMS – RE</b> (Sp 5)	<b>Key concepts</b>	BELIEFS AND TEACHINGS (what people believe)      PRACTICES AND LIFESTYLES (what people do)      WAYS OF EXPRESSION (how people express themselves)      IDENTITY AND EXPERIENCE (making sense of who we are)
	<b>CONTENT</b>	MEANING AND PURPOSE (making sense of life)      VALUES AND COMMITMENTS (making sense of right and wrong)
	<b>SKILLS</b>	Investigation      interpretation      reflection      empathy      evaluation      analysis synthesis      application      expression      self understanding      literacy
	<b>British Values</b>	<i>Mutual respect for and tolerance of those with different faiths and beliefs and for those without faith</i> <i>Democracy</i> <i>Individual liberties</i> <i>The rule of law</i>
<b>MFL</b> (Sp 5)	<b>Key concepts</b>	GRAMMAR & VOCABULARY: Build up a range of vocabulary that they can use in real-life scenarios in the TL country LINGUISTIC COMPETENCE: Listen      Speak      Read & translate      literary texts      transcribe RESILIENCE & REFLECTION: risk-taking      Improve & extend GENERAL: enjoyable      curiosity      Develop Listening, Speaking, Reading and Writing skills      similarities and differences revise grammar      confidence      positive attitudes      cultures & citizenship      cross-curricular      foundations for future learning
	<b>CONTENT</b>	<b>GERMAN: Greetings and introductions</b> <b>Names</b> <b>Alphabet</b> <b>No.s to 20</b> <b>Age</b> <b>Months</b> <b>Birthdays</b> <b>Colours</b>
	<b>SKILLS</b>	real life vocab      listen      speak      read original material & translate read literary texts      transcribe      risk-taking      improve and extend
	<b>British Values</b>	<i>Mutual respect for and tolerance of those with different faiths and beliefs and for those without faith</i> <i>Democracy</i> <i>Individual liberties</i> <i>The rule of law</i>
<b>MUSIC</b> (Sp 5)	<b>Key concepts</b>	Music draws on a variety of different devices to create different effects.      Music notation is a form of communication and is different according to the context.      The inter-related dimensions of music are used expressively by composers and performers.      Understanding the history of music helps to understand the music itself.
	<b>CONTENT</b>	<b>Show: Work as part of both a class and year group to produce a stage show.</b>
	<b>SKILLS</b>	Play and perform using voice and instruments, both solo and ensemble.      Identify and use the interrelated dimensions of music Improvise and compose using a variety of musical structures, styles, genres and traditions.      Use staff and other appropriate notations in a range of styles, genres and traditions.      Listen to a wide range of music from great composers and musicians.      Develop an understanding of the music that they perform and listen to, and its history.
	<b>British Values</b>	<i>Mutual respect for and tolerance of those with different faiths and beliefs and for those without faith</i> <i>Democracy</i> <i>Individual liberties</i> <i>The rule of law</i>
<b>PE</b> (Sp 5)	<b>CONTENT</b>	<b>Netball</b> <b>Orienteering</b> <b>Health Related Fitness</b>
	<b>SKILLS</b>	Throwing      Catching      Jumping      Kicking      Balance Communication      Team work      Spatial awareness      Problem Solving
	<b>British Values</b>	<i>Mutual respect for and tolerance of those with different faiths and beliefs and for those without faith</i> <i>Democracy</i> <i>Individual liberties</i> <i>The rule of law</i>
<b>SCIENCE</b>	<b>Key concepts</b>	PHYSICS: Understand the relative size of objects in space.      Understand what a day, year and lunar month is. Appreciate the phases of the moon.      Name the planets in our Solar System in the correct order. Appreciate that ideas about space have changed over time.



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(Sp 5)	<b>CONTENT</b>	<p>Space, Electricity &amp; Animals as per the Autumn term.</p> <p>Living things: Describe the differences in the life cycles of a mammal, a bird, an amphibian and an insect      Describe the life process of reproduction in some plants and animals</p>
	<b>SKILLS</b>	<p>Produce a clearly defined aim for an investigation.      Write a prediction for the outcome of an investigation      Plan a fair investigation that only changes 1 variable, keeping all others the same.      Record data in a clear and correctly labelled table.</p> <p>Correctly display data in a bar chart.      Correctly display data in a line graph.      Write a conclusion using data collected from an investigation.      Evaluate an investigation      Use a thermometer correctly.      Use basic scientific equipment to measure a precise volume, mass and force.</p>
	<i>British Values</i>	<p><i>The rule of law</i>      <i>Individual liberties</i></p>



CURRIUCLUM AREAS	SUMMER YEAR 5				
<b>ENGLISH</b> (Su 5)	<i>Key concepts</i>	Develop the habit of reading widely and often for both information and pleasure Accurate spelling of words and the ability to check accuracy improves communication Read easily, fluently and with good understanding		Neat, joined, legible handwriting aids clarity of meaning Punctuation marks help with the understanding of text	
	<b>CONTENT</b>	<b>Non-Fiction: discursive, radio recount</b> <b>Film narrative: The Piano</b> <b>Daughters</b> <b>School trip (revision of text types)</b>		<b>Stories from different cultures: Mufaro’s Beautiful</b>	
	<i>SKILLS</i>	Read challenging material from a range of genres and historical periods. Develop a breadth of reading, to include fiction (both classic and contemporary), non-fiction, poetry and play-scripts.      Understand new vocabulary through context.      Make inferences about a text Make critical comparisons across texts.      Study a range of authors (at least 2 per year).			
	<i>British Values</i>	<i>Mutual respect for and tolerance of those with different faiths and beliefs and for those without faith</i> <i>Democracy</i>		<i>The rule of law</i>	
<b>MATHS</b> (Su 5)	<i>Key topics</i>	Number Properties      Calculations      Geometry      Statistics			
	<b>CONTENT</b>	<b>Angles</b> <b>Shapes</b> <b>Coordinates</b> <b>Converting units</b> <b>Averages</b>			
	<i>SKILLS</i>	Arithmetic 4 Operations      Reasoning      Problem Solving      Apply Mathematics to real life situations (in Context) Communicate – answers, explanations (Concrete, Pectoral and abstract, correcting errors.			
	<i>British Values</i>	<i>Mutual respect for and tolerance of those with different faiths and beliefs and for those without faith</i> <i>Democracy</i> <i>Individual liberties</i>		<i>The rule of law</i>	
<b>ALTERNATIVE</b> (including Intervention) (Su 5)	<b>CONTENT</b>	<b>ELSA</b>	<b>Wellbeing welcome</b>	<b>Ark support time</b>	<b>Professional input</b>
	<i>SKILLS</i>	Emotional literacy Coping strategies	Self-calming techniques mindfulness	Refocusing behaviour Restorative justice	Bespoke according to external agency provision
<b>ART</b> (Su 5)	<i>Key concepts</i>	Learn about great artists and designers from different periods and movements in art history; including art from other cultures. Gain an understanding of the formal elements of art (line, tone, shape, form, texture, colour, pattern)      Evaluating own and others’ work using the language of art and design.      Developing ability to be reflective learners in order to review and improve the visual impact of their work.      Team working skills – collaborate in small groups on a creative project.			
	<b>CONTENT</b>	<b>LANDSCAPE PROJECT - 2D/3D:Pupils will use wet and dry drawing techniques to create a series of landscapes studies based on first hand observation.      They will work in pairs to develop designs for a 3D landscape, inspired by the work of various landscape artists. Pupils will work with their partner to translate their design into 3D, creating a ‘shoebox diorama as a final outcome.</b>			
	<i>SKILLS</i>	Drawing      Painting      Designing      3D making Exploring & experimenting      Technology			
	<i>British Values</i>	<i>Mutual respect for and tolerance of those with different faiths and beliefs and for those without faith</i> <i>Democracy</i> <i>Individual liberties</i>		<i>The rule of law</i>	
<b>CID</b> (Su 5)	<i>Key concepts</i>	Rights and responsibilities of citizens      Financial decision making      Careers      Data			
	<b>CONTENT</b>	<b>Class Project – Fairlands £5 challenge</b> <b>8 weeks of planning an enterprise with a budget of £5.</b>		<b>Word and Excel skills</b>	

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		<b>Melodrama - 4 weeks understanding role of melodrama</b>
	<b>SKILLS</b>	Respect for others    Money management    Participation    Make confident and informed choices    Research and interrogate evidence To gain confidence in a group situation    To give feedback to help to improve work    Perform in a variety of roles. Develop an appreciation of theatre styles and genres.    Engage with a range of stimuli to develop critical and creative thinking skills. Develop improvisation skills, both prepared and spontaneous.
	<b>British Values</b>	<i>Mutual respect for and tolerance of those with different faiths and beliefs and for those without faith</i> <i>The rule of law</i> <i>Democracy</i> <i>Individual liberties</i>
<b>DT</b> (Su 5)	<b>Key concepts</b>	Nutrition    Ingredients and sources    Industry and careers    Cooking techniques    Hygiene The environment    Evaluation (processes + products)    Communicating ideas    Development    Working with tools and equipment    Health and safety    Materials/ components
	<b>CONTENT</b>	<b>Laser Puppet</b> <b>Simple mechanical systems</b> <b>Design icons/History.</b> <b>Icons, movements, designers</b>
	<b>SKILLS</b>	Combining materials or ingredients    CAD    Measuring & marking out    Research Design & creativity    Colouring materials    Use of tools and machinery    CAM
	<b>British Values</b>	<i>Mutual respect for and tolerance of those with different faiths and beliefs and for those without faith</i> <i>The rule of law</i> <i>Democracy</i> <i>Individual liberties</i>
<b>ENRICHMENT</b> (Su 5)	<b>CONTENT</b>	Communities week
	<b>SKILLS</b>	Future career opportunities    jobs in communities    role of charities    interviewing & questioning personal finances    community art project    working with others    team work
<b>HEALTH ED</b> (Su 5)	<b>CONTENT</b>	Not taught this term
	<b>SKILLS</b>	Not taught this term
<b>HUMS – HIST</b> (Su 5)	<b>Key concepts</b>	CHANGE AND CONTINUITY, in and between periods    CAUSE AND CONSEQUENCE    DIVERSITY, cultural, ethnic, religious, worldviews    SIGNIFICANCE of events/people    USING and ANALYSING HISTORICAL EVIDENCE
	<b>CONTENT</b>	WW2- What did the people of Somerset do during WW2?
	<b>SKILLS</b>	Knowledge and Understanding    Chronological Understanding    Use of historical terms/ vocabulary Historical Enquiry- Questioning    Using and analysing evidence    Produce reasoned and supported arguments/ conclusions Presenting and Communicating    Respect and empathy for others    Literacy
	<b>British Values</b>	<i>Mutual respect for and tolerance of those with different faiths and beliefs and for those without faith</i> <i>The rule of law</i> <i>Democracy</i> <i>Individual liberties</i>
<b>HUMS – GEOG</b> (Su 5)	<b>Key concepts</b>	Contextual World Knowledge- LOCATIONAL KNOWLEDGE and SPATIAL AWARENESS    Contextual World Knowledge- PLACES AND SCALE (including similarities and differences between places)    PHYSICAL AND HUMAN processes    Environmental Change and Sustainability    Cultural Understanding and Diversity    Fieldwork and cartographic (map) skills    Geographical Enquiry and Communication
	<b>CONTENT</b>	<b>Damaged World Sustainability- recycling, fossil fuels, renewable energy</b> <b>What is recycling? What are single use plastics? What damage have single use plastics done? How has it had an impact in the oceans? Is it too late to save the planet from plastic? What other ways have humans damaged the Earth? What is global warming? How does this link to fossil fuels? What are fossil fuels? What is a natural resource? What is renewable energy? Why will using renewable energy help? How can humans reverse the damage that has been done?</b>

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	<b>SKILLS</b>	Knowledge and use of geographical vocabulary information Questioning and critical thinking Interpreting information and data Cartographic (Map) Skills Graphical skills	Enquiry Respect and empathy for others Produce reasoned and supported arguments/conclusions Numerical and statistical skills	Independent research and acquiring Recording information and data Literacy			
	<b>British Values</b>	<i>Mutual respect for and tolerance of those with different faiths and beliefs and for those without faith</i>		<i>The rule of law</i>			
		<i>Democracy</i>		<i>Individual liberties</i>			
<b>HUMS – RE</b> (Su 5)	<b>Key concepts</b>	BELIEFS AND TEACHINGS (what people believe) express themselves) sense of life) VALUES AND COMMITMENTS (making sense of right and wrong)	PRACTICES AND LIFESTYLES (what people do IDENTITY AND EXPERIENCE (making sense of who we are)	WAYS OF EXPRESSION (how people MEANING AND PURPOSE (making			
	<b>CONTENT</b>	HUMANISM -What is Humanism? What are the main beliefs? Why is happiness important to Humanists? What is the Happy Human symbol? What are the possible ingredients of happiness? Is anything more important than happiness? What do Humanists mean by living a ‘good life’? Why should we be good to other people? Does it matter why we do the right thing as long as we do? How can I know what is the right thing to do? Who are influential humanist thinkers? What are the key ideas of humanist thinkers? What can we celebrate about being human? What great things have human beings achieved?					
	<b>SKILLS</b>	Investigation synthesis	interpretation application	reflection expression	empathy self understanding	evaluation literacy	analysis
	<b>British Values</b>	<i>Mutual respect for and tolerance of those with different faiths and beliefs and for those without faith</i>		<i>The rule of law</i>			
		<i>Democracy</i>		<i>Individual liberties</i>			
<b>MFL</b> (Su 5)	<b>Key concepts</b>	GRAMMAR & VOCABULARY: Build up a range of vocabulary that they can use in real-life scenarios in the TL country LINGUISTIC COMPETENCE: Listen Speak Read & translate literary texts transcribe RESILIENCE & REFLECTION: risk-taking Improve & extend GENERAL: enjoyable curiosity Develop Listening, Speaking, Reading and Writing skills similarities and differences revise grammar confidence positive attitudes cultures & citizenship cross-curricular foundations for future learning					
	<b>CONTENT</b>	SPANISH: Greetings and introductions No.s to 20 Age Months Names Birthdays Alphabet Colours Dia de los muertos					
	<b>SKILLS</b>	real life vocab read literary texts	listen transcribe	read original material & translate improve and extend			
	<b>British Values</b>	<i>Mutual respect for and tolerance of those with different faiths and beliefs and for those without faith</i>		<i>The rule of law</i>			
		<i>Democracy</i>		<i>Individual liberties</i>			
<b>MUSIC</b> (Su 5)	<b>Key concepts</b>	Music reflects the context, time and place in which it was created. Music notation is a form of communication and is different according to the context. expressively by composers and performers.	Music draws on a variety of different devices to create different effects. The inter-related dimensions of music are used Understanding the history of music helps to understand the music itself.				
	<b>CONTENT</b>	TV themes					
	<b>SKILLS</b>	Play and perform using voice and instruments, both solo and ensemble. Improvise and compose using a variety of musical structures, styles, genres and traditions. in a range of styles, genres and traditions. Listen to a wide range of music from great composers and musicians. Develop an understanding of the music that they perform and listen to, and its history.	Identify and use the interrelated dimensions of music Use staff and other appropriate notations				
	<b>British Values</b>	<i>Mutual respect for and tolerance of those with different faiths and beliefs and for those without faith</i>		<i>The rule of law</i>			
		<i>Democracy</i>		<i>Individual liberties</i>			

CURRICULUM MAP



<b>PE</b> (Su 5)	<b>CONTENT</b>	<b>Rounders</b>	<b>Cricket</b>	<b>Gymnastics</b>	<b>Athletics</b>	<b>Tennis</b>
	<b>SKILLS</b>	Throwing Communication	Catching Team work	Jumping	Running Spatial awareness	Striking/hitting Balance Coordination
	<b>British Values</b>	<i>Mutual respect for and tolerance of those with different faiths and beliefs and for those without faith</i>				
<b>SCIENCE</b> (Su 5)	<b>Key concepts</b>	BIOLOGY: Understanding what a habitat is		Understanding the life cycle of plants		
	<b>CONTENT</b>	<b>Living things &amp; Sports science as per spring term and working scientifically</b>				
	<b>SKILLS</b>	Produce a clearly defined aim for an investigation. investigation that only changes 1 variable, keeping all others the same. Correctly display data in a bar chart. an investigation.		Write a prediction for the outcome of an investigation Record data in a clear and correctly labelled table. Correctly display data in a line graph. Evaluate an investigation		Plan a fair Use a timer correctly Write a conclusion using data collected from Use a thermometer correctly.
<b>British Values</b>	<i>Mutual respect for and tolerance of those with different faiths and beliefs and for those without faith</i>					<i>The rule of law</i>



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	<i>British Values</i>	<i>Mutual respect for and tolerance of those with different faiths and beliefs and for those without faith</i>			<i>The rule of law</i>
		<i>Democracy</i>		<i>Individual liberties</i>	
<b>CID</b> (Au 6)	<i>Key concepts</i>	Rights and responsibilities of citizens national, global)	Financial decision making Data	Discrimination	Interdependency of communities (local,
	<b>CONTENT</b>	<b>Key Skills: Responsibility pictures (CIT) Internet Safety (ICT) Drama skills (DRAMA) Money matters: How do we pay for items? Understanding difference between credit &amp; debit cards (CIT) Budgeting (CIT) Using spreadsheets (ICT) The wrong trainers – families living with poverty (CIT) What happens next? Actioning positive change(DRAMA) Publisher – financial awareness &amp; impact leaflet (ICT)</b>			
	<b>SKILLS</b>	Money management Empathy and understanding the need for clear body language and facial expressions critical and creative thinking skills.	Think critically Evaluate social and moral issues Perform in a variety of roles. Revise a piece of drama.	Respect for others To gain confidence in a group situation Engage with a range of stimuli to develop Develop improvisation skills, both prepared and spontaneous.	Make confident and informed choices To understand Engage with a range of stimuli to develop Develop improvisation skills, both prepared and spontaneous.
	<i>British Values</i>	<i>Mutual respect for and tolerance of those with different faiths and beliefs and for those without faith</i>			<i>The rule of law</i>
		<i>Democracy</i>		<i>Individual liberties</i>	
<b>DT</b> (Au 6)	<i>Key Concepts</i>	Industry and careers Health and safety	Evaluation (processes + products) Working with tools and equipment	Communicating ideas Materials/ components	Development The environment
	<b>CONTENT</b>	<b>Felt Birds</b>			
	<b>SKILLS</b>	Combining materials or ingredients Pattern cutting	Measuring & marking out Use of tools and machinery	Research	Design & creativity
	<i>British Values</i>	<i>Mutual respect for and tolerance of those with different faiths and beliefs and for those without faith</i>			<i>The rule of law</i>
		<i>Democracy</i>		<i>Individual liberties</i>	
<b>ENRICHMENT</b> (Au 6)	<b>CONTENT</b>	<b>Super learning Day programme</b>	<b>International Languages Day: culture &amp; language</b>	<b>Humanities trips: Rainforests at Bristol Zoo</b>	
	<b>SKILLS</b>	Working with others learning styles memory techniques	learning to learn team building	Research cultural awareness language development	mutual respect & tolerance team work presentation
		cultural awareness investigation		Research enquiry handling artefacts/animals	
<b>HEALTH ED</b> (Au 6)	<i>CONTENT</i>	Not taught this term			
	<i>SKILLS</i>	Not taught this term			
<b>HUMS – HIST</b> (Au 6)	<i>CONTENT</i>	Not taught this term			
	<i>SKILLS</i>	Not taught this term			
<b>HUMS – GEOG</b> (Au 6)	<i>Key concepts</i>	Contextual World Knowledge- LOCATIONAL KNOWLEDGE and SPATIAL AWARENESS (including similarities and differences between places) Sustainability Geographical Enquiry and Communication			Contextual World Knowledge- PLACES AND SCALE PHYSICAL AND HUMAN processes Environmental Change and Fieldwork and cartographic (map) skills
	<b>CONTENT</b>	<b>Rainforests and Brazil: What is questioning? Where in the world are Rainforests? Why does it rain so much in the rainforest? Why did the England football coach Roy Hodgson not want the England football team to play in Manaus in the 2014 World Cup?</b>		<b>What are climate zones? Where is Brazil? Can you explain the structure and features of a tropical rainforest? Why did the England football coach Roy Hodgson not want the England football team to play in Manaus in the 2014 World Cup? What is convectional rainfall?</b>	<b>What is a biome? What is biodiversity?</b>

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		<b>How have plants adapted to the rainforest? How can eco-tourism help?</b>	<b>What is deforestation? What is life like in a Rio favela?</b>	<b>What is sustainable management?</b>	
	<b>SKILLS</b>	Knowledge and use of geographical vocabulary and critical thinking Produce reasoned and supported arguments/conclusions statistical skills Literacy	Enquiry Respect and empathy for others Recording information and data Cartographic (Map) Skills	Independent research and acquiring information Questioning Interpreting information and data Graphical skills Numerical and	
	<b>British Values</b>	<i>Mutual respect for and tolerance of those with different faiths and beliefs and for those without faith</i>		<i>The rule of law</i>	
		<i>Democracy</i>		<i>Individual liberties</i>	
<b>HUMS – RE</b> (Au 6)	<b>Key concepts</b>	BELIEFS AND TEACHINGS (what people believe) express themselves) sense of life) VALUES AND COMMITMENTS (making sense of right and wrong)	PRACTICES AND LIFESTYLES (what people do) IDENTITY AND EXPERIENCE (making sense of who we are)	WAYS OF EXPRESSION (how people MEANING AND PURPOSE (making	
	<b>CONTENT</b>	<b>ISLAM- What does it mean to belong to Islam? What is the submission to Allah? Why is the Qur'an so special? What do you see when you look at me? Islamic dress.</b>	<b>What do Muslims believe? What are the Five Pillars of Islam? What is Islamic Law?</b>	<b>Who are Muslims? Where do Islamic beliefs come from? Who was Muhammad? What is the Night Journey? What does it mean to be a British Muslim?</b>	
	<b>SKILLS</b>	Investigation synthesis	interpretation application	reflection expression	empathy self understanding
	<b>British Values</b>	<i>Mutual respect for and tolerance of those with different faiths and beliefs and for those without faith</i>		<i>The rule of law</i>	
		<i>Democracy</i>		<i>Individual liberties</i>	
<b>MFL</b> (Au 6)	<b>Key concepts</b>	GRAMMAR & VOCABULARY: Build up a range of vocabulary that they can use in real-life scenarios in the TL country LINGUISTIC COMPETENCE: Listen Speak Read & translate literary texts transcribe RESILIENCE & REFLECTION: risk-taking Improve & extend GENERAL: enjoyable curiosity Develop Listening, Speaking, Reading and Writing skills similarities and differences revise grammar confidence positive attitudes cultures & citizenship cross-curricular foundations for future learning			
	<b>CONTENT</b>	<b>FRANCH: Revision Where I live</b>	<b>Classroom phrases and world greetings Canada – geography, poetry and prose - Le Chandail de Hockey</b>	<b>European countries Reasons to visit -personal pronouns &amp; -er verbs</b>	
	<b>SKILLS</b>	real life vocab read literary texts	listen transcribe	speak risk-taking	read original material & translate improve and extend
	<b>British Values</b>	<i>Mutual respect for and tolerance of those with different faiths and beliefs and for those without faith</i>		<i>The rule of law</i>	
		<i>Democracy</i>		<i>Individual liberties</i>	
<b>MUSIC</b> (Au 6)	<b>Key concepts</b>	Music reflects the context, time and place in which it was created. Music draws on a variety of different devices to create different effects. Music notation is a form of communication and is different according to the context. The inter-related dimensions of music are used expressively by composers and performers. Understanding the history of music helps to understand the music itself.			
	<b>CONTENT</b>	<b>Latin America -</b>			
	<b>SKILLS</b>	Play and perform using voice and instruments, both solo and ensemble. Identify and use the interrelated dimensions of music Improvise and compose using a variety of musical structures, styles, genres and traditions. Use staff and other appropriate notations in a range of styles, genres and traditions. Listen to a wide range of music from great composers and musicians. Develop an understanding of the music that they perform and listen to, and its history.			

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	<i>British Values</i>	<i>Mutual respect for and tolerance of those with different faiths and beliefs and for those without faith</i>				<i>The rule of law</i>
		<i>Democracy</i>				<i>Individual liberties</i>
<b>PE</b> (Au 6)	<b>CONTENT</b>	<b>Hockey</b>	<b>Rugby</b>	<b>Football</b>	<b>Dance</b>	<b>Gymnastics</b>
	<b>SKILLS</b>	Throwing Communication		Catching Team work	Jumping Spatial awareness	Striking/hitting Coordination
	<i>British Values</i>	<i>Mutual respect for and tolerance of those with different faiths and beliefs and for those without faith</i>				<i>The rule of law</i>
		<i>Democracy</i>				<i>Individual liberties</i>
<b>SCIENCE</b> (Au 6)	<i>Key concepts</i>	CHEMISTRY: Recall the three states of matter and the properties of each separate a mixture Understand what dissolving is and what may effect it		Recall the changes of state	Use a variety of methods to	
		PHYSICS: Appreciate the speed of light Draw a light diagram correctly		Understand why you can see luminous and non-luminous objects	Understand what causes shadows	
	<b>CONTENT</b>	<b>Reversible Change: compare and group together everyday materials based on evidence from comparative and fair tests, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets; understand that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution; use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating; give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic; demonstrate that dissolving, mixing and changes of state are reversible changes</b> <b>Light: understand that light appears to travel in straight lines; use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye; explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes; use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them, and to predict the size of shadows when the position of the light source changes.</b>				
	<b>SKILLS</b>	Produce a clearly defined aim for an investigation. Plan a fair investigation that only changes 1 variable, keeping all others the same. Correctly display data in a bar chart. investigation. Use basic scientific equipment to measure a precise volume, mass and force.		Write a prediction for the outcome of an investigation. Record data in a clear and correctly labelled table. Write a conclusion using data collected from an investigation. Use a microscope correctly. Use a thermometer correctly.	Evaluate an investigation Use a microscope correctly	
	<i>British Values</i>	<i>The rule of law</i>		<i>Democracy</i>	<i>Individual liberties</i>	



CURRIUCLUM AREAS	SPRING YEAR 6					
<b>ENGLISH</b> (Sp 6)	<i>Key concepts</i>	Develop the habit of reading widely and often for both information and pleasure Accurate spelling of words and the ability to check accuracy improves communication Read easily, fluently and with good understanding		Neat, joined, legible handwriting aids clarity of meaning Punctuation marks help with the understanding of text Acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and the spoken language		
	<b>CONTENT</b>	<b>Novel: AA only Carrie’s War</b>		<b>Friend or Foe</b>	<b>Sci-Fi (3 weeks)</b>	<b>Poetry</b>
	<b>SKILLS</b>	Develop an appreciation and love of reading. Read challenging material from a range of genres and historical periods. Develop a breadth of reading, to include fiction (both classic and contemporary), non-fiction, poetry and play-scripts. Understand new vocabulary through context. Make inferences about a text. Develop comprehension skills. Use evidence from a text to support a point (PEE). Identify language and structural features in a text and their effects on the reader. Analyse an author’s use of language and its effect on a reader. Study a range of authors (at least 2 per year).				
	<i>British Values</i>	<i>Mutual respect for and tolerance of those with different faiths and beliefs and for those without faith</i> <i>Democracy</i>		<i>Individual liberties</i> <i>The rule of law</i>		
<b>MATHS</b> (Sp 6)	<i>Key topics</i>	Number Properties Algebra		Calculations Geometry Decimals Statistics Ratio and Proportion		
	<b>CONTENT</b>	<b>Decimals</b> <b>Percentages</b> <b>Converting units – imperial/metric</b> <b>Shape (naming shapes and their properties)</b>		<b>Shape (area and perimeter of rectilinear shapes and volume)</b> <b>Algebra</b> <b>Ratio</b> <b>Statistics (including pie charts)</b>		
	<b>SKILLS</b>	Arithmetic 4 Operations    Arithmetic Fractions, Decimals and Percentages Reasoning    Problem Solving    Apply Mathematics to real life situations (in Context)    Communicate – answers, explanations (Concrete, Pectoral and abstract, correcting errors.				
	<i>British Values</i>	<i>Mutual respect for and tolerance of those with different faiths and beliefs and for those without faith</i> <i>Democracy</i>		<i>Individual liberties</i> <i>The rule of law</i>		
<b>ALTERNATIVE</b> (including Intervention) (Sp 6)	<b>CONTENT</b>	<b>ELSA</b>	<b>Wellbeing welcome</b>	<b>Ark support time</b>	<b>Professional input</b>	
	<b>SKILLS</b>	Emotional literacy Coping strategies	Self-calming techniques mindfulness	Refocusing behaviour Restorative justice	Bespoke according to external agency provision	
<b>ART</b> (Sp 6)	<i>Key concepts</i>	Gain an understanding of the formal elements of art (line, tone, shape, form, texture, colour, pattern) work using the language of art and design. Developing ability to be reflective learners in order to review and improve the visual impact of their work.		Evaluating own and others’		
	<b>CONTENT</b>	<b>FRUIT AND VEGETABLES PROJECT – 2D/3D of drawing materials and techniques.</b>		<b>Pupils will further develop their observational drawing skills, experimenting with a range They will use their drawings to create a 3D ceramic piece as a final outcome.</b>		
	<b>SKILLS</b>	Drawing	Designing	3D making	Technology	
	<i>British Values</i>	<i>Mutual respect for and tolerance of those with different faiths and beliefs and for those without faith</i> <i>Democracy</i>		<i>Individual liberties</i> <i>The rule of law</i>		
<b>CID</b>	<i>Key concepts</i>	Democracy justice system	Understanding of Parliament and government Interdependency of communities (local, national, global)	Rights and responsibilities of citizens Programming	Role of law and	

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(Sp 6)	<b>CONTENT</b>	What is Parliament? What is democracy? (CIT) Voting systems (CIT) Vote for me! (DRAMA) The 3 strands of Parliament (CIT) Making laws (CIT) First past the post (CIT) Campaigning for change (DRAMA) Commons debate (DRAMA)					
	<b>SKILLS</b>	Debate political questions Participation Perform in a variety of roles.	Write about and evaluate viewpoints Empathy and understanding Engage with a range of stimuli to develop critical and creative thinking skills.	Make reasoned arguments To gain confidence in a group situation	Think critically		
	<b>British Values</b>	<i>Mutual respect for and tolerance of those with different faiths and beliefs and for those without faith</i>				<i>The rule of law</i>	
<b>DT</b> (Sp 6)	<b>Key concepts</b>	Nutrition products) Materials/ components	Ingredients and sources Communicating ideas	Industry and careers Development	Cooking techniques Working with tools and equipment	Hygiene Health and safety	Evaluation (processes +)
	<b>CONTENT</b>	<b>Cooking: salads, cous-cous, pasta, muffins</b>					
	<b>SKILLS</b>	Combining materials or ingredients Design & creativity		Measuring & marking out Following a recipe	Research cooking ingredients		Use of tools and machinery
	<b>British Values</b>	<i>Mutual respect for and tolerance of those with different faiths and beliefs and for those without faith</i>				<i>The rule of law</i>	
<b>ENRICHMENT</b> (Sp 6)	<b>CONTENT</b>	Not taught this term					
	<b>SKILLS</b>	Not taught this term					
<b>HEALTH ED</b> (Sp 6)	<b>CONTENT</b>	<b>SRE informs children and young people about relationships, emotions, sex, sexuality and sexual health. All children, including those who develop earlier than the average, need to know about puberty before they experience the onset of physical change. Learning about sex and relationships is a lifelong process, beginning in early childhood and continuing throughout adult life.</b>					
	<b>SKILLS</b>	Emotional literacy Decision making	Critical thinking	Being a good friend	Being empathic	Listening	Asking for help Giving an opinion
<b>HUMS – HIST</b> (Sp 6)	<b>Key concepts</b>	CHANGE AND CONTINUITY, in and between periods DIVERSITY, cultural, ethnic, religious, worldviews HISTORICAL EVIDENCE		CAUSE AND CONSEQUENCE SIGNIFICANCE of events/people		INTERPRETATIONS of history (KS3 skills) USING and ANALYSING	
	<b>CONTENT</b>	Ancient Greece- How have the Ancient Greeks influenced our lives today? Where was Ancient Greece? What is democracy? UK How is this different to Ancient Greek democracy? What is the different between a myth and legend? Theseus and the Minotaur fact or fiction? How does Greek pottery (vases) help us to understand the Greek Olympics? What were the main differences between Athens and Sparta? What was the Battle of Marathon? Why did the Persians win the Battle of Thermopylae? Should Perciles rebuild the Parthenon? What was life like for men and women in Ancient Athens?					
	<b>SKILLS</b>	Knowledge and Understanding Questioning Communicating	Chronological Understanding Using and analysing evidence Respect and empathy for others	Use of historical terms/ vocabulary Produce reasoned and supported arguments/ conclusions Literacy	Historical Enquiry- Presenting and		
	<b>British Values</b>	<i>Mutual respect for and tolerance of those with different faiths and beliefs and for those without faith</i>				<i>The rule of law</i>	
<b>HUMS – GEOG</b> (Sp 6)	<b>CONTENT</b>	Not taught this term					
	<b>SKILLS</b>	Not taught this term					

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<b>HUMS – RE</b> (Sp 6)	<b>Key concepts</b>	BELIEFS AND TEACHINGS (what people believe)      PRACTICES AND LIFESTYLES (what people do)      IDENTITY AND EXPERIENCE (making sense of who we are)      MEANING AND PURPOSE (making sense of life)      VALUES AND COMMITMENTS (making sense of right and wrong)
	<b>CONTENT</b>	<b>CHRISTIANITY: What is the Easter story? What happened at the end of Jesus life? What was the Last Supper? What events occurred on the day of Jesus’ death? What was the sacrifice made by Jesus? What do we mean by the term ‘atonement’? What is the significance of Jesus’ resurrection for Christians? what is meant by the concept of Original Sin? (Adam and Eve) How does Jesus’ death links to these concepts? The Beatitudes: A Sermon on the Mount. What is agape? How do Christians put this into practice?</b>
	<b>SKILLS</b>	Investigation      interpretation      reflection      empathy      evaluation      analysis synthesis      application      expression      self understanding      literacy
	<b>British Values</b>	<i>Mutual respect for and tolerance of those with different faiths and beliefs and for those without faith</i> <i>Democracy</i> <i>Individual liberties</i> <i>The rule of law</i>
<b>MFL</b> (Sp 6)	<b>Key concepts</b>	GRAMMAR & VOCABULARY: Build up a range of vocabulary that they can use in real-life scenarios in the TL country LINGUISTIC COMPETENCE: Listen    Speak    Read & translate    Develop ideas in writing    literary texts    transcribe RESILIENCE & REFLECTION: risk-taking    Improve & extend GENERAL: enjoyable    curiosity    Develop Listening, Speaking, Reading and Writing skills    similarities and differences    revise grammar    confidence    positive attitudes    cultures & citizenship    cross-curricular    foundations for future learning
	<b>CONTENT</b>	<b>GERMAN: Revision – key questions and responses</b> <b>Famous German speakers</b> <b>Grimm Brother</b> <b>Fairytales</b> <b>Stadtmusikanten</b> <b>Appearance</b> <b>Personality + quantifiers</b>
	<b>SKILLS</b>	real life vocab      listen      speak      read original material & translate read literary texts      transcribe      risk-taking      improve and extend      develop ideas in writing
	<b>British Values</b>	<i>Mutual respect for and tolerance of those with different faiths and beliefs and for those without faith</i> <i>Democracy</i> <i>Individual liberties</i> <i>The rule of law</i>
<b>MUSIC</b> (Sp 6)	<b>Key concepts</b>	Music reflects the context, time and place in which it was created.    Music draws on a variety of different devices to create different effects. Music notation is a form of communication and is different according to the context.    The inter-related dimensions of music are used expressively by composers and performers.    Understanding the history of music helps to understand the music itself.
	<b>CONTENT</b>	<b>Folk Music</b>
	<b>SKILLS</b>	Play and perform using voice and instruments, both solo and ensemble.    Identify and use the interrelated dimensions of music Improvise and compose using a variety of musical structures, styles, genres and traditions.    Use staff and other appropriate notations in a range of styles, genres and traditions.    Listen to a wide range of music from great composers and musicians.    Develop an understanding of the music that they perform and listen to, and its history.
	<b>British Values</b>	<i>Mutual respect for and tolerance of those with different faiths and beliefs and for those without faith</i> <i>Democracy</i> <i>Individual liberties</i> <i>The rule of law</i>
<b>PE</b> (Sp 6)	<b>CONTENT</b>	<b>Netball</b> <b>Orienteering</b> <b>Health Related Fitness</b>
	<b>SKILLS</b>	Throwing      Catching      Jumping      Balance      Communication      Team work Spatial awareness      Problem Solving
	<b>British Values</b>	<i>Mutual respect for and tolerance of those with different faiths and beliefs and for those without faith</i> <i>Democracy</i> <i>Individual liberties</i> <i>The rule of law</i>

CURRICULUM MAP



<b>SCIENCE</b> (Sp 6)	<i>Key concepts</i>	BIOLOGY: Understanding what a habitat is CHEMISTRY: Understand that all materials are made of chemicals      Understand what a reaction is and identify the evidence for a reaction taking place
	<b>CONTENT</b>	<b>Evolution: recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago, recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents, identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.</b> <b>Irreversible Change: explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda.</b>
	<b>SKILLS</b>	Produce a clearly defined aim for an investigation.      Write a prediction for the outcome of an investigation.      Plan a fair investigation that only changes 1 variable, keeping all others the same.      Record data in a clear and correctly labelled table.      Correctly display data in a bar chart.      Correctly display data in a line graph.      Write a conclusion using data collected from an investigation. Evaluate an investigation      Use a thermometer correctly.      Use basic scientific equipment to measure a precise volume, mass and force.
	<i>British Values</i>	<i>The rule of law</i> <i>Individual liberties</i>



CURRIUCLUM AREAS	SUMMER YEAR 6				
<b>ENGLISH</b> (Su 6)	<i>Key concepts</i>	Neat, joined, legible handwriting aids clarity of meaning      Accurate spelling of words and the ability to check accuracy improves communication Punctuation marks help with the understanding of text      Read easily, fluently and with good understanding      Write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences      Are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate      Use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas			
	<b>CONTENT</b>	<b>Revision of text types: Cinderella or The Three Little Pigs or Chocolate Macbeth Playscript: Demon Headmaster Hoverbike – revision of text types</b>			
	<b>SKILLS</b>	Read challenging material from a range of genres and historical periods.      Make inferences about a text      Develop a breadth of reading, to include fiction (both classic and contemporary), non-fiction, poetry and play-scripts.      Identify language and structural features in a text and their effects on the reader.      Make critical comparisons across texts. Study a range of authors (at least 2 per year).			
	<i>British Values</i>	<i>The rule of law</i>			
<b>MATHS</b> (Su 6)	<i>Key topics</i>	Number Properties      Calculations      Geometry      Statistics			
	<b>CONTENT</b>	<b>SATS revision      Problem Solving (following a 5 day structure to develop mathematical reasoning skills in preparation for KS3)</b>			
	<b>SKILLS</b>	Arithmetic 4 Operations      Reasoning      Problem Solving      Using mathematical equipment – compass, protractor, mirrors to construct and measure.      Apply Mathematics to real life situations (in Context)      Communicate – answers, explanations (Concrete, Pectoral and abstract, correcting errors.			
	<i>British Values</i>	<i>Mutual respect for and tolerance of those with different faiths and beliefs and for those without faith      The rule of law      Democracy      Individual liberties</i>			
<b>ALTERNATIVE</b> (including Intervention) (Su 6)	<b>CONTENT</b>	<b>ELSA</b>	<b>Wellbeing welcome</b>	<b>Ark support time</b>	<b>Professional input</b>
	<b>SKILLS</b>	Emotional literacy Coping strategies	Self-calming techniques mindfulness	Refocusing behaviour Restorative justice	Bespoke according to external agency provision
<b>ART</b> (Su 6)	<i>Key concepts</i>	Learn about great artists and designers from different periods and movements in art history; including art from other cultures.      Evaluating own and others' work using the language of art and design.      Developing ability to be reflective learners in order to review and improve the visual impact of their work.      Team working skills – collaborate in small groups on a creative project.			
	<b>CONTENT</b>	<b>GEORGIA O'KEEFFE PROJECT – 2D      Pupils will be introduced to the work of painter Georgia O'Keeffe.      They will analyse her work through discussion and practical tasks.      They will learn how to create an artist study page, creating their research creatively.      Pupils will experiment with macro-photography and collage to create a mixed media piece as a final outcome.</b>			
	<b>SKILLS</b>	Drawing	Painting	Designing	Exploring & experimenting
	<i>British Values</i>	<i>Mutual respect for and tolerance of those with different faiths and beliefs and for those without faith      The rule of law      Democracy      Individual liberties</i>			

CURRICULUM MAP



<b>CID</b> (Su 6)	<b>Key Concepts</b>	Rights and responsibilities of citizens      Financial decision making      Interdependency of communities (local, national, global) Hardware and software
	<b>CONTENT</b>	<b>Fairtrade The taste of chocolate (DRAMA) The finances of Fairtrade (CIT) How Fairtrade helps (CIT) Creating a storyboard (CIT) Making a stop motion advert (ICT)</b>
	<b>SKILLS</b>	Make reasoned arguments      Respect for others      Empathy and understanding      Evaluate social and moral issues
	<b>British Values</b>	<i>Mutual respect for and tolerance of those with different faiths and beliefs and for those without faith      The rule of law            Democracy      Individual liberties</i>
<b>DT</b> (Su 6)	<b>Key Concepts</b>	Nutrition      Ingredients and sources      Cooking techniques      Hygiene      Evaluation (processes + products) Communicating ideas      Development      Working with tools and equipment      Health and safety      Materials/ components
	<b>CONTENT</b>	<b>Eric: electronic nightlight</b>
	<b>SKILLS</b>	Combining materials or ingredients      CAD      Measuring & marking out      Research      Design & creativity Colouring materials      Use of tools and machinery      CAM
	<b>British Values</b>	<i>Mutual respect for and tolerance of those with different faiths and beliefs and for those without faith      Democracy            Individual liberties</i>
<b>ENRICHMENT</b> (Su 6)	<b>CONTENT</b>	<b>Week residential to Germany</b> <b>Alternative programme at school</b>
	<b>SKILLS</b>	Risk-taking      independence      team building      Risk-taking      independence      team building trying new experiences      self-motivation      personal success      trying new experiences      self-motivation      personal success
<b>HEALTH ED</b> (Su 6)	<b>CONTENT</b>	<b>Not taught this term</b>
	<b>SKILLS</b>	<b>Not taught this term</b>
<b>HUMS – HIST</b> (Su 6)	<b>Key concepts</b>	CHANGE AND CONTINUITY, in and between periods      CAUSE AND CONSEQUENCE      SIGNIFICANCE of events/people USING and ANALYSING HISTORICAL EVIDENCE
	<b>CONTENT</b>	<b>Changing beliefs- Tudors and Stuarts</b>
	<b>SKILLS</b>	Knowledge and Understanding      Chronological Understanding      Use of historical terms/ vocabulary Historical Enquiry- Questioning      Using and analysing evidence      Produce reasoned and supported arguments/ conclusions Presenting and Communicating      Respect and empathy for others      Literacy
	<b>British Values</b>	<i>Mutual respect for and tolerance of those with different faiths and beliefs and for those without faith      The rule of law            Democracy      Individual liberties</i>
<b>HUMS – GEOG</b> (Su 6)	<b>Key concepts</b>	Contextual World Knowledge- LOCATIONAL KNOWLEDGE and SPATIAL AWARENESS      Contextual World Knowledge- PLACES AND SCALE (including similarities and differences between places)      PHYSICAL AND HUMAN processes      Environmental Change and Sustainability Cultural Understanding and Diversity      Fieldwork and cartographic (map) skills      Geographical Enquiry and Communication
	<b>CONTENT</b>	<b>Changing World-How is the Arctic changing?</b>
	<b>SKILLS</b>	Knowledge and use of geographical vocabulary      Enquiry      Independent research and acquiring information      Questioning and critical thinking      Respect and empathy for others      Recording information and data      Interpreting information and data Produce reasoned and supported arguments/conclusions      Cartographic (Map) Skills      Graphical skills      Numerical and statistical skills

CURRICULUM MAP



		Literacy
	<i>British Values</i>	<i>Mutual respect for and tolerance of those with different faiths and beliefs and for those without faith</i> <i>Democracy</i> <i>Individual liberties</i> <i>The rule of law</i>
<b>HUMS – RE</b> (Su 6)	<i>Key concepts</i>	BELIEFS AND TEACHINGS (what people believe) PRACTICES AND LIFESTYLES (what people do) WAYS OF EXPRESSION (how people express themselves) IDENTITY AND EXPERIENCE (making sense of who we are) MEANING AND PURPOSE (making sense of life) VALUES AND COMMITMENTS (making sense of right and wrong)
	<b>CONTENT</b>	<b>HINDUISM</b> How do we make moral choices? What do people believe about life? Namaste! What is the Divine? Who are the deities? Where are We Going? Karma: A Sense of Purpose. What are the most important moral values and teachings? How do we decide what is right or wrong? How can religious festivals help us to learn lessons? Vedas. Shiva and the Ganges.
	<b>SKILLS</b>	Investigation interpretation reflection empathy evaluation analysis synthesis application expression self understanding literacy
	<i>British Values</i>	<i>Mutual respect for and tolerance of those with different faiths and beliefs and for those without faith</i> <i>Democracy</i> <i>Individual liberties</i> <i>The rule of law</i>
<b>MFL</b> (Su 6)	<i>Key concepts</i>	GRAMMAR & VOCABULARY: Build up a range of vocabulary that they can use in real-life scenarios in the TL country vocabulary LINGUISTIC COMPETENCE: Listen Speak Read & translate Develop ideas in writing literary texts transcribe RESILIENCE & REFLECTION: risk-taking Improve & extend GENERAL: enjoyable curiosity Develop Listening, Speaking, Reading and Writing skills similarities and differences revise grammar confidence positive attitudes cultures & citizenship cross-curricular foundations for future learning
	<b>CONTENT</b>	<b>SPANISH: Revision – key questions and responses</b> <b>Map of Spain</b> <b>Key Spanish towns</b> <b>Places in town</b> <b>Gaudi</b> <b>Hobbies</b> <b>Opinions</b> <b>Spanish food</b> <b>Food</b>
	<b>SKILLS</b>	real life vocab listen speak read original material & translate read literary texts transcribe risk-taking improve and extend vocabulary & opinions develop ideas in writing
	<i>British Values</i>	<i>Mutual respect for and tolerance of those with different faiths and beliefs and for those without faith</i> <i>Democracy</i> <i>Individual liberties</i> <i>The rule of law</i>
<b>MUSIC</b> (Su 6)	<i>Key concepts</i>	Music reflects the context, time and place in which it was created. Music draws on a variety of different devices to create different effects. Music notation is a form of communication and is different according to the context. The inter-related dimensions of music are used expressively by composers and performers. Understanding the history of music helps to understand the music itself.
	<b>CONTENT</b>	<b>MISSING</b>
	<b>SKILLS</b>	Play and perform using voice and instruments, both solo and ensemble. Identify and use the interrelated dimensions of music Improvise and compose using a variety of musical structures, styles, genres and traditions. Use staff and other appropriate notations in a range of styles, genres and traditions. Listen to a wide range of music from great composers and musicians. Develop an understanding of the music that they perform and listen to, and its history.
	<i>British Values</i>	<i>Mutual respect for and tolerance of those with different faiths and beliefs and for those without faith</i> <i>Democracy</i> <i>Individual liberties</i> <i>The rule of law</i>
<b>PE</b>		
	<b>CONTENT</b>	<b>Rounders</b> <b>Cricket</b> <b>Athletics</b> <b>Tennis</b>



## CURRICULUM MAP

(Su 6)	<b>SKILLS</b>	Throwing Communication	Catching Team work	Jumping Spatial awareness	Running Coordination	Striking/hitting	Kicking	Balance	
	<i>British Values</i>	<i>Mutual respect for and tolerance of those with different faiths and beliefs and for those without faith</i>						<i>The rule of law</i>	
<b>SCIENCE</b> (Su 6)	<i>Key concepts</i>	BIOLOGY: Appreciating the effect of lifestyle choices on the human body e.g. diet, exercise, smoking					Know the characteristics of vertebrates and invertebrates		
	<i>Key concepts</i>	Understand the basis of classification, adaptation, variation and evolution					Appreciate the work of Anning, Wallace and Darwin		
	<b>CONTENT</b>	<b>Sports Science as per Working Scientifically</b>				<b>Classification: Consolidate work covered in year 5, Learn how animals are classified, Learn the characteristics of the 5 vertebrate groups, Learn the characteristics of the 6 invertebrate groups, Learn how to use and produce a key, Learn about the history of modern classification</b>			
	<b>SKILLS</b>	Produce a clearly defined aim for an investigation.		Write a prediction for the outcome of an investigation.		Record data in a clear and correctly labelled table.			
	Plan a fair investigation that only changes 1 variable, keeping all others the same.		Correctly display data in a bar chart.		Correctly display data in a line graph.			Write a conclusion using data collected from an investigation.	
	Evaluate an investigation		Use a timer correctly		Use a thermometer correctly.		Use a Bunsen burner correctly.		
	Use basic scientific equipment to measure a precise volume, mass and force.								
	<i>British Values</i>	<i>The rule of law</i>		<i>Individual liberties</i>					



CURRIUCLUM AREAS	AUTUMN YEAR 7				
<b>ENGLISH</b> (Au 7)	<i>Key concepts</i>	Accurate spelling of words and the ability to check accuracy improves communication Acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and the spoken language Write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences Use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas		Punctuation marks help with the understanding of text	
	<b>CONTENT</b>	<b>Non fiction – Titanic. Exploring replica primary resources.</b>		<b>Poetry – introduction to forms and techniques.</b>	
	<b>SKILLS</b>	Read challenging material from a range of genres and historical periods. Study a range of authors (at least 2 per year). Develop a breadth of reading, to include fiction (both classic and contemporary), non-fiction, poetry and play-scripts. Understand new vocabulary through context. Develop comprehension skills Identify language and structural features in a text and their effects on the reader. Analyse an author’s use of language and its effect on a reader.			
	<i>British Values</i>	<i>Mutual respect for and tolerance of those with different faiths and beliefs and for those without faith</i> <i>Democracy</i>		<i>The rule of law</i>	
<b>MATHS</b> (Au 7)	<i>Key topics</i>	Number Properties                      Calculations                      Decimals			
	<b>CONTENT</b>	<b>Place Value. Addition and Subtraction (including perimeter). Multiplication and Division (including area). Standard form and Surds.</b>			
	<b>SKILLS</b>	Understanding our number system                      Arithmetic 4 Operations                      Reasoning                      Problem Solving                      Using Scientific Calculators                      Apply Mathematics to real life situations (in Context)                      Communicate – answers, explanations (Concrete, Pectoral and abstract, correcting errors.			
	<i>British Values</i>	<i>Mutual respect for and tolerance of those with different faiths and beliefs and for those without faith</i> <i>Democracy</i>		<i>The rule of law</i>	
<b>ALTERNATIVE</b> (including Intervention) (Au 7)	<b>CONTENT</b>	<b>ELSA</b>	<b>Wellbeing welcome</b>	<b>Ark support time</b>	<b>Professional input</b>
	<b>SKILLS</b>	Emotional literacy Coping strategies	Self-calming techniques mindfulness	Refocusing behaviour Restorative justice	Bespoke according to external agency provision
<b>ART</b> (Au 7)	<i>Key concepts</i>	Gain an understanding of the formal elements of art (line, tone, shape, form, texture, colour, pattern) work using the language of art and design. Developing ability to be reflective learners in order to review and improve the visual impact of their work.		Evaluating own and others’	
	<b>CONTENT</b>	<b>INSECTS DRAWING INTO PRINT – 2D Pupils will build on their observational drawing skills, using a wide range of mediums to create a series of insect drawings based on first hand observation. They will adapt one of their drawings into a design for printmaking. Pupils will create a series of multi-layered lino-prints as a final outcome.</b>			
	<b>SKILLS</b>	Drawing                      Designing                      Exploring & experimenting			
	<i>British Values</i>	<i>Mutual respect for and tolerance of those with different faiths and beliefs and for those without faith</i> <i>Democracy</i>		<i>The rule of law</i>	

CURRICULUM MAP



<b>CITIZENSHIP</b> (Au 7)	<b>Key concepts</b>	Rights and responsibilities of citizens      Financial decision making
	<b>CONTENT</b>	<b>Law &amp; order</b>
	<b>SKILLS</b>	Research and interrogate evidence      Write about and evaluate viewpoints      Think critically      Respect for others Make reasoned arguments      Empathy and understanding      Evaluate social and moral issues
	<b>British Values</b>	<i>Mutual respect for and tolerance of those with different faiths and beliefs and for those without faith</i> <i>The rule of law</i> <i>Democracy</i> <i>Individual liberties</i>
<b>DRAMA</b> (Au 7)	<b>CONTENT</b>	Titanic: To educate pupils on the horrors of the 1912 world tragedy      To introduce students to the concept of status in society and how this was viewed a century ago      To explore a variety of different characters      To explore delivery of different emotions in performance      To develop drama skills covered in KS2, e.g. mime, movement, improvisation, group cooperation etc
	<b>SKILLS</b>	Perform in a variety of roles.      Engage with a range of stimuli to develop critical and creative thinking skills. Develop an appreciation of theatre styles and genres.      Revise a piece of drama.      Perform a dramatic monologue. Explore characterisation through use of costumes and props.      Use drama terminology accurately.
	<b>British Values</b>	<i>Mutual respect for and tolerance of those with different faiths and beliefs and for those without faith</i> <i>The rule of law</i> <i>Democracy</i> <i>Individual liberties</i>
	<b>Key Concepts</b>	Evaluation (processes + products)      Communicating ideas      Development      Working with tools and equipment Health and safety      Materials/ components      The environment
<b>DT – FT</b> (Au 7)	<b>CONTENT</b>	<b>Fairlands Friend – making fabric figure</b>
	<b>SKILLS</b>	Combining materials or ingredients      Measuring & marking out      Research      Design & creativity      Pattern cutting Use of tools and machinery
	<b>British Values</b>	<i>Mutual respect for and tolerance of those with different faiths and beliefs and for those without faith</i> <i>The rule of law</i> <i>Democracy</i> <i>Individual liberties</i>
	<b>Key Concepts</b>	Evaluation (processes + products)      Communicating ideas      Development      Working with tools and equipment Health and safety      Materials/ components      The environment
<b>DT –RM</b> (Au 7)	<b>CONTENT</b>	<b>Plastic Key Fob Project (Acrylic/ Wire)</b>
	<b>SKILLS</b>	Research      Design & creativity      Use of tools and machinery
	<b>British Values</b>	<i>Mutual respect for and tolerance of those with different faiths and beliefs and for those without faith</i> <i>The rule of law</i> <i>Democracy</i> <i>Individual liberties</i>
	<b>Key Concepts</b>	Evaluation (processes + products)      Communicating ideas      Development      Working with tools and equipment Health and safety      Materials/ components      The environment
<b>ENRICHMENT</b> (Au 7)	<b>CONTENT</b>	<b>Super learning Day programme</b> <b>International Languages Day: culture &amp; language</b>
	<b>SKILLS</b>	Working with others      learning to learn      Research      mutual respect & tolerance      cultural awareness learning styles      team building      Team work      language      presentation
<b>HEALTH ED</b> (Au 7)	<b>CONTENT</b>	Not taught this term
	<b>SKILLS</b>	Not taught this term
<b>HUMS –HIST</b> (Au 7)	<b>Key concepts</b>	CHANGE AND CONTINUITY, in and between periods      CAUSE AND CONSEQUENCE      INTERPRETATIONS of history (KS3 skills) DIVERSITY, cultural, ethnic, religious, worldviews      SIGNIFICANCE of events/people      USING and ANALYSING HISTORICAL EVIDENCE
	<b>CONTENT</b>	Power of the Monarchy: Who has the Power? William I, Henry II and King John (1066-1509) Why did the monarchy lose power to the politicians? Charles I/Oliver Cromwell (1509-1745)

CURRICULUM MAP



	<b>SKILLS</b>	Knowledge and Understanding      Chronological Understanding      Use of historical terms/ vocabulary      Historical Enquiry- Questioning      Using and analysing evidence      Produce reasoned and supported arguments/ conclusions      Presenting and Communicating      Respect and empathy for others      Literacy
	<b>British Values</b>	<i>Mutual respect for and tolerance of those with different faiths and beliefs and for those without faith</i> <i>The rule of law</i> <i>Democracy</i> <i>Individual liberties</i>
<b>HUMS – GEOG</b> (Au 7)	<b>Key concepts</b>	Contextual World Knowledge- LOCATIONAL KNOWLEDGE and SPATIAL AWARENESS      Contextual World Knowledge- PLACES AND SCALE (including similarities and differences between places)      PHYSICAL AND HUMAN processes      Environmental Change and Sustainability Cultural Understanding and Diversity      Fieldwork and cartographic (map) skills      Geographical Enquiry and Communication
	<b>CONTENT</b>	<b>Future Hope for Africa</b> <b>Where is Africa?</b> <b>What are the common misconceptions about Africa?</b> <b>How do holidays connect us to Africa?</b> <b>Do all countries in Africa have access to clean water?</b> <b>Can we justify the committing of piracy in Nigeria?</b> <b>How can we implement solar energy?</b> <b>How developed is Kenya?</b> <b>How can Seydou escape poverty?</b> <b>Why are 40 million children in Africa not in school today?</b> <b>Why is it important to go to school?</b> <b>How does tourism affect Kenya?</b> <b>What has been the impact of tourism on Matmata, a Tunisian settlement?</b> <b>How does football connect us to Africa? What is the diamond trade?</b> <b>Would Fairtrade benefit African workers?</b>
	<b>SKILLS</b>	Knowledge and use of geographical vocabulary      Enquiry      Independent research and acquiring information      Questioning and critical thinking      Respect and empathy for others      Recording information and data      Interpreting information and data Produce reasoned and supported arguments/conclusions      Cartographic (Map) Skills      Graphical skill      Numerical and statistical skills      Literacy
	<b>British Values</b>	<i>Mutual respect for and tolerance of those with different faiths and beliefs and for those without faith</i> <i>The rule of law</i> <i>Democracy</i> <i>Individual liberties</i>
	<b>HUMS – RE</b> (Au 7)	<b>Key concepts</b>
	<b>CONTENT</b>	<b>BUDDHISM</b> <b>Experience and Beliefs.</b> <b>How might beliefs affect my thoughts, ideas and actions?</b> <b>What was significant about Siddhartha Gautama’s early life?</b> <b>How did the four sights change his life?</b> <b>How did suffering shock the Buddha?</b> <b>Why does everything have to change?</b> <b>What are the Three Signs of Being?</b> <b>What are the Four Noble Truths?</b> <b>What are the underlying causes of greed and selfishness?</b> <b>What is enlightenment and how do Buddhists reach Nirvana?</b> <b>Which is the right path?</b> <b>The Noble Eightfold path and Five Precepts.</b> <b>What are morals and ethics?</b>
	<b>SKILLS</b>	Investigation      interpretation      reflection      empathy      evaluation      analysis synthesis      application      expression      self understanding      literacy
	<b>British Values</b>	<i>Mutual respect for and tolerance of those with different faiths and beliefs and for those without faith</i> <i>The rule of law</i> <i>Democracy</i> <i>Individual liberties</i>
<b>ICT</b> <b>(computing)</b> (Au 7)	<b>Key concepts</b>	Internet safety
	<b>CONTENT</b>	<b>Be internet legends online risks, advertising</b> <b>Internet safety</b> <b>Publisher</b> <b>Cyber bullying</b> <b>Safe passwords</b> <b>Why are video games so fun?</b> <b>Scratch</b> <b>Fireworks to adapt images</b>
	<b>SKILLS</b>	Creativity and design      Analytical skills      Resilience      Word processing      Graphics      Web navigation

CURRICULUM MAP



		Evaluate and apply information
	<i>British Values</i>	<i>Mutual respect for and tolerance of those with different faiths and beliefs and for those without faith</i> <i>Democracy</i> <i>Individual liberties</i> <i>The rule of law</i>
<b>MFL – FRENCH</b> (Au 7)	<i>Key concepts</i>	GRAMMAR & VOCABULARY: Tenses Manipulate grammatical structure Build up a range of vocabulary that they can use in real-life scenarios in the TL country vocabulary LINGUISTIC COMPETENCE: Listen Speak Read & translate Develop ideas in writing literary texts transcribe Conversations Write and translate RESILIENCE & REFLECTION: risk-taking Improve & extend GENERAL: enjoyable curiosity Develop Listening, Speaking, Reading and Writing skills similarities and differences revise grammar confidence positive attitudes cultures & citizenship cross-curricular foundations for future learning
	<b>CONTENT</b>	<b>School:</b> <b>Classroom pencil case items and instructions</b> <b>School subjects and opinions</b> <b>Hobbies</b>
	<b>SKILLS</b>	Tenses manipulate grammar conversations real life vocab listen speak read original material & translate read literary texts transcribe risk-taking improve and extend vocabulary & opinions develop ideas in writing
	<i>British Values</i>	<i>Mutual respect for and tolerance of those with different faiths and beliefs and for those without faith</i> <i>Democracy</i> <i>Individual liberties</i> <i>The rule of law</i>
<b>MFL – GERMAN</b> (Au 7)	<i>Key concepts</i>	GRAMMAR & VOCABULARY: Tenses Manipulate grammatical structure Build up a range of vocabulary that they can use in real-life scenarios in the TL country vocabulary LINGUISTIC COMPETENCE: Listen Speak Read & translate Develop ideas in writing literary texts transcribe Conversations Write and translate RESILIENCE & REFLECTION: risk-taking Improve & extend GENERAL: enjoyable curiosity Develop Listening, Speaking, Reading and Writing skills similarities and differences revise grammar confidence positive attitudes cultures & citizenship cross-curricular foundations for future learning
	<b>CONTENT</b>	<b>Introduction:</b> <b>Classroom instructions</b> <b>School items</b> <b>Personal questions to talk about oneself</b> <b>Animals</b> <b>Numbers 1-30</b> <b>Describing appearance(hair and eyes/personality)</b> <b>Family</b> <b>Jobs</b>
	<b>SKILLS</b>	Tenses manipulate grammar conversations real life vocab listen speak read original material & translate read literary texts transcribe risk-taking improve and extend vocabulary & opinions develop ideas in writing
	<i>British Values</i>	<i>Mutual respect for and tolerance of those with different faiths and beliefs and for those without faith</i> <i>Democracy</i> <i>Individual liberties</i> <i>The rule of law</i>
<b>MUSIC</b> (Au 7)	<i>Key concepts</i>	Music reflects the context, time and place in which it was created. Music draws on a variety of different devices to create different effects. Music notation is a form of communication and is different according to the context. The inter-related dimensions of music are used expressively by composers and performers. Understanding the history of music helps to understand the music itself.
	<b>CONTENT</b>	<b>Structure</b>
	<b>SKILLS</b>	Play and perform using voice and instruments, both solo and ensemble. Identify and use the interrelated dimensions of music Improvise and compose using a variety of musical structures, styles, genres and traditions. Use staff and other appropriate notations in a range of styles, genres and traditions. Listen to a wide range of music from great composers and musicians. Develop an understanding of the music that they perform and listen to, and its history.

CURRICULUM MAP



	<i>British Values</i>	<i>Mutual respect for and tolerance of those with different faiths and beliefs and for those without faith</i> <i>Democracy</i> <i>Individual liberties</i>	<i>The rule of law</i>				
<b>PE</b> (Au 7)	<b>CONTENT</b>	<b>Hockey</b>	<b>Rugby</b>	<b>Football</b>	<b>Dance</b>	<b>Gymnastics</b>	
	<b>SKILLS</b>	Throwing Spatial awareness	Catching Coordination	Jumping	Striking/hitting	Kicking	Communication Team work
	<i>British Values</i>	<i>Mutual respect for and tolerance of those with different faiths and beliefs and for those without faith</i> <i>Democracy</i> <i>Individual liberties</i>				<i>The rule of law</i>	
<b>SCIENCE</b> (Au 7)	<i>Key concepts</i>	CHEMISTRY: Understand that all materials are made of chemicals      Understand that chemicals can be grouped as acid, alkali and neutral      Use indicators to both identify chemicals and measure their Ph      Understand what a reaction is and identify the evidence for a reaction taking place      Appreciate combustion, displacement and the reactions of acids PHYSICS: Understand the relative size of objects in space      Understand what a day, year and lunar month is      Appreciate the phases of the moon      Name the planets in our Solar System in the correct order      Appreciate that ideas about space have changed over time      Understand what causes seasons on some planets      Calculate your weight on other planets      Understand what a light year is      Understand how to measure a force      Understand what gravity is      Appreciate the speed of light					
	<b>CONTENT</b>	<b>Chemical Reactions: Classify materials as acid, alkali or neutral, Chemically identify materials, Measure acidity and alkalinity using the pH scale, Investigate the neutralisation reaction, Investigate that some metals and non-metals react with acid, Investigate other reactions, Represent reactions using word equations</b> <b>Space Physics: Explain what a day is, Explain what a year is, Explain why we have seasons and the effect that has on the hours of daylight, Explain why we can see the moon and why it appears to change shape, Learn how we measure space, Investigate why our weight changes on different planets but our mass does not. Learn what a galaxy is, Learn about the life cycle of a star.</b>					
	<b>SKILLS</b>	Produce a clearly defined aim for an investigation.      Write a prediction for the outcome of an investigation.      Plan a fair investigation that only changes 1 variable, keeping all others the same.      Identify independent, dependent and control variables.      Record data in a clear and correctly labelled table.      Correctly display data in a bar chart.      Correctly display data in a line graph.      Decide upon the most appropriate method of displaying data.      Write a conclusion using data collected from an investigation.      Evaluate an investigation      Use a microscope correctly      Use a timer correctly      Use a thermometer correctly.      Use a Bunsen burner correctly.      Use basic scientific equipment to measure a precise volume, mass and force.					
	<i>British Values</i>	<i>The rule of law</i>	<i>Democracy</i>	<i>Individual liberties</i>			



CURRIUCLUM AREAS	SPRING YEAR 7				
<b>ENGLISH</b> (Sp 7)	<i>Key concepts</i>	Develop the habit of reading widely and often for both information and pleasure Accurate spelling of words and the ability to check accuracy improves communication Acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and the spoken language Write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences Read easily, fluently and with good understanding		Neat, joined, legible handwriting aids clarity of meaning Punctuation marks help with the understanding of text	
	<b>CONTENT</b>	<b>Holes, Louis Sachar. Focus on writer’s technique.</b>			
	<b>SKILLS</b>	Develop an appreciation and love of reading. Develop a breadth of reading, to include fiction (both classic and contemporary), non-fiction, poetry and play-scripts. Make inferences about a text Develop comprehension skills. Use evidence from a text to support a point (PEE). Identify language and structural features in a text and their effects on the reader. Study a range of authors (at least 2 per year). Analyse an author’s use of language and its effect on a reader.			
	<i>British Values</i>	<i>Mutual respect for and tolerance of those with different faiths and beliefs and for those without faith</i>		<i>The rule of law</i>	
<b>MATHS</b> (Sp 7)	<i>Key topics</i>	Number Properties	Calculations	Fractions	Statistics
	<b>CONTENT</b>	<b>Fractions. Statistics. Negative Numbers.</b>			
	<b>SKILLS</b>	Understanding our number system Arithmetic 4 Operations Arithmetic Fractions, Decimals and Percentages Reasoning Problem Solving Using mathematical equipment – compass, protractor, mirrors to construct and measure. Using Scientific Calculators Apply Mathematics to real life situations (in Context) Communicate – answers, explanations (Concrete, Pectoral and abstract, correcting errors.			
	<i>British Values</i>	<i>Mutual respect for and tolerance of those with different faiths and beliefs and for those without faith</i>		<i>The rule of law</i>	
<b>ALTERNATIVE</b> (including Intervention) (Sp 7)	<b>CONTENT</b>	<b>ELSA</b>	<b>Wellbeing welcome</b>	<b>Ark support time</b>	<b>Professional input</b>
	<b>SKILLS</b>	Emotional literacy Coping strategies	Self-calming techniques mindfulness	Refocusing behaviour Restorative justice	Bespoke according to external agency provision
<b>ART</b> (Sp 7)	<i>Key concepts</i>	Learn about great artists and designers from different periods and movements in art history; including art from other cultures. Gain an understanding of the formal elements of art (line, tone, shape, form, texture, colour, pattern) Evaluating own and others’ work using the language of art and design. Developing ability to be reflective learners in order to review and improve the visual impact of their work.			
	<b>CONTENT</b>	<b>NIKI DE SAINT PHALLE SCULPTURE PROJECT – 2D/3D Pupils analyse the work of artist / sculptor Niki de Saint Phalle. They will</b>			

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		<b>develop original designs in response to the artists work, creating a small 3D sculpture as a final outcome.</b>			
	<b>SKILLS</b>	Drawing	Painting	Designing	3D making
	<b>British Values</b>	<i>Mutual respect for and tolerance of those with different faiths and beliefs and for those without faith</i>			<i>The rule of law</i>
		<i>Democracy</i>			<i>Individual liberties</i>
<b>CITIZENSHIP</b> (Sp 7)	<b>Key concepts</b>	Financial decision making	Careers		
	<b>CONTENT</b>	<b>My learning journey to work</b>			
	<b>SKILLS</b>	Money management	Respect for others	Make confident and informed choices	Participation
	<b>British Values</b>	<i>Mutual respect for and tolerance of those with different faiths and beliefs and for those without faith</i>			<i>The rule of law</i>
		<i>Democracy</i>			<i>Individual liberties</i>
<b>DRAMA</b> (Sp 7)	<b>CONTENT</b>	<b>Holes, Louis Sachar</b>			
	<b>SKILLS</b>	Perform in a variety of roles. Develop an appreciation of theatre styles and genres.	Revise a piece of drama. Explore characterisation through use of costumes and props.	Develop improvisation skills, both prepared and spontaneous.	Explore the effects of media and ICT.
		Use drama terminology accurately.			
	<b>British Values</b>	<i>Mutual respect for and tolerance of those with different faiths and beliefs and for those without faith</i>			<i>The rule of law</i>
		<i>Democracy</i>			<i>Individual liberties</i>
<b>DT – FT</b> (Sp 7)	<b>Key concepts</b>	Nutrition	Ingredients and sources	Industry and careers	Cooking techniques
		Evaluation (processes + products)	Communicating ideas	Development	Hygiene
		Health and safety	Materials/ components		The environment
					Working with tools and equipment
	<b>CONTENT</b>	<b>Art Textiles</b>	<b>Jackie Gale (Artist)</b>	<b>(variety of artist’s starters)</b>	<b>Rubbing in cooking techniques: cheese straws</b>
	<b>SKILLS</b>	Combining materials or ingredients	Measuring & marking out	Research	Design & creativity
		Following a recipe	Colouring materials	Use of tools and machinery	Pattern cutting
	<b>British Values</b>	<i>Mutual respect for and tolerance of those with different faiths and beliefs and for those without faith</i>			<i>The rule of law</i>
		<i>Democracy</i>			<i>Individual liberties</i>
<b>DT –RM</b> (Sp 7)	<b>Key concepts</b>	Nutrition	Ingredients and sources	Industry and careers	Cooking techniques
		Evaluation (processes + products)	Communicating ideas	Development	Hygiene
		Health and safety	Materials/ components		The environment
					Working with tools and equipment
	<b>CONTENT</b>	<b>Maze</b>	<b>(soft wood/ acrylic)</b>		
	<b>SKILLS</b>	Combining materials or ingredients	Measuring & marking out	Research	Design & creativity
					Use of tools and machinery
	<b>British Values</b>	<i>Mutual respect for and tolerance of those with different faiths and beliefs and for those without faith</i>			<i>The rule of law</i>
		<i>Democracy</i>			<i>Individual liberties</i>
<b>ENRICHMENT</b> (Sp 7)	<b>CONTENT</b>	Not taught this term			
	<b>SKILLS</b>	Not taught this term			
<b>HEALTH ED</b> (Sp 7)	<b>CONTENT</b>	<b>Embrace change</b>	<b>feel positive about who they are and enjoy healthy, safe, responsible and fulfilled lives</b>		<b>recognise and</b>
		<b>manage risk</b>	<b>take increasing responsibility for themselves, their choices and behaviours</b>		<b>make positive contributions</b>

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		to their families, schools and communities recognise, develop and communicate their qualities, skills and attitudes, build knowledge, confidence and self-esteem and make the most of their abilities explore similarities and differences between people, discuss social and moral dilemmas, and learn to deal with challenges and accommodate diversity in all its forms identify and articulate feelings and emotions, learn to manage new or difficult situations positively, and form and maintain effective relationships with a wide range of people.
	<b>SKILLS</b>	Asking for and offering help risk evaluation Critical thinking decision making Being a good friend Being empathic Listening Forgiving Giving an opinion Decision making
<b>HUMS – HIST</b> (Sp 7)	<b>CONTENT</b>	Not taught this term
	<b>SKILLS</b>	Not taught this term
<b>HUMS – GEOG</b> (Sp 7)	<b>Key concepts</b>	Contextual World Knowledge- LOCATIONAL KNOWLEDGE and SPATIAL AWARENESS Contextual World Knowledge- PLACES AND SCALE (including similarities and differences between places) PHYSICAL AND HUMAN processes Environmental Change and Sustainability Cultural Understanding and Diversity Fieldwork and cartographic (map) skills Geographical Enquiry and Communication
	<b>CONTENT</b>	<b>Going to Extremes: What makes weather and climate so extreme? What is extreme weather and extreme climate? What meteorological processes are responsible for extreme weather and climate? Case studies: Oymyakon in Russia, Mawsynram in India and the Danakil depression in Ethiopia. How does extreme weather and climate affect people?</b>
	<b>SKILLS</b>	Knowledge and use of geographical vocabulary Enquiry Independent research and acquiring information Questioning and critical thinking Respect and empathy for others Recording information and data Interpreting information and data Produce reasoned and supported arguments/conclusions Cartographic (Map) Skills Graphical skills Numerical and statistical skills Literacy
	<b>British Values</b>	<i>Mutual respect for and tolerance of those with different faiths and beliefs and for those without faith The rule of law Democracy Individual liberties</i>
<b>HUMS – RE</b> (Sp 7)	<b>Key concepts</b>	BELIEFS AND TEACHINGS (what people believe) PRACTICES AND LIFESTYLES (what people do WAYS OF EXPRESSION (how people express themselves) IDENTITY AND EXPERIENCE (making sense of who we are) MEANING AND PURPOSE (making sense of life) VALUES AND COMMITMENTS (making sense of right and wrong)
	<b>CONTENT</b>	<b><u>BUDDHISM</u>- What was significant about Siddhartha Gautama’s early life? How did the four sights change his life? How did suffering shock the Buddha? Why does everything have to change? What are the Three Signs of Being? What are the Four Noble Truths? What are the underlying causes of greed and selfishness? What is enlightenment and how do Buddhists reach Nirvana? Which is the right path? The Noble Eightfold path and Five Precepts. What are morals and ethics?</b>
	<b>SKILLS</b>	Investigation interpretation reflection empathy evaluation analysis synthesis application expression self understanding literacy
	<b>British Values</b>	<i>Mutual respect for and tolerance of those with different faiths and beliefs and for those without faith The rule of law Democracy Individual liberties</i>
<b>ICT</b> <b>(computing)</b> (Sp 7)	<b>Key concepts</b>	Data Programming
	<b>CONTENT</b>	<b>Hardware and software and networks John von neuman Harry Potter excel</b>
	<b>SKILLS</b>	Problem solving Critical thinking Web navigation Evaluate and apply information
	<b>British Values</b>	<i>Mutual respect for and tolerance of those with different faiths and beliefs and for those without faith Democracy</i>
<b>MFL –</b>	<b>Key concepts</b>	GRAMMAR & VOCABULARY: Tenses Manipulate grammatical structure Build up a range of vocabulary that they can use in real-life scenarios in the TL country vocabulary

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<b>FRENCH</b> (Sp 7)		LINGUISTIC COMPETENCE: Listen Speak Read & translate Develop ideas in writing literary texts transcribe Conversations Write and translate RESILIENCE & REFLECTION: risk-taking Improve & extend GENERAL: enjoyable curiosity Develop Listening, Speaking, Reading and Writing skills similarities and differences revise grammar confidence positive attitudes cultures & citizenship cross-curricular foundations for future learning
	<b>CONTENT</b>	<b>Sports/Descriptions: Sports vocabulary Adjectives(physical descriptions) Adjectives(personality) Family</b>
	<b>SKILLS</b>	Tenses manipulate grammar conversations real life vocab listen speak read original material & translate read literary texts transcribe risk-taking improve and extend vocabulary & opinions develop ideas in writing
	<b>British Values</b>	<i>Mutual respect for and tolerance of those with different faiths and beliefs and for those without faith The rule of law</i> <i>Democracy Individual liberties</i>
<b>MFL – GERMAN</b> (Sp 7)	<b>Key concepts</b>	GRAMMAR & VOCABULARY: Tenses Manipulate grammatical structure Build up a range of vocabulary that they can use in real-life scenarios in the TL country vocabulary LINGUISTIC COMPETENCE: Listen Speak Read & translate Develop ideas in writing literary texts transcribe Conversations Write and translate RESILIENCE & REFLECTION: risk-taking Improve & extend GENERAL: enjoyable curiosity Develop Listening, Speaking, Reading and Writing skills similarities and differences revise grammar confidence positive attitudes cultures & citizenship cross-curricular foundations for future learning
	<b>CONTENT</b>	<b>School: School subjects and opinions School timetable Telling the time Days of the week</b> <b>School facilities</b>
	<b>SKILLS</b>	Tenses manipulate grammar conversations develop ideas in writing real life vocab listen speak read original material & translate read literary texts transcribe risk-taking improve and extend vocabulary & opinions
	<b>British Values</b>	<i>Mutual respect for and tolerance of those with different faiths and beliefs and for those without faith The rule of law</i> <i>Democracy Individual liberties</i>
<b>MUSIC</b> (Sp 7)	<b>Key concepts</b>	Music reflects the context, time and place in which it was created. Music draws on a variety of different devices to create different effects. Music notation is a form of communication and is different according to the context. The inter-related dimensions of music are used expressively by composers and performers. Understanding the history of music helps to understand the music itself.
	<b>CONTENT</b>	<b>Impressionism</b>
	<b>SKILLS</b>	Play and perform using voice and instruments, both solo and ensemble. Identify and use the interrelated dimensions of music Improvise and compose using a variety of musical structures, styles, genres and traditions. Use staff and other appropriate notations in a range of styles, genres and traditions. Listen to a wide range of music from great composers and musicians. Develop an understanding of the music that they perform and listen to, and its history.
	<b>British Values</b>	<i>Mutual respect for and tolerance of those with different faiths and beliefs and for those without faith The rule of law</i> <i>Democracy Individual liberties</i>
<b>PE</b> (Sp 7)	<b>CONTENT</b>	<b>Netball Orienteering Health Related Fitness</b>
	<b>SKILLS</b>	Throwing Catching Jumping Kicking Balance Communication

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		Team work	Spatial awareness	Problem Solving
	<i>British Values</i>	<i>Mutual respect for and tolerance of those with different faiths and beliefs and for those without faith</i>		<i>The rule of law</i>
		<i>Democracy</i>		<i>Individual liberties</i>
<b>SCIENCE</b> (Sp 7)	<i>Key concepts</i>	BIOLOGY: Understanding the life cycle of animals Identifying the major organs of the human body reproductive lifecycle from conception to adulthood CHEMISTRY: Recall the three states of matter and the properties of each matter can be explained with particle theory and what may effect it	Understanding the life cycle of plants Understand basic animal and plant cell structure Can label the major organs of the respiratory, circulatory and digestive systems Recall the changes of state Use a variety of methods to separate a mixture	Understanding the life cycle of plants Understand the human digestive systems Understand how states of matter can be explained with particle theory Understand what dissolving is
	<b>CONTENT</b>	<p><b>Cells &amp; Reproduction: Learn that cells are the basic units of life and can be grouped together to form tissues from which organs are made. Explore cell structure and differences between plant and animal cells, Learn about cell specialisation, Extend their earlier ideas about human reproduction, Compare reproductive patterns of other animals with that of humans, Relate what they know of the way their bodies change during adolescence to knowledge about human reproduction, growth and the menstrual cycle.</b></p> <p><b>Particles: Classify materials as solid, liquid or gas, Explain the properties and phenomena of solids, liquids and gases using the particle theory, Explore dissolving and mixtures, Explore separating mixtures.</b></p>		
	<b>SKILLS</b>	Produce a clearly defined aim for an investigation. Record data in a clear and correctly labelled table. Decide upon the most appropriate method of displaying data. Evaluate an investigation	Write a prediction for the outcome of an investigation. Identify independent, dependent and control variables. Correctly display data in a bar chart. Write a conclusion using data collected from an investigation. Use a thermometer correctly. Use a Bunsen burner correctly.	Plan a fair control variables. Correctly display data in a line graph. Use basic scientific equipment to
	<i>British Values</i>	<i>The rule of law</i>		<i>Individual liberties</i>



CURRIUCLUM AREAS	SUMMER YEAR 7				
<b>ENGLISH</b> (Su 7)	<i>Key concepts</i>	Develop the habit of reading widely and often for both information and pleasure improves communication Punctuation marks help with the understanding of text Acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and the spoken language Write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences Are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate Use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas			
	<b>CONTENT</b>	<b>Shakespeare – an introduction to genre, language and character. Extracts from R&amp;J and MND. Frankenstein playscript as an introduction to gothic horror.</b>			
	<b>SKILLS</b>	Develop an appreciation and love of reading. Read challenging material from a range of genres and historical periods. Develop a breadth of reading, to include fiction (both classic and contemporary), non-fiction, poetry and play-scripts. Understand new vocabulary through context. Make inferences about a text Use evidence from a text to support a point (PEE). Identify language and structural features in a text and their effects on the reader. Make critical comparisons across texts. Analyse an author’s use of language and its effect on a reader. Study a range of authors (at least 2 per year).			
	<i>British Values</i>	<i>Mutual respect for and tolerance of those with different faiths and beliefs and for those without faith The rule of law Democracy Individual liberties</i>			
<b>MATHS</b> (Su 7)	<i>Key topics</i>	Number Properties Calculations Fractions Statistics			
	<b>CONTENT</b>	<b>Algebra. Geometry – lines and angles. Enlargement.</b>			
	<b>SKILLS</b>	Arithmetic 4 Operations Reasoning Problem Solving Using mathematical equipment – compass, protractor, mirrors to construct and measure. Using Scientific Calculators Apply Mathematics to real life situations (in Context) Communicate – answers, explanations (Concrete, Pectoral and abstract, correcting errors.			
	<i>British Values</i>	<i>Mutual respect for and tolerance of those with different faiths and beliefs and for those without faith The rule of law Democracy Individual liberties</i>			
<b>ALTERNATIVE (including Intervention)</b> (Su 7)	<b>CONTENT</b>	<b>ELSA</b>	<b>Wellbeing welcome</b>	<b>Ark support time</b>	<b>Professional input</b>
	<b>SKILLS</b>	Emotional literacy Coping strategies	Self-calming techniques mindfulness	Refocusing behaviour Restorative justice	Bespoke according to external agency provision
<b>ART</b> (Su 7)	<i>Key concepts</i>	Learn about great artists and designers from different periods and movements in art history; including art from other cultures. Gain an understanding of the formal elements of art (line, tone, shape, form, texture, colour, pattern) Evaluating own and others’ work using the language of art and design. Developing ability to be reflective learners in order to review and improve the visual impact			

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		of their work. Team working skills – collaborate in small groups on a creative project.
	<b>CONTENT</b>	<b>ART FROM OTHER CULTURES – 2D/3D GROUP PROJECT</b> Working in small groups, pupils will research art from a different culture (ie: Islamic art, Native American Art, Chinese Art, etc). As a group they will collaborate their ideas and create original work showing influence of their chosen theme. Groups will also prepare a presentation which they will deliver to the rest of the class.
	<b>SKILLS</b>	Drawing Painting Designing Exploring & experimenting Technology
	<b>British Values</b>	Mutual respect for and tolerance of those with different faiths and beliefs and for those without faith The rule of law Democracy Individual liberties
<b>CITIZENSHIP</b> (Su 7)	<b>Key concepts</b>	Democracy Understanding of Parliament and government Rights and responsibilities of citizens
	<b>CONTENT</b>	What is wrong with our town?
	<b>SKILLS</b>	Money management Write about and evaluate viewpoints Think critically Debate political questions Respect for others Make reasoned arguments Empathy and understanding
	<b>British Values</b>	Mutual respect for and tolerance of those with different faiths and beliefs and for those without faith The rule of law Democracy Individual liberties
<b>DRAMA</b> (Su 7)	<b>CONTENT</b>	Shakespeare Frankenstein
	<b>SKILLS</b>	Perform in a variety of roles. Engage with a range of stimuli to develop critical and creative thinking skills. Develop an appreciation of theatre styles and genres. Revise a piece of drama. Explore characterisation through use of costumes and props. Use drama terminology accurately.
	<b>British Values</b>	The rule of law Democracy Individual liberties
<b>DT – FT</b> (Su 7)	<b>Key concepts</b>	Nutrition Ingredients and sources Industry and careers Cooking techniques Hygiene The environment Evaluation (processes + products) Communicating ideas Development Working with tools and equipment Health and safety Materials/ components
	<b>CONTENT</b>	What’s for Tea Soup -Spaghetti Bolognese (seasoning herbs) -Pasta bake (Alternative diets too)
	<b>SKILLS</b>	Combining materials or ingredients Measuring & marking out Research Design & creativity Following a recipe Use of tools and machinery Cooking ingredients
	<b>British Values</b>	Mutual respect for and tolerance of those with different faiths and beliefs and for those without faith The rule of law Democracy Individual liberties
<b>DT –RM</b> (Su 7)	<b>Key concepts</b>	Nutrition Ingredients and sources Industry and careers Cooking techniques Hygiene The environment Evaluation (processes + products) Communicating ideas Development Working with tools and equipment Health and safety Materials/ components
	<b>CONTENT</b>	Car (Soft wood/ deco)
	<b>SKILLS</b>	Combining materials or ingredients Measuring & marking out Research Design & creativity Use of tools and machinery
	<b>British Values</b>	Mutual respect for and tolerance of those with different faiths and beliefs and for those without faith The rule of law Democracy Individual liberties
<b>ENRICHMENT</b>	<b>CONTENT</b>	Week residential to London Alternative programme based at school

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(Su 7)	<b>SKILLS</b>	Risk-taking trying new experiences	independence self-motivation	team building personal success	Risk-taking trying new experiences	independence self-motivation	team building personal success	
HEALTH ED	<b>CONTENT</b>	Not taught this term						
(Su 7)	<b>SKILLS</b>	Not taught this term						
<b>HUMS – HIST</b> (Su 7)	<b>Key concepts</b>	CHANGE AND CONTINUITY, in and between periods DIVERSITY, cultural, ethnic, religious, worldviews	CAUSE AND CONSEQUENCE SIGNIFICANCE of events/people	INTERPRETATIONS of history (KS3 skills) USING and ANALYSING HISTORICAL EVIDENCE				
	<b>CONTENT</b>	<u><b>Movement and Settlement</b></u>  <u><b>Rats or Rebels?</b></u> <u><b>The development of Church, state and society in Britain 1509-1745</b></u> <u><b>Why did the monarchy lose power to the politicians?</b></u> <u><b>What was the Black Death?</b></u> <u><b>What was the impact of the Black Death?</b></u> <u><b>What caused the peasants Revolt?</b></u> <u><b>What were the consequences of the Peasants Revolt?</b></u> <u><b>Would you have signed Charles I death warrant?</b></u>						
	<b>SKILLS</b>	Knowledge and Understanding Questioning Communicating	Chronological Understanding Using and analysing evidence Respect and empathy for others	Produce reasoned and supported arguments/ conclusions Literacy	Use of historical terms/ vocabulary	Historical Enquiry- Presenting and		
	<b>British Values</b>	<i>Mutual respect for and tolerance of those with different faiths and beliefs and for those without faith</i>				<i>The rule of law</i>		
<b>HUMS – GEOG</b> (Su 7)	<b>Key concepts</b>	Contextual World Knowledge- LOCATIONAL KNOWLEDGE and SPATIAL AWARENESS (including similarities and differences between places) Sustainability      Cultural Understanding and Diversity		Contextual World Knowledge- PLACES AND SCALE PHYSICAL AND HUMAN processes Fieldwork and cartographic (map) skills		Environmental Change and Geographical Enquiry and		
	<b>CONTENT</b>	<u><b>Restless world- Earthquakes, Tsunamis and volcanoes</b></u> <u><b>What is a volcano and how is it formed?</b></u> <u><b>What is an earthquake and how does it occur?</b></u> <u><b>What is a tsunami and how is it a secondary affect?</b></u> <u><b>To what extent are hazards made greater by humans?</b></u> <u><b>Does the location affect how hazard risks are managed?</b></u> <u><b>Can all hazard risks be managed?</b></u>						
	<b>SKILLS</b>	Knowledge and use of geographical vocabulary critical thinking Produce reasoned and supported arguments/conclusions statistical skills	Respect and empathy for others Enquiry Recording information and data Cartographic (Map) Skills Literacy	Independent research and acquiring information Interpreting information and data Graphical skills	Questioning and Numerical and			
	<b>British Values</b>	<i>Mutual respect for and tolerance of those with different faiths and beliefs and for those without faith</i>				<i>The rule of law</i>		
<b>HUMS – RE</b> (Su 7)	<b>Key concepts</b>	BELIEFS AND TEACHINGS (what people believe) express themselves)		PRACTICES AND LIFESTYLES (what people do IDENTITY AND EXPERIENCE (making sense of who we are)		WAYS OF EXPRESSION (how people MEANING AND PURPOSE (making sense of life) VALUES AND COMMITMENTS (making sense of right and wrong)		
	<b>CONTENT</b>	<u><b>CHRISTIANITY- Does our Planet have a Future?</b></u> <u><b>What are we doing to the environment?</b></u> <u><b>Can religion help us change our attitude to the environment?</b></u> <u><b>What would religious believers want to do about the environment?</b></u> <u><b>What do religions say about the conservation + stewardship of our planet?</b></u> <u><b>How do religions and beliefs reflect the preciousness of the world in some of their festivals and celebrations?</b></u> <u><b>What is the future of the environment?</b></u> <u><b>Are things getting better or worse?</b></u>						

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		<b>SIKHISM</b> What can we learn from religions, beliefs and communities today? What is contained in the Guru Granth Sahib? Guru Nanak?	What does the term Guru mean? What Sikh beliefs are found in the Mool Mantra? What is the most important part of a Gurdwara? What happens in a Gurdwara?	What are the key features of call of				
	<b>SKILLS</b>	Investigation synthesis	interpretation application	reflection expression	empathy self understanding	evaluation literacy	analysis	
	<b>British Values</b>	<i>Mutual respect for and tolerance of those with different faiths and beliefs and for those without faith</i>			<i>The rule of law</i>			
		<i>Democracy</i>			<i>Individual liberties</i>			
<b>ICT (computing)</b> (Su 7)	<b>Key concepts</b>	Hardware and software						
	<b>CONTENT</b>	Build your own webpage -			Dragons Den project			
	<b>SKILLS</b>	Creativity and design	Analytical skills	Word processing	Graphics	Web navigation	Evaluate and apply information	
	<b>British Values</b>	<i>Mutual respect for and tolerance of those with different faiths and beliefs and for those without faith</i>					<i>The rule of law</i>	
		<i>Democracy</i>						
<b>MFL – FRENCH</b> (Su 7)	<b>Key concepts</b>	GRAMMAR & VOCABULARY: Tenses Manipulate grammatical structure		Build up a range of vocabulary that they can use in real-life scenarios in the TL country vocabulary				
		LINGUISTIC COMPETENCE: Listen Speak		Read & translate	Develop ideas in writing	literary texts	transcribe	
		Conversations Write and translate						
		RESILIENCE & REFLECTION: risk-taking Improve & extend						
		GENERAL: enjoyable curiosity		Develop Listening, Speaking, Reading and Writing skills		similarities and differences		
		revise grammar	confidence	positive attitudes	cultures & citizenship	cross-curricular	foundations for future learning	
	<b>CONTENT</b>	Food and Drink	Meals and meal times	Food preferences and opinions				
	<b>SKILLS</b>	Tenses real life vocab read literary texts	manipulate grammar listen transcribe	conversations speak risk-taking	develop ideas in writing read original material & translate improve and extend	vocabulary & opinions		
	<b>British Values</b>	<i>Mutual respect for and tolerance of those with different faiths and beliefs and for those without faith</i>					<i>The rule of law</i>	
		<i>Democracy</i>						
		<i>Individual liberties</i>						
<b>MFL – GERMAN</b> (Su 7)	<b>Key concepts</b>	GRAMMAR & VOCABULARY: Tenses Manipulate grammatical structure		Build up a range of vocabulary that they can use in real-life scenarios in the TL country vocabulary				
		LINGUISTIC COMPETENCE: Listen Speak		Read & translate	Develop ideas in writing	literary texts	transcribe	
		Conversations Write and translate						
		RESILIENCE & REFLECTION: risk-taking Improve & extend						
		GENERAL: enjoyable curiosity		Develop Listening, Speaking, Reading and Writing skills		similarities and differences		
		revise grammar	confidence	positive attitudes	cultures & citizenship	cross-curricular	foundations for future learning	
	<b>CONTENT</b>	House and home:	Location-Saying where I live	Describing your house	Describing your room	Colours		
	<b>SKILLS</b>	Tenses real life vocab read literary texts	manipulate grammar listen transcribe	conversations speak risk-taking	develop ideas in writing read original material & translate improve and extend	vocabulary & opinions		
	<b>British Values</b>	<i>Mutual respect for and tolerance of those with different faiths and beliefs and for those without faith</i>					<i>The rule of law</i>	
		<i>Democracy</i>						
		<i>Individual liberties</i>						



CURRICULUM MAP

<b>MUSIC</b> (Su 7)	<b>Key concepts</b>	Music reflects the context, time and place in which it was created. Music draws on a variety of different devices to create different effects. Music notation is a form of communication and is different according to the context. The inter-related dimensions of music are used expressively by composers and performers. Understanding the history of music helps to understand the music itself.
	<b>CONTENT</b>	<b>Gamelan</b>
	<b>SKILLS</b>	Play and perform using voice and instruments, both solo and ensemble. Identify and use the interrelated dimensions of music Improvise and compose using a variety of musical structures, styles, genres and traditions. Use staff and other appropriate notations in a range of styles, genres and traditions. Listen to a wide range of music from great composers and musicians. Develop an understanding of the music that they perform and listen to, and its history.
	<b>British Values</b>	<i>Mutual respect for and tolerance of those with different faiths and beliefs and for those without faith</i> <i>The rule of law</i> <i>Democracy</i> <i>Individual liberties</i>
<b>PE</b> (Su 7)	<b>CONTENT</b>	<b>Rounders</b> <b>Cricket</b> <b>Athletics</b> <b>Tennis</b>
	<b>SKILLS</b>	Throwing      Catching      Jumping      Running      Striking/hitting      Balance Communication      Team work      Spatial awareness      Leadership      Coordination
	<b>British Values</b>	<i>Mutual respect for and tolerance of those with different faiths and beliefs and for those without faith</i> <i>The rule of law</i> <i>Democracy</i> <i>Individual liberties</i>
<b>SCIENCE</b> (Su 7)	<b>Key concepts</b>	BIOLOGY: Appreciating the role of the respiratory, circulatory and digestive systems      Appreciating the effect of lifestyle choices on the human body e.g. diet, exercise, smoking      Understand the process of digestion and the role of the major food groups PHYSICS: Appreciate the dangers of electricity      Understand the difference between insulator and conductor      Draw and build a circuit using the correct symbols      Build and explain observable properties of series and parallel circuits      Be able to measure current and potential difference      Have a basic understanding of resistance and how to calculate it      Recall the properties of permanent magnets      Know how to make an electromagnet
	<b>CONTENT</b>	<b>Electricity: Build series and parallel circuits</b> <b>Measure current, potential difference and resistance in different circuits</b> <b>Measure the resistance in different components</b> <b>Explore positive and negative charge</b> <b>Explore permanent magnets and magnetic fields</b> <b>Explore the Earth's magnetic field</b> <b>Learn how to make an electromagnet</b> <b>Digestion: Learn why we need food</b> <b>Learn what is needed for a healthy diet and the effects of unhealthy diet</b> <b>Explore the human digestive system</b> <b>Learn how plants obtain food.</b>
	<b>SKILLS</b>	Produce a clearly defined aim for an investigation.      Write a prediction for the outcome of an investigation.      Plan a fair investigation that only changes 1 variable, keeping all others the same.      Identify independent, dependent and control variables. Record data in a clear and correctly labelled table.      Correctly display data in a bar chart.      Correctly display data in a line graph. Decide upon the most appropriate method of displaying data.      Write a conclusion using data collected from an investigation. Evaluate an investigation      Use a thermometer correctly.      Use a Bunsen burner correctly.      Use basic scientific equipment to measure a precise volume, mass and force.
	<b>British Values</b>	<i>Mutual respect for and tolerance of those with different faiths and beliefs and for those without faith</i> <i>The rule of law</i> <i>Individual liberties</i>



CURRIUCLUM AREAS	AUTUMN YEAR 8						
<b>ENGLISH</b> (Au 8)	<i>Key concepts</i>	Develop the habit of reading widely and often for both information and pleasure improves communication Punctuation marks help with the understanding of text knowledge of linguistic conventions for reading, writing and the spoken language style in and for a range of contexts, purposes and audiences Are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate Use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas		Accurate spelling of words and the ability to check accuracy Acquire a wide vocabulary, an understanding of grammar and Write clearly, accurately and coherently, adapting their language and			
	<b>CONTENT</b>	<b>Gothic horror – to follow on from Frankenstein in year 7. Focus on Edgar Allen Poe (The Black Cat, The Tell Tale Heart, The Raven) and creative writing. Poetry (including war poetry) Focus on language and comparing/ contrasting</b>					
	<b>SKILLS</b>	Develop an appreciation and love of reading. Read challenging material from a range of genres and historical periods. Develop a breadth of reading, to include fiction (both classic and contemporary), non-fiction, poetry and play-scripts. Understand new vocabulary through context. Make inferences about a text Use evidence from a text to support a point (PEE). Identify language and structural features in a text and their effects on the reader. Make critical comparisons across texts. Analyse an author’s use of language and its effect on a reader. Study a range of authors (at least 2 per year).					
	<i>British Values</i>	<i>Mutual respect for and tolerance of those with different faiths and beliefs and for those without faith</i> <i>Democracy</i> <i>Individual liberties</i>			<i>The rule of law</i>		
<b>MATHS</b> (Au 8)	<i>Key topics</i>	Number Properties	Calculations	Fractions	Decimals	Percentages	Statistics
	<b>CONTENT</b>	<b>Recap key number objectives.</b>		<b>Fractions.</b>	<b>Percentages.</b>	<b>Probability.</b>	
	<b>SKILLS</b>	Understanding our number system Arithmetic 4 Operations		Arithmetic Fractions, Decimals and Percentages Reasoning		Problem Solving Using Scientific Calculators Apply Mathematics to real life situations (in Context) Communicate – answers, explanations (Concrete, Pectoral and abstract, correcting errors.	
	<i>British Values</i>	<i>Mutual respect for and tolerance of those with different faiths and beliefs and for those without faith</i> <i>Democracy</i> <i>Individual liberties</i>			<i>The rule of law</i>		
<b>ALTERNATIVE</b> (including Intervention) (Au 8)	<b>CONTENT</b>	<b>ELSA</b>	<b>Wellbeing welcome</b>	<b>Booster group</b>	<b>Ark support time</b>	<b>Professional input</b>	
	<b>SKILLS</b>	Emotional literacy Coping strategies	Self-calming techniques mindfulness	Literacy and numeracy skills Pre & post curriculum support	Refocusing behaviour Restorative justice	Bespoke according to external agency provision	
<b>ART</b> (Au 8)	<i>Key concepts</i>	Gain an understanding of the formal elements of art (line, tone, shape, form, texture, colour, pattern) Evaluating own and others’ work using the language of art and design. Developing ability to be reflective learners in order to review and improve the visual impact of their work.					
	<b>CONTENT</b>	<b>SELF-PORTRAIT PROJECT – 2D Pupils will start by learning how to draw human facial features in detail. They will use a grid technique to create tonal self-portrait drawings. Pupils will enlarge their drawing onto A3 and create a larger self-portrait using acrylic paint.</b>					
	<b>SKILLS</b>	Drawing		Painting			

CURRICULUM MAP



	<i>British Values</i>	<i>Mutual respect for and tolerance of those with different faiths and beliefs and for those without faith</i>			<i>The rule of law</i>	
		<i>Democracy</i>		<i>Individual liberties</i>		
<b>CITIZENSHIP</b> (Au 8)	<b>Key concepts</b>	Rights and responsibilities of citizens	Discrimination	Interdependency of communities (local, national, global)		
	<b>CONTENT</b>	<b>Wants &amp; needs</b>	<b>Asylum seekers</b>	<b>Human rights</b>		
	<b>SKILLS</b>	Research and interrogate evidence Make reasoned arguments questions	Write about and evaluate viewpoints Make confident and informed choices Evaluate social and moral issues	Think critically Empathy and understanding	Participation Respect for others Debate political	
	<i>British Values</i>	<i>Mutual respect for and tolerance of those with different faiths and beliefs and for those without faith</i>			<i>The rule of law</i>	
	<i>Democracy</i>	<i>Individual liberties</i>				
<b>DRAMA</b> (Au 8)	<b>CONTENT</b>	<b>Gothic horror</b>				
	<b>SKILLS</b>	Perform in a variety of roles. appreciation of theatre styles and genres. Develop improvisation skills, both prepared and spontaneous. Use drama terminology accurately.	Engage with a range of stimuli to develop critical and creative thinking skills. Revise a piece of drama. Explore the effects of media and ICT.	Develop an Explore characterisation through use of costumes and props Direct and lead a performance.		
	<i>British Values</i>	<i>Mutual respect for and tolerance of those with different faiths and beliefs and for those without faith</i>			<i>The rule of law</i>	
	<i>Democracy</i>	<i>Individual liberties</i>				
<b>DT – FT</b> (Au 8)	<b>Key concepts</b>	Industry and careers Working with tools and equipment	Evaluation (processes + products Materials/ components	Communicating ideas Development	Health and safety	
	<b>CONTENT</b>	<b>Eco-bag (To hold planner)</b>		<b>12 Weeks 3D</b>		
	<b>SKILLS</b>	Combining materials or ingredients Pattern cutting	CAD Following a recipe	Measuring & marking out Colouring materials	Research Use of tools and machinery	Design & creativity Cooking ingredients CAM
	<i>British Values</i>	<i>Mutual respect for and tolerance of those with different faiths and beliefs and for those without faith</i>			<i>The rule of law</i>	
	<i>Democracy</i>	<i>Individual liberties</i>				
<b>DT –RM</b> (Au 8)	<b>Key concepts</b>	Industry and careers Working with tools and equipment	Evaluation (processes + products Materials/ components	Communicating ideas Development	Health and safety	
	<b>CONTENT</b>	<b>Wooden Picture Frame Project</b>		<b>10 Weeks (Real Wood/ Hard)</b>		
	<b>SKILLS</b>	Combining materials or ingredients Pattern cutting	CAD Following a recipe	Measuring & marking out Colouring materials	Research Use of tools and machinery	Design & creativity Cooking ingredients CAM
	<i>British Values</i>	<i>Mutual respect for and tolerance of those with different faiths and beliefs and for those without faith</i>			<i>The rule of law</i>	
	<i>Democracy</i>	<i>Individual liberties</i>				
<b>ENRICHMENT</b> (Au 8)	<b>CONTENT</b>	<b>Super learning Day: team building</b>		<b>International Languages Day: culture &amp; language</b>	<b>Humanities trips: Slave Trade at MShed</b>	
	<b>SKILLS</b>	Working with others learn team building	learning to learning styles	Research cultural awareness language development	mutual respect & tolerance team work presentation	cultural awareness Research investigation enquiry handling artefacts/animals
<b>HEALTH ED</b>	<b>CONTENT</b>	<b>Not taught this term</b>				



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		GENERAL: enjoyable curiosity Develop Listening, Speaking, Reading and Writing skills similarities and differences revise grammar confidence positive attitudes cultures & citizenship cross-curricular foundations for future learning
	<b>CONTENT</b>	<b>Countries: Countries and continents Nationalities Weather</b>
	<b>SKILLS</b>	Tenses manipulate grammar vocabulary real life vocab listen speak conversation develop ideas in writing read original material and translate read literary texts transcribe risk-taking resourceful improve and extend
	<b>British Values</b>	<i>Mutual respect for and tolerance of those with different faiths and beliefs and for those without faith</i> <i>Democracy Individual liberties</i> <i>The rule of law</i>
<b>MFL – GERMAN</b> (Au 8)	<b>Key concepts</b>	GRAMMAR & VOCABULARY: Tenses Manipulate grammatical structure Build up a range of vocabulary that they can use in real-life scenarios in the TL country vocabulary LINGUISTIC COMPETENCE: Listen Speak Read & translate Develop ideas in writing literary texts transcribe Conversations Write and translate RESILIENCE & REFLECTION: risk-taking Improve & extend GENERAL: enjoyable curiosity Develop Listening, Speaking, Reading and Writing skills similarities and differences revise grammar confidence positive attitudes cultures & citizenship cross-curricular foundations for future learning
	<b>CONTENT</b>	<b>Town: Word patterns Towns and cities in German Speaking countries</b> <b>Compass points Saying what there is/isn't in your town Saying what one can do in town</b> <b>Saying why you like your town Prepositions Saying what you will do on the weekend in your town</b>
	<b>SKILLS</b>	Tenses manipulate grammar vocabulary real life vocab listen speak conversation develop ideas in writing read original material and translate read literary texts transcribe risk-taking resourceful improve and extend
	<b>British Values</b>	<i>Mutual respect for and tolerance of those with different faiths and beliefs and for those without faith</i> <i>Democracy Individual liberties</i> <i>The rule of law</i>
<b>MUSIC</b> (Au 8)	<b>Key concepts</b>	Music reflects the context, time and place in which it was created. Music draws on a variety of different devices to create different effects. Music notation is a form of communication and is different according to the context. The inter-related dimensions of music are used expressively by composers and performers. Understanding the history of music helps to understand the music itself.
	<b>CONTENT</b>	<b>Film Music</b>
	<b>SKILLS</b>	Play and perform using voice and instruments, both solo and ensemble. Identify and use the interrelated dimensions of music Improvise and compose using a variety of musical structures, styles, genres and traditions. Use staff and other appropriate notations in a range of styles, genres and traditions. Listen to a wide range of music from great composers and musicians. Develop an understanding of the music that they perform and listen to, and its history.
	<b>British Values</b>	<i>Mutual respect for and tolerance of those with different faiths and beliefs and for those without faith</i> <i>Democracy Individual liberties</i> <i>The rule of law</i>
<b>PE</b> (Au 8)	<b>CONTENT</b>	<b>Hockey Rugby Football Dance Gymnastics Sports Leaders</b>
	<b>SKILLS</b>	Throwing Catching Jumping Striking/hitting Kicking Communication Team work Spatial awareness Coordination

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	<i>British Values</i>	<i>Mutual respect for and tolerance of those with different faiths and beliefs and for those without faith</i> <i>Democracy</i> <i>Individual liberties</i>	<i>The rule of law</i>
<b>SCIENCE</b> (Au 8)	<b>Key Concepts</b>	<p>CHEMISTRY: Understand how states of matter can be explained with particle theory      Understand that all materials are made of chemicals      Understand that chemicals can be grouped as acid, alkali and neutral      Use indicators to both identify chemicals and measure their pH      Understand what a reaction is and identify the evidence for a reaction taking place      Appreciate combustion, displacement and the reactions of acids      Use a word equation to summarise a reaction      Understand that all materials are made of atoms      Understand what an element is and appreciate the role of Mendeleev in arranging them in the modern periodic table      Recall the symbols of the 1<sup>st</sup> 20 elements      Understand what a molecule and a compound is</p> <p>PHYSICS: Appreciate the speed of light      Draw a light diagram correctly      Understand why you can see luminous and non-luminous objects      Understand what causes shadows      Recall what a wave is and the properties of light and sound waves      Know the laws of reflection and refraction      Recall the basic structure of the eye and ear      Appreciate the properties of the visible part of the electromagnetic spectrum, including understanding why primary coloured objects appear the colour they are</p>	
	<b>CONTENT</b>	<p><b>Waves:</b> Learn about waves on water      Learn about the properties of light      Explain the relationship between incidence and reflection      Explain what refraction is      Explain how an eye works      Explain primary and secondary colours      Explain how the ear works      Learn about the properties of sound      <b>Atoms &amp; Elements:</b> Explain what an element is      Explore the history of our understanding of atoms &amp; elements      Explore how we arrange elements in the periodic table      Explore what an atom is and its' basic structure      Explore the difference between an element, a mixture and a compound      Explore the properties of some elements and compounds      Explore patterns of behaviour of some elements      Represent reactions using basic equations</p>	
	<b>SKILLS</b>	<p>Produce a clearly defined aim for an investigation.      Write a prediction for the outcome of an investigation.      Plan a fair investigation that only changes 1 variable, keeping all others the same.      Identify independent, dependent and control variables.      Record data in a clear and correctly labelled table.      Correctly display data in a bar chart.      Correctly display data in a line graph.      Decide upon the most appropriate method of displaying data.      Write a conclusion using data collected from an investigation.      Evaluate an investigation      Use a timer correctly      Use a thermometer correctly.      Use a Bunsen burner correctly.      Use basic scientific equipment to measure a precise volume, mass and force.</p>	
	<i>British Values</i>	<i>Mutual respect for and tolerance of those with different faiths and beliefs and for those without faith</i> <i>Democracy</i> <i>Individual liberties</i>	<i>The rule of law</i>



CURRIUCLUM AREAS		SPRING YEAR 8				
<b>ENGLISH</b> (Sp 8)	<i>Key concepts</i>	Develop the habit of reading widely and often for both information and pleasure Accurate spelling of words and the ability to check accuracy improves communication Acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and the spoken language Write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences In order to learn; they should be able to elaborate and explain clearly their understanding and ideas		Neat, joined, legible handwriting aids clarity of meaning Punctuation marks help with the understanding of text Use discussion in		
	<b>CONTENT</b>	<b>Novel - Stone Cold by Robert Swindells OR Refugee Boy by Benjamin Zephaniah. Shakespeare – A Midsummer Night’s Dream. Key extract and characterisation.</b>				
	<b>SKILLS</b>	Develop an appreciation and love of reading. Read challenging material from a range of genres and historical periods. Develop a breadth of reading, to include fiction (both classic and contemporary), non-fiction, poetry and play-scripts. Understand new vocabulary through context. Make inferences about a text. Develop comprehension skills. Use evidence from a text to support a point (PEE). Identify language and structural features in a text and their effects on the reader. Make critical comparisons across texts. Analyse an author’s use of language and its effect on a reader. Study a range of authors (at least 2 per year).				
	<i>British Values</i>	<i>Mutual respect for and tolerance of those with different faiths and beliefs and for those without faith Democracy Individual liberties The rule of law</i>				
<b>MATHS</b> (Sp 8)	<i>Key topics</i>	Number Properties	Calculations	Fractions	Algebra	Geometry
	<b>CONTENT</b>	Algebra.	Geometry 2D shapes.		Geometry 3D shapes (top groups this term).	
	<b>SKILLS</b>	Arithmetic 4 Operations mathematical equipment – compass, protractor, mirrors to construct and measure. real life situations (in Context)		Arithmetic Fractions, Decimals and Percentages Reasoning	Problem Solving	Using Apply Mathematics to
	<i>British Values</i>	<i>Mutual respect for and tolerance of those with different faiths and beliefs and for those without faith Democracy Individual liberties The rule of law</i>				
<b>ALTERNATIVE</b> (including Intervention) (Sp 8)	<b>CONTENT</b>	ELSA	Wellbeing welcome	Booster group	Ark support time	Professional input
	<b>SKILLS</b>	Emotional literacy Coping strategies	Self-calming techniques mindfulness	Literacy and numeracy skills Pre & post curriculum support	Refocusing behaviour Restorative justice	Bespoke according to external agency provision
<b>ART</b> (Sp 8)	<i>Key concepts</i>	Learn about great artists and designers from different periods and movements in art history; including art from other cultures. Gain an understanding of the formal elements of art (line, tone, shape, form, texture, colour, pattern) Evaluating own and others’ work using the language of art and design. Developing ability to be reflective learners in order to review and improve the visual impact of their work.				
	<b>CONTENT</b>	<b>GARGOYLES AND GREEN MEN – 2D/3D Pupils will develop designs based on their independent research of the topic theme. Using clay relief techniques, they will adapt their design into a 3D piece as a final outcome. They will use specific painting techniques to add a weathered, antique effect to their ceramic work.</b>				
	<b>SKILLS</b>	Drawing	Painting	Designing	3D making	Exploring & experimenting

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	<i>British Values</i>	<i>Mutual respect for and tolerance of those with different faiths and beliefs and for those without faith</i>	<i>The rule of law</i>
		<i>Democracy</i>	<i>Individual liberties</i>
<b>CITIZENSHIP</b> (Sp 8)	<b>Key concepts</b>	Rights and responsibilities of citizens communities (local, national, global)	Role of law and justice system      Discrimination      Interdependency of
	<b>CONTENT</b>	<b>Hate Crime</b>	
	<b>SKILLS</b>	Research and interrogate evidence      Write about and evaluate viewpoints      Think critically      Debate political questions	Respect for others      Make reasoned arguments      Dealing with feelings and emotions      Empathy and understanding
		<i>British Values</i>	<i>Mutual respect for and tolerance of those with different faiths and beliefs and for those without faith</i> <i>The rule of law</i>
		<i>Democracy</i>	<i>Individual liberties</i>
<b>DRAMA</b> (Sp 8)	<b>CONTENT</b>	<b>Refugee Boy</b>	
	<b>SKILLS</b>	Perform in a variety of roles.      Develop an appreciation of theatre styles and genres.      Revise a piece of drama.      Explore characterisation through use of costumes and props      Develop improvisation skills, both prepared and spontaneous.      Explore the effects of media and ICT.      Direct and lead a performance.      Use drama terminology accurately.	
		<i>British Values</i>	<i>Mutual respect for and tolerance of those with different faiths and beliefs and for those without faith</i> <i>The rule of law</i>
		<i>Democracy</i>	<i>Individual liberties</i>
<b>DT – FT</b> (Sp 8)	<b>Key concepts</b>	Nutrition      Ingredients and sources      Industry and careers      Cooking techniques      Hygiene      The environment	Evaluation (processes + products)      Communicating ideas      Development      Working with tools and equipment      Health and safety
	<b>CONTENT</b>	<b>Functional properties of food (Food Science)</b>	<b>A4 Booklet</b> <b>Pastry, Maids of honour, Sausage roll, mini quiche</b>
	<b>SKILLS</b>	Combining materials or ingredients      CAD      Measuring & marking out      Research      Design & creativity	Pattern cutting      Following a recipe      Colouring materials      Use of tools and machinery      Cooking ingredients      CAM
		<i>British Values</i>	<i>Mutual respect for and tolerance of those with different faiths and beliefs and for those without faith</i> <i>The rule of law</i>
		<i>Democracy</i>	<i>Individual liberties</i>
<b>DT –RM</b> (Sp 8)	<b>Key concepts</b>	Nutrition      Ingredients and sources      Industry and careers      Cooking techniques      Hygiene      The environment	Evaluation (processes + products)      Communicating ideas      Development      Working with tools and equipment
	<b>CONTENT</b>	<b>Game piece</b>	<b>£0.50 3D Printing</b> <b>5 Weeks (Castles)</b>
	<b>SKILLS</b>	Combining materials or ingredients      CAD      Measuring & marking out      Research      Design & creativity      Pattern cutting	Following a recipe      Colouring materials      Use of tools and machinery      Cooking ingredients      CAM
		<i>British Values</i>	<i>Mutual respect for and tolerance of those with different faiths and beliefs and for those without faith</i> <i>The rule of law</i>
		<i>Democracy</i>	<i>Individual liberties</i>
<b>ENRICHMENT</b> (Sp 8)	<b>CONTENT</b>		
	<b>SKILLS</b>		
<b>HEALTH ED</b> (Sp 8)	<b>CONTENT</b>	<b>SRE informs children and young people about relationships, emotions, sex, sexuality and sexual health.      It also enables them to develop life skills and a positive attitude to sexual health and well-being.      SRE starts at home and is also received from friends, television, media as well as school.      Learning about sex and relationships is a lifelong process, beginning in early childhood and</b>	

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		<b>continuing throughout adult life.</b>
	<b>SKILLS</b>	Asking for and offering help      Using effectively      Identifying and naming emotions      Critical thinking      Being a good friend Being empathic      Listening      Forgiving      Giving an opinion      Decision making      Accessing services      Negotiation
<b>HUMS – HIST</b> <b>(Sp 8)</b>	<b>CONTENT</b>	French Revolution, Chartists, Suffragettes, Civil Rights in America
	<b>SKILLS</b>	
<b>HUMS – GEOG</b> <b>(Sp 8)</b>	<b>Key concepts</b>	Contextual World Knowledge- LOCATIONAL KNOWLEDGE and SPATIAL AWARENESS      Contextual World Knowledge- PLACES AND SCALE (including similarities and differences between places)      PHYSICAL AND HUMAN processes      Environmental Change and Sustainability Cultural Understanding and Diversity      Fieldwork and cartographic (map) skills      Geographical Enquiry and Communication
	<b>CONTENT</b>	<b>Mapping Festivals:</b> <b>What is the geography of Glastonbury?</b> <b>Where does the festival take place and why?</b> <b>What can a map tell us about a place?</b> <b>What is meant by geographical imagination?</b> <b>How and why are places changing?</b> <b>What are the implications of these changes?</b> <b>Why does the climate pose a threat to Glastonbury festival?</b> <b>How is risk management related to map skills?</b> <b>India: What do we know about India?</b> <b>How is India linked to the rest of the world?</b> <b>How do India compare with each other?</b> <b>What is driving the changes in India?</b> <b>How is India developing?</b> <b>How and why is India likely to change in the future?</b>
	<b>SKILLS</b>	Knowledge and use of geographical vocabulary      Enquiry      Independent research and acquiring information      Questioning and critical thinking      Respect and empathy for others      Recording information and data      Interpreting information and data Produce reasoned and supported arguments/conclusions      Cartographic (Map) Skills      Graphical skills      Numerical and statistical skills      Literacy
	<b>British Values</b>	<i>Mutual respect for and tolerance of those with different faiths and beliefs and for those without faith</i> <i>The rule of law</i> <i>Democracy</i> <i>Individual liberties</i>
<b>HUMS – RE</b> <b>(Sp 8)</b>	<b>Key concepts</b>	Not taught this term
	<b>CONTENT</b>	Not taught this term
	<b>SKILLS</b>	Not taught this term
	<b>British Values</b>	Not taught this term
<b>ICT</b> <b>(computing)</b> <b>(Sp 8)</b>	<b>Key concepts</b>	Programming      Algorithms
	<b>CONTENT</b>	<b>Introduction to Python and microbit</b> <b>Algorithms – Sorting and searching</b>
	<b>SKILLS</b>	Critical thinking      Analytical skills      Resilience
	<b>British Values</b>	<i>Mutual respect for and tolerance of those with different faiths and beliefs and for those without faith</i> <i>The rule of law</i> <i>Democracy</i> <i>Individual liberties</i>
<b>MFL – FRENCH</b> <b>(Sp 8)</b>	<b>Key concepts</b>	GRAMMAR & VOCABULARY: Tenses      Manipulate grammatical structure      Build up a range of vocabulary that they can use in real-life scenarios in the TL country      vocabulary LINGUISTIC COMPETENCE: Listen      Speak      Read & translate      Develop ideas in writing      literary texts      transcribe Conversations      Write and translate RESILIENCE & REFLECTION: risk-taking      Improve & extend GENERAL: enjoyable      curiosity      Develop Listening, Speaking, Reading and Writing skills      similarities and differences

CURRICULUM MAP



		revise grammar	confidence	positive attitudes	cultures & citizenship	cross-curricular	foundations for future learning		
	<b>CONTENT</b>	<b>Where I live</b>	<b>Places in a town</b>	<b>Describing my town</b>	<b>Compass points</b>	<b>Regions of France and sightseeing</b>			
	<b>SKILLS</b>	Tenses ideas in writing improve and extend	manipulate grammar read original material and translate	vocabulary real life vocab	listen read literary texts	speak transcribe	conversation risk-taking develop resourceful		
	<b>British Values</b>	<i>Mutual respect for and tolerance of those with different faiths and beliefs and for those without faith</i>					<i>The rule of law</i>		
		<i>Democracy</i>					<i>Individual liberties</i>		
<b>MFL – GERMAN</b> (Sp 8)	<b>Key concepts</b>	GRAMMAR & VOCABULARY: Tenses scenarios in the TL country		Manipulate grammatical structure vocabulary		Build up a range of vocabulary that they can use in real-life			
		LINGUISTIC COMPETENCE: Listen Conversations		Speak	Read & translate	Develop ideas in writing		literary texts transcribe	
		RESILIENCE & REFLECTION: risk-taking improve & extend		GENERAL: enjoyable curiosity Develop Listening, Speaking, Reading and Writing skills similarities and differences					
		revise grammar		confidence	positive attitudes	cultures & citizenship	cross-curricular	foundations for future learning	
	<b>CONTENT</b>	<b>Hobbies &amp; sports</b>	<b>opinions</b>	<b>regular and irregular verbs</b>	<b>time phrases and word order</b>	<b>location</b>			
	<b>SKILLS</b>	Tenses ideas in writing improve and extend	manipulate grammar read original material and translate	vocabulary real life vocab	listen read literary texts	speak transcribe	conversation risk-taking develop resourceful		
	<b>British Values</b>	<i>Mutual respect for and tolerance of those with different faiths and beliefs and for those without faith</i>					<i>The rule of law</i>		
		<i>Democracy</i>					<i>Individual liberties</i>		
<b>MUSIC</b> (Sp 8)	<b>Key concepts</b>	Music reflects the context, time and place in which it was created. Music draws on a variety of different devices to create different effects. Music notation is a form of communication and is different according to the context. The inter-related dimensions of music are used expressively by composers and performers. Understanding the history of music helps to understand the music itself.							
	<b>CONTENT</b>	<b>Special occasion</b>							
	<b>SKILLS</b>	Play and perform using voice and instruments, both solo and ensemble.			Identify and use the interrelated dimensions of music				
		Improvise and compose using a variety of musical structures, styles, genres and traditions.			Use staff and other appropriate notations in a range of styles, genres and traditions.		Listen to a wide range of music from great composers and musicians.		Develop an understanding of the music that they perform and listen to, and its history.
	<b>British Values</b>	<i>Mutual respect for and tolerance of those with different faiths and beliefs and for those without faith</i>					<i>The rule of law</i>		
		<i>Democracy</i>					<i>Individual liberties</i>		
<b>PE</b> (Sp 8)	<b>CONTENT</b>	<b>Netball</b>	<b>Orienteering</b>		<b>Health Related Fitness</b>		<b>Sports Leaders</b>		
	<b>SKILLS</b>	Throwing Balance	Catching Communication	Jumping Team work		Kicking Spatial awareness	Problem Solving		
	<b>British Values</b>	<i>Mutual respect for and tolerance of those with different faiths and beliefs and for those without faith</i>					<i>The rule of law</i>		
		<i>Democracy</i>					<i>Individual liberties</i>		
<b>SCIENCE</b> (Sp 8)	<b>Key concepts</b>	BIOLOGY: Identifying the major organs of the human body			Appreciating the role of the respiratory, circulatory and digestive systems				
		Appreciating the effect of lifestyle choices on the human body e.g. diet, exercise, smoking			Can label the major organs of the respiratory, circulatory and digestive systems				
		Understand the difference between breathing and respiration and recall the mechanism that							

# CURRICULUM MAP



		facilitates gas exchange in the human body      Understand the difference between aerobic and anaerobic respiration and recall the word equations of each
<b>CONTENT</b>	<b>Gas Exchange &amp; Respiration: Learn the structure and function of the human respiratory system and how breathing works</b> <b>Explore the effect of disease and lifestyle      Learn how plants obtain the gases needed for photosynthesis and respiration      Learn how living things turn chemical energy into useful energy for life      Forces &amp; Motion: Describe the effect that applied force can have on an object (shape, speed, direction)      Explore the effect of force on linear motion such as friction      Interpret the outcome of balanced and unbalanced forces      Calculate the speed of an object and interpret it's motion using a distance/time graph</b>	
<b>SKILLS</b>	Produce a clearly defined aim for an investigation.      Write a prediction for the outcome of an investigation.      Plan a fair investigation that only changes 1 variable, keeping all others the same.      Identify independent, dependent and control variables.      Record data in a clear and correctly labelled table.      Correctly display data in a bar chart.      Correctly display data in a line graph.      Decide upon the most appropriate method of displaying data.      Write a conclusion using data collected from an investigation.      Evaluate an investigation Use a thermometer correctly.      Use a Bunsen burner correctly.      Use basic scientific equipment to measure a precise volume, mass and force.	
<b>British Values</b>	<i>Mutual respect for and tolerance of those with different faiths and beliefs and for those without faith      The rule of law</i> <i>Democracy      Individual liberties</i>	



CURRIUCLUM AREAS	SUMMER YEAR 8					
<b>ENGLISH</b> (Su 8)	<i>Key concepts</i>	Develop the habit of reading widely and often for both information and pleasure      Accurate spelling of words and the ability to check accuracy improves communication      Punctuation marks help with the understanding of text      Acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and the spoken language      Write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences      Are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate				
	<b>CONTENT</b>	<b>Noughts and Crosses (playscript)</b>		<b>Advertising and media (if time).</b>		
	<b>SKILLS</b>	Develop a breadth of reading, to include fiction (both classic and contemporary), non-fiction, poetry and play-scripts. Make inferences about a text      Develop comprehension skills.      Use evidence from a text to support a point (PEE). Identify language and structural features in a text and their effects on the reader.      Make critical comparisons across texts. Analyse an author’s use of language and its effect on a reader.      Study a range of authors (at least 2 per year).				
	<i>British Values</i>	<i>Mutual respect for and tolerance of those with different faiths and beliefs and for those without faith</i>			<i>The rule of law</i>	
<b>MATHS</b> (Su 8)	<i>Key topics</i>	Number Properties      Calculations		Ratio and Proportion      Algebra		Geometry
	<b>CONTENT</b>	<b>Ratio and Proportion.</b>		<b>Statistics- data handling.</b>		<b>Geometry 3D.</b>
	<b>SKILLS</b>	Arithmetic 4 Operations      Reasoning      Problem Solving      Using mathematical equipment – compass, protractor, mirrors to construct and measure.      Using Scientific Calculators      Apply Mathematics to real life situations (in Context) Communicate – answers, explanations (Concrete, Pectoral and abstract, correcting errors.				
	<i>British Values</i>	<i>Mutual respect for and tolerance of those with different faiths and beliefs and for those without faith</i>			<i>The rule of law</i>	
<b>ALTERNATIVE</b> (including Intervention) (Su 8)	<b>CONTENT</b>	<b>ELSA</b>	<b>Wellbeing welcome</b>	<b>Booster group</b>	<b>Ark support time</b>	<b>Professional input</b>
	<b>SKILLS</b>	Emotional literacy Coping strategies	Self-calming techniques mindfulness	Literacy and numeracy skills Pre & post curriculum support	Refocusing behaviour Restorative justice	Bespoke according to external agency provision
<b>ART</b> (Su 8)	<i>Key concepts</i>	Learn about great artists and designers from different periods and movements in art history; including art from other cultures. Gain an understanding of the formal elements of art (line, tone, shape, form, texture, colour, pattern)      Evaluating own and others’ work using the language of art and design.      Developing ability to be reflective learners in order to review and improve the visual impact of their work.      Team working skills – collaborate in small groups on a creative project.				
	<b>CONTENT</b>	<b>PERSONAL PROJECT – 2D/3D</b> Pupils will choose one of the project briefs and independently research, analyse, design and produce a final outcome in response.      Areas of study include: childrens’ book illustration, album cover design (Graphics), Fashion Design, Graffiti / Street Art				
	<b>SKILLS</b>	Drawing      Painting	Designing	3D making	Exploring & experimenting	Technology
	<i>British Values</i>	<i>Mutual respect for and tolerance of those with different faiths and beliefs and for those without faith</i>			<i>The rule of law</i>	
<b>CITIZENSHIP</b>	<i>Key concepts</i>	Rights and responsibilities of citizens      Role of law and justice system				

CURRICULUM MAP



(Su 8)	<b>CONTENT</b>	<b>Drugs &amp; Society</b>						
	<b>SKILLS</b>	Research and interrogate evidence arguments Evaluate social and moral issues	Think critically Make confident and informed choices	Debate political questions Dealing with feelings and emotion	Respect for others Empathy and understanding			
	<b>British Values</b>	<i>Mutual respect for and tolerance of those with different faiths and beliefs and for those without faith</i>			<i>The rule of law</i>			
<b>DRAMA</b> (Su 8)	<b>CONTENT</b>	<b>Noughts and crosses</b>						
	<b>SKILLS</b>	Perform in a variety of roles. appreciation of theatre styles and genres. props	Engage with a range of stimuli to develop critical and creative thinking skills. Revise a piece of drama. Explore the effects of media and ICT.	Develop an Explore characterisation through use of costumes and Direct and lead a performance.	Use drama terminology accurately.			
	<b>British Values</b>	<i>Mutual respect for and tolerance of those with different faiths and beliefs and for those without faith</i>			<i>The rule of law</i>			
<b>DT – FT</b> (Su 8)	<b>Key concepts</b>	Nutrition Communicating ideas	Ingredients and sources Development	Cooking techniques Working with tools and equipment	Hygiene Health and safety	Evaluation (processes + products) Materials/ components		
	<b>CONTENT</b>	<b>Art Textiles:</b> <b>Spaghetti Bolognaise</b>	<b>No Booklet just cover</b> <b>Pasta bake</b>	<b>Zenspiration Letters</b>	<b>What’s for Tea?:</b> <b>A4 Booklet</b>	<b>Soup</b>		
	<b>SKILLS</b>	Combining materials or ingredients Pattern cutting	CAD Following a recipe	Measuring & marking out Colouring materials	Research Use of tools and machinery	Design & creativity Cooking ingredients CAM		
	<b>British Values</b>	<i>Mutual respect for and tolerance of those with different faiths and beliefs and for those without faith</i>			<i>The rule of law</i>			
<b>DT –RM</b> (Su 8)	<b>Key concepts</b>	Nutrition Communicating ideas	Ingredients and sources Development	Cooking techniques Working with tools and equipment	Hygiene Health and safety	Evaluation (processes + products) Materials/ components		
	<b>CONTENT</b>	<b>Table tennis bat</b>	<b>(Laser cut neoprene &amp; Ply wood)</b>	<b>Programing</b>	<b>Microbits?</b>			
	<b>SKILLS</b>	Combining materials or ingredients cutting	CAD Following a recipe	Measuring & marking out Use of tools and machinery	Research Cooking ingredients	Design & creativity CAM		
	<b>British Values</b>	<i>Mutual respect for and tolerance of those with different faiths and beliefs and for those without faith</i>			<i>The rule of law</i>			
<b>ENRICHMENT</b> (Su 8)	<b>CONTENT</b>	Focus week		Advertising campaign				
	<b>SKILLS</b>	Creating a soap opera writing	performance scientific investigations	script	Global awareness responsibility	creativity team work	budgeting careers skills	ream work resonation
<b>HEALTH ED</b> (Su 8)	<b>CONTENT</b>	Not taught this term						
	<b>SKILLS</b>	Not taught this term						
<b>HUMS –HIST</b> (Su 8)	<b>Key concepts</b>	CHANGE AND CONTINUITY, in and between periods DIVERSITY, cultural, ethnic, religious, worldviews		CAUSE AND CONSEQUENCE SIGNIFICANCE of events/people		INTERPRETATIONS of history (KS3 skills) USING and ANALYSING HISTORICAL EVIDENCE		

CURRICULUM MAP



	<b>CONTENT</b>	Who has the right?: Challenges for Britain, Europe and the wider world 1901 to the present day. Was the vote in Britain won by violent protest or peaceful campaigning? A terrible accident or a martyr for women’s vote? Did Emily Davison intend to kill herself? Why did women need the vote? What was the Victorian’s idea of the ‘ideal woman’? Who started the Suffragettes and who joined them? How did the Suffragettes get publicity? How did the campaign become more violent after 1910? Was it Suffragettes violence or WW1 that won them the vote? Why do you think these sources were produced? Hunger strikes Can you persuade these couch potatoes to vote? How did people gain equal rights in the USA and South Africa? What did justice mean to Martin Luther King?
	<b>SKILLS</b>	Knowledge and Understanding Chronological Understanding Use of historical terms/ vocabulary Historical Enquiry- Questioning Using and analysing evidence Produce reasoned and supported arguments/ conclusions Presenting and Communicating Respect and empathy for others Literacy
	<b>British Values</b>	Mutual respect for and tolerance of those with different faiths and beliefs and for those without faith The rule of law Democracy Individual liberties
<b>HUMS – GEOG</b> (Su 8)	<b>Key concepts</b>	Contextual World Knowledge- LOCATIONAL KNOWLEDGE and SPATIAL AWARENESS Contextual World Knowledge- PLACES AND SCALE (including similarities and differences between places) PHYSICAL AND HUMAN processes Cultural Understanding and Diversity Fieldwork and cartographic (map) skills Geographical Enquiry and Communication
	<b>CONTENT</b>	<u>RISING WORLD- CHINA</u>  <u>DIVERSE WORLD- RUSSIA</u>
	<b>SKILLS</b>	Knowledge and use of geographical vocabulary Enquiry Independent research and acquiring information Questioning and critical thinking Respect and empathy for others Recording information and data Interpreting information and data Produce reasoned and supported arguments/conclusions Cartographic (Map) Skills Graphical skills Numerical and statistical skills Literacy
	<b>British Values</b>	Mutual respect for and tolerance of those with different faiths and beliefs and for those without faith The rule of law Democracy Individual liberties
<b>HUMS – RE</b> (Su 8)	<b>Key concepts</b>	BELIEFS AND TEACHINGS (what people believe) PRACTICES AND LIFESTYLES (what people do WAYS OF EXPRESSION (how people express themselves) IDENTITY AND EXPERIENCE (making sense of who we are) MEANING AND PURPOSE (making sense of life) VALUES AND COMMITMENTS (making sense of right and wrong)
	<b>CONTENT</b>	<b>CHRISTIANITY</b> What is Justice? What’s to be done? What really matters in religion and belief? What is Justice? How can we help to bring justice to our world? Who was Maria Gomez? What did justice mean to Maria Gomez? Why are people killed for their beliefs? What is Christian Aid? Why do Christians help the less fortunate? What is the Greatest Commandment? How can Christian Aid help the people of El Salvador? How would you like to leave a mark on the world?
	<b>SKILLS</b>	Investigation interpretation reflection empathy evaluation analysis synthesis application expression self understanding literacy
	<b>BRITISH VALUES</b>	Mutual respect for and tolerance of those with different faiths and beliefs and for those without faith The rule of law Democracy Individual liberties
<b>ICT</b> <b>(computing)</b> (Su 8)	<b>Key concepts</b>	Hardware and software Data
	<b>CONTENT</b>	<b>Murder Mountain – Database</b> <b>Encryption</b>
	<b>SKILLS</b>	Problem solving Critical thinking Analytical skills Evaluate and apply information

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	<i>British Values</i>	<i>Mutual respect for and tolerance of those with different faiths and beliefs and for those without faith</i> <i>Democracy</i> <i>Individual liberties</i>	<i>The rule of law</i>
<b>MFL — FRENCH</b> (Su 8)	<b>Key concepts</b>	GRAMMAR & VOCABULARY: Tenses Manipulate grammatical structure Build up a range of vocabulary that they can use in real-life scenarios in the TL country vocabulary LINGUISTIC COMPETENCE: Listen Speak Read & translate Develop ideas in writing literary texts transcribe Conversations Write and translate RESILIENCE & REFLECTION: risk-taking Improve & extend GENERAL: enjoyable curiosity Develop Listening, Speaking, Reading and Writing skills similarities and differences revise grammar confidence positive attitudes cultures & citizenship cross-curricular foundations for future learning	
	<b>CONTENT</b>	<i>Fashion: School uniform</i> <i>Describing what people wear</i>	
	<b>SKILLS</b>	Tenses manipulate grammar vocabulary real life vocab listen speak conversation develop ideas in writing read original material and translate read literary texts transcribe risk-taking resourceful improve and extend	
	<i>British Values</i>	<i>Mutual respect for and tolerance of those with different faiths and beliefs and for those without faith</i> <i>Democracy</i> <i>Individual liberties</i>	<i>The rule of law</i>
<b>MFL — GERMAN</b> (Su 8)	<b>Key concepts</b>	GRAMMAR & VOCABULARY: Tenses Manipulate grammatical structure Build up a range of vocabulary that they can use in real-life scenarios in the TL country vocabulary LINGUISTIC COMPETENCE: Listen Speak Read & translate Develop ideas in writing literary texts transcribe Conversations Write and translate RESILIENCE & REFLECTION: risk-taking Improve & extend GENERAL: enjoyable curiosity Develop Listening, Speaking, Reading and Writing skills similarities and differences revise grammar confidence positive attitudes cultures & citizenship cross-curricular foundations for future learning	
	<b>CONTENT</b>	<i>Perfect tense</i> <i>European Food</i> <i>Food from Ge. Speaking countries</i> <i>Food categories &amp; healthy</i> <i>Mealtimes</i> <i>Opinions</i> <i>Drinks + irreg. verb trinken</i> <i>Essen + irreg. verbs revision</i> <i>Café and restaurant menu</i> <i>Ordering food + Rest.</i> <i>Roleplay</i>	
	<b>SKILLS</b>	Tenses manipulate grammar vocabulary real life vocab listen speak conversation develop ideas in writing read original material and translate read literary texts transcribe risk-taking resourceful improve and extend	
	<i>British Values</i>	<i>Mutual respect for and tolerance of those with different faiths and beliefs and for those without faith</i> <i>Democracy</i> <i>Individual liberties</i>	<i>The rule of law</i>
<b>MUSIC</b> (Su 8)	<b>Key concepts</b>	Music reflects the context, time and place in which it was created. Music draws on a variety of different devices to create different effects. Music notation is a form of communication and is different according to the context. The inter-related dimensions of music are used expressively by composers and performers. Understanding the history of music helps to understand the music itself.	
	<b>CONTENT</b>	<b>Composers notebook</b> <b>Learn how a composer puts together a notebook of ideas to stimulate creativity.</b>	
	<b>SKILLS</b>	Play and perform using voice and instruments, both solo and ensemble. Identify and use the interrelated dimensions of music Improvise and compose using a variety of musical structures, styles, genres and traditions. Use staff and other appropriate notations in a range of styles, genres and traditions. Listen to a wide range of music from great composers and musicians. Develop an understanding of the music that they perform and listen to, and its history.	
	<i>British Values</i>	<i>Mutual respect for and tolerance of those with different faiths and beliefs and for those without faith</i> <i>Democracy</i> <i>Individual liberties</i>	<i>The rule of law</i>

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		<i>Democracy</i>	<i>Individual liberties</i>		
<b>PE</b> (Su 8)	<b>CONTENT</b>	<b>Rounders</b>	<b>Cricket</b>	<b>Athletics</b>	<b>Tennis</b> <b>Sports Leaders</b>
	<b>SKILLS</b>	Throwing Striking/hitting Spatial awareness	Catching Balance Leadership	Jumping Communication Coordination	Running Team work
	<b>British Values</b>	<i>Mutual respect for and tolerance of those with different faiths and beliefs and for those without faith</i>			<i>The rule of law</i>
		<i>Democracy</i>	<i>Individual liberties</i>		
<b>SCIENCE</b> (Su 8)	<b>Key concepts</b>	BIOLOGY: Understanding what a habitat is CHEMISTRY: Recall the structure and composition of the Earth and it's atmosphere      Know the 3 basic rock types and their properties and appreciate the processes that led to their formation      Explain the rock and carbon cycles      Appreciate the effect that human activity has had on the composition of the Earth's atmosphere PHYSICS: Calculate your weight on other planets      Understand how to measure a force      Understand what gravity is      Understand what friction is and it can be useful or not      Use a force diagram to demonstrate resultant forces      Explain how levers can make work easier      Recall Hookes law      Calculate average speed      Interpret distance/time graphs      Calculate the moment of a force			
	<b>CONTENT</b>	<b>Earth &amp; Atmosphere: Learn about the structure and composition of the earth and it's atmosphere      Learn about the different rock types and how they can change from one type to another      Learn about the earth's resources and how human activity is depleting them and effecting the composition of the atmosphere      Ecology: The interdependence of organisms in an ecosystem, including food webs and insect pollinated crops as examples The importance of plant reproduction through insect pollination in human food security      How organisms affect, and are affected by, their environment, including the accumulation of toxic materials      The role of variation in enabling living things to survive in the same ecosystem.</b>			
	<b>SKILLS</b>	Produce a clearly defined aim for an investigation.      Write a prediction for the outcome of an investigation.      Plan a fair investigation that only changes 1 variable, keeping all others the same.      Identify independent, dependent and control variables.      Record data in a clear and correctly labelled table.      Correctly display data in a bar chart.      Correctly display data in a line graph.      Write a conclusion using data collected from an investigation.      Evaluate an investigation      Use a timer correctly      Use a thermometer correctly.      Use a Bunsen burner correctly.      Use basic scientific equipment to measure a precise volume, mass and force.			
	<b>British Values</b>	<i>Mutual respect for and tolerance of those with different faiths and beliefs and for those without faith</i>			<i>The rule of law</i>
		<i>Democracy</i>	<i>Individual liberties</i>		