



Subject	Autumn	Spring	Summer
English	<p>Poetry Around the World</p> <p><i>Poetry</i></p> <p>Exploring a wide range of poems from across the globe with a focus on how changing cultures or locations affect meanings and impact.</p> <p>Shakespeare's Tragedies</p> <p><i>Extracts (Shakespeare + other tragedy writers)</i></p> <p>The genre of tragedy, common elements and tropes.</p>	<p>Adventure Literature</p> <p><i>Extracts</i></p> <p>Looking at samples of adventure literature and the contexts behind them</p> <p>Stories Through Time</p> <p><i>Extracts, myths, legends</i></p> <p>Building Cultural Capital by looking at language and storytelling – how it has evolved and changed over the centuries</p>	<p>How to be a Journalist</p> <p>Non-fiction writing based in journalism, covering bias, prejudice, broadsheet, tabloid etc</p> <p>Of Mice and Men</p> <p><i>Novel</i></p> <p>Whole novel to be read, exploring themes, characters, plot and devices, along with discussions on tension development and story.</p>
Maths	<p>Set 3-4</p> <p><i>Unit 1 Number properties and calculations</i> <i>Unit 2 Shapes and measures in 3D</i> <i>Unit 3 Statistics</i> <i>Unit 4 Expressions and equations</i></p> <p>Set 2</p> <p><i>Unit 1 Number</i> <i>Unit 2 Area and volume</i> <i>Unit 3 Statistics, graphs and charts</i> <i>Unit 4 Expressions and equations</i></p> <p>Set 1</p> <p><i>Unit 1 Factors and powers</i> <i>Unit 2 Working with powers</i> <i>Unit 3 2D shapes and 3D solids</i> <i>Unit 4 Real-life graphs</i></p>	<p>Set 3-4</p> <p><i>Unit 5 Decimals calculations</i> <i>Unit 6 Angles</i> <i>Unit 7 Number properties</i></p> <p>Set 2</p> <p><i>Unit 5 Real-life graphs; Unit 9 Straight-line graphs</i> <i>Unit 6 Decimals and ratio</i> <i>Unit 7 Lines and angles</i></p> <p>Set 1</p> <p><i>Unit 5 Transformations</i> <i>Unit 6 Fractions, decimals and percentages</i> <i>Unit 7 Constructions and loci</i></p>	<p>Set 3-4</p> <p><i>Unit 8 Sequences</i> <i>Unit 9 Fractions and percentages</i> <i>Unit 10 Probability</i></p> <p>Set 2</p> <p><i>Unit 8 Calculating with fractions</i> <i>Unit 9 Straight-line graphs</i> <i>Unit 10 Percentages, decimals and fractions</i></p> <p>Set 1</p> <p><i>Unit 8 Probability</i> <i>Unit 9 Scale drawings and measurements</i> <i>Unit 10 Graphs</i></p>
Science	<p>Variation (Biology)</p> <p>Human Reproduction</p> <p>Forces</p> <p>Breathing</p>	<p>Digestion</p> <p>Energy (Physics)</p> <p>Reactions (Chemistry)</p>	<p>Ecosystems</p> <p>Genes</p> <p>Waves (Physics)</p> <p>Earth</p> <p>Dinosaurs</p>

Art	Bugs – 3D Sculpting Skills In this unit students explore insects as a starting point. They create a range of drawings which inform a design for a sculpture.	Portrait drawing in proportion. In this unit, students explore their personal identity as a starting point. They create images that reflect their ideas of themselves, working from observation, memory and imagination.	Under the Sea In this unit, students explore life under the sea as their starting point. They create drawings and paintings of sea animals and shells, coral, seaweed etc.
Computing	Programming: Microbit Spreadsheet Modelling	Python HTML: Web Development	Database Development e-Safety & Cyber Security
Drama	The Sad Story of Lefty & Ned Students will respond creatively to a stimulus (the poem ‘The Sad Story of Lefty and Ned’) and work collaboratively to create dramas for different purposes. Sitcom Project Students will explore stereotypes of character and plot devices used within T.V sitcoms. Devise storyboards with sitcom foci and rehearse and present their own sitcom episode with use of technology (green-screen, studio audience, camera).	Performance Techniques Students will be introduced to a range of performance techniques ranging from split-screens/physical theatre/mirroring/shoals of fish/facingout/flashback/slow-motion/thought-tracking/narration/self-referential direct address/direct address/ensemble playing. Devising Drama <i>(Stimulus)</i> Students will be introduced to a range of stimulus images in which they will mind map the dramatic opportunity and possibilities.	Scripted Drama <i>(Explore)</i> Students will read a shorter set text and discuss themes/character and plot before practically exploring a key extract. <i>(Exam)</i> Students will perform their interpretations/rehearsed readings of the key extract to an audience and will then prepare for the written exam.
Design Technology	To follow on and build up from the knowledge and skills learnt from year 7 and to develop research, identifying and understanding user needs. To be able to select tools and equipment suitable for the materials used and to evaluate ideas and products against the specification and gathered research. Coverage of three Design & Technology projects over the year, Product Design, Textiles and Food Technology.		
MFL (French and Spanish)	Holidays Develop listening and responding and conversation skills through accurate pronunciation and intonation. Festivals & celebrations Continue to develop vocabulary, opinions, reasons, accurate pronunciation and intonation and reading comprehension	Hobbies Continue to develop vocabulary, opinions, reasons as well as translation skills and expressing ideas through speaking & writing Where I live Continue to develop vocabulary, opinions, reasons, expressing ideas through speaking and writing as well as reading comprehension	Sport Develop a variety of grammar structures and continue to develop vocabulary, listening skills, pronunciation and intonation and translation skills. Photo descriptions Develop spoken skills through a building-blocks approach on describing photos Film project - Les Choristes Describe a film, the characters, predict what will happen next & review the film

Music	<p>Blues & Jazz</p> <p>Learning about the history of the blues and how it developed. They learn how to play triads and the 12 bar blues before developing these skills into more complex blues features including the walking bass and improvising with the blues scale.</p> <p>Space</p> <p>Using Key Elements to examine and analyse a variety of space-themed works from the canon with a focus on ostinati patterns and drone as compositional devices. From this composition work is developed and performed.</p>	<p>Caribbean & Reggae</p> <p>Learning about different styles of music from the Caribbean and the history of reggae. Developing performance skills on keyboards through offbeat chords, syncopated baselines and hooks.</p> <p>African Music</p> <p>Developing class ensemble performance and rhythm work through rhythmic cycles and African Drumming. Learning features of African drumming as well as the cultural context. Keyboard skills also developed through the performance of Wimmoweah. These skills develop into a group composition.</p>	<p>Rock & Roll</p> <p>Developing and building on skills from blues and jazz topic and making links between the development of rock and roll and the blues. Skills returned to and developed into class performance of 'Rock Around the Clock'</p> <p>Musical Futures & Music Technology</p> <p>Developing ensemble and performance skills through a variety and choice of songs that can incorporate other instruments (guitars, ukuleles etc.). This will build on skills learnt over Years 7 and 8.</p>
Geography	<p>Coasts</p> <p>Students should be able to identify key physical features of the UK and how the coastline could affect them.</p> <p>Cities</p> <p>Students should understand how cities are changing, on a global scale, and the issues this could cause.</p>	<p>Glaciation</p> <p>Students have awareness for key physical processes and how humans are affecting those processes</p> <p>Resources</p> <p>Students understand the impact of climate change, and some of the solutions.</p>	<p>Rivers</p> <p>Students have an appreciation and understanding for the physical landscapes of the UK.</p> <p>Rocks</p> <p>Students understand how different rock types form key physical landscapes.</p>
History	<p>Making of the UK</p> <p>A1: Henry VIII and church narrative question A01/A02: explanation, analysis, causation</p> <p>A2: Judgement question MQS and threats to Elizabeth A01/102: analysis, explanation, knowledge, links</p>	<p>Making of the UK/Empire</p> <p>A3: Cromwell sources: inference and source utility A03: source evaluation</p> <p>Impact of Empire</p> <p>AO4: Interpretation question on impact of empire A01/A02: analysis, significance, judgement AO4: historical interpretations</p>	<p>Britain 1750-1900</p> <p>A5: causes of IR12 mark question A01/2: historical significance</p> <p>(A6: Exam) AO1/A02: explanation/judgement essay on Break with Rome</p>
RE	<p>The RE curriculum is currently being reassessed and this will be updated shortly.</p>		
PE/GAMES	<ul style="list-style-type: none"> • develop competence to excel in a broad range of physical activities • physically active for sustained periods of time • engage in competitive sports and activities lead healthy, active lives. • Students of different needs/ PAG allowed to progress through streamed classes. • Links to PDW topics and core skills such as communication, teamwork and leadership 		
	<p>Rugby</p> <ol style="list-style-type: none"> 1. Handling/ receiving/ spiral pass 2. Attacking line passing– dummy/ missed pass 3. Tackling technique 4. Rucking in numbers 5. Mauling 6. Match play 	<p>Football</p> <ol style="list-style-type: none"> 1. Dribbling skills– turns/ step overs 2. Driven pass over distance 3. Control on thigh / chest 4. 3 vs 3 defending/ attacking 5. Shooting with laces 6. Match play 	<p>Netball</p> <ol style="list-style-type: none"> 1. Receiving on the move—footwork with pivot 2. Creating and finding space 3 v 2 3. Order of passes 4. Attacking the centre pass 5. 3 v 3 half court 6. Match play

	Volleyball <ol style="list-style-type: none"> 1. Basic set shot—high net 2. Basic Dig shot—high net 3. Basic Spike shot—high net 4. Set, Dig , Spike combinations—high net 5. 4 vs 4 6. Match play 	Badminton <ol style="list-style-type: none"> 1. Serving—high / low serve 2. Overhead smash/ drop shot 3. Advanced net play 4. Forehand—drive and clear 5. Doubles 6. Match play 	Athletics <ol style="list-style-type: none"> 1. High Jump 2. Long Jump 3. Shot put 4. Discus 5. Triple jump 6. Track events
	International sports <ol style="list-style-type: none"> 1. Kabbadi 2. American Football 3. Aussie Rules 4. Gallic Football 5. Futsal 	Hockey <ol style="list-style-type: none"> 1. Dribbling at speed 2. Turns 3. Push/ Sweep pass over distance 4. Basic slap shot 5. 3 vs 3 / 5 vs 5 competitive situations 6. Match play 	Tennis <ol style="list-style-type: none"> 1. Grip and striking the ball over the net 2. Basic forehand 3. Basic volley 4. Basic backhand 5. Striking games 6. Match play
	Dance <ol style="list-style-type: none"> 1. Teacher led choreography: Street Dance 2. Exploring dynamics - using prompt grid 3. Incorporating actions and motifs 4. Implementing levels 5. Peer assessment performance 6. Performance 	Health and Fitness <ol style="list-style-type: none"> 1. Fitness testing 2. Cardiovascular endurance 3. Power 4. Reaction time 5. Muscular endurance 6. High intensity interval training 	Rounders <ol style="list-style-type: none"> 1. Throwing and catching—under and over arm 2. Deep fielding—throwing and catching 3. Bowling techniques—backspin 4. Striking placements and batting square tactics 5. Base fielding 6. Match play
PDW (6 key themes)	Being me in my world Self-identity, family and identity, stereotypes, personal beliefs and judgements, managing expectations, first impressions, respect for the beliefs of others.	Dreams and goals Long-term goals, skills, qualifications, careers, money and happiness, ethics and mental wellbeing, budgeting, variation in income, positive and negative impact of money, online legal responsibilities, gambling issues.	Relationships Positive relationship with self, social media and relationship with self, negative self-talk, managing a range of relationships, personal space, online etiquette, online privacy and personal safety, coercion, unhealthy balance of power in relationships, sources of support.
	Celebrating difference Positive change made by others, how positive behaviour affects feelings of wellbeing, social injustice, inequality, community cohesion and support, multi- culturalism, race and religion, prejudice, LGBT+ bullying.	Healthy me Long-term physical health, responsibility for one's own health, dental health, stress triggers, substances and mood, legislation associated with substances, exploitation and substances, medicine, vaccinations, immunisation.	Changing me Types of close intimate relationships, physical attraction, legal status of relationships, behaviours in healthy and unhealthy romantic relationships, pornography, sexuality, alcohol and risky behaviour