Whole School Curriculum 2019 - 2020

	Year 5			Year 6		
	Autumn	**Spring**	**Summer**	**Autumn**	**Spring**	**Summer**
English	**Shackleton's Journey**- use of a historical story to explore character development, changes of setting in a narrative, narrative structure explored as a good model for own story planning and descriptive writing. **Spelling Shed and Accelerated Reader** Handwriting practice and development	**Mama Miti**- examining the meaning conveyed in the written language. Creating authentic pieces of writing for a range of purposes and audience. Developing pupils' knowledge and understanding of the challenges faced by different communities around the world. **Spelling Shed and Accelerated Reader** Handwriting practice and development	**The Last Wild**- exploring higher level reading and writing skills, opportunities to explore in depth response of the challenging plotlines and emotive content. Text offers a good model for their own planning and adventure genre writing and use of poetic language in their own poetry. **Spelling Shed and Accelerated Reader** Handwriting practice and development	**Clockwork- exploring** more complex narrative structures, writer's use of language, characterisation and themes in narrative. The language of the text offers pupils a good model for their own narrative writing. and development of non fiction text types **Spelling Shed and Accelerated Reader** Handwriting practice and development	**Song from Somewhere Else**- exploration of plot, character development and emotional response to strong themes including bullying and self-esteem in narrative fiction. Pupils consider author's intent and the impact on the reader. Opportunites to write for real purposes and audience. **Spelling Shed and Accelerated Reader** Handwriting practice and development	**Goodnight Mister Tom- examining** character development, emotional response and changes of setting in narrative fiction. Pupils use the text as a good model for their own story planning and descriptive writing. Pupils also explore stories and poetry about World War 2. **Spelling Shed and Accelerated Reader** Handwriting practice and development
Maths	**Number – Place Value** **Number- Addition and Subtraction** **Statistics** **Number – Multiplication and division** **Perimeter and Area**	**Number – Multiplication and Division** **Number: Fractions** **Number: Decimals and Percentages**	**Number: Decimals** **Geometry- Properties of Shapes and Angles** **Geometry**- position and direction **Measurement**- converting units **Measures**- Volume	**Number- Place Value** **Number- Addition and Subtraction, Multiplication and Division** **Fractions** **Geometry**- position and direction	**Number: Decimals** **Number: Percentages** **Number: Algebra** **Measurement**- converting units **Measurement**- perimeter, area and volume **Number**- ratio	**Geometry**- properties of shapes **Problem solving** **Statistics** **Investigations**
Science	**Earth and Space** Exploring the Earth and beyond, why do we have seasons, phases of the moon, what is in our solar system. **Electricity** Simple circuits, draw simple circuits, effect of cells and additional components, danger of electricity.	**Properties of materials** Classification of materials, chemical and physical reactions, separation techniques. **Circle of life** Exploring different animals and their life cycles.	**Animals including humans** Reproduction in plants and various animals. Asexual and sexual reproduction, changes in physical attributes. Extended project work	**Forces** Explore various forces through investigation e.g. air resistance, upthrust, friction, levers, gears and pulleys. **Living things and their habitats** Explore classification of animal kingdom, habitats, food chains and webs.	**Animals (including humans)** Explore digestive, circulatory and skeletal systems within the human body. **Light** How light travels, classification of materials, shadows, reflection, refraction and spectrum of light.	**Properties of materials** Building on work in Year 5- Classification of materials, chemical and physical reactions, separation techniques. **Evolution** Fossils, natural selection, adaptation environment.
Art	**Vincent Van Gogh**- Starry Night. Colour mixing skills. Painting collage creating a group piece and working collaboratively . **Ancient Greek art**- scratch art using Greek patterns to create an Ancient Greek pot. Exploring the history and uses of Greek pots.	**Chiaroscuro**- Rembrandt Portraits of 17th Chiaroscuro techniques. Exploring through Pastel, chalk and photography. **Tesselation**- Kaffe Fassett and M.C.Esher Colour contrasts and tessellation designs. Creating our own tesselation designs.	**Mayan Art**- Exploring the art of Ancient Maya Masks. Patterns, colours and cultural beliefs. **Monet's Water Lillies**- Exploring colour and composition inspired by Monet's waterlilies. Learning impressionist styles and techniques.	**Leonardo Da Vinci**- Mark making techniques Celebrating different stages of evolution. Insects, bugs- creating a 3D model. **Music & Art**- Exploring colours, feelings, emotions and wellbeing when applying music to Art. Introduction to colour theory.	**Tiger in the Storm**- Looking at creating a sense of depth and narrative in a painting. Layers to create a fore, mid and background using oil pastels. **Egyptian**- Exploring canopic jars and creating a 3D model through the use of clay. Inspired by the spiritual influences of Egyptian culture	**Cave Art**- The original 'Street Art' - how it was created exploring different techniques and narratives to create their own. **SWEETS** - Exploring drawing techniques using Sarah Graham (local artist) as inspiration. Looking at how artists create Pphotorealism.
Computing	**Introduction to** **Computing at EP** **Scratch**- single player game	**Excel**- spreadsheets and sum function **Movie Maker**- research and present key events in history	**Google Slides**- create a working e-book **Sketch Up**- computer aided design	**Scratch**- revist skills from Year 5 and develop to create a maze within a 2D game **Google Slides**- building on skills from Year 5, creating an interactive presentation	**HTML**- using HTML to create a webpage on e-safety **Microbits**- introduction to microbits	**Kodu**- programming animated Mars Rover **Excel**- Creating a database linked to WW2 topic
Dance						
Design Technology	**Design** **Jigsaw Puzzle.** Design and make project Developing skills with designing, hand tools, numeracy - measuring, literacy - evaluation **Push torch.** Design and make project Simple electronics, designing, communicating, evaluating- literacy	**Food** **Healthy Eating,** Developing skills to prepare nutritional dishes **Food preparation skills,** Modifying recipes, Literacy - reading and following a recipe	**Textiles:** **Keyring.** Design and make project Developing hand stitching skills, aplique, attaching buttons, ribbon, stuffing a shape, designing, literacy - evaluation **Sampler Card.** Design and make project Developing hand stitching skills, aplique, attaching buttons, ribbon, stuffing a shape, designing, literacy - evaluation	**Design:** **Colour changing mug and packaging.** Developing skills with smart materials, designing, numeracy - measuring, nets, literacy - evaluation **Automota** Developing skills with designing, hand tools, mechanisms, numeracy - measuring, literacy, evaluations	**Food:** **Healthy eating, seasonality.** Developing skills to prepare nutritional dishes Food preparation skills, Modifying recipes, Literacy - reading and following a recipe	**Textiles:** **Puppet making.** Developing hand stitching skills, aplique, attaching buttons, ribbon, stuffing a shape, designing, literacy - evaluation

Subject	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Drama						
French	**La rentrée As-tu des frères et sœurs?** Learning about the French school system and starting basics such as days, months and numbers, leading onto family members. **Voici ma salle de classe!** Tu aimes ça? Tu es comment ? Qu'est-ce que tu fais ? Opinion, description and hobbies.	**Mon interview par vidéo!** Qu'est-ce que tu penses de tes matières ? Describing self and what children do at school. Qu'est-ce que tu portes? Ta journée scolaire est comment ? **C'est comment, un collège français?** Describing the school day and looking at schools in French speaking countries.	**Un collège super cool!** Mon temps libre Tu es sportif/sportive ? Looking at free-time and sporting activities. Tu es sportif/sportive ? Qu'est-ce que tu fais? **Le sport dans les pays francophones** Looking at different ways to talk about sports and hobbies and discussing sport within the French world context.	**Ou habites-tu ?** Tu aimes faire ça ? Questions, questions, questions ! Descriptions of home and free time activities. Ma vie de famille Décris-moi ta famille Où habites-tu? **Qu'est-ce que tu manges au petit déjeuner?** Family, home and daily routines.	**Où vas-tu le weekend?** Tu veux aller au café ? Future plans and invites. Vous désirez ? Qu'est-ce que tu vas faire ? **Je vais visiter Paris!** Holidays and future plans using near-future tense.	**Qu'est-ce que tu as visité?** Qu'est-ce que tu as fait? Tu es allé(e) où? Previous holidays and past tense.
Geography	**Where in the world?** - thorough understanding of places in the world.	**Biggleswade study** - types of settlement, map skills, fieldwork **Fieldwork** - Biggleswade	**Where are our resources?** Geography of Food - food miles, food distribution, water.	**Biomes and Climate Zones** A study of the different environments and how animals and plants have adapted to them.	**We are the UK** A study of the human and physical features of the UK.	**Viva Brazil** A study of the human and physical features of Brazil with a comparison to the UK.
History	**Ancient Greeks -** study of the ancient Greek civilization. How did the Greeks change the world? - government, sport, philosophy	**Who is the Mummy? -** investigation of Ancient Egypt, Gods, culture and traditions, pharaohs, Geography project on Human and Physical modern day Egypt.	**Local History study-** changing Biggleswade	**Aztecs -** A study of the birth, culture and end of this civilization.	**We are the Victorians** A study of the reign of Queen Victoria and the legacy of the changes she has made to the country.	**Battle of Britain** A study of the key events of the battle of Britain and the role men and women played
Music	Rhythm and Notation Shackleton (Songs and creative music)	Instruments of the Orchestra African Music 'Mama Miti'	Stories in Music Fanfares and Marches	Stave Notation Keyboard 1 Songwriting	Graphic Scores Keyboard skills 2	Japanese Music Rondo and Rounds
P.E.	**Run, Jump,Throw** - fundamentals of movement phrases and patterns. **Ball Skills** - individual passing, receiving and shooting techniques. **Circus Dance** - introduction to replication, counting, timing and use of unison and mirroring. **Invasion Games**- tactical application of core skills of movement, communication, basic attacking skills and basic defending skills.	**Gymnastics** - balancing on points and patches, exploring pathways, basic locomotion and rotation, individual routine creation. **Football**- Passing, receiving, control and movement. Small sided and conditioned games. **Basketball** - Passing, receiving, shooting and dribbling. Basic gameplay. **Tag rugby**- passing, receiving, movement on and off of the ball, match play, rule application.	**Athletics**- application of running, jumping and throwing skills into athletic specific disciplines. **Track** - focus on running for distance and pacing. **Field** - focus jumping for distance and pull throws in javelin. **Tennis**- grip, body position, controlling the racket face, forehands, backhands and rallies. **Striking and Fielding**- over and under arm throwing technique. Bowling and batting techniques, fielding and barrier techniques, basic rule application.	**Run, Jump,Throw** - application of movement phrases and patterns into specific track and field based events. **Invasion Games**- tactical application of core skills of movement, communication, and tactical decision making into game play and competitive situations. **James Bond Dance** - replication, timing, relationships, choreography creation, class dance. **Tag rugby**- recap passing, receiving, movement on and off of the ball. Tagging and positioning for defensive play. Small and full sided match play.	**Gymnastics** - balances, locomotion and pathways. Partner work counterbalance and counter tension. Paired routines. **Football**- passing and receiving skills, dribbling, shooting, 1:1 defending and body position, basic formation and match play. **Badminton**- racket control, scoring and basic rules. Rallying and simple competition structures. **Hockey**- passing, receiving and dribbling skills. 1:1 tackling, basic rule application and game play.	**Athletics**- application of running, jumping and throwing skills into athletic specific disciplines. E.g sprints and relay changeovers and jumping sequences and push throws. **Rounders** - Throwing and receiving techniques. Bowling and batting techniques, rule application and game play. **Table Tennis**- grip, body position, controlling forehands and backhands in rallies. Introducing singles gameplay and scoring. **Cricket**- Throwing and receiving techniques. Bowling and batting techniques, rule application and game play.
P.S.H.C.E.	New Beginnings Growth Mindset Mindfulness	**Future Me & Charity** (Being an active citizen) **Keeping Safe** – emergencies / 999;	Future Me Healthy lifestyles Puberty	**Rights & Responsibilities** (Moral dilemmas, empathy, making choices, peer pressure types, staying safe, importance of saying 'no' – assertive behaviour) **Future Me**	**Living in the Wider World** (2/3 wks) (Happy Town – recognising what makes a happy town – relating to own community, diversity, national current issues debate) **Health & Wellbeing** (Risky behaviour and choices, exploring feelings and safe internet use) **Mindfulness**	**Healthy lifestyles / Wellbeing** **First Aid** – bystander effects; Effects of the media on our choices and how we feel about body image) **Puberty** (Self-esteem, puberty - changes; what is 'normal?'; personal hygiene; understanding difference, tolerance and respect)
Religious Education	Bedfordshire Scheme **Introduction to RE** How and why do some people inspire others? **The Bible** What does it mean if Christians believe God is holy and loving?	Bedfordshire Scheme **Values:** What matters most to Humanists and Christians? **Beliefs** Why do some people believe in God and some people not?	Bedfordshire Scheme **The Trinity and Lifepath-** John Bunyan **Hinduism** What helps Hindu people as they try to be good?	Bedfordshire Scheme **The Big Story** (Understanding Christianity) **Community**	Bedfordshire Scheme **Islam** How is faith expressed in Islam? **Christianity** What do Christians believe Jesus did to 'save' people?	Bedfordshire Scheme **Trinity** How does faith enable resilience? **Creation and science:** conflicting or complementary?

Year 7			Year 8		
Autumn	Spring	Summer	Autumn	Spring	Summer
Oliver Twist- exploring and understanding of context. Focus on plot and character development and analysing author's use of language and structure. A variety of writing opportunities particularly focused on descriptive and narrative writing. Supplemented with exploration of poetry from the Romantic era.	**The Adventures of Sherlock Holmes**- building on knowledge of social, historical and cultural context through comparison of multiple texts by the same author. Analysis of character development, plot structure and author's use of language and structure. Development of own writing style in a given form.	**A Midsummer Night's Dream**- exploration of social, historical and cultural context. Responding to texts, developing an informed, personal response using appropriate evidence. Analyse the language, form and structure used by a writer to create meanings and effects using relevant terminology. Show understanding of the relationships between texts and the contexts in which they were written.	**Macbeth**- development of understanding of Shakespeare's impact on society. Further development of analysis of language, form and structure to used to create meaning and effect. Evaluation of playwright's creation of plot and character with use of appropriate terminology. Making links across and between texts and context.	**Stories and Poems from Other Cultures**- examination of theme, structure and language within and between texts. Analysis of a writer's use of structure, form and language to create effect and meaning. Exploration of culture and identity through texts.	**Refugee Boy**- maintain a critical style and develop an informed personal response. Use textual references, including quotations, to support and illustrate interpretations. Analyse language, form and structure used by a writer to create meanings and effects, using relevant subject terminology. Show understanding of the relationships between texts and the contexts in which they were written.
Algebraic Thinking: Exploring Sequences Equality and equivalence **Place Value** Place Value and Ordering Fraction, decimal and percentage equivalence	**Application of Number** Addition and Subtraction Fraction, decimal and percentage equivalence Multiplication and Division **Directed Numbers and Fractional Thinking** Directed Numbers Adding and Subtracting Fractions	**Lines and Angles** Construction and Measuring Geometric Reasoning **Reasoning with number** Developing Number Sense Sets and Probability Prime Numbers and Proof	**Proportional Reasoning** Ratio and Scale Multiplicative Change Multiplying and Dividing Fractions **Representation** Working in the Cartesian plane Representing Data Probability	**Algebraic Techniques** Brackets, equations and inequalities Sequences Indices **Developing Number** Fractions and Percentages Standard Index Form Number Sense	**Developing Geometry** Angles in parallel lines and polygons Area of a trapezia and circles Line symmetry and reflection **Reasoning With Data** The data handling cycle Measure of location and dispersion
Laboratory safety & Bunsen Burner. Draw scientific equipment appropriately, hazards, safe practice and use of Bunsen burners. **Particles and their behaviour.** Particles models, states of matter, Impact of energy on particles, diffusion and gas pressure. **Forces** Building on knowledge from KS2. Contact and non-contact forces, squashing and stretching , drag forces, forces at a distance and balanced and unbalanced forces. **Cells** Observing cells, plant and animal cells, specialised cells, Movement of substances, Unicellular organisms.	**Atoms ,elements, compounds & chemical reactions.** Differences in atoms elements and compounds, chemical formulae, chemical reaction, word equations, exothermic and endothermic reactions. **Sound** Waves, energy transfer, loudness and pitch, detecting sound, echoes and ultrasound. **Light** Build on knowledge from KS2. Reflection. refraction, lens, the eye, colour **Body systems** Levels of organisation, gas exchange, breathing, skeleton, movement.	**Acids and alkalis** Indicators and pH, neutralisation, making salts, **Reproduction** Adolescence, male and female reproductive systems, fertilisation and implantation, development of foetus, Menstrual cycle, pollination and fertilisation in plants. **Space** Building on KS2, Objects in the night sky, detail on solar system, the Earth, Solar and lunar eclipses.	**Periodic table** Metals and non-metals, groups and periods, group1, group 7 and group 0. **Electricity and Magnetism** Building on KS2 knowledge, charging up, parallel circuits, resistance, magnets and magnetic fields, electromagnets. **Healthy Lifestyle** Building on KS2, nutrients, food tests, unhealthy diet, digestive system, drugs, alcohol and smoking.	**Energy** Food and fuel, energy transfer, energy resources, power and machines. **Metals and acids** Acids and metals, metals and Oxygen, metals and water, displacement reactions, extracting metals, polymers and composites. **Separation techniques** Mixtures, solutions, solubility, filtration, evaporation & distillation and chromatography. **Ecosystems Processes** Photosynthesis, leaves, plant minerals, chemosynthesis, aerobic and anaerobic respiration, bioaccumulation, ecosystems.	**Motion and Pressure** Speed, motion graphs, pressure on solids and in gases and liquids. turning forces. **Adaptation and inheritance** adaptation, variation, continuous and discontinuous, inheritance, natural selection, extinction. **The Earth** Atmosphere, rocks, rock cycle, carbon cycle, climate change, recycling. **Transition project.** Look at investigative planning and techniques linked to GCSE practicals.
Clay Tiles- Antoni Gaudi- Sagrada Familia study architecture throughout the history. Drawing techniques and developing into a clay tile inspired by nature that represents the school values. **Self IMAGE**- Looking at our personal identity, reflecting on key characteristics through typography and calligrams to create a personal identity response. **Printing**- Inspired by female artist Angie Lewin who uses natural forms as an inspiration in her print work. Creating a 2 layered foam print. **Street Art**- Discussion and debate about what is street Art. Discussing Banksy and using his influence to create an identity Street Art piece. Learning the skills of stencil art, pseudonyms and identity. **Completed on rotation throughout the year**			**Drawing skills -** Exploring drawing techniques and tonal ranges through spatial recession and composition. Developing into a tonal monoprint still life. **Cubism**- Using photography to create a synthetic or asymmetric piece of cubism. **Portraits**- Inspired by Chuck Close and his visual impairment to create a pixelated self-portrait through painting. **Pop Art**- Combining our knowledge of still life, cubism and Pop Art to create an exciting Graphic image inspired by James Rosenquist. Learning how to use enlarging techniques, measurements and accuracy to create a bold, vibrant design. **Completed on rotation throughout the year**		
HTML Following on from skills learnt in year 6, pupils research the internal hardware of a computer and create a factual HTML page. **Microbits** In this topic, pupils are introduced to Microbits and challenged to complete a series of tasks.	**Excel** Pupils continue to develop their Excel skills as they create a database themed around comic book superheroes. **Kodu** The Kodu module of work sees pupils be given the freedom to create their own multiplayer game.	**Sketch Up** Pupils design their own robot based on the television show 'Robot Wars'. **Binary** Binary is introduced to pupils as they are challenged to convert and identify binary numbers.	**Movie Maker** Pupils create mood boards to show their perfect holidays before creating their own promotional advertisement. **Excel** Following on with the holiday theme, pupils create a calculator using IF and SUM formulas.	**Flowol** Flowol allows pupils to create flow diagrams linked to computer based machinery. Pupils use trial and error to complete the tasks. **HTML** Pupils research and create a multipage website using HTML.	**HTML 2** After pupils have completed their websites they add their completed video and Excel calculator onto them and assess their suitability. **Python and Ascii** Pupils are given a brief introduction into both ASCii and Python as well as recapping their knowledge of binary numbers.
Dance is taught as a discreet subject within the KS3 curriculum. Pupils participate in four dance units across the year. Pupils have the opportunity to study a variety of styles of dance, building technique and coordination and developing their understanding of movement vocabulary. Topics covered are: **Elements of Dance** **Robot Dance** **Capoeira** **Dance Fitness** **Completed on rotation throughout the year**			Dance is taught as a discreet subject within the KS3 curriculum. Pupils participate in four dance units across the year. Pupils have the opportunity to study a variety of styles of dance, building technique and coordination and developing their understanding of movement vocabulary. Topics covered are: **Sports Dance** **Street Dance** **Parkour with props** **Music Video** **Completed on rotation throughout the year**		
Design: **Vacuum formed chocolate mould** Design and make project Developing skills with hand tools, use of the vacuum former, knowledge of materials and their properties, designing, literacy - evaluating, numeracy, marking out **Completed on rotation throughout the year**	**Food:** **Developing skills to produce a range of savoury dishes**, modifying recipes and carrying out sensory evaluations Food preparation skills, modifying recipes, literacy - evaluations **Completed on rotation throughout the year**	**Textiles:** **Coaster using applique.** Place mat Design and make project Developing skills using the sewing machine and use of patterns, designing, literacy - evaluating **Completed on rotation throughout the year**	**Design:** **Wooden box** - project linked with Stratton Developing skills - hand tools and machines, knowledge of materials and their properties, designing, literacy - evaluating, numeracy, marking out **Completed on rotation throughout the year**	**Food:** **Developing skills to produce a range of savoury dishes**, modifying recipes and carrying out sensory evaluations Food preparation skills, modifying recipes, literacy - evaluations **Completed on rotation throughout the year**	**Textiles:** **Dyed fabric cushion** Design and make project Developing skills with resist dye methods, applique, literacy - evaluation **Completed on rotation throughout the year**

Introduction to Drama Opportunities to learn key techniques used in drama. Build an understanding of creating and performing in character **Working with a playscript** Building on the introductory unit, applying skills learnt and performing a longer script. **Completed on rotation throughout the year**			**Performance skills** Developing performance skills through more advanced techniques including developing own playscript **Working with a playscript- Frankenstein** Extending knowledge and skills gained in Year 7, applying skills learnt and performing a longer script. **Completed on rotation throughout the year**		
Qu'est-ce que tu as visité? Qu'est-ce que tu as fait pendant les vacances? Qu'est-ce que tu as fait? Quiz about festivals and celebrations in the French speaking world **C'est carnaval!** Talking about holidays using past tense and discovering more about French speaking festivals. **La fête de la musique** Et avec ça? Qu'est-ce que tu vas manger? Le marché de Noël Ma vie numérique On va au ciné? Quels sont tes loisirs? Festivals, food, markets, social media/internet and free-time activities.	**Tu as fait des achats?** Elle est comment, ta région? Qu'est-ce que tu dois faire à la maison? Ma routine, ta routine Past tense, describing the region, helping at home and daily routines. **J'ai déménagé!** Bienvenue en Corse Pour aller au stade? Qu'est-ce qu'il faut faire? Pour aller au stade? Qu'est-ce qu'il faut faire? Quiz about sport and famous sportspeople in the French speaking world. Free-time, directions, using 'must' in extended sentences	**Allez les futurs champions!** Tu as passé de bonnes vacances? Qu'est-ce que tu as fait? Sporting championships around the French speaking worls, holidays using past tense and activities in the past. **Tu es allé(e) où?** Quel désastre! Mon voyage extraordinaire! Quelle est ta fête préférée? Where did you go, description of negative and positive events using the past tense and favourite festivals.	**Et avec ça?** Miam-miam, c'est bon! Tu vas faire un voyage scolaire? Bonne année! On va au ciné? Food, shopping, future school trips, New Year and leisure times including the digital world. **Quels sont tes loisirs?** Tu as fait des achats? Normalement, hier et demain Elle est comment, ta région? Qu'est-ce qu'on doit faire pour aider à la maison? Ma routine, ta routine J'ai déménagé! Hobbies, shopping, past tense, descriptions of area, using must/should in extended sentences, daily routine and moving house.	**À la découverte d'une nouvelle région** Plus ou moins? Pour aller au stade? Qu'est-ce qu'il faut faire? Ça va? New regions, description, using more or less, directions and self descriptions. **Allez, les champions!** Sports related themed topic work	**Summer Project and Transition** Language leaders, working with primaries to help language transition and creating a project that will be presented in class assemblies towards the end of the year.
Economic Activity - Primary, Secondary, Tertiary jobs Fieldwork - Biggleswade	**Weather and Climate** - A unit exploring the complexity of our atmosphere and how it affects human activity. Data analysis.	**Unfair world** A unit exploring the differences in development globally.	**Coasts** - erosion, transportation, human activity/ tourism, fieldwork, map skills (grid references/ map symbols/ contour lines) Fieldwork - Walton-on-the-Naze	**Restless Earth** A study of plate tectonics, looking at the Boxing Day tsunami as a case study example. Knowing how earth works. natural disasters.	**Changing China** - economic, social and environmental changes within China.
Norman Conquest - William the Conqueror - changes to England.	**Bedford Castle** - local study Who was Falkes de Breaute? Why was Bedford Castle important? What happened to Bedford Castle?	**Tudors** - Tudor monarchs: Henry VII, Henry VIII, Mary I, Elizabeth I. Study of their reigns and legacy.	**English Civil War** - Causes of the war, main events, execution of Charles I. Oliver Cromwell.	**British Empire** - Was it exploration, trade or war which helped the British Empire grow?	**Mongol Empire** - Genghis Khan, Great Wall of China, Silk Road.
Elements of Music, Reggae, Indian Raga, Variations There will be opportunities to use music technology in some composition tasks.Pupils will be given opportunities to: compose, analyse, listen, perform, use different forms of notation and look at the history and cultural aspects of music. **Taught on rotation throughout the year.**			**12 Bar Blues, 12 Tone Music, Rhythm and Rests, Rock and Roll, Film Soundtracks** There will be opportunities to use music technology in some composition tasks.Pupils will be given opportunities to: compose, analyse, listen, perform, use different forms of notation and look at the history and cultural aspects of music. **Taught on rotation throughout the year.**		
Indoor Athletics- running, jumping and throwing techniques. Indoor athletic events- standing long jump, turbo jav, sprint events, relay events for Pentathlon. **Netball** - passing receiving, attacking and defending skills, positioning in small and full sided game play. **Badminton** - racket control and technique, rallies, shot selection and singles and doubles game play. **Rugby**- passing receiving, attacking and defending skills.	**Basketball** - Attacking and defending skills and game play. **Football** - passing receiving, attacking and defending skills, positioning in small and full sided game play. **Trampolining** - Safety, controlled bouncing, basic Ariel shapes, creating routines. Begin rotations. **HRE** - Developing individual fitness, types of training, sustained running	**Athletics**- Development of track and field disciplines. Running, jumping and throwing techniques. **Rounders**- batting and fielding techniques. Application of rules and gameplay. **Tennis**- Stroke development to include spin. Serving and receiving serve. Singles gameplay. **Cricket**- batting and fielding techniques. Application of rules and gameplay.	**Indoor Athletics**- running, jumping and throwing techniques. All indoor athletic competition events for Heptathlon. **Netball** -passing receiving, attacking and defending skills, tactical application in small and full sided game play. Designing set plays. **Dodgeball** - Tactical application of attacking and defending principles. **Rugby** - Attacking and defending skills, positioning in small sided game play	**Badminton**- racket control and technique, rallies, shot selection and singles and doubles game play. Set plays and tactical application **Football** - passing receiving, attacking and defending skills, positioning in small and full sided game play. **Trampolining** - Safety, Ariel shapes, creating routines. Front landings, back landings, linking and twisting entrances and exits, rotations. **Hockey** - passing receiving, attacking and defending skills, positioning in small and full sided game play.	**Athletics**- Refinement of all track and field disciplines. Running, jumping and throwing techniques. **Tennis** - Stroke development to include spin. Serving and receiving serve. Doubles game play **Volleyball** -Tactical application of attacking and defending principles.
Rights & Responsibilities What is community, good / bad citizens, citizens of the UK – local community – what local issues? Citizens of the world **Relationships / Personal Identity / Budgeting** Friends, changing relationships, empathy, family dynamics, changes to circumstances, personal budgeting	**Legal & Illegal Drugs** What is a drug, difference between legal/illegal, effects of cannabis, smoking, alcohol, vaping, laws, assertive behaviour, County Lines and gangs **Crime and Punishment** Diff – rule & law, punishments, cause & effect of youth crime, Desert Island – make own laws, punishments **Mindfulness**	**Health / Wellbeing / Careers** Positive self-image, self-esteem, shyness/confidence, healthy eating, exercise & rest, personal qualities – strengths & weaknesses, Possible career path **Relationship and Sex Education/ Puberty /Risk** Changes, relationships – diff stages, diff types of feelings and levels involved in relationship, healthy / unhealthy relationships, rights & responsibilities in relationships, assertive behaviour, sexting, media representation of youth & effects on self esteem	**Rights & Responsibilities / Citizenship** Wider World – child labour, child soldier, educational rights, how parliament works, elections, create own parties, hold an election **Diverse Society** Stereotypes, discrimination in society including gender types– role of media and family, racism **Mindfulness**	**Enterprise** **Tenner Challenge** Business skills – leadership, teamwork, creativity, resilience, problem solving, calculated risks **Careers/ Money** What type of career, skills and qualities required – toolbox, diff between wants and needs, how to open a bank account	**Financial Responsibility** When to borrow, when to save, cost of running a home, the law and you – having a job at 13, recognising and resisting peer pressure – link to next topic **Relationship and Sex Education** Choices of relationships and the changes that happen in them, laws regarding sex, contraception, STIs, HIV / AIDS, pregnancy and parenthood
Bedfordshire Scheme **Atheism and Agnostic** What difference does it make to be an atheist or an agnostic in Britain today? **Sikhism** How are Sikh teachings on equality and service put into practice today?	Bedfordshire Scheme **Life after Death** What happens when we die? What difference does it make if you believe in life after death? **Incarnation** Why do Christians believe Jesus was God on Earth?	Bedfordshire Scheme **Trinity** **Why are people good and bad?** Why is there suffering in the world? Are there any good solutions?	Bedfordshire Scheme **What do people believe about God and the Universe?** **People of God** Do prophets still influence us today?	Bedfordshire Scheme **Core and diverse Islam:** what is universal and what is different? **It's my life:** What should I do with it?	Bedfordshire Scheme **Trinity** **Creation:** Should Christians be greener than everyone else? **How can people express the spiritual through the arts?**