



Whole School Curriculum 2020 - 2021

	Year 5			Year 6		
	Autumn	Spring	Summer	Autumn	Spring	Summer
English	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	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 London Eye Mystery - drawing inferences about characters' feelings, thoughts and motives from their actions. Exploring themes and issues, and developing and sustaining ideas through discussion. Writing with confidence for real purposes and audiences. 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. Opportunities 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	Forces Explore various forces through investigation e.g. air resistance, upthrust, friction, levers, gears and pulleys. Earth and Space Exploring the Earth and beyond, why do we have seasons, phases of the moon, what is in our solar system.	Properties of materials Classification of materials, chemical and physical reactions, separation techniques. Living things and their habitats 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	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.	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.	Evolution Fossils, natural selection, adaptation environment. Transition project
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 tessellation designs.	William Morris Printing - Exploring William Morris' natural forms work and creating a print inspired by this. 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	SWEETS - Exploring drawing techniques using Sarah Graham (local artist) as inspiration. Looking at how artists create Photorealism. Cave Art - The original 'Street Art' - how it was created exploring different techniques and narratives to create their own.
Computing	Introduction to Computing at EP Scratch - single player game	Excel - spreadsheets and sum function Google Docs - research and presentation key events in history- Howard Carter's discovery of the tomb of Tutankhamun	Google Slides - create a working e-book Sketch Up - computer aided design	Scratch - revisit 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	Kodu - programming animated Mars Rover Google Docs - research and presentation key events in history- the death of Queen Victoria	HTML - using HTML to create a webpage on e-safety Excel - Creating a database linked to WW2 topic
Ceramics/ Young Leaders						
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, applique, attaching buttons, ribbon, stuffing a shape, designing, literacy - evaluation Sampler Card. Design and make project Developing hand stitching skills, applique, attaching buttons, ribbon, stuffing a shape, designing, literacy - evaluation	Design: 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, applique, attaching buttons, ribbon, stuffing a shape, designing, literacy - evaluation

Drama						
French	<p>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.</p>	<p>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.</p>	<p>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.</p>	<p>Où 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? Looking at different ways to talk about sports and hobbies and discussing sport within the French world context. Family, home and daily routines.</p>	<p>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.</p>	<p>Qu'est-ce que tu as visité? Qu'est-ce que tu as fait? Tu es allé(e) où? Previous holidays and past tense.</p>
Geography	<p>Where in the world? - Knowing where places are in the world is fundamental for Geography. This study will develop pupil confidence using an Atlas, as well as reinforce valuable skills such as latitude and longitude. It will also give children a deeper understanding of the seven continents by studying a sample of them and the countries which make up them as well.</p>	<p>Where are our resources? They will recognise which products are most popular, understand global supply chains and gain a better understanding of how this directly affects their choices as a consumer. Pupils will also gain an understanding of the term food miles and the uneven distribution of resources globally.</p>	<p>We are Biggleswade A settlement study, using Biggleswade as an example. Pupils will learn of the origins of settlements, but also the different types of settlement and features of a town or city. There is also an opportunity for children to gain fieldwork experience by going into Biggleswade itself.</p>	<p>This is the UK: A study of the human and physical features of the UK. Pupils will be able to locate an array of physical features but also understand the social, economic and political set up of the nation too.</p>	<p>Walking the Americas: They will get a chance to explore the human and physical features of North and South America but also the social, economic, political and environmental challenges the continent faces and how these compare with the challenges faced in the U.K.</p>	<p>Amazing Adaptations: They will learn about a range of biomes around the world. They will study the locations, explore the climates but also the fauna and flora which live there. There will also be fieldwork to experience out of classroom learning.</p>
History	<p>What did the Ancient world achieve? This is a study of the Ancient Greek and Egyptian civilizations. The study explores the social, economic and political changes experienced by both civilizations but also the impact these achievements have on modern day (how they influence modern day thinking).</p>	<p>What has early Islam given modern day? They will compare Baghdad and London C.AD 900, but also make links with other cultures that contributed to the development of early Islam. There is a strong emphasis on children investigating issues and solving valid historical questions recognising the nature of the evidence on which their judgements and knowledge are based.</p>	<p>How can family teach us history? A local history study where children take one of the families which the school houses are named after. From that they will produce a project which outlines the family history, the conditions in Biggleswade and Britain at the time but also the impact that family had not only in Biggleswade but with national events.</p>	<p>Elizbaethan times: Just banquets and fun? This study picks up a few hundred years after Robin Hood. It looks at the reign of Mary I and Elizabeth I (the first queens of England). It will focus on the positives and negatives of their reign, but also the changes they introduced which helped in one way or the other the development of the country.</p>	<p>We are the Victorians The Victorian era is synonymous for social and industrial developments in the U.K and it's Empire. In this study children will gain an understanding of the lives of rich and poor Britons changed, but also the developments which still bare a legacy in today's world.</p>	<p>Battle of Britain Undeniably one of the world's largest conflicts, this study is focussed more on the impact of the war on the homefront. Pupils will witness the challenges experienced by the country at this time, the decisions made (e.g. evacuation) but also how the role of women changed further in society to help with the war efforts; particularly during the Battle of Britain.</p>
Music	<p>Rhythm and Notation Shackleton (Songs and creative music)</p>	<p>Instruments of the Orchestra African Music 'Mama Miti'</p>	<p>Stories in Music Fanfares and Marches</p>	<p>Stave Notation Keyboard 1 Songwriting</p>	<p>Graphic Scores Keyboard skills 2</p>	<p>Japanese Music Rondo and Rounds</p>
P.E.	<p>Run, Jump, Throw - fundamentals of movement phrases and patterns. Indoor Athletics- running, jumping and throwing techniques. Indoor athletic events- standing long jump, turbo jav, sprint events, relay events for Pentathlon. Circus Dance - introduction to replication, counting, timing and use of unison and mirroring. Team work - Introduction to effective communication skills, listening skills, leadership skills and the fundamental skills required to work as part of a successful team.</p>	<p>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.</p>	<p>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.</p>	<p>Run, Jump, Throw - application of movement phrases and patterns into specific track and field based events. Indoor Athletics- running, jumping and throwing techniques. Indoor athletic events- standing long jump, turbo jav, sprint events, relay events for Pentathlon. James Bond Dance - replication, timing, relationships, choreography creation, class dance. Hockey- passing, receiving and dribbling skills. 1:1 tackling, basic rule application and game play. Tag rugby- recap passing, receiving, movement on and off of the ball. Tagging and positioning for defensive play. Small and full sided match play.</p>	<p>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. Tag Rugby- recap passing, receiving, movement on and off of the ball. Tagging and positioning for defensive play. Small and full sided match play. Invasion Games- tactical application of core skills of movement, communication, and tactical decision making into game play and competitive situations.</p>	<p>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. Tennis- racket control, scoring and basic rules. Rallying and simple competition structures. Cricket- Throwing and receiving techniques. Bowling and batting techniques, rule application and game play.</p>

P.S.H.C.E.	<p>Relationships Valuing Differences Respect & Bullying Listening to others; Raise concerns and challenge; Importance of friendships; Positive friendships and wellbeing; Mutual respect; Sharing points of view; Stereotypes; Types of bullying and how to get help; Discrimination</p> <p>Health & Wellbeing Healthy Lifestyles Mental Wellbeing Taking care of mental health; Managing challenges; Seeking support for themselves and others; What positively and negatively affects health and wellbeing; Making informed choices; That mental health is part of daily life: The importance of taking care of mental health; Strategies and behaviours that support mental health</p> <p>Keeping Active Benefits of a balanced diet; Different influences on food; Skills to make choices; Balancing Internet use; How physical activity affects wellbeing</p>	<p>Living in the Wider World Environment Careers Career types; Challenging career stereotypes; Different rights, responsibilities and duties</p> <p>Money Importance of finance in people's lives</p> <p>Health & Wellbeing Growing and Changing Recognising what they are good at; setting goals; aspirations</p> <p>Keeping Safe Emergencies & First Aid Keeping personal information private; Keeping safe online; First aid and techniques for basic injuries</p>	<p>Living in the Wider World Rights and Responsibilities Discuss and debate health and wellbeing issues; Rules and laws; Respecting and resolving differences</p> <p>Relationships Healthy Relationships Staying Safe Privacy and personal boundaries; Acceptable and unacceptable contact; Permission-seeking and giving; Personal safety, including FGM; Actions have consequences; Working collaboratively; Negotiation and compromise; A positive, healthy relationship; Recognize different types of relationships; Responding safely to adults whom they do not know</p> <p>Feelings and Emotions Responding to feelings of others; Seeking support if feeling lonely; Healthy relationships make people feel included; Impact of bullying, including online; Consequences of hurtful behaviour</p>	<p>Relationships Valuing Differences Managing Change Developing friendship skills; Changing and ending friendships; Managing change, loss, bereavement; Sources of support</p> <p>Health & Wellbeing Healthy Lifestyles Health & Hygiene Making informed choices regarding a healthy lifestyle, including nutrition; Hygiene and bacteria and viruses; Allergies and getting help in an emergency; Vaccination and immunization</p> <p>Mental Health Strategies to respond to feelings; recognize warning signs and mental health and wellbeing and how to seek support</p>	<p>Living in the Wider World Environment Personal Identity What contributes to who we are; Personal strengths; Interests; Setting goals; Managing setbacks; New opportunities and responsibilities; Diversity within a society</p> <p>Relationships Feelings & Emotions Strategies for recognizing and managing peer influences; how relationships change over time</p> <p>Healthy Relationships Friendships and Staying Safe Opportunities to connect online; The nature of online-only friendships; Reporting harmful content and contact; Staying safe online</p>	<p>Living in the Wider World Rights & Responsibilities Media Literacy How data is shared and used online; Evaluating reliability of sources; Misinformation and targeted information; Choosing age-appropriate TV, games and online content; Influences relating to gambling</p> <p>Health & Wellbeing Growing & Changing Puberty & Reproduction Growing up and developing independence; Managing the changes of puberty; Menstrual wellbeing; How a baby is made</p> <p>Keeping Safe Substances Drugs common to everyday life; Risks and effects of alcohol and smoking; Rules and laws</p>
Religious Education	<p>Bedfordshire Scheme</p> <p>Introduction to RE How and why do some people inspire others?</p> <p>The Bible What does it mean if Christians believe God is holy and loving?</p>	<p>Bedfordshire Scheme</p> <p>Values: What matters most to Humanists and Christians?</p> <p>Beliefs Why do some people believe in God and some people not?</p>	<p>Bedfordshire Scheme</p> <p>The Trinity and Lifepath- John Bunyan</p> <p>Hinduism What helps Hindu people as they try to be good?</p>	<p>Bedfordshire Scheme</p> <p>The Big Story (Understanding Christianity)</p> <p>Community</p>	<p>Bedfordshire Scheme</p> <p>How is faith expressed in Islam?</p> <p>Islam</p> <p>Christianity What do Christians believe Jesus did to 'save' people?</p>	<p>Bedfordshire Scheme</p> <p>Trinity How does faith enable resilience?</p> <p>Creation and science: conflicting or complementary?</p>

Year 7			Year 8		
Autumn	Spring	Summer	Autumn	Spring	Summer
<p>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.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>
<p>Algebraic Thinking: Exploring Sequences Equality and equivalence Place Value Place Value and Ordering Fraction, decimal and percentage equivalence</p>	<p>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</p>	<p>Lines and Angles Construction and Measuring Geometric Reasoning Reasoning with number Developing Number Sense Sets and Probability Prime Numbers and Proof</p>	<p>Proportional Reasoning Ratio and Scale Multiplicative Change Multiplying and Dividing Fractions Representation Working in the Cartesian plane Representing Data Probability</p>	<p>Algebraic Techniques Brackets, equations and inequalities Sequences Indices Developing Number Fractions and Percentages Standard Index Form Number Sense</p>	<p>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</p>
<p>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, gas pressure and separation techniques.. Forces Building on knowledge from KS2. Contact and non-contact forces, motion, distance-time graphs, gravity , mass and weight.. Organisms Skeleton, muscles, observing cells, plant and animal cells, specialised cells, Movement of substances, Unicellular organisms.</p>	<p>Reactions Metals and non-metals, metals and acids, displacement reactions, oxidation, acids and alkalsi and neutralisation. Electromagnets - Electric circuits, resistance static charge, electric fields. Energy - energy transfer, rates, cost of energy, sotres and transfer of energy,potential, kinetic and elastic energy..</p>	<p>Waves Build on knowledge from KS2. Exploring sound and light. Ecosystems - Food webs, toxins in the environment, ecological balance, plants EARTH - Structure, igneous, metamorphic and igneous rocks, stars and galaxies, universe Adolescence, male and female reproductive systems, fertilisation and implantation, development of foetus, Menstrual cycle, pollination and fertilisation in plants. Genes - Variation, male and female reproductive organs, fertilisation, development of foetus.</p>	<p>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. Separation techniques Mixtures, solutions, solubility, filtration, evaporation & distillation and chromatography.</p>	<p>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. Adaptation and inheritance adaptation, variation, continuous and discontinuous, inheritance, natural selection, extinction.</p>	<p>Motion and Pressure Speed, motion graphs, pressure on solids and in gases and liquids. turning forces. Ecosystems Processes Photosynthesis, leaves, plant minerals, chemosynthesis, aerobic and anaerobic respiration, bioaccumulation, ecosystems. The Earth Atmosphere, rocks, rock cycle, carbon cycle, climate change, recycling. Transition project. Look at investigative planning and techniques linked to GCSE practicals.</p>
<p>William Morris Printing - inspired by William Morris' love of nature and Typography. Using foam to create a print of their initial, combined with natural forms. Self Image- Looking at our personal identity, reflecting on key characteristics through typography and calligrams to create a personal identity response. 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. Perspective - Looking at one and two point perspective, introducing objects and lettering into these viewpoints. *Completed on rotation throughout the year</p>			<p>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</p>		
<p>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.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>	<p>Python and Ascii Pupils are given a brief introduction into both ASCii and Python as well as recapping their knowledge of binary numbers. Upper School Bridging Project Pupils develop further computing key skills in preparation for upper school</p>
<p>Ceramics is taught as a discreet subject within the Year 7 curriculum. Pupils complete four projects during their rotation: William Morris- through exploring the work of William Morris, pupils develop initial skills in designing, handling and creating ceramics. Pupils produce a bowl with a William Morris inspired design. Georgia O'Keefe- analysing the work of artists Georgia O'Keefe, pupils expand their ceramic skills, creating glazed flowers. Hundertwasser- examining the work of visual artist and architect Hundertwasser, pupils extend their ceramic skills further, focusing on the construction of different elements. Gaudi-</p>			<p>The Archbishop of York's Young Leader Award is taught as a discreet subject withing the Year 8 curriculum. Pupils complete a range of personal, school based and community projects linking with the exploration of developing a sense of community, leadership skills and values explored in PSHCE and RE. Pupils are encouraged to put into action the values and skills they have developed to help build a better community in school and the wider area. Completed on rotation through the year.</p>		
<p>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 Twisty Fish Design and make project. Developing skills with hand tools, use of the line bender, knowledge of materials and their properties, designing, literacy, numeracy, marking out. Completed on rotation throughout the year</p>	<p>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</p>	<p>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</p>	<p>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</p>	<p>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</p>	<p>Textiles: Dyed fabric cushion Design and make project Developing skills with resist dye methods, applique, literacy - evaluation Completed on rotation throughout the year</p>

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 world. 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.	Mon monde a moi Talking about likes and dislikes Talking about after school clubs Describing friends Describing holiday celebrations Discussing what you are going to wear Talking about earning money Talking about what you want to do later Talking about what you will do in the future Talking about what things will be like in the future	Ma vie en musique Talking about musical tastes Tu étais comment? Describing what you used to be like Comparing your primary and middle school Talking about how things have changed De jeunes réfugiés Interviewing a young refugee Le meilleur du monde Talking about food and describing a photo Discussing eating habits Action pour la nature Talking about animals and the natural world Talking about plastic and the environment	J'aimerais changer le monde Discussing how you would change the world Discussing where you would like to go Discussing impressive sights and monuments Combining infinitives and verbs to express your likes and dislikes Preparing a factfile and an advert about a French speaking country Discussing young French speakers you would like to meet Discussing future plans Discussing a past trip round the world Project : Writing an article about a French speaking artist, musician or sportsperson using questions and answers.
Unstable Climate: Pupils will learn what causes different types of weather and will also gain an appreciation for the impacts of extreme weather such as hurricanes, with Hurricane Katrina as an example, and natural hazards caused by extreme weather such as the Australia bushfires of 2019-20.	Where is the money? A study within the UK looking at economic activity, focussing on primary, secondary and tertiary industries. Pupils will be able to justify the location of certain industries using maps and other forms of data, allowing them to explain the human and physical factors which influence these industries.	Unfair world Having understood what triggers the UK economy, pupils will undertake a study which explores global development (focussing on development indicators) before then identifying the distribution of wealth and the challenges certain populations experience, for example the slums in Kibera.	Changing China: This study will introduce children to the human and physical geography of China, focussing on economic, social and environmental changes caused by China's economic development. It will also study China's partnership with countries around the world through trade and resource management.	Restless Earth They will understand what happens in plate tectonics and study the economic, social, environmental and political impacts of tectonic disasters such as Boxing Day Tsunami 2004 and the Hawaii volcano 2018.	Fragile Coasts: This study introduces pupils to the relationship between human and physical activity on the coast - with an overall question "should we manage the coastline?" This includes fieldwork task which will test hypothesis.
Contested power and land; In this unit children will gain an understanding of the social and religious changes experienced at the turn of previous millennia. They will learn about the conflicts which arose between the growing strength of Christianity and Islam, but also within Europe how some political leaders were already exercising their will and the outcomes of these actions.	Empire: Expansion and Collapse: Having recognised the growing strength of individuals and religions in 1000CE, pupils will now explore how this growing political and religious strength has allowed Empires to develop around the world, as well as the development of Britain's Empire itself within the U.K. It will also outline some of the hardships faced by these Empires which did cause turmoil and in some cases collapse.	Revolutions in Religion This study oversees a change in Europe where political leaders, now having exercised their power over the people, are now beginning to exercise their power over religion. This study details the beginnings of Protestant Europe, and the consequences of such change in European politics.	Development of State and Society in Britain: Following on from the religious changes, this study explores the political impacts of these by focussing on the English Civil War, Glorious revolution and Acts of Union. These events saw huge political changes in Britain, including the ever increasing power of the government/parliament as a voice of the people.	British Empire - A powerful example of British superiority, this study explores whether it was exploration, trade or war which caused the Empire to grow, but also whether the British stuck to their core belief of: responsible, duty, sympathetic and self-sacrifice. Pupils will evaluate the British rule in India as well as critically reflect on the benefits of Triangular Trade.	Enlightenment in Europe: With many European countries having established Empires in the 17th and 18th centuries, this study focuses on how this power and wealth was used to benefit Europe. It is also a chance for children to understand the increasing power and confidence of the people which led to events such as the French Revolution.
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. Athletics- Development of track and field disciplines. Running, jumping and throwing techniques. Cricket- batting and fielding techniques. Application of rules and gameplay. Badminton- racket control and technique, rallies, shot selection and singles and doubles game play. Set plays and tactical application	Basketball - Attacking and defending skills and game play. Football - passing receiving, attacking and defending skills, positioning in small and full sided game play. Netball - passing receiving, attacking and defending skills, positioning in small and full sided game play. Rugby- passing receiving, attacking and defending skills.	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. Fitness - Developing individual fitness, types of training, sustained running	Indoor Athletics- running, jumping and throwing techniques. All indoor athletic competition events for Heptathlon. Athletics- Refinement of all track and field disciplines. Running, jumping and throwing techniques. Cricket- batting and fielding techniques. Application of rules and gameplay.	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. Netball -passing receiving, attacking and defending skills, tactical application in small and full sided game play. Designing set plays. Rugby - Attacking and defending skills, positioning in small 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. Basketball - Attacking and defending skills and game play.

<p>Relationships Valuing Differences Friendships & Diversity Respectful relationships and conflict resolution, including online; Equality, diversity and tackling prejudice-based bullying and discrimination, including online Feelings & Emotions To manage growth and change as normal parts of growing up Health & Wellbeing Healthy Lifestyles Physically and mentally healthy lifestyles; Healthy sleep habits; Dental health; Managing stress; Accessing health services</p>	<p>Living in the Wider World Environment Careers Developing enterprise skills; the world of work and young people's employment rights Health & Wellbeing Growing & Changing Substances Social norms regarding drugs, alcohol and tobacco; Myths and misconceptions; Influence and risks relating to substance use Keeping Safe How to identify risk and manage personal safety in situations</p>	<p>Living in the Wider World Rights & Responsibilities Challenging career stereotypes and raising aspirations Money Economic Wellbeing Evaluating value for money; Debt, fraud and personal values around finance; Financial exploitation Relationships Healthy Relationships Healthy and positive relationships, including intimate relationships; Expectations and stereotypes in relationships; Managing strong feelings; The concept of consent</p>	<p>Relationships Valuing Differences Friendships & Managing Influences Managing social influence, peer pressure and peer approval; Strategies to manage pressure to conform within a group and in relation to substance abuse Feelings & Emotions Tackling racism and religious discrimination; Promoting human rights Health & Wellbeing Healthy Lifestyles / Growing & Changing Mental Health & Wellbeing Attitudes to mental health and emotional wellbeing; Digital resilience; Body image; Healthy and unhealthy coping strategies; Seeking support for themselves and others</p>	<p>Living in the Wider World Environment / Money Careers & Tenner Challenge Life and career aspirations; Personal strengths and skills for employment; Stereotypes; Routes into careers; Progression routes; Online presence; Young Leaders' Award Health & Wellbeing Keeping Safe First Aid First aid including CPR and defibrillator use; Personal safety including travel safety</p>	<p>Living in the Wider World Rights & Responsibilities Moving Forward Personal strengths, celebrating successes and setting goals; Moving on to a new school; Managing change Relationships Healthy Relationships Relationship norms; Stereotypes and expectations of gender roles, behaviour and intimacy; Gender identity and sexual orientation; Consent in intimate situations; Contraception and sexual health</p>
<p>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?</p>	<p>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?</p>	<p>Bedfordshire Scheme Trinity Why are people good and bad? Why is there suffering in the world? Are there any good solutions?</p>	<p>Bedfordshire Scheme What do people believe about God and the Universe? People of God Do prophets still influence us today?</p>	<p>Bedfordshire Scheme Core and diverse Islam: what is universal and what is different? It's my life: What should I do with it?</p>	<p>Bedfordshire Scheme Trinity Creation: Should Christians be greener than everyone else? How can people express the spiritual through the arts?</p>