



# Whole School Curriculum 2023 - 2024

	Year 5			Year 6		
	Autumn	Spring	Summer	Autumn	Spring	Summer
<b>English</b>	<b>The Last Wild-</b> 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. <b>Spelling Shed and Accelerated Reader Handwriting practice and development</b>	<b>Tom's Midnight Garden (graphic novel)-</b> developing empathy and inference through discussion of and response to illustrations as part of the writing process. Developing bookmaking skills and helping pupils see themselves as authors <b>Spelling Shed and Accelerated Reader Handwriting practice and development</b>	<b>Mama Miti-</b> 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. <b>Spelling Shed and Accelerated Reader Handwriting practice and development</b>	<b>The London Eye Mystery-</b> exploring plot and characters, pupils will draw inferences about characters' feelings, thoughts and motives from their actions as well as exploring themes and issues. Pupils will develop creative responses through drama, storytelling and artwork, writing in role and with confidence for real purposes and audiences. <b>Spelling Shed and Accelerated Reader Handwriting practice and development</b>	<b>Clockwork-</b> 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 <b>Spelling Shed and Accelerated Reader Handwriting practice and development</b>	<b>Tales from the Caribbean-</b> establish and develop an insight into the culture, geography and history of the countries introduced, be given the opportunity to develop the skill of oral storytelling, explore a story and its meaning through role-play and through writing in role, develop a personal and distinctive voice to support storytelling and writing inspired by the collection, develop reader response by exploring interpretations of themes, plots and characters actions and motivations through discussion and debate. <b>Spelling Shed and Accelerated Reader Handwriting practice and development</b>
<b>Maths</b>	<b>Number:</b> Place value; addition and subtraction; Multiplication and division 1; Fractions 1.	<b>Number:</b> Multiplication and division 2; Fractions B; Decimals and percentages; <b>Measurement:</b> Perimeter and area. <b>Statistics</b>	<b>Geometry:</b> Properties of shapes and angles ; Position and direction. <b>Number:</b> Decimals; Negative numbers. <b>Measurement:</b> Converting units; Volume.	<b>Number:</b> Place value; Addition and subtraction, multiplication and division. Fractions 1; Fractions 2. <b>Measurement:</b> Converting units .	<b>Number:</b> Ratio; Algebra; Decimals; Fractions, decimals and percentages. <b>Measurement:</b> Area, perimeter and volume. <b>Statistics</b>	<b>Geometry:</b> Properties of shapes; Position and direction <b>Themed projects, consolidation and problem solving.</b>
<b>Science</b>	<b>Lab safety.</b> Working in a Lab. Introduction to Laboratory equipment and health and safety rules. <b>Earth and Space</b> Exploring the Earth and beyond, why do we have seasons, phases of the moon, what is in our solar system. <b>Forces</b> Explore various forces through investigation e.g. air resistance, upthrust, friction, levers, gears and pulleys.	<b>Properties of materials</b> Classification of materials, chemical and physical reactions, separation techniques. <b>Animals including humans</b> Reproduction in plants and various animals. Asexual and sexual reproduction, changes in physical attributes <b>Science Week (March)</b>	<b>Living things and their habitats</b> Exploring different animals and their life cycles. <b>Working scientifically investigations</b> Developing scientific investigation skills and writing up investigations-waves	<b>Lab safety</b> Recap Introduction to Laboratory equipment and health and safety rules. . Students will learn how to light and use a Bunsen burner later in the term. <b>Animals including humans</b> Explore digestive, circulatory and skeletal systems within the human body. Recognise the impact of diet, exercise, drugs and lifestyle have on the way the body functions .Describe the ways nutrients and water are transported within animals, including humans.  <b>Light</b> How light travels in straight lines. How we see objects, light sources, shadows. We will go into the topic in depth to study reflection, refraction and the spectrum	<b>Electricity</b> We will look at how voltage affects the brightness of a bulb in a series circuit use various components and know how to represent them as symbols <b>Evolution and inheritance</b> We will explore how fossils provide information about living things that inhabited the Earth millions of years ago. Natural selection and how living organisms adapt to suit their environment. Link adaptation to evolution. <b>Science Week (March)</b>	<b>Living things and their habitats</b> Explore classification of animal kingdom, habitats, food chains and webs.  <b>Transition project: Cells</b> Exploring the building blocks of all living things- cells. Developing knowledge and use of microscopes.
<b>Art</b>	<b>Vincent Van Gogh- Starry Night.</b> Colour mixing skills. Painting collage creating a group piece and working collaboratively . <b>Ancient Greek art-</b> scratch art using Greek patterns to create an Ancient Greek pot. Exploring the history and uses of Greek pots.	<b>Chiaroscuro-</b> Rembrandt Portraits of 17th Chiaroscuro techniques. Exploring through Pastel, chalk and photography. <b>Tesselation-</b> Kaffe Fassett and M.C.Esher Colour contrasts and tessellation designs. Creating our own tessellation designs.	<b>William Morris Printing</b> - Exploring William Morris' natural forms work and creating a print inspired by this.  <b>Monet's Water Lillies-</b> Exploring colour and composition inspired by Monet's waterlilies. Learning impressionist styles and techniques.	<b>Leonardo Da Vinci-</b> Mark making techniques Celebrating different stages of evolution. Insects, bugs- creating a 3D model. <b>Music &amp; Art-</b> Exploring colours, feelings, emotions and wellbeing when applying music to Art. Introduction to colour theory.	<b>Tiger in the Storm-</b> Looking at creating a sense of depth and narrative in a painting. Layers to create a fore, mid and background using oil pastels. <b>Egyptian-</b> Exploring canopic jars and creating a 3D model through the use of clay. Inspired by the spiritual influences of Egyptian culture	<b>SWEETS</b> - Exploring drawing techniques using Sarah Graham (local artist) as inspiration. Looking at how artists create Photorealism. <b>Cave Art-</b> The original 'Street Art' - how it was created exploring different techniques and narratives to create their own.
<b>Computing</b>	<b>Computing systems and networks - Sharing information:</b> Develop understanding of computer systems and how information is transferred between systems and devices. Explain the input, output, and process aspects of a variety of different real-world systems. <b>Creating media - Vector drawing:</b> Start to create vector drawings. Learn how to use different drawing tools to create images.	<b>Creating media - Video editing:</b> Learn how to create short videos in groups. Using topic-based language and developing the skills of capturing, editing, and manipulating video. <b>Data and communication - Flat file databases:</b> Explore how a flat-file database can be used to organise data in records. Pupils use tools within a database to order and answer questions about data.	<b>Programming A - Selection in physical computing:</b> Using physical computing to explore the concept of selection in programming through the use of the Crumble programming environment. Explore how to use a microcontroller and learn how to connect and program components. <b>Programming B Selection in Quizzes:</b> Develop their knowledge of selection by revisiting how conditions can be used in programs and then learning how the If... Then... Else structure can be used to select different outcomes depending on whether a condition is true or false.	<b>Computing systems and networks - Communication:</b> Learning about the World Wide Web as a communication tool. How we find information on the World Wide Web, through learning how search engines work (including how they select and rank results) and what influences searching, and through comparing different search engines. <b>Creating media - 3D Modelling:</b> Develop knowledge and understanding of using a computer to produce 3D models. Examining the differences between working digitally with 2D and 3D graphics.	<b>Creating media - Web page creation:</b> Creation of websites for a chosen purpose. Identify what makes a good web page and use this information to design and evaluate their own website using Google Sites. <b>Data and information - Spreadsheets:</b> Introduction to spreadsheets. Organising data into columns and rows to create their own data set. Understanding the importance of formatting data to support calculations, while also being introduced to formulas.	<b>Programming A: Variables in games:</b> Exploring the concept of variables in programming through games in Scratch. Using understanding of variable to create simulations and their own games in Scratch. <b>Programming B - Sensing:</b> Applying knowledge gained in different programming unit in a different, but still familiar environment whilst also utilising a physical device - the micro:bit. Build in and test in the programming environment before transferring it to their micro:bit.
<b>Ceramics/ Young Leaders</b>						



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<b>Design Technology</b>	<b>Design</b> <b>Door Sign.</b> Design and make project Developing skills with designing, hand tools, numeracy - measuring, literacy - evaluation <b>Push torch.</b> Design and make project Simple electronics, designing, communicating, evaluating- literacy	<b>Food</b> <b>Healthy Eating,</b> Developing skills to prepare nutritional dishes <b>Food preparation skills,</b> Modifying recipes, Literacy - reading and following a recipe	<b>Textiles:</b> <b>Stitched Card.</b> Skills and designing project Developing hand stitching skills, designing, literacy - evaluation	<b>Design:</b> <b>Automota</b> Developing skills with designing, hand tools, mechanisms, numeracy - measuring, literacy, evaluations	<b>Food:</b> <b>Healthy eating, seasonality.</b> Developing skills to prepare nutritional dishes Food preparation skills, Modifying recipes, Literacy - reading and following a recipe	<b>Textiles:</b> <b>Puppet making.</b> Developing hand stitching skills, applique, attaching buttons, ribbon, stuffing a shape, designing, literacy - evaluation
<b>Drama</b>						
<b>French</b>	<b>La rentrée As-tu des frères et sœurs?</b> 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.	<b>Mon interview par vidéo!</b> 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.	<b>Un collège super cool!</b> 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.	<b>Où habites-tu ?</b> 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.	<b>Où vas-tu le weekend?</b> 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.	<b>Qu'est-ce que tu as visité?</b> Qu'est-ce que tu as fait? Tu es allé(e) où? Previous holidays and past tense.
<b>Geography</b>	<b>Where in the world?</b> - 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.	<b>Investigating world trade and Food for thought:</b> 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.	<b>We are Biggleswade</b> 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.	<b>This is the UK:</b> 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. This topic also explores the use of resources in the UK.	<b>Walking the Americas:</b> 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.	<b>Amazing Adaptations:</b> 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.
<b>History</b>	<b>How can family teach us history?</b> 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.	<b>What did the Ancient world achieve?</b> 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).	<b>What has early Islam given modern day?</b> 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.	<b>Elizbaethan times: Just banquets and fun?</b> 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.	<b>We are the Victorians</b> 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.	<b>Battle of Britain</b> 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.
<b>Music</b>	<b>Rhythm and Notation</b> How to read and write rhythms using musical notation. Composing rhythmic music on a given theme. <b>Space</b> Songs, music appreciation and creative music	<b>Instruments of the Orchestra</b> <b>Fanfares and Marches</b>	<b>Stories in Music</b> <b>African Music</b>	<b>Stave Notation Keyboard 1</b> <b>Songwriting</b>	<b>Graphic Scores</b> <b>Keyboard skills 2</b>	<b>Japanese Music</b> <b>Rondo and Rounds</b>



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<b>P.E.</b>	<p><b>Indoor Athletics</b>- fundamentals of movement phrases and patterns. Running, jumping and throwing techniques. Indoor athletic events- standing long jump, turbo jav, sprint events, relay events for Pentathlon.</p> <p><b>Dance</b> - introduction to replication, counting, timing and use of unison and mirroring.</p> <p><b>Team work</b> - Introduction to effective communication skills, listening skills, leadership skills and the fundamental skills required to work as part of a successful team.</p> <p><b>Netball</b> - passing, receiving and dribbling skills. 1:1 tackling, basic rule application and game play.</p>	<p><b>Gymnastics</b> - balancing on points and patches, exploring pathways, basic locomotion and rotation, individual routine creation.</p> <p><b>Football</b>- Passing, receiving, control and movement. Small sided and conditioned games.</p> <p><b>Basketball</b> - Passing, receiving, shooting and dribbling. Basic gameplay.</p> <p><b>Tag rugby</b>- passing, receiving, movement on and off of the ball, match play, rule application.</p>	<p><b>Athletics</b>- application of running, jumping and throwing skills into athletic specific disciplines.</p> <p><b>Track</b> - focus on running for distance and pacing.</p> <p><b>Field</b> - focus jumping for distance and pull throws in javelin.</p> <p><b>Tennis</b>- grip, body position, controlling the racket face, forehands, backhands and rallies. Low bounce tennis balls used.</p> <p><b>Rounders</b>- over and under arm throwing technique. Bowling and batting techniques, fielding and barrier techniques, basic rule application.</p>	<p><b>Tag Rugby</b> - Recap passing, receiving, movement on and off the ball, exploring pathways. Rule application and understanding the basics of tackling ready for contact rugby in year 7</p> <p><b>Indoor Athletics</b>- running, jumping and throwing techniques. Indoor athletic events- standing long jump, turbo jav, sprint events, relay events for Pentathlon.</p> <p><b>Dance</b> - replication, timing, relationships, choreography creation, class dance.</p> <p><b>Netball</b>- passing, receiving and dribbling skills. 1:1 tackling, active thinking and more moderate understanding game play.</p>	<p><b>Gymnastics</b> - balances, locomotion and pathways. Partner work counterbalance and counter tension. Paired routines.</p> <p><b>Football</b>- passing and receiving skills, dribbling, shooting, 1:1 defending and body position, basic formation and match play.</p> <p><b>Basketball</b> - Passing, receiving, shooting and dribbling. Basic gameplay.</p> <p><b>Badminton</b>- tactical application of core skills of movement, Developing basic racket skills, control and scoring. Understanding simple competition structures.</p>	<p><b>Athletics</b>- application of running, jumping and throwing skills into athletic specific disciplines. E.g sprints and relay changeovers and jumping sequences and push throws.</p> <p><b>Rounders</b> - Throwing and receiving techniques. Bowling and batting techniques, more indepth rule application and game play experience.</p> <p><b>Tennis</b>- racket control, scoring and basic rules. Rallying and simple competition structures. Low to medium bounce tennis balls.</p>
<b>P.S.H.C.E.</b>	<p><b>Relationships Valuing Differences Respect &amp; Bullying</b> 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><b>Health &amp; Wellbeing Healthy Lifestyles</b> <b>Mental Wellbeing</b> 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><b>Keeping Active</b> Benefits of a balanced diet; Different influences on food; Skills to make choices; Balancing Internet use; How physical activity affects wellbeing</p>	<p><b>Living in the Wider World Careers</b> Career types; Challenging career stereotypes; Different rights, responsibilities and duties</p> <p><b>Money</b> Importance of finance in people's lives</p> <p><b>Health &amp; Wellbeing Growing and Changing</b> Recognising what they are good at; setting goals; aspirations</p> <p><b>Keeping Safe Emergencies &amp; First Aid</b> Keeping personal information private; Keeping safe online; First aid and techniques for basic injuries</p>	<p><b>Living in the Wider World Rights and Responsibilities</b> Discuss and debate health and wellbeing issues; Rules and laws; Respecting and resolving differences</p> <p><b>Relationships Healthy Relationships Staying Safe</b> Privacy and personal boundaries; Acceptable and unacceptable contact; Permission-seeking and giving; Personal safety; 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><b>Feelings and Emotions</b> 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><b>Health &amp; Wellbeing Puberty</b> How puberty changes can affect our emotions and feelings and ways to manage this; questions about puberty and change, including periods and wet dreams</p>	<p><b>Relationships Valuing Differences Managing Change</b> Developing friendship skills; Changing and ending friendships; Managing change, loss, bereavement; Sources of support</p> <p><b>Health &amp; Wellbeing Healthy Lifestyles Health &amp; Hygiene</b> 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><b>Mental Health</b> Strategies to respond to feelings; recognize warning signs and mental health and wellbeing and how to seek support</p>	<p><b>Living in the Wider World Personal Identity</b> What contributes to who we are; Personal strengths; Interests; Setting goals; Managing setbacks; New opportunities and responsibilities; Diversity within a society</p> <p><b>Relationships Feelings &amp; Emotions</b> Strategies for recognizing and managing peer influences; how relationships change over time</p> <p><b>Healthy Relationships Friendships and Staying Safe</b> Opportunities to connect online; The nature of online-only friendships; Reporting harmful content and contact; Staying safe online</p>	<p><b>Living in the Wider World Rights &amp; Responsibilities Media Literacy</b> 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><b>Health &amp; Wellbeing Growing &amp; Changing Puberty &amp; Reproduction</b> Growing up and developing independence; Managing the changes of puberty; Menstrual wellbeing; How a baby is made (Non-Statutory RSE)</p> <p><b>Keeping Safe Substances</b> Drugs common to everyday life; Risks and effects of alcohol and smoking; Rules and laws</p>
<b>Religious Education</b>	<p>Bedfordshire Scheme</p> <p><b>Introduction to RE</b> How and why do some people inspire others?</p> <p><b>The Bible</b> What does it mean if Christians believe God is holy and loving?</p>	<p>Bedfordshire Scheme</p> <p><b>Values:</b> What matters most to Humanists and Christians?</p> <p><b>Beliefs</b> Why do some people believe in God and some people not?</p>	<p>Bedfordshire Scheme</p> <p><b>The Trinity and Lifepath</b>- John Bunyan</p> <p><b>Hinduism</b> What helps Hindu people as they try to be good?</p>	<p>Bedfordshire Scheme</p> <p><b>The Big Story</b> (Understanding Christianity)</p> <p><b>Community</b></p>	<p>Bedfordshire Scheme</p> <p><b>Islam</b> How is faith expressed in Islam?</p> <p><b>Christianity</b> What do Christians believe Jesus did to 'save' people?</p>	<p>Bedfordshire Scheme</p> <p><b>Trinity</b> How does faith enable resilience?</p> <p><b>Creation and science:</b> conflicting or complementary?</p>

# Whole School Curriculum 2023 - 2024

	Year 7			Year 8		
	Autumn	Spring	Summer	Autumn	Spring	Summer
<b>English</b>	<b>The Goldfish Boy- Reading:</b> Responding to texts: summary, recall, predictions and interpretations. How a writer uses characterisation and plot structure to engage and interest a reader. Begin to justify opinions, using evidence. <b>Writing:</b> Discuss character presentation, themes or ideas in the novel, using textual evidence to underpin their thoughts and feelings on the text.	<b>Sherlock Holmes- Author and genre study Reading:</b> building on knowledge of social, historical and cultural context through comparison of multiple texts. Analysis of plot structure, character development and author's control of language and structure. <b>Writing:</b> Developing writing style in a given form and genre.	<b>A Midsummer Night's Dream - exploration of Shakespeare's context. Reading:</b> Responding to texts, developing a personal response using appropriate evidence. Analyse the language, form, genre and structure and how these create meanings and effects using relevant terminology. <b>Writing:</b> Evaluation of a plot and/or character development with use of appropriate textual evidence and terminology, assessing the playwright's use of linguistic and dramatic devices and uncovering their intent through understanding the text's context.	<b>Refugee Boy - Reading-</b> Analyse language, form and structure used by a writer to create deeper meanings and effects. Show an understanding of the relationships between texts and the contexts in which they were written, and how these themes can be universal and timeless. <b>Writing:</b> Show an informed personal response, using textual references, including quotations, to support and illustrate interpretations. Responding to an extract from the novel as a personal response.	<b>Conflict Poetry - Reading:</b> Exploration of conflict through the prism of time and culture. Identification of and analysis of a writer's use of structure, form and language to create meaning for a reader. <b>Writing:</b> a comparison of themes, structure and language within and between texts, using evidence from texts to justify their opinions.	<b>The Tempest-</b> 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. <b>Writing:</b> Evaluation of plot and character with use of appropriate textual evidence and terminology, explaining the links between the texts and its context.
<b>Maths</b>	<b>Algebraic Thinking:</b> Exploring sequences; Understand and use algebraic notation; Equality and equivalence. <b>Place Value and Proportion:</b> Place value and ordering; Fraction, decimal and percentage equivalence.	<b>Application of Number:</b> Addition and subtraction; Fraction, decimal and percentage equivalence; Multiplication and division. <b>Directed Numbers and Fractional Thinking:</b> Directed numbers; Adding and subtracting fractions.	<b>Lines and Angles:</b> Construction and measuring; Geometric reasoning. <b>Reasoning with number:</b> Developing number sense; Sets and probability; Prime numbers and proof.	<b>Proportional Reasoning:</b> Ratio and scale; Multiplicative change; Multiplying and dividing fractions. <b>Representations:</b> Working in the Cartesian plane; Representing data; Probability.	<b>Algebraic Techniques:</b> Brackets, equations and inequalities; Sequences; Indices. <b>Developing Number:</b> Fractions and percentages; Standard index form; Number sense.	<b>Developing Geometry:</b> Angles in parallel lines and polygons; Area of a trapezia and circles; Line symmetry and reflection. <b>Reasoning With Data:</b> The data handling cycle; Measure of location and dispersion.
<b>Science</b>	<b>Laboratory safety &amp; Bunsen Burner</b> Draw scientific equipment appropriately, hazards, safe practice and use of Bunsen burners. <b>Data</b> Exploring how to process data and present in a variety of formats. <b>Forces</b> What is a force? motion, distance -time graphs, gravity, mass and weight. Newtons  <b>Organisms</b> Skeleton, muscles, observing cells, plant and animal cells, specialised cells, Movement of substances, Unicellular organisms.	<b>Electromagnets</b> Electric circuits, resistance static charge, electric fields. <b>Reactions</b> Metals and non-metals, metals and acids, displacement reactions, oxidation, acids and alkalis and neutralisation. <b>Science Week (March)</b>	<b>Ecosystems</b> Food webs, toxins in the environment, ecological balance, plant reproduction- pollination and fertilisation in plants. <b>Energy</b> Energy costs and transfer. How energy is transferred when changes happen. How objects store energy. Fuels as energy stores. Energy in the home and accounting for energy.	<b>Laboratory safety &amp; Bunsen Burner</b> Revisit how to draw scientific equipment appropriately, graphs and results tables. Rvise hazards, safe practice and use of Bunsen burners. <b>Earth</b> Earth sturcture, the rock cycle- sedimentary, igneous and metamorphic rocks. The Earth in the universe and the movement of obejcts in space. <b>Genes</b> Variation, male and female reproductive organs, fertilisation, menstrual cycle development of foetus. <b>Waves</b> Build on knowledge from KS2. Exploring how sound and light behave. Exploring energy transfer via light and sound	<b>Forces</b> Exploring effects of forces, elastic materials and their formation. Friction and drag. Pressure, floating and sinking. Forces in equilibrium- Hooke's Law <b>Matter</b> Exploring the periodic table, elements and compounds, using simple models to represent materials and investigating special materials such as cermaics, polymers and composite materials <b>Science Week (March)</b>	<b>Organisms</b> Building and extending knowledge gained in KS2. The breathing system, healthy diet and teh impact of an unhealthy diet. The digestive system <b>Electromagnets</b> Exploring magnetic fields and magnetic materials. Magnetic attraction and repulsion, including strength of magnets. Study and make electromagnets. How electromagnets are used in the real world.  <b>Upper school Transition project.</b> Look at investigative planning and techniques linked to GCSE practicals.
<b>Art</b>	<b>William Morris Printing</b> - inspired by William Morris' love of nature and Typography. Using foam to create a print of their initial, combined with natural forms. <b>Self Image-</b> Looking at our personal identity, reflecting on key characteristics through typography and calligrams to create a personal identity response. <b>Street Art-</b> 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. <b>Perspective</b> - Looking at one and two point perspective, introducing objects and lettering into these viewpoints. <b>*Completed on rotation throughout the year</b>			<b>Drawing skills</b> - Exploring drawing techniques and tonal ranges through spatial recession and composition. Developing into a tonal monoprint still life. <b>Portraits-</b> Inspired by Chuck Close and his visual impairment to create a pixelated self-portrait through painting. <b>Pop Art-</b> 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. <b>Cubism-</b> Using photography to create a synthetic or asymmetric piece of cubism. <b>*Completed on rotation throughout the year</b>		
<b>Computing</b>	<b>Impact of technology - Collaborating online respectfully:</b> How to use the school network appropriately. Exploring why appropriate usage is important, as well as examining online safety issues. <b>Modelling data - Spreadsheets:</b> Explore the wonderful world of spreadsheets and the concept of cell referencing. Understand how to collect, analyse, and manipulate data, before turning it into graphs and charts.	<b>Networks from semaphores to the Internet:</b> Imagine a world without computer networks: there would be no more YouTube, Google, instant messaging, online video gaming, Netflix, and iTunes; no online shopping; no file sharing; and no central backups of information. Defining a network and addressing the benefits of networking, before covering how data is transmitted across networks using protocols. <b>Programming essentials in Scratch - part 1:</b> Build confidence and knowledge of the key programming constructs. Exploring sequencing, variables, selection, and count-controlled iteration.	<b>Programming essentials in Scratch - part 2:</b> Building on understanding of the control structures' sequence, selection, and iteration (the big three), and develop problem-solving skills. Learn how to create subroutines, develop understanding of decomposition. <b>Using media - Gaining support for a cause:</b> Developing a deeper understanding of information technology and digital literacy by using skills across the unit to create a blog post about a real world cause that they are passionate about and would like to gain support for.	<b>Computing systems:</b> Understnad how computing systems operate. Tour through the different layers of computing systems: from programs and the operating system, to the physical components that store and execute these programs, to the fundamental binary building blocks that these components consist of. <b>Developing for the web:</b> Explore the technologies that make up the internet and World Wide Web. Starting with an exploration of the building blocks of the World Wide Web, HTML, and CSS, investigate how websites are catalogued and organised for effective retrieval using search engines.	<b>Introduction to Python Programming:</b> Introduction to text-based programming with Python. The lessons form a journey that starts with simple programs involving input and output, and gradually moves on through arithmetic operations, randomness, selection, and iteration. <b>Media - Vector Graphics:</b> Vector graphics can be used to design anything from logos and icons to posters, board games, and complex illustrations. Understand the processes involved in creating such graphics and use the knowledge and tools to create their own.	<b>Mobile app development:</b> Explore the entire process of creating a mobile app, using App Lab from code.org. Build on the programming concepts from previous units to perform user research, design an app, write the code for it, before finally evaluating and publishing it for the world to use. <b>Representations - from clay to silicon:</b> Introduction of binary digits as the symbols computers use to perform these tasks and focus on the representation of text and numbers.
<b>Dance/ Young Leaders</b>	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: <b>Elements of Dance</b> <b>Robot Dance</b> <b>Capoeira</b> <b>Dance Fitness</b> Completed on rotation throughout the year			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. <b>Completed on rotation through the year.</b>		

# Whole School Curriculum 2023 - 2024

	Year 7			Year 8		
<b>Design Technology</b>	<p><b>Design:</b> <b>Vacuum formed chocolate mould</b> 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</p> <p><b>Twisty Fish</b> 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. <b>Completed on rotation throughout the year</b></p>	<p><b>Food:</b> <b>Developing skills to produce a range of savoury dishes,</b> modifying recipes and carrying out sensory evaluations Food preparation skills, modifying recipes, literacy - evaluations <b>Completed on rotation throughout the year</b></p>	<p><b>Textiles:</b> <b>Under the sea bag.</b> Design and make project Developing skills using the sewing machine and use of patterns, designing, literacy - evaluating <b>Completed on rotation throughout the year</b></p>	<p><b>Design:</b> <b>Wooden box</b> - project linked with Stratton Developing skills - hand tools and machines, knowledge of materials and their properties, designing, literacy - evaluating, numeracy, marking out <b>Completed on rotation throughout the year</b></p>	<p><b>Food:</b> <b>Developing skills to produce a range of savoury dishes,</b> modifying recipes and carrying out sensory evaluations Food preparation skills, modifying recipes, literacy - evaluations <b>Completed on rotation throughout the year</b></p>	<p><b>Textiles:</b> <b>Dyed fabric cushion</b> Design and make project Developing skills with resist dye methods, applique, literacy - evaluation <b>Completed on rotation throughout the year</b></p>
<b>Drama</b>	<p><b>Introduction to Drama</b> Opportunities to learn key techniques used in drama. Build an understanding of creating and performing in character <b>Working with a playscript</b> Building on the introductory unit, applying skills learnt and performing a longer script. <b>Completed on rotation throughout the year</b></p>			<p><b>Performance skills</b> Developing performance skills through more advanced techniques including developing own playscript <b>Working with a playscript- Frankenstein</b> Extending knowledge and skills gained in Year 7, applying skills learnt and performing a longer script. <b>Completed on rotation throughout the year</b></p>		
<b>French</b>	<p><b>Qu'est-ce que tu as visité?</b> 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.</p>	<p><b>Tu as fait des achats?</b> 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</p>	<p><b>Allez les futurs champions!</b> 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.</p>	<p><b>Mon monde a moi</b> 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</p>	<p><b>Ma vie en musique</b> 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 refugies 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</p>	<p><b>j'aimerais changer le monde</b> 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.</p>
<b>Geography</b>	<p><b>Prisoners of Geography:</b> Pupils will gain a deeper understanding of different places around the world, the human and physical features of these places but also the interactions which exist and the impact on development globally.</p>	<p><b>Unstable Climate:</b> 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.</p>	<p><b>Where is the money?</b> 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 influences these industries.</p>	<p><b>Restless Earth:</b> 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.</p>	<p><b>Changing China:</b> 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.</p>	<p><b>Dynamic Landscapes:</b> This study introduces pupils to how physical geography can shape the world we live in (with a focus on coasts, rivers and glaciers) and the impacts on human activity. This includes fieldwork task which will test hypothesis.</p>
<b>History</b>	<p><b>Contested power and land;</b> In this unit children will gain an understanding of the social and religious changes experienced at the turn of previous millenia. 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.</p>	<p><b>Empire: Expansion and Collapse:</b> 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 Britains 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.</p>	<p><b>Revolutions in Religion</b> 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.</p>	<p><b>Development of State and Society in Britain:</b> 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.</p>	<p><b>British Empire</b> - 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.</p>	<p><b>The French Revolution:</b> With many European countries have 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.</p>
<b>Music</b>	<p><b>Elements of Music, Reggae, Indian Raga, Variations</b> 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. <b>Taught on rotation throughout the year.</b></p>			<p><b>12 Bar Blues, 12 Tone Music, Rhythm and Rests</b> 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. <b>Taught on rotation throughout the year.</b></p>		

# Whole School Curriculum 2023 - 2024

	Year 7			Year 8		
<b>P.E.</b>	<p><b>Indoor Athletics</b>- running, jumping and throwing techniques. Indoor athletic events- standing long jump, turbo jav, sprint events, relay events for Pentathlon.</p> <p><b>Rugby</b>- passing receiving, attacking and defending skills. Developing knowledge on correct and safe contact tackling techniques.</p> <p><b>Netball</b>- passing receiving, attacking and defending skills, positioning in small and full sided game play.</p> <p><b>Gymnastics</b>- Balances, locomotion and pathways. Partner work and the use of gymnastic equipment to improve counter tension and counter balances.</p>	<p><b>Basketball</b> - Attacking and defending skills and game play.</p> <p><b>Hockey</b> - Complex Passing, receiving and attacking development. positioning and small and full sided game play.</p> <p><b>OAA</b>-.Promote a positive state of health. Increase their level of activity and develop understanding of physical, mental and social health.</p> <p><b>Badminton</b>- Racket control and technique, Developing knowledge on shot selection and outwhitting opponent.</p>	<p><b>Athletics</b>- Development of track and field disciplines. Running, jumping and throwing techniques.</p> <p><b>Striking and Fielding</b>- batting and fielding techniques. Application of rules and gameplay.</p> <p><b>Tennis</b>- Stroke development to include spin. Serving and receiving serve. Singles and doubles gameplay.</p>	<p><b>Indoor Athletics</b>- running, jumping and throwing techniques. All indoor athletic competition events for Heptathlon.</p> <p><b>Hockey</b>- Complex Passing, receiving and attacking development. positioning and small and full sided game play.</p> <p><b>Rugby</b> - passing receiving, attacking and defending skills. Developing knowledge on correct and safe contact tackling techniques. <b>OAA</b>-. Promote a positive state of health. Increase their level of activity and develop understanding of physical, mental and social health.</p>	<p><b>Badminton</b>- racket control and technique, rallies, shot selection and singles and doubles game play. Set plays and tactical application</p> <p><b>Basketball</b> - Attacking and defending skills and game play.</p> <p><b>Netball</b> -passing receiving, attacking and defending skills, tactical application in small and full sided game play. Designing set plays.</p> <p><b>Gymnastics</b> - Balances, locomotion and pathways. Group work and the use of gymnastic equipment to improve vault, flight and body posture.</p>	<p><b>Athletics</b>- Refinement of all track and field disciplines. Running, jumping and throwing techniques.</p> <p><b>Tennis</b> - Stroke development to include spin. Serving and receiving serve. Doubles game play</p> <p><b>Volleyball</b> -Tactical application of attacking and defending principles.</p> <p><b>Rounders/Cricket</b>- Attacking and defending batting and fielding skills. Game play with tactics and developing personal leadership skills.</p>
<b>P.S.H.C.E.</b>	<p><b>Relationships Valuing Differences Friendships &amp; Diversity</b> Respectful relationships and conflict resolution, including online; Equality, diversity and tackling prejudice-based bullying and discrimination, including online</p> <p><b>Health &amp; Wellbeing Healthy Lifestyles</b> Physically and mentally healthy lifestyles; Healthy sleep habits; Dental health; Managing stress; Accessing health services</p>	<p><b>Living in the Wider World Careers</b> Developing enterprise skills; the world of work and young people's employment rights</p> <p><b>Health &amp; Wellbeing Growing &amp; Changing Substances</b> Social norms regarding drugs, alcohol and tobacco; Myths and misconceptions; Influence and risks relating to substance use</p> <p><b>Keeping Safe</b> How to identify risk and manage personal safety in situations</p>	<p><b>Living in the Wider World Rights &amp; Responsibilities</b> Challenging career stereotypes and raising aspirations</p> <p><b>Money Economic Wellbeing</b> Evaluating value for money; Debt, fraud and personal values around finance; Financial exploitation</p> <p><b>Relationships Healthy Relationships Relationships</b> Healthy and positive relationships, including intimate relationships; Expectations and stereotypes in relationships; Managing strong feelings; The concept of consent (RSE)</p> <p><b>Health &amp; Wellbeing Growing and Changing Puberty</b> Develop further knowledge around the emotional &amp; physical changes during puberty</p> <p><b>Conception &amp; Reproduction</b> Explore how puberty enables reproduction (RSE)</p>	<p><b>Relationships Valuing Differences Friendships &amp; Managing Influences</b> Managing social influence, peer pressure and peer approval; Strategies to manage pressure to conform within a group and in relation to substance abuse</p> <p><b>Feelings &amp; Emotions</b> Tackling racism and religious discrimination; Promoting human rights</p> <p><b>Health &amp; Wellbeing Healthy Lifestyles Mental Health &amp; Wellbeing</b> Attitudes to mental health and emotional wellbeing; Digital resilience; Body image; Healthy and unhealthy coping strategies; Seeking support for themselves and others</p>	<p><b>Living in the Wider World Money (Tenner Challenge) &amp; Careers</b> Life and career aspirations; Personal strengths and skills for employment; Stereotypes; Routes into careers; Progression routes; Online presence; Young Leaders' Award</p> <p><b>Health &amp; Wellbeing Keeping Safe First Aid</b> First aid including CPR and defibrillator use; Personal safety including travel safety</p>	<p><b>Living in the Wider World Rights &amp; Responsibilities Moving Forward</b> Personal strengths, celebrating successes and setting goals; Moving on to a new school; Managing change</p> <p><b>Relationships Healthy Relationships</b> Relationship norms; Stereotypes and expectations of gender roles, behaviour and intimacy; Gender identity and sexual orientation; Consent in intimate situations; Contraception and sexual health (RSE)</p>
<b>Religious Education</b>	<p>Bedfordshire Scheme</p> <p><b>Atheism and Agnostic</b> What difference does it make to be an atheist or an agnostic in Britain today?</p> <p><b>Sikhism</b> How are Sikh teachings on equality and service put into practice today?</p>	<p>Bedfordshire Scheme</p> <p><b>Life after Death</b> What happens when we die? What difference does it make if you believe in life after death?</p> <p><b>Incarnation</b> Why do Christians believe Jesus was God on Earth?</p>	<p>Bedfordshire Scheme</p> <p><b>Trinity</b></p> <p><b>Why are people good and bad?</b> Why is there suffering in the world? Are there any good solutions? What do people believe about God and the Universe?</p>	<p><b>Archbishop of York Young Leader's Award</b> Faith - people of faith past and present</p>	<p>Bedfordshire Agreed Syllabus</p> <p><b>Core and diverse Islam:</b> what is universal and what is different? People of God - prophets</p>	<p>Bedfordshire Scheme</p> <p><b>Trinity</b> <b>Creation:</b> Should Christians be greener than everyone else? <b>How can people express the spiritual through the arts?</b></p>