



Whole School Curriculum 2024 - 2025

	Year 6			Year 7		
	Autumn	Spring	Summer	Autumn	Spring	Summer
English	<p>The London Eye Mystery- 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.</p> <p>Spelling Shed and Accelerated Reader Handwriting practice and development</p>	<p>Clockwork - establish and develop an insight into 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. In addition, writing tasks, with different focuses .</p> <p>Spelling Shed and Accelerated Reader Handwriting practice and development</p>	<p>Goodnight Mr Tom – pupils will be given the opportunity to develop their comprehension and empathy skills by exploring a story set in a historical period. They will also develop their understanding of its meaning through close reading and through writing (for example, writing in role as a character).</p> <p>In writing, they will develop a personal voice to support retelling and reinterpretation of events in the texts with the opportunity to compare life in wartime England with their lives today.</p> <p>Spelling Shed and Accelerated Reader Handwriting practice and development</p>	<p>The Goldfish Boy- Reading: 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.</p> <p>Writing: Discuss character presentation, themes or ideas in the novel, using textual evidence to underpin their thoughts and feelings on the text.</p>	<p>Sherlock Holmes- Author and genre study Reading: 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.</p> <p>Writing: Developing writing style in a given form and genre.</p>	<p>A Midsummer Night's Dream - exploration of Shakespeare's context. Reading: 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.</p> <p>Writing: 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.</p>
Maths	<p>Number: Place value; Addition and subtraction, multiplication and division. Fractions 1; Fractions 2. Measurement: Converting units .</p>	<p>Number: Ratio; Algebra; Decimals; Fractions, decimals and percentages. Measurement: Area, perimeter and volume. Statistics</p>	<p>Geometry: Properties of shapes; Position and direction Themed projects, consolidation and problem solving.</p>	<p>Algebraic Thinking: Exploring sequences; Understand and use algebraic notation; Equality and equivalence. Place Value and Proportion: 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>
Science	<p>Lab safety 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.</p> <p>Animals including humans 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.</p> <p>Light 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.</p>	<p>Electricity 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</p> <p>Evolution and inheritance 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.</p> <p>Science Week (March)</p>	<p>Living things and their habitats Explore classification of animal kingdom, habitats, food chains and webs.</p> <p>Transition project: Cells Exploring the building blocks of all living things-cells. Developing knowledge and use of microscopes.</p>	<p>Laboratory safety & Bunsen Burner Draw scientific equipment appropriately, hazards, safe practice and use of Bunsen burners.</p> <p>Cells Observing cells, plants and animal cells, specialised cells, movement of substances and unicellular organisms</p> <p>Particles and their behaviour Definitions of material and substance, factors in the particle model that determine properties of materials, properties of substances in different states, particle arrangement, separation, and movement in different states, density and states of matter, particles and changes of state, melting and boiling points and diffusion.</p> <p>Elements, atoms and compounds Definitions of atom, element, molecule, and compound, what the Periodic Table shows, chemical symbols of elements, the differing properties between a compound and the elements whose atoms are in it, writing and interpreting chemical formulae, writing and interpreting chemical names.</p> <p>Forces Types of forces, effects of forces on shape and motion, effects of magnetic, gravitational and electric fields.</p>	<p>Reactions Metals and non-metals, metals and acids, displacement reactions, oxidation, acids and alkali and neutralisation.</p> <p>Structure and function of body systems Organisation in plants and animals (cells to systems), structural adaptations of gas exchange surfaces (alveoli), structure and function of the skeletal system, including joints and muscles.</p> <p>Sound Types and features of waves, how the ear works, uses of ultrasound.</p> <p>Light Properties and behaviour of light, how the eye and the camera work, combining colours, coloured filters and coloured objects.</p> <p>Science Week (March)</p>	<p>Space The Solar System and its formation, seasonal changes, phases of the Moon and eclipses.</p> <p>Acids and Alkalis Definitions of acid, alkali, base, neutralisation reactions, salt. Describing hazards linked to using acids and alkalis and how to control those risks. The difference between concentrated and dilute solutions, in terms of particles. Colour changes with litmus, universal indicator solution and universal indicator paper, on addition of acids, alkalis, and neutral solutions. The pH scale and pH ranges of acidic, neutral, and alkaline solutions. Predicting the pH of a solution on adding an indicator. Description of how to determine the pH of a solution. Useful neutralisation reactions. How pH changes in neutralisation reactions</p> <p>Reproduction Human fertilisation and implantation. Structure and function of the male and female reproductive systems. Plant pollination and fertilisation.</p>
Art	<p>Leonardo Da Vinci- Mark making techniques Celebrating different stages of evolution. Insects, bugs- creating a 3D model.</p> <p>Music & Art- Exploring colours, feelings, emotions and wellbeing when applying music to Art. Introduction to colour theory.</p>	<p>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.</p> <p>Egyptian- Exploring canopic jars and creating a 3D model through the use of clay. Inspired by the spiritual influences of Egyptian culture</p>	<p>SWEETS - Exploring drawing techniques using Sarah Graham (local artist) as inspiration. Looking at how artists create Photorealism.</p> <p>Cave Art- The original 'Street Art' - how it was created exploring different techniques and narratives to create their own.</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.</p> <p>Self Image- Looking at our personal identity, reflecting on key characteristics through typography and calligrams to create a personal identity response.</p> <p>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.</p> <p>Perspective - Looking at one and two point perspective, introducing objects and lettering into these viewpoints.</p> <p>*Completed on rotation throughout the year</p>		



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Computing	<p>Creating presentations for an audience: Creation of slideshow presentations for a chosen purpose. Identify what makes a good web presentation and different tools (triggers, animations, slide master and hyperlinks) to increase efficiency and impact. Create hyperlinked presentations with non-linear progression.</p> <p>Safe use of the Internet and World Wide Web: Learning about the World Wide Web as a communication tool and the Internet's ability to share data. 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. Students to make informed choices about reliability and bias of sites and consider ways they can keep themselves safe in online environments</p>	<p>Using databases - Solving a murder mystery: Students will be introduced to Microsoft Access and spreadsheet packages to explore the ways that they can sort through data and search for key information.</p> <p>Programming A - Selection: Students will explore If/Else statements within programs to select desired outputs. They will use these principles to create a quiz program in Scratch which self marks and moves through sections as appropriate</p>	<p>Data and information - Spreadsheets: 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.</p> <p>Programming B: Variables in games: Exploring the concept of variables in programming through games in Scratch. Using understanding of variable to create simulations and their own games in Scratch.</p>	<p>Impact of technology - Digital basics and respectful use: How to use the school network appropriately. Exploring why appropriate usage is important, as well as examining online safety issues. They will explore which tools are most appropriate for each task and develop confidence using these.</p> <p>Computational thinking: Introduction to the core principles of computational thinking (abstraction, decomposition, pattern recognition and algorithmic thinking). Build on this for approaches to problem solving and program planning. Students to work through Just Dance and create a program using these principles to express a dance online.</p>	<p>Spreadsheets and computer modelling 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.</p> <p>Programming essentials in Scratch: Build confidence and knowledge of the key programming constructs. Exploring sequencing, variables, selection, and count-controlled iteration. Learn how to create subroutines, apply principles of computational thinking to problem solving for successful solutions.</p>	<p>Networks from semaphores to the Internet: 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.</p> <p>Using media - Gaining support for a cause: 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.</p>
Ceramics				<p>Hundertwasser Tiles: Exploring relief within clay designs, as well as indenting skills and processes. Students will learn how to use glazes to apply colour to their work.</p> <p>Day of the Dead: Based around the cultural festival Day of the dead, pupils will create skulls exploring relief and carving into the clay. Pupils will use glazes to finish their work.</p> <p>William Morris: Using natural forms inspired by William Morris to create a floral Pinch pot Bowls using their experience skills and knowledge to apply to this project.</p> <p>Georgia O'Keefe: Inspired by Georgia O'Keefe's floral ceramic plates, pupils will create and design an independent ceramic plate with floral elements.</p> <p>Completed on rotation throughout the year</p>		
Dance				<p>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:</p> <p>Elements of Dance Robot Dance Capoeira Dance Fitness</p> <p>Completed on rotation throughout the year</p>		
Design Technology	<p>Design: Automata Developing skills with designing, hand tools, mechanisms, CAD/CAM numeracy - measuring, literacy, evaluations</p>	<p>Food: Healthy eating, seasonality. Developing skills to prepare nutritional dishes Food preparation skills, Modifying recipes, Literacy - reading and following a recipe</p>	<p>Textiles: Puppet making. Developing hand stitching skills, applique, attaching buttons, ribbon, stuffing a shape, designing, literacy - evaluation</p>	<p>Design: Vacuum formed chocolate mould and packaging Design and make project Developing skills with hand tools and machines, CAD/CAM, knowledge of materials and their properties, designing, literacy - evaluating, numeracy, marking out</p> <p>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</p> <p>Completed on rotation throughout the year</p>	<p>Textiles: Under the sea bag. Design and make project Developing skills using the sewing machine and use of patterns, designing, literacy - evaluating</p> <p>Completed on rotation throughout the year</p>
Geography	<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. This topic also explores the use of resources in the UK.</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>	<p>Prisoners of Geography: 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>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.</p>	<p>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.</p>
History	<p>Elizabethan 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>	<p>Contested power and land; 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>The world through Muslim eyes: Having recognised the growing strength of individuals, but also the power of religion in 1000CE, pupils will continue their investigation of the crusades and early Islam through the eyes of the Muslim world. This will give pupils a fresh insight into medieval history, and how other global religions also developed during this time period.</p>	<p>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.</p>



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Life Skills	<p>Valuing Differences Managing Change What affects mental health and ways to take care of it; managing change, loss and bereavement; managing time online Diet and sleep</p> <p>Health & Hygiene/Keeping safe Making informed choices regarding a healthy lifestyle, including nutrition; Hygiene and bacteria and viruses; Allergies and getting help in an emergency; Vaccination and immunisation</p> <p>Mental Health Strategies to respond to feelings; recognize warning signs and mental health and wellbeing and how to seek support</p>	<p>Belonging to a community Valuing diversity; challenging discrimination and stereotypes Personal Identity What contributes to who we are Personal strengths Interests Setting goals Managing setbacks New opportunities and responsibilities Diversity within a society Strategies for recognising and managing peer influences How relationships change over time Feelings & Emotions Strategies for recognising and managing peer influences How relationships change over time Relationships 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>Media literacy and digital resilience Evaluating media sources; sharing things online About the role of the Internet in everyday life About the positive and negative uses and effects of the Internet and social media How data is shared and used online, and how information can be targeted How images and information online can be manipulated or invented Strategies to evaluate reliability of sources and identify misinformation How and why to choose age-appropriate media including TV, film, games and online content About risk in relation to gambling, including online How to manage influences in relation to gambling Growing & Changing Puberty & Reproduction How to manage change – new roles and responsibilities as they grow up How to manage the physical and emotional changes that happen during puberty Hygiene routines during puberty About adult relationships and the human life cycle About human reproduction; how a baby is made and how it grows (Non-Statutory RSE) Keeping Safe Substances Risks and effects of legal drugs (cigarettes, e-cigarettes/vaping, alcohol, medicines) Impact on health Laws around use of legal drugs About why people choose to use or not use substances About the mixed messages in the media about substances How to seek help and support organisations Strategies for managing personal safety in the local environment Predict, assess and manage risk in different situations Online safety including sharing images, mobile phone safety Regulations and restrictions (social media, television programmes, films, games and online gaming)</p>	<p>Safety Personal safety in and outside school, including first aid Developing skills and aspirations Careers Identifying possibilities and aspirations. Exploring what a career is. Exploring what it means to be an entrepreneur. Exploring work life balance. Careers and the future.</p>	<p>Diversity Diversity, prejudice, and bullying Financial decision making Saving, borrowing, budgeting and making financial choices</p>	<p>Building relationships Self-worth, romance and friendships (including online) and relationship boundaries, family dynamics Health and puberty Health and puberty Healthy routines (including eating breakfast, lunch and dental health) , influences on health, puberty, unwanted contact, and FGM, weight and body image</p>
MFL	<p>FRENCH As-tu un animal ? Do you have a pet? Repeat, recognise and spell eight nouns for pets in French Tell someone in French if you do/do not have a pet Ask someone in French if they have a pet Tell someone in French the name of their pet</p> <p>Chez moi - My home Say whether you live in a house or an apartment and say where it is Repeat, recognise and attempt to spell up to ten nouns (including the correct article for each) for the rooms of the house in French. Tell somebody in French what rooms they have or do not have in their home. Ask somebody else in French what rooms they have in their home. Attempt to create a longer spoken or written passage in French recycling previously learnt language (incorporating personal details such as their name and age).</p>	<p>FRENCH La Date - the date Repeat and recognise the months of the year in French. Ask when somebody has a birthday and say when they have their birthday. Say the date in French. Create a French calendar. Recognise key dates in the French calendar</p> <p>Traditions et Célébrations - Traditions and Celebrations Use key French question words related to famous traditions and famous celebrations in French-speaking countries. Respond to questions in French related to famous traditions and celebrations in French-speaking countries. Express an opinion on a tradition or celebration in French using the structure 'C'est une fête...' + adjective (It is a ... festival) and attempt to apply accurately the rules of adjectival agreement in the description. Develop an appreciation of traditions and</p>	<p>FRENCH Quel temps fait-il? - What is the weather like? Repeat and recognise the vocabulary for weather in French. Ask and say what the weather is like today. Create a French weather map. Describe the weather in different regions of France using a weather map with symbols</p> <p>Les Vêtements - Clothes Repeat and recognise the vocabulary for a variety of clothes in French. Use the appropriate genders and articles for these clothes. Use the verb porter in French with increasing confidence. Say what they wear in different weather/situations. Describe clothes in terms of their colour and apply adjectival agreement. Use the possessives with increased accuracy.</p>	<p>GERMAN Meine Welt und ich - Me and my world Introducing yourself Learning how to pronounce German Words Counting to 19 Using the verb <i>sein</i> - to be Using the German alphabet Using the verb <i>wohnen</i> to say where you live Describing your character Using <i>mein(e)</i> and <i>dein(e)</i> Asking and answering questions about your belongings Using the verb <i>haben</i> + the indefinite article Cultural work - Weihnachten (Christmas)</p>	<p>GERMAN Extreme Haustiere - Extreme Pets Talking about pets Using pronouns Talking about super pets Using <i>kann</i> + infinitive Talking about family members and age Using present tense verbs Describing family members Using adjectives with nouns</p>	<p>GERMAN Freizeit juhu! - Freetime yay! Talking about which sports you play Using <i>gern</i> with the verb <i>spielen</i> Talking about leisure activities Giving your opinion Talking about how often you do activities Using the correct word order Talking about mobiles and computers Talking about the future using the present tense Cultural work - modern day history through film</p>



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Music	<p>Body Percussion - turning our bodies into human drum kits to explore beat and rhythm. Also making use of graphic scores and standard notation to compose and perform.</p> <p>The Planets - discuss different pictures of the planets and try to work out their human characteristics. Discuss which musical elements would best fit them. Pupils now consider their instruments choices and compose pieces to best fit them.</p>	<p>Space Clusters - Turning music on its head and learn about how to make music sound nasty, contemplating removing all that makes music predictable and pleasant to listen to. We compose music that is unpredictable and non-conforming with their usual listening tastes.</p> <p>Silent Film - Looking back to the silent film, pupils watch and explore what early film would have been like with only instrumental accompaniment. They compose music to fit with an example film before filming their own short film and composing music to bring them to life.</p>	<p>Music For Television - Listening to radio jingles and how they are composed to give an insight into what the radio or television show may contain. From here children compose their own theme music to fit with a genre of their choice.</p> <p>Bringing Pictures to Life - This is an opportunity to use all that they have learnt about the musical elements and compose music designed to tell a story and bring pictures to life. Thought will be given to instrument choice, layering, tempo, pitch, volume and texture.</p>	<p>Beat, rhythm and notation - exploring rhythms through different genres of music. Creating own and group cross rhythms and compositions.</p> <p>Play the Ukulele - Learning about the instrument, playing melodies and forming chords building up good techniques and an understanding of the workings of string instruments.</p> <p>Completed on rotation throughout the year</p>		
P.E.	<p>Tag Rugby - 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>Indoor Athletics- running, jumping and throwing techniques. Indoor athletic events- standing long jump, turbo jav, sprint events, relay events for Pentathlon.</p> <p>Dance - replication, timing, relationships, choreography creation, class dance.</p> <p>Netball- passing, receiving and dribbling skills. 1:1 tackling, active thinking and more moderate understanding game play.</p>	<p>Gymnastics - balances, locomotion and pathways. Partner work counterbalance and counter tension. Paired routines.</p> <p>Football- passing and receiving skills, dribbling, shooting, 1:1 defending and body position, basic formation and match play.</p> <p>Basketball - Passing, receiving, shooting and dribbling. Basic gameplay.</p> <p>Badminton- tactical application of core skills of movement, Developing basic racket skills, control and scoring. Understanding simple competition structures.</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.</p> <p>Rounders - Throwing and receiving techniques. Bowling and batting techniques, more in-depth rule application and game play experience.</p> <p>Tennis- racket control, scoring and basic rules. Rallying and simple competition structures. Low to medium bounce tennis balls.</p>	<p>Basketball- Attacking and defending skills and game play.</p> <p>Rugby- passing receiving, attacking and defending skills. Developing knowledge on correct and safe contact tackling techniques.</p> <p>Netball- passing receiving, attacking and defending skills, positioning in small and full sided game play.</p> <p>Badminton- Racket control and technique, Developing knowledge on shot selection and outwhitting opponent.</p>	<p>Football- passing receiving, attacking and defending skills, positioning in small and full sided game play.</p> <p>Hockey -Passing, receiving and attacking development. positioning and small and full sided game play.</p> <p>Gymnastics- balances, locomotion and pathways. Partner work counterbalance and counter tension.</p> <p>Fitness- Introduction to muscular system, components of fitness and training methods.</p>	<p>Athletics- Development of track and field disciplines. Running, jumping and throwing techniques.</p> <p>Rounders-- batting and fielding techniques. Application of rules and gameplay.</p> <p>Cricket-Introduction to gameplay, basic throwing and catching techniques. Basic batting and bowling techniques</p>
Religious Education	<p>What will make our community a more respectful place? Beliefs about the value of religious and cultural diversity in the local community and beyond. Examining texts which explain why honouring all humans is important in, for example, both Christianity and Islam. The impact of interfaith work in the community. Identifying connections between belief in the 'Golden Rule' and the needs of a mixed community. Raising questions about how we can be a more tolerant and respectful community, suggesting answers. Explain their own views about tolerance, respect and harmony in our communities.</p>	<p>How is faith expressed in Islam? Identifying and explaining Muslim beliefs about God, the Prophet and the Holy Qur'an (e.g. tawhid; Prophet Muhammad (PBUH) as the messenger, the Qur'an as the message. Muslim sources of authority as guides in their lives (5 pillars); Hajj practices following the example of Muhammad. Connections between Muslim beliefs and ways of living in Bedfordshire/Britain today</p> <p>What do Christians believe Jesus did to 'save' people? (Salvation) Explaining how incarnation and salvation fit within the 'Big Story' of the Bible. Explore the Christian belief that Jesus' death was a sacrifice. Drawing clear connections between this and how Christians celebrate Holy Communion / Eucharist / the Lord's Supper</p>	<p>Arguments for the existence of God. An examination of the five key arguments for God's existence.</p> <ul style="list-style-type: none"> • Cosmological argument • Teleological argument • Ontological argument • Argument for miracles • Moral Argument 	<p>Comparative Religions</p> <ul style="list-style-type: none"> • how religion developed and spread • what religion is about • what religions have in common. Students will be able to: • compare features of religions • analyse religious themes • evaluate the importance of religion in the modern world. <p>Judaism - founding fathers and key beliefs</p> <ul style="list-style-type: none"> • knowledge of the beliefs and practices of Judaism • religious language specific to Judaism • an awareness of how Judaism has contributed to world civilisation • knowledge of the foundations of Christianity and Islam. Students will be able to: • recognise some of the diversity that makes up Judaism • analyse and evaluate what is important to Jewish people • explore and present different points of view. 	<p>Christianity – Life of Jesus</p> <ul style="list-style-type: none"> • A knowledge of the foundations of Christianity • religious language specific to Christianity • an awareness of how Christianity has developed into a worldwide religion • knowledge of the key beliefs and practices of Christianity. Students will be able to: • recognise some of the diversity that makes up Christianity • understand the beliefs that influence behaviours • explore and present different points of view. <p>Christianity – Worship and Church Students will be able to:</p> <ul style="list-style-type: none"> • speak about the life of Jesus • discuss how Christians demonstrate their beliefs through their practices and behaviours • explain how and where Christians worship. 	<p>Sikhism</p> <ul style="list-style-type: none"> • a respect of Sikhism, through knowing more about the religion • religious language specific to Sikhism • an awareness of how Sikhism is a way of life, not just a religion • knowledge of the key beliefs and practices of Sikhism. Students will be able to: • recognise the importance to Sikhism of the ten Gurus, and the Guru Granth Sahib • understand that beliefs influence behaviours • explore and present different points of view. <p>Islam</p> <ul style="list-style-type: none"> • knowledge of the foundations of Islam • religious language specific to Islam • an awareness of how Islam has developed into a worldwide religion • knowledge of the key beliefs and practices of Islam. Students will be able to: • recognise some of the diversity that makes up Islam • understand that Islam is a religion of duty • explore and present different points of view.

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	Year 8			Year 9		
	Autumn	Spring	Summer	Autumn	Spring	Summer
English	Refugee Boy - Reading- 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. Writing: 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.	Poetry - Reading: Exploration of the writer's use of language through the prism of time. Identification of and analysis of a writer's use of metaphor to create meaning for a reader. Writing: a comparison between texts, using evidence from texts to justify their opinions.	The Tempest- 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. Writing: Evaluation of plot and character with use of appropriate textual evidence and terminology, explaining the links between the texts and its context.	Animal Farm - investigating the way a writer conveys a message to his readership through the use of allegory. Analysing the use of language to mislead or victimise - study of propoganda and rhetorical techniques. Writing: Students to apply their newly-acquired knowledge of rhetorical devices to write a persuasive speech.	Small Island (Play) looking at how a writer adapts a prose text and how they adapt the conveyance of ideas of dislocation and alienation. Exploring dynamics within relationships and discussing themes of prejudice, love and homesickness. Writing: students will apply their previously acquired knowledge of play texts and will write about characters, themes or ideas in the play text.	A) Poetry Students will build on their previous experience of poetry, by looking at several poems in the Romantic genre and/or poems about conflict. Students will deepen their knowledge of poetic form, and how poets convey meaning in their writing. Writing students will analyse a poem and discuss their personal reaction to the language, themes and ideas. B) An Inspector Calls - Exploration and read through of a key GCSE text in preparation for key stage 4 programme of study. Examination of plot and character as well as consideration of themes and messages.
Maths	Proportional Reasoning: Ratio and scale; Multiplicative change; Multiplying and dividing fractions. Representations: Working in the Cartesian plane; Representing data; Probability.	Algebraic Techniques: Brackets, equations and inequalities; Sequences; Indices. Developing Number: Fractions and percentages; Standard index form; Number sense.	Developing Geometry: Angles in parallel lines and polygons; Area of a trapezia and circles; Line symmetry and reflection. Reasoning With Data: The data handling cycle; Measure of location and dispersion.	Reasoning with Algebra: Straight line graphs Forming and solving equations Testing conjectures Constructing in 2 and 3 Dimensions: Three dimensional shapes Constructions and congruency	Reasoning with Number: Numbers Using percentages Maths and money Reasoning with Geometry: Deduction Rotation and translation Pythagoras' Theorem	Reasoning with Proportion: Enlargement and similarity Solving ratio and proportion problems Rates Representations and Revision: Probability Algebraic representation
Science	Laboratory safety & Bunsen Burner Revisit how to draw scientific equipment appropriately, graphs and results tables. Revise hazards, safe practice and use of Bunsen burners. Electricity and magnetism Static electricity, building circuits and taking measurements. Effects of magnetic fields and uses of electromagnets. Health and lifestyle Food groups and food tests. Structure and function of the digestive system. The role enzymes in digestion. Absorption of food molecules by diffusion. The effect of drugs on the body. The Earth The composition of the Earth and atmosphere. The process of making sedimentary, igneous, and metamorphic rocks. Uses of sedimentary, igneous, and metamorphic rocks. Explaining the properties of sedimentary, igneous, and metamorphic rocks. Explaining how the properties of sedimentary, igneous, and metamorphic rocks make them suitable for their uses. Using the rock cycle to describe how materials in rocks are recycled. Explaining how uplift provides evidence for the rock cycle. Describing how carbon moves between carbon stores in the carbon cycle. Explaining why the concentration of carbon dioxide in the atmosphere did not change for many years. Describing the greenhouse effect, global heating, and climate change. Explaining why global heating occurs. Describing some impacts of global heating and how to prevent climate change. Describing how aluminium is recycled. Describing advantages and disadvantages of recycling.	Energy Energy resources Energy stores and transfers. Work done, energy, and power. The Periodic Table The meaning of the terms physical and chemical properties of typical metals and non-metals Groups and periods in the Periodic Table and trends in the properties of elements in Groups or Periods. Group 1 elements, their physical properties including their melting and boiling points, and trends in the reactivity of Group 1 elements with water. Group 7 elements, their states and colours at room temperature, their physical properties including trends in boiling and melting points, and trends in the reactivity of Group 7 elements with iron. Group 0 elements, their physical properties including trends in boiling points, and how the properties of the Group 0 elements make them suitable for their uses. Biological Processes The process and importance of photosynthesis. The adaptation of leaves for photosynthesis. The process of aerobic respiration in living organisms. The process of anaerobic respiration in humans and microorganisms. Science Week (March)	Motion and pressure Speed and distance–time graphs. Pressure. Turning forces Ecosystems and adaptation Interdependence. Plant and animal adaptations Inheritance Variation (genetic and environmental) Natural selection Separation Techniques Meaning of pure, mixture, solute, solvent, solution, dissolve, and solubility. Use a temperature–time melting point graph to determine if a substance is pure. Compare mixtures and compounds. Explain dissolving and evaporation using the particle model. Predict the mass of a solution made from given masses of solute and solvent. Plot solubility data from data in a table. Describe how solubility changes with temperature. Name types of mixtures that can be separated by filtration. Explain how filtration works. Explain some uses of filtration. Describe how to use distillation to separate a solvent from a solution.	Laboratory safety & Bunsen Burner Revisit how to draw scientific equipment appropriately, graphs and results tables. Revise hazards, safe practice and use of Bunsen burners. Cells Plant and animal cells. Specialised cells. Aerobic respiration. Diffusion and osmosis Particle Models and state Particle model. State change Forces and motions Forces: types and interaction pairs. Force diagrams. Motion. Stretching and Hooke's Law. Forces at a distance. Mass and weight. Unbalanced forces. Speed Cell systems Cells to systems. Photosynthesis Atoms and the Periodic Table Electronic structure of atoms. Inside atoms. Metals and non metals in the Periodic Table. Classifying groups in the Periodic Table. Elements, compounds and mixtures. Bonding.	Energy Energy conservation, transfer, and dissipation. Fertilisation and Implantation Single gene inheritance, genetic variation within species and biotechnology including gene technology. Chemical Changes Chemical and physical changes. Reactants and products. Writing chemical equations. Conservation of mass. Energy in chemical reactions. Endothermic and exothermic reactions. Waves, sound and light Wave properties. Calculating wave speed, using frequency and wavelength. Ultrasound and infrasound Seismic waves. Seeing light. The effects of ionising radiation Science Week (March)	Variation and natural selection The importance of biodiversity. Positive and negative human interactions with ecosystems. Some abiotic and biotic factors that affect communities; the importance of interactions between organisms in a community. Chemical Reactions Useful chemical reactions. Using metals. The reactivity series. Extracting metals. Relative mass. Electricity and magnetism Static electricity and charge. Current and resistance. Series and parallel. Electromagnetism and induction. Alternating current and the National Grid.
Art	Drawing skills - Exploring drawing techniques and tonal ranges through spatial recession and composition. Developing into a tonal monoprnt still life. 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. Cubism- Using photography to create a synthetic or asymmetric piece of cubism. *Completed on rotation throughout the year			Crisp packets - Inspired by Marie Noelle Erasmus, students will build on their previous drawing skills from year 8 and progress their skill to material exploration. This will involve enlarging and developing their drawings and creating their work into a multi medium piece of art exploring, pencil, colourpencil, watercolour pencil and paint. Chocolate & Sweets - Exploring acrylic paints through observation drawing, to create a larger piece of art work. Students will be using a new medium of acrylic paints to create a bold and vibrant piece inspired by Georgina Luck and Nancy Whitehead. Portraits and culture - Alphabet Spaghetti - Introduction to photography exploring angles, lighting and basic use of camera. This will involve flat lay images of messages in alphabet spaghetti.		

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	Year 8			Year 9		
Computing	<p>Media - Vector Graphics: 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.</p> <p>Computing systems: Understand 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.</p>	<p>Developing for the web: 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.</p> <p>Binary representation and data storage: This unit conveys essential knowledge relating to binary representations. The activities gradually introduce learners to binary digits and how they can be used to represent text and numbers. The concepts are linked to practical applications and problems that the learners are familiar with</p>	<p>Mobile app development: 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.</p> <p>Introduction to Python Programming: 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.</p>	<p>Problem solving with Python Programming Creating programs to solve scenarios and problems which draw on programming knowledge from Year 8. Pupils will be given different contexts and programs to create using their knowledge of variables, iteration and basic Python functions. Programs will be commented for clarity and tested for effectiveness before submission.</p> <p>Representations - from clay to silicon: Introduction of binary digits as the symbols computers use to perform these tasks and focus on the representation of text and numbers. Calculating storage sizes of files including binary sound, images and video.</p>	<p>Apps for Good Students will work in teams to produce apps which will have a positive impact on their society. Teams will carry out research, develop ideas and create a wireframe for their app as well as marketing and presentation materials. Submissions will be entered for the Apps for Good annual schools competition.</p> <p>Data Science. Pupils are introduced to data science, and will be empowered by knowing how to use data to investigate problems and make changes to the world around them. Learners will be exposed to both global and local data sets and gain an understanding of how visualising data can help with the process of identifying patterns and trends.</p>	<p>Cybersecurity Learners will understand the techniques used by cybercriminals to steal data, disrupt systems, and infiltrate networks. They will recognise the value of their data to organisations and what they might use it for. They will then look at social engineering techniques used by cybercriminals as well as the more common cybercrimes such as hacking, DDoS attacks, and malware, as well as looking at methods to protect ourselves and our networks against these attacks.</p> <p>ICT in specific contexts Students will begin to explore specific context appropriate uses of IT such as spreadsheet models and augmented reality. Exploring the ways that IT use has developed in working environments in the last fifty years.</p>
Enterprise	<p>Pupils explore the world of work and enterprise through a range of challenges and opportunities to meet employers and employees from a range of different sectors. Pupils learn about vital skills required for employment and have the opportunity to plan and present their own business idea as well as being set a challenge to meet the needs of an existing business.</p> <p>Completed on rotation throughout the year</p>					
Dance	<p>Dance is taught as a discreet subject within the KS3 curriculum. Pupils participate in four dance units across the year. Pupils have the opportunity to study a variety of styles of dance, building technique and coordination and developing their understanding of movement vocabulary. Topics covered are: Sports Dance Street Dance Parkour with props Music Video</p> <p>Completed on rotation throughout the year</p>					
Design Technology	<p>Design: Woodenpencil box Developing skills - hand tools and machines, knowledge of materials and their properties, designing, literacy - evaluating, numeracy, marking out</p> <p>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</p> <p>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</p> <p>Completed on rotation throughout the year</p>	<p>Design Technology: Timbers Candle Holder Developing in depth knowledge of timbers. Developing skills - hand tools, machines, CAD/CAM through designing and making. Developing drawing skills focusing on accuracy. Completed on rotation throughout the year.</p>	<p>Food Preparation and Nutrition: Developing food preparation skills, focusing on food nutrition and health, food science, food safety, food choice and food provenance. Producing a range of dishes, modifying dishes and carrying out sensory evaluations. Completed on rotation throughout the year.</p>	<p>Design Technology: Textiles Batik, Quilting, Printing Developing skills in surface decoration and repeat patterns. Developing knowledge of different materials and techniques through designing and making. Completed on rotation throughout the year.</p>
Geography	<p>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.</p>	<p>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.</p>	<p>Dynamic Landscapes: 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>	<p>Africa - Opportunity or challenge? In this study pupils will investigate how human and physical geographies interconnect within the continent of Africa, as well as the influence of other powers both modern and in the past; all of which have left their mark on the development of this continent.</p>	<p>Resources in the Middle East: This study will explore where our energy comes from, but also the geopolitical challenges and connections experienced. We will also investigate the range of alternative energy sources as our world steps away from oil.</p>	<p>Age of Humans: This topic brings together knowledge from the entire KS3 curriculum to reflect on the overall change and impact of Human activity on the planet.</p>
History	<p>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.</p>	<p>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.</p>	<p>The French Revolution: 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>	<p>Getting the Vote: In the industrial era, people started to move in large numbers around the country. With these changes came new questions about who should be involved in the government of Britain. This topic revisits the theme of power but also the focus on womens rights.</p>	<p>Britain at War: WW1 was the first major conflict the British Empire was actively involved in. This topic brings together the political and strategic strengths developed by Britain, and will explore the social, economic and political impacts of this conflict on the nation.</p>	<p>Change in the 20th Century: Following the end of WW1 and WW2, this topic will investigate how Britain, but also the world (USA as an example) used time of peace to develop interconnections between places with a focus on social, economic, political and technological advances.</p>

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	Year 8			Year 9		
Life Skills	<p>Drugs and alcohol Alcohol and drug misuse and pressures relating to drug use. Energy drinks, dental health</p> <p>Careers Identifying personal skills and interests. Identifying the challenges and rewards of work. Looking at job applications and highlighting our skills. Identifying what success means on a personal level. Exploring the life you want. Careers and the climate.</p>	<p>Discrimination Discrimination in all its forms, including: racism, religious discrimination, disability, discrimination, sexism, homophobia, biphobia and transphobia</p> <p>Emotional wellbeing Mental health and emotional wellbeing, including weight, body image and coping strategies</p>	<p>Digital literacy Online safety, digital literacy, media reliability, and gambling hooks</p> <p>Identity and relationships Gender identity, sexual orientation, consent, 'sexting', and an introduction to contraception</p>	<p>Peer influence, substance use and gangs Healthy and unhealthy friendships, assertiveness, substance misuse, and gang exploitation. Vaping. Sources of help and support</p> <p>Careers Identifying personal skills. Exploring different pathways after school. Choosing what to study in KS4. Managing money. Taking control of your career. What is the labour market and why is it important?</p>	<p>Respectful relationships Families and parenting, healthy relationships, conflict resolution, and relationship changes (break ups/blended families) Sources of help and support</p> <p>Healthy lifestyle Diet, exercise, lifestyle balance and healthy choices, and first aid</p>	<p>Employability skills Employability and online presence</p> <p>Intimate relationships Relationships and sex education including consent, contraception, the risks of STIs, and attitudes to pornography Sources of help and support</p>
MFL	<p>GERMAN Meine Welt und ich - Me and my world Introducing yourself Learning how to pronounce German Words Counting to 19 Using the verb sein - to be Using the German alphabet Using the verb wohnen to say where you live Describing your character Using mein(e) and dein(e) Asking and answering questions about your belongings Using the verb haben + the indefinite article Cultural work - Weinachten (Christmas)</p>	<p>GERMAN Extreme Haustiere - Extreme Pets Talking about pets Using pronouns Talking about super pets Using kann + infinitive Talking about family members and age Using present tense verbs Describing family members Using adjectives with nouns</p>	<p>GERMAN Extreme Haustiere - Extreme Pets Talking about pets Using pronouns Talking about super pets Using kann + infinitive Talking about family members and age Using present tense verbs Describing family members Using adjectives with nouns</p>	<p>FRENCH Vive les vacances! - Long live the holidays! Talking about school holidays Using the verbs avoir and être Qu'est-ce que tu as visité? Saying what you visited and what it was like Using the perfect tense of visiter Qu'est-ce que tu as fait pendant les vacances? Saying what you did during the holidays Using the perfect tense of regular -er verbs Qu'est-ce que tu as fait? Understanding the perfect tense of irregular verbs Listening and reading for negatives in the perfect tense Tu es allé(e) où? Taking part in an interview about a special holiday Using the perfect tense of aller (to go)</p>	<p>FRENCH À loisir - leisure Talking about TV programmes, actors and actresses Using adjective agreement Talking about digital technology Forming and answering questions Talking about leisure activities Using negatives Spotting synonyms when listening and reading Spotting verbs in the perfect tense in a song Creating a chat show interview Asking and answering questions in two tenses</p>	<p>FRENCH Le monde est petit – It's a small world Talking about where you live Describing the weather Describing where you live Using pouvoir + infinitive Talking about how you must help at home Using devoir + infinitive Talking about daily routine Using reflexive verbs Reading texts for overall meaning Spotting alternative ways of saying the same thing Using two or three tenses together Cultural Work</p>

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	Year 8			Year 9		
Music	<p>Mood Music - Pupils explore different emotions and moods that can be created through music. This is achieved by learning different types of chords and chord sequences as well as combinations of instruments and musical elements that best fit different genres of music. Composition using percussion instruments and MIDI software on computers.</p> <p>Blues - Explore the origins of blues, the meanings behind the lyrics and how its structure has been used. Pupils explore the chord sequences and learn to play them on the piano. Completed on rotation throughout the year</p>			<p>Film Music - Pupils learn about music composed for different genres of film, comparisons are made between key musical elements and become the base for composition using both tuned and untuned percussion as well as the use of Music IT and Midi.</p> <p>20th Century Music -Explore music from the century, how instrumental arrangements developed as electronic instruments were introduced. Learn to play some iconic music from the era on the keyboards as well as recording out evidence.</p> <p>Completed on rotation throughout the year</p>		
P.E.	<p>Handball- Introduction to basic rules and skills. Application of rules and gameplay</p> <p>Basketball- Attacking and defending skills and game play.</p> <p>Rugby - passing receiving, attacking and defending skills. Developing knowledge on correct and safe contact tackling techniques.</p> <p>Football- Passing receiving, attacking and defending skills, positioning in small and full sided game play.</p>	<p>Badminton- racket control and technique, rallies, shot selection and singles and doubles game play. Set plays and tactical application</p> <p>Netball -passing receiving, attacking and defending skills, tactical application in small and full sided game play. Designing set plays.</p> <p>Trampolineing - Introduction to health and safety, basic shapes, landings and twists and routine links.</p> <p>Table Tennis-Stroke development to learn control on the table. Serving and receiving serve. Singles gameplay.</p>	<p>Athletics- Refinement of all track and field disciplines. Running, jumping and throwing techniques.</p> <p>Tennis - Stroke development to include spin. Serving and receiving serve. Doubles game play</p> <p>Rounders/Cricket- Attacking and defending batting and fielding skills. Game play with tactics and developing officiating skills. 4</p>	<p>FOCUS: Leadership</p> <p>Netball: Set plays, movement patterns and refinement of basic netball skills through TGFU.</p> <p>Fitness: Develop understanding of the muscular system, skeletal system. Evaluate training methods and components of fitness in preparation for GCSE PE.</p> <p>Football: Refine skills and decisions. Sport Education module to encourage student choice and challenge.</p> <p>Badminton: Refine core and advanced skills on the GCSE PE curriculum. Officiating and tactical application.</p>	<p>Trampolineing: Refine basic movement shapes and routines. Introduction to advanced twists and advanced rotations.</p> <p>Hockey: The unit addresses the fundamental skills of Hockey such as stick control, passing and tackling and applies them in set plays and competitive situations.</p> <p>Orienteering/Leadership Skills: Activities which present intellectual and physical challenges and be encouraged to work in a team, building on trust and developing skills to solve problems, either individually or as a group</p> <p>Volleyball: Introduction to basic techniques including Dig, Set, Serving and Spike.</p> <p>Gaelic Football: Introduction to basic technique and rules. Implementing rules into basic game play.</p> <p>Boxercise: Basic technique introduced through</p>	<p>Athletics:Refinement of all track and field disciplines. Running, jumping and throwing techniques.</p> <p>Softball: Introduction to the rules of Softball and softball equipment. Refinement of throwing and catching.</p> <p>Tennis: Stroke refinement, shot placement and introduction to officiating. Doubles game play.</p> <p>Table Tennis: Students will develop their control, using effective technique to develop power, topspin and backspin in their play. They will understand how more complex shots are executed accurately to move an opponent and outwit.</p>
RE	<p>Worldviews and the Origins of Religion. Exploring the role and expression of shared beliefs in communities around the world. Consider what 'worldviews' are and to evaluate whether they are important. Students will be able to: put into context where the world's religions have come from and where they are going. Discuss what Atheism, Theism and Agnosticism mean today.</p> <p>Islam – worship and authority Key beliefs of Tawid, Risalah and Akhirah Three different groups of Muslims – Sunni, Shi'a and Sufi Reflect on the importance of the Qur'an Leadership in Islam and the role of the imams.</p>	<p>Buddhism The life of Buddha and fundamental beliefs, temple, worship and celebration</p> <ul style="list-style-type: none"> • respect of Buddhism, through knowing the basic beliefs • religious language specific to Buddhism • an awareness of how Buddhism is a way of life, not just a religion • knowledge of the key practices of Buddhism. • Understand that Buddhists do not worship God or the Buddha • Describe how Buddhism provides a practical guide to living • Recognise the importance of compassion in Buddhism. <p>Students will be able to:</p> <ul style="list-style-type: none"> • recognise some of the diversity that makes up Buddhism • understand that beliefs influence behaviours • explore and present different points of view. 	<p>Religion, Human Rights and Social Justice Topics covered:</p> <ul style="list-style-type: none"> •Universal declaration of Human Rights (UDHR) – 1948 •Prejudice and Discrimination •Religious Freedom •The Status and Roles of Women •Christian teachings about wealth •Exploitation of the Poor and Fair Pay •Giving money to the poor •Fairtrade 	<p>Christianity – development of the religion into a worldwide faith.</p> <ul style="list-style-type: none"> • The worldwide nature of Christianity. • Different reasons behind the spread of Christianity in the world. • The Ecumenical movement and the worldwide Council of Churches. • Reflect on the idea of unity within the Church. • How Christianity changed – Orthodoxy and Roman Catholicism. • The Great Schism and the emergence of Protestantism. <p>Christianity - expressions of faith.</p> <ul style="list-style-type: none"> • The authority of the Bible for Christians. • Interpretation and worship. • The Gospels. • The importance of different sources of evidence about Jesus. • Church Leadership and worship, public and private. 	<p>Ethics</p> <ul style="list-style-type: none"> • Exploring the idea of ethical thinking. • Considering the absolute nature of law. • The sanctity of life. • Environmental ethics • Animal rights • Drugs • Medical ethics • Equality • Poverty • Natural disasters • Religious relevance and whether sport has replaced religion <p>Students will be able to understand the terms 'relative' and 'absolute' morality and reflect upon why people do not always make the same decisions. They will be able to:</p> <ul style="list-style-type: none"> • describe some of the issues faced in today's world • understand that beliefs influence attitudes and behaviours • explore and present different points of view. 	<p>Philosophy</p> <ul style="list-style-type: none"> • A first opportunity for students to study philosophy, and to think and argue philosophically, focusing on the philosophy of religion. <p>Three arguments for the existence of God – what the arguments are, and some counter-arguments</p> <ul style="list-style-type: none"> • Examining arguments against belief in God, from science and the Epicurean Paradox Religious themes from a philosophical perspective: immortality, miracles and revelation <p>Students will be encouraged to think critically, challenge assumptions and develop arguments. Students will be able to:</p> <ul style="list-style-type: none"> • reason logically • present cogent arguments • evaluate arguments.