

# Selwood Academy

## Curriculum Guide

2019-2020

	Page
<a href="#"><u>School Vision &amp; Values</u></a>	1
<a href="#"><u>School Day</u></a>	2
<a href="#"><u>Curriculum Time</u></a>	2
<a href="#"><u>Pathways &amp; Teaching Groups</u></a>	3
<a href="#"><u>Materials/Equipment</u></a>	4
<a href="#"><u>Homework Arrangements</u></a>	5
<a href="#"><u>Settling-in Report</u></a>	6
<a href="#"><u>Termly Reports</u></a>	7
<a href="#"><u>Year 5 Curriculum</u></a>	8-9
<a href="#"><u>Year 6 Curriculum</u></a>	10-11
<a href="#"><u>Year 7 Curriculum</u></a>	12-13
<a href="#"><u>Year 8 Curriculum</u></a>	14-15



**“Let your light shine before others”**

Matthew 5 v 16

## Vision

At Selwood we are committed to creating a safe, happy and enriching environment where we all aspire to thrive, achieve and celebrate success together. Our aim is to promote the dignity and well-being of every child and staff member and ensure they flourish in the course of their journey with us.

<p><b>Wisdom:</b></p> <p>Fostering discipline Developing talents Seeking knowledge</p>	<p><b>Community:</b></p> <p>Building relationships Developing character enabling people to flourish together</p>
<p><b>Hope:</b></p> <p>Coping wisely with disappointment Opening horizons Seeking healing Repair and renewal</p>	<p><b>Joy:</b></p> <p>Building resilience Enabling flourishing Developing confidence I can...</p>

## School Day

Years 6-8		Year 5	
08:40	Registration	08:40	Registration
08:45	<b>Lesson 1</b>	08:45	<b>Lesson 1</b>
09:45	<b>Lesson 2</b>	09:45	<b>Lesson 2</b>
10:45	Morning Break	10:45	Morning Break
11:05	<b>Lesson 3</b>	11:05	<b>Lesson 3</b>
12:05	<b>Lesson 4</b>	12:05	<b>Lesson 4</b>
13:05	Lunch	12:45 – 13:25	Lunch
		13:25 – 13:45	Daily Reading
13:45	Registration /Assembly /Act of Worship		
14:10	<b>Lesson 5</b>	14:10	<b>Lesson 5</b>
15:10	Dismissal	15:10	Dismissal

## Curriculum Time

Subject	Year Group			
	5	6	7	8
<b>Numeracy</b>	6	6	3	3
<b>Literacy (KS2 includes Humanities)</b>	7	7	3	3
<b>Art</b>	1	1	1	1
<b>Computing</b>	1	1	1	1
<b>Drama</b>	1	1	1	1
<b>Geography</b>	-	-	2	2
<b>History</b>	-	-	2	2
<b>Languages</b>	1	1	2	3
<b>Music</b>	1	1	1	1
<b>PASHE</b>	1	1	1	1
<b>PE</b>	2	2	2	2
<b>RPC</b>	1	1	1	1
<b>Science</b>	2	2	3	3
<b>Technology</b>	1	1	2	1
	<b>25</b>	<b>25</b>	<b>25</b>	<b>25</b>

## Teaching Groups:

When appropriate, the school assigns each pupil to a 'pathway' to best support them in their learning. In year 5, pupils are initially taught in tutor groups in literacy and numeracy and this is monitored carefully. Pathways may be formed later, should it be required to support the pupils.

Taught in Tutor Groups:	Literacy Pathway:	Numeracy Pathway:		
<b>YEAR 5</b>				
<b>In Tutor Groups</b>	<b>ENGLISH (including Humanities)</b>	<b>MATHS</b>		
Art, Computing, Drama, Music, R&P, Technology, PASHE, PE(B&G), Science	<b>FRM</b> A1 A2 A3	<b>FRM</b> A1 A2 A3		
	<b>ESL</b> B1 B2 B3	<b>ESL</b> B1 B2 B3		
<b>YEAR 6</b>				
<b>In Tutor Groups</b>	<b>ENGLISH (including Humanities)</b>	<b>MATHS</b>		
Art, Computing, Drama, Music, R&P, Technology, PASHE, PE(B&G), Science	Accelerated Applied Foundation	Accelerated Applied Foundation		
<b>YEAR 7</b>				
<b>In Tutor Groups</b>	<b>ENGLISH &amp; FRENCH</b>	<b>MATHS</b>	<b>PE</b>	
Art, Computing, Drama, Music, R&P, History, Geography, Technology, PASHE, PE(B&G), Science	<b>FRM</b> Accelerated Applied Foundation	<b>FRM</b> Accelerated Applied Foundation	FRM	
	<b>ESLW</b> Accelerated Applied Foundation	<b>ESLW</b> Accelerated Applied Foundation	ES	
			LW	
<b>YEAR 8</b>				
<b>In Tutor Groups</b>	<b>ENGLISH</b>	<b>MATHS</b>	<b>FRENCH</b>	<b>PE</b>
Art, Computing, Drama, Music, R&P, History, Geography, Technology, PASHE, PE(B&G), Science	<b>FRM</b> Accelerated Applied Foundation	<b>FRM</b> Accelerated Applied Foundation	FR	FR
	<b>ESL</b> Accelerated Applied Foundation	<b>ESL</b> Accelerated Applied Foundation	ME	ME
	<b>ESL</b> Accelerated Applied Foundation	<b>ESL</b> Accelerated Applied Foundation	SL	SL

## Materials/ equipment

Part of being well organised means bringing all of the equipment needed for the school day. It is important for pupils to check their timetable and ensure that the correct equipment for the next day is all packed the night before.

- Fountain or handwriting pens (one blue and one black ink) - no biros please
- A pencil, ruler and an eraser.
- A set of colouring pencils.
- Pupils are encouraged to bring containers (preferably not 'one use plastic') of water into lessons and they may drink from these bottles as appropriate.
- Pupils are also encouraged to bring in their own earphones to help support lessons in ICT suites.
- Pupils must bring their Link Book every day.
- Pupils should always keep a reading book in their school bag as we encourage reading at every opportunity.
- Equipment should be taken to and from school in a sensible bag, ideally a rucksack with two shoulder straps so that the load can be spread evenly. We recommend that PE kit is brought in a separate bag.

Pupils require the following PE kit:

- **Footwear:** Pupils will require a pair of sports trainers and studded boots for PE lessons.

Sports trainers should have good grip and be cut below the ankle. High tops, daps, plimsolls or casual wear trainers are not permitted.

Only studded boots or blades can be used on the 3G pitch. The studs/blades must be made of plastic or rubber. No metal or metal tipped studs or blades are permitted.

Studded boots are strongly recommended for all hockey, football and rugby lessons.

- **Socks:** knee length royal blue socks.
- **Shorts:** Royal blue in colour.
- **Shirt:** Royal blue and white, long sleeved rugby style shirt for the autumn and spring terms. A white polo shirt in the summer term.

## Personal Protective Equipment (PPE)

- Pupils are strongly advised to wear a mouth guard for hockey and rugby lessons.
- Pupils are strongly advised to wear shin pads for football and hockey lessons.
- All jewellery and piercings need to be removed for health and safety reasons.
- Hair bands must be worn by those who have long hair which has the potential obstruct their vision.

**Additional clothing:** Due to limited indoor space, the majority of PE lessons are outside. Pupils are encouraged to bring additional layers during the winter months to keep warm. At the discretion of the PE teacher, pupils may wear hats, gloves, jogging or tracksuit bottoms over the top of their shorts (plain navy blue or black). Pupils may wear thermals and lycra base layers in navy blue or black. All additional layers must be worn underneath the academy PE shirt. No hoodies or coats can be worn for health and safety reasons.

## Homework arrangements

- No more than 30mins per evening at KS2.
- No more than 1hr at KS3.
- All homework must have 1 week for completion.
- Maths, English, Science, Humanities and Languages will set regular homework at KS3. Other subjects may set enrichment/extension homework when it supports learning.
- Homework will be set in English and Maths at KS2.
- Should pupils be set more than one homework on one day, it is up to the pupil to organise their times during the week to make sure deadlines are not missed.
- It is at the discretion of the teacher when homework should be set, according to their own work schedule.
- It is at the discretion of the teacher (depending on the nature of the homework) to offer a 'day's grace' if the deadline is missed.
- As usual, teachers will monitor homework completion by their classes. Persistent homework failure will be tracked. Heads of Faculty/CTLs will monitor and support persistent failures to complete homework within their faculty.

## **'Settling-in' Report:**

Early in the new academic year, an 'Attitude to Learning' report is written for each pupil. Teachers give a score of 1-4 to indicate the pupils' attitude and approach to learning. If a score of 1 or 2 is given, it is necessary to add a comment to help the pupil improve. These scores are also given when end-of-term academic reports are written. Teachers may also add an aspirational or encouraging comment if they feel it helps the pupil.

### **4. Outstanding attitude to learning**

- Always tries to complete work to a high standard
- Always meets deadlines
- Highly motivated and implements targets for improvement
- Contributes fully during learning activities
- Listens carefully
- Asks questions which show a keen level of interest and engagement
- Is an independent learner
- Exceptional behaviour at all times

### **3. Good attitude to learning**

- Regularly tries to complete work to a high standard
- Meets the majority of deadlines
- Motivated and works to implement most targets for improvement
- Often contributes during learning activities
- Majority of the time - listens carefully
- Asks sensible, thoughtful questions when needed
- Regularly engages actively
- Can work independently with encouragement
- Behaviour is always good and rarely off-task

### **2. Attitude to learning requires improvement**

- Sometimes completes work to a high standard
- Sometimes misses deadlines
- Often gives up
- Rarely contributes to learning activities
- Rarely listens carefully
- Sometimes asks sensible, thoughtful questions
- Occasionally lacks motivation
- Sometimes shows initiative but often requires further encouragement
- Occasionally off-task and behaviour can be variable

### **1. Concerns about attitude to learning**

- Lacks motivation and work is mostly completed without care
- Misses deadlines
- Lacks motivation and will avoid challenging activities
- Unwilling to contribute actively in learning activities
- Finds it difficult to listen and repeats mistakes
- Reluctant to ask questions
- Very rarely engaged
- Usually off-task and behaviour can be disruptive to others

## Termly Reports:

At the end of each term, each pupil receives an interim academic report. For each subject, this will include:

- Current attainment (see below)
- Predicted attainment (**A:** Above, **O:** Online **B:** Below)
- Attitude to Learning Score (1-4)
- Next step comments
- Tutor comments are included in the end-of-year report at the end of the summer term.

## Our Assessment Language

Curriculum Year	Progress Measure	
5	Emerging	Pupils begin each year at <b>Emerging</b> as they begin learning new concepts and skills.
	Developing	
	<b>Secure</b>	
	Mastering	
6	Emerging	As learning progresses, each pupil will move from <b>emerging</b> to <b>developing</b> and then to <b>secure</b> within each subject.
	Developing	
	<b>Secure</b>	
	Mastering	
7	Emerging	Each pupil should aim to be <b>Secure</b> by the end of the academic year. This means that they are working at the standard expected for their age.
	Developing	
	<b>Secure</b>	
	Mastering	
8	Emerging	Once secure in a particular subject, they are then given the opportunity to deepen their understanding of concepts and skills they have been learnt ( <b>Mastering</b> ), prior to starting the next phase of learning.
	Developing	
	<b>Secure</b>	
	Mastering	
		Pupils' progress is assessed against specific subject criteria using this method, giving teachers and pupils a greater opportunity to focus on the skills that need to be developed or strengthened in order to improve.

It may be necessary to report that a pupil is working at a level *below* their academic year. If this is the case, this indicates that the teacher is differentiating content and adapting teaching methods appropriately to meet the learning needs of the pupil to help them progress.



## Year 5 Curriculum

Year 5		
Autumn 1 & 2	Spring 1 & 2	Summer 1 & 2
<b>LITERACY (including humanities)</b>		
<ul style="list-style-type: none"> <li>Unit 1 (After Transition Unit) Weather and Us</li> <li>Unit 2 Narrative Poetry</li> <li>Unit 3 - Ancient Greeks – Myths and Legends. (Narrative section only – history elements to follow.)</li> <li>Unit 4 Ancient Greece</li> </ul>	<ul style="list-style-type: none"> <li>Unit 5 Playscripts</li> <li>Unit 6 The Countryside</li> <li>Unit 7 Performance Poetry</li> <li>Unit 8 Narrative Writing Unit - Lion, Witch and Wardrobe</li> </ul>	<ul style="list-style-type: none"> <li>Unit 9 Armada</li> <li>Unit 10 A Place to Live</li> <li>Unit 11 Moving image</li> <li>Unit 12 A Study over time. Where did Britain's Explorer's go?</li> </ul>
<b>NUMERACY</b>		
<ul style="list-style-type: none"> <li>Place value</li> <li>Addition and Subtraction</li> <li>Comparing and ordering fractions</li> <li>Mixed numbers and Improper fractions</li> </ul>	<ul style="list-style-type: none"> <li>Multiplication and Division</li> <li>Metric measures and Time</li> <li>Column addition and subtraction</li> <li>Adding and subtracting fractions</li> </ul>	<ul style="list-style-type: none"> <li>Place value</li> <li>Multiplication and Division</li> <li>2-D shapes and properties</li> <li>Fractions and Percentages</li> </ul>
<b>ART</b>		
<ul style="list-style-type: none"> <li>Changes</li> <li>Landscapes and Viewpoints</li> </ul>	<ul style="list-style-type: none"> <li>Greek Art</li> <li>Environmental Art</li> </ul>	<ul style="list-style-type: none"> <li>Positive and Negative Image</li> <li>The Body</li> </ul>
<b>COMPUTING</b>		
<ul style="list-style-type: none"> <li>Introductory Skills</li> <li>Graphical Modelling</li> </ul>	<ul style="list-style-type: none"> <li>Controlling and Programming: Kodu</li> </ul>	<ul style="list-style-type: none"> <li>Databases</li> <li>Spreadsheets</li> <li>End of Year Project: Theme Park Design</li> </ul>
<b>DRAMA</b>		
<ul style="list-style-type: none"> <li>Serious Fun</li> <li>Fairy Tale/Just So/Pantomime</li> </ul>	<ul style="list-style-type: none"> <li>The Wild West (page to stage)</li> <li>Horwood Green <b>with Literacy</b></li> </ul>	<ul style="list-style-type: none"> <li>Commedia Del Arte</li> <li>Space Exploration</li> </ul>
<b>LANGUAGES</b>		
<ul style="list-style-type: none"> <li>La Rentrée! (Back to school)</li> <li>Mes animaux ( Animals)</li> </ul>	<ul style="list-style-type: none"> <li>Je me présente! (About me!)</li> </ul>	<ul style="list-style-type: none"> <li>J'ai mal! (I'm hurting!)</li> <li>PROJECT Booklet about me!</li> </ul>
<b>MUSIC</b>		
<ul style="list-style-type: none"> <li>Introduction to Music</li> <li>Christmas Carol Performance</li> </ul>	<ul style="list-style-type: none"> <li>Stomp Rhythms</li> <li>Incredible Instruments</li> </ul>	<ul style="list-style-type: none"> <li>Keyboard 101</li> <li>Battle of the Bands- ensemble performance</li> </ul>
<b>PASHE</b>		
<ul style="list-style-type: none"> <li>Getting to Know Each other</li> <li>The Christmas Play</li> </ul>	<ul style="list-style-type: none"> <li>Why should I come to school?</li> <li>What are my future dreams?</li> </ul>	<ul style="list-style-type: none"> <li>SRE (Sex and Relationship Education)</li> <li>How can I be healthy?</li> </ul>

## Year 5

### Autumn 1 & 2

### Spring 1 & 2

### Summer 1 & 2

#### PE

- Football
- Netball
- Gym/Dance

- Tag Rugby
- Hockey

- Athletics
- Striking/Fielding
- Mini-Tennis

#### RELIGION & PHILISOPHY

- How do we make moral choices?

- How should we live and who can inspire us?
- What is it like to be a Christian?

- What is it like to be a Hindu?

#### SCIENCE

- Living things and their habitat
- Properties of materials

- Earth & Space
- Forces

- Animals, including humans

#### TECHNOLOGY

- A healthy diet
- Pop up creations

- Textiles juggling balls
- Mechanical posters

- Making a kite

## Year 6 Curriculum

Year 6		
Autumn 1 & 2	Spring 1 & 2	Summer 1 & 2
<b>LITERACY (including humanities)</b>		
<ul style="list-style-type: none"> <li>Unit 1 Poetry – The power of imagery</li> <li>Unit 2 Narrative Writing Unit (Fantasy genre)</li> <li>Unit 3 Romans</li> <li>Unit 4 Non-Fiction Biography</li> <li>Unit 5 Non – fiction Autobiography</li> <li>Unit 6 Rivers</li> </ul>	<ul style="list-style-type: none"> <li>Unit 7 Somerset's role in WW2. Journalistic writing</li> <li>Unit 8 Narrative writing: Sci-fi genre</li> <li>Unit 9 Flooding</li> <li>Unit 10 How to discuss!</li> <li>Unit 11 Climate change!</li> <li>Unit 12 Revision Unit for Reading</li> </ul>	<ul style="list-style-type: none"> <li>Unit 13 Revision Unit for Writing – 'Inspector Gadget'</li> <li>Unit 14 Vikings and Anglo-Saxons</li> <li>Unit 15 Geography – Mapwork skills or Exploration of a local planning issue</li> <li>Unit 16 Collaborative writing</li> <li>Unit 17 Poetry Unit</li> </ul>
<b>NUMERACY</b>		
<ul style="list-style-type: none"> <li>Place value</li> <li>Addition and Subtraction</li> <li>Properties of 2-D and 3-D shapes</li> <li>Fractions and mixed numbers</li> </ul>	<ul style="list-style-type: none"> <li>Multiplication and Division</li> <li>Algebra</li> <li>Fractions-Decimals-Percentages</li> <li>Measures and Data</li> </ul>	<ul style="list-style-type: none"> <li>Revision of KS2 topics,</li> <li>Money Week,</li> <li>Projects on finance and measures,</li> <li>Analysing data and averages</li> </ul>
<b>ART</b>		
<ul style="list-style-type: none"> <li>Colour Wheel</li> <li>Drawing and colouring techniques</li> <li>Textures</li> <li>Artist analysis of Eric Carle, Emma Dibben and Sarah Graham.</li> <li>Observational drawing of toys</li> </ul>	<ul style="list-style-type: none"> <li>Landscape painting</li> <li>Dali</li> <li>Kandinsky- Art and music</li> <li>Yoyai Kusama- Paper mache Pumpkins</li> <li>Op Art</li> </ul>	<ul style="list-style-type: none"> <li>Climate Change (<b>Collaboration with Drama</b>)</li> <li>Create a panel that reflects the work they have enjoyed learning about throughout the year.</li> </ul>
<b>COMPUTING</b>		
<ul style="list-style-type: none"> <li>Word Timetable</li> <li>Multimedia presentations</li> <li>Spreadsheet Modelling</li> </ul>	<ul style="list-style-type: none"> <li>Control &amp; Monitoring Flowchart</li> <li>Coding with Scratch</li> </ul>	<ul style="list-style-type: none"> <li>Databases How the Internet works</li> <li>Web design</li> <li>Rollercoaster Pivot</li> </ul>
<b>DRAMA</b>		
<ul style="list-style-type: none"> <li>Basic Skills Year 6</li> <li>The Mystery of Nancy Turner</li> </ul>	<ul style="list-style-type: none"> <li>Page to Stage</li> <li>Time Travel</li> </ul>	<ul style="list-style-type: none"> <li>Lord of the Flies</li> <li>Climate Change – community project (<b>with PASHE and Art</b>)</li> </ul>
<b>LANGUAGES</b>		
<ul style="list-style-type: none"> <li>En Ville! (In Town)</li> <li>Bon Appétit! (Food Glorious Food)</li> </ul>	<ul style="list-style-type: none"> <li>Mes Passe-temps! (Hobbies)</li> </ul>	<ul style="list-style-type: none"> <li>Je me présente! (About me!)</li> <li>Vive Les Vacances! (Holidays!)</li> </ul>

## Year 6

### Autumn 1 & 2

### Spring 1 & 2

### Summer 1 & 2

#### MUSIC

- |  |   |  |
|--|---|--|
| <ul style="list-style-type: none"> <li>• Musical Theatre</li> <li>• Christmas Carol Performance</li> </ul> | <ul style="list-style-type: none"> <li>• Musical Notation</li> <li>• Music &amp; Media Composition</li> </ul> | <ul style="list-style-type: none"> <li>• Ukulele 101</li> <li>• Battle of the Bands</li> </ul> |
|--|---|--|

#### PASHE

- |  |  |   |
|--|--|---|
| <ul style="list-style-type: none"> <li>• The Harvest Festival (each class prepares one area for a festival to be shown to parents.)</li> <li>• The Anne Frank Project (this is linked with R&amp;P – Judaism Unit.)</li> </ul> | <ul style="list-style-type: none"> <li>• How can I be healthy? (Including alcohol/drugs awareness)</li> <li>• What can improve my mental wellbeing? (Product design project.)</li> </ul> | <ul style="list-style-type: none"> <li>• SRE (sex and relationships education)</li> <li>• How can I improve the world? (Focus on animal rights and combined with drama/art community project.)</li> </ul> |
|--|--|---|

#### PE

- |  |   |   |
|--|---|---|
| <ul style="list-style-type: none"> <li>• Tag Rugby</li> <li>• Gym/Dance</li> <li>• Hockey</li> </ul> | <ul style="list-style-type: none"> <li>• Netball</li> <li>• Football</li> </ul> | <ul style="list-style-type: none"> <li>• Athletics</li> <li>• Striking/Fielding</li> <li>• Mini-Tennis</li> </ul> |
|--|---|---|

#### RELIGION & PHILISOPHY

- |  |  |  |
|--|--|--|
| <ul style="list-style-type: none"> <li>• Questions and Mysteries (What important questions do I have about life?)</li> </ul> | <ul style="list-style-type: none"> <li>• Expressions of belief (How do people express their beliefs?)</li> </ul> | <ul style="list-style-type: none"> <li>• What's it like to be a Muslim?</li> </ul> |
|--|--|--|

#### SCIENCE

- |   |  |  |
|---|--|--|
| <ul style="list-style-type: none"> <li>• Living things and their habitats</li> <li>• Electricity</li> </ul> | <ul style="list-style-type: none"> <li>• Evolution and inheritance</li> <li>• Light and sound</li> </ul> | <ul style="list-style-type: none"> <li>• Earth in Space</li> </ul> |
|---|--|--|

#### TECHNOLOGY

- |   |  |  |
|---|--|--|
| <ul style="list-style-type: none"> <li>• Design a torch</li> <li>• Creating a mobile</li> </ul> | <ul style="list-style-type: none"> <li>• Marble run</li> <li>• Textiles phone cases</li> </ul> | <ul style="list-style-type: none"> <li>• Package design</li> </ul> |
|---|--|--|

## Year 7 Curriculum

Year 7		
Autumn 1 & 2	Spring 1 & 2	Summer 1 & 2
<b>LITERACY</b>		
<ul style="list-style-type: none"> <li>Media Exploration and revision of Journalistic reading and writing, advertising and persuasion.</li> <li>Modern Novel Holes by Louis Sachar or Skellig by David Almond</li> <li>Challenge Factor Personal writing styles and forms Invention of personal challenge and delivery of a spoken presentation</li> </ul>	<ul style="list-style-type: none"> <li>Traditional Tales: Author techniques used in story telling setting, character creation, plotlines, themes, story structure.</li> <li>Ballads: Exploration of features of ballad writing. Write own ballads</li> <li>Modern Playscript: Features of scriptwriting within a theme of bullying.</li> </ul>	<ul style="list-style-type: none"> <li>Shakespeare – The Tempest. Introduction to Shakespearean themes and language.</li> <li>Transition Unit: Narrative based. Link to reading and writing skills into next Academic Year.</li> </ul>
<b>NUMERACY</b>		
<ul style="list-style-type: none"> <li>Analysing and displaying data</li> <li>Number skills</li> <li>Algebraic expressions and formulae</li> </ul>	<ul style="list-style-type: none"> <li>Decimals and measures,</li> <li>Fractions and percentages</li> <li>Probability</li> </ul>	<ul style="list-style-type: none"> <li>Ratio and proportion</li> <li>Lines and measures</li> <li>Sequences and graphs</li> </ul>
<b>ART</b>		
<ul style="list-style-type: none"> <li>Buildings: Inside and Outside</li> <li>Gaudi: Sketchbook exercises with pastels</li> <li>Creating architectural structures out of card</li> </ul>	<ul style="list-style-type: none"> <li>Personality boxes</li> <li>Portraiture project.</li> <li>Picasso</li> <li>African Mask out of clay</li> </ul>	<ul style="list-style-type: none"> <li>Observational drawings of everyday objects.</li> <li>Artists analysis of Jim Dine</li> </ul>
<b>COMPUTING</b>		
<ul style="list-style-type: none"> <li>Control &amp; monitoring Creating games</li> <li>How computers work. The Internet.</li> <li>Build a computer</li> <li>Bitmap Pictures and code solving</li> </ul>	<ul style="list-style-type: none"> <li>How Computers work - Networks</li> <li>Future Homes Technology</li> <li>Video editing (Drama Project)</li> <li>E-safety game E safety</li> </ul>	<ul style="list-style-type: none"> <li>Sound files &amp; Adverts</li> <li>Micro:Bit</li> <li>Desktop Publishing</li> </ul>
<b>DRAMA</b>		
<ul style="list-style-type: none"> <li>Basic Skills Year 7</li> <li>Darkwood Manor</li> </ul>	<ul style="list-style-type: none"> <li>Media: Remote Control <b>with ICT</b></li> <li>Cluedo</li> </ul>	<ul style="list-style-type: none"> <li>The Power of Change (research project)</li> </ul>
<b>GEOGRAPHY</b>		
<ul style="list-style-type: none"> <li>What is Geography?</li> <li>Map skills</li> <li>Weather and Climate</li> </ul>	<ul style="list-style-type: none"> <li>Asia/China – How important is China to the rest of the world?</li> </ul>	<ul style="list-style-type: none"> <li>What is tourism and how does it impact on the world?</li> </ul>
<b>HISTORY</b>		
<ul style="list-style-type: none"> <li>The Challenges to English Power (William of Normandy and the Battle of Hastings)</li> <li>Local Study: Castles in the South West</li> </ul>	<ul style="list-style-type: none"> <li>Ordinary Peoples' Lives (The Medieval Period)</li> <li>The Church in the 15<sup>th</sup> and 16<sup>th</sup> Century</li> <li>Guy Fawkes: Politics and Terrorism</li> </ul>	<ul style="list-style-type: none"> <li>Oliver Cromwell: Hero or Villain?</li> <li>Early 20<sup>th</sup> Century Britain</li> </ul>

## Year 7

### Autumn 1 & 2

### Spring 1 & 2

### Summer 1 & 2

#### LANGUAGES

- |  |   |   |
|--|---|---|
| <ul style="list-style-type: none"> <li>• Je me présente! (About me!)</li> <li>• Chez Moi (Where I live)</li> </ul> | <ul style="list-style-type: none"> <li>• Ma Journée! (Daily routine)</li> </ul> | <ul style="list-style-type: none"> <li>• On s'amuse! (Sports and Games!)</li> <li>• Vive Les Vacances! (Going on holiday!)</li> </ul> |
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#### MUSIC

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|---|---|---|
| <ul style="list-style-type: none"> <li>• Reggae Music</li> <li>• Caribbean Christmas Performance</li> </ul> | <ul style="list-style-type: none"> <li>• Film Music Composition</li> <li>• The Blues</li> </ul> | <ul style="list-style-type: none"> <li>• Guitar 101</li> <li>• Battle of the Bands</li> </ul> |
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#### PASHE

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| <ul style="list-style-type: none"> <li>• Caring for Our Environment</li> <li>• Wacky Soap (focus on addiction.)</li> </ul> | <ul style="list-style-type: none"> <li>• How can we help others improve their mental wellbeing? (Community project for First Schools.)</li> <li>• Spring 2 – SRE (sex and relationship education.)</li> </ul> | <ul style="list-style-type: none"> <li>• Summer – Lepra (a charity project.)</li> <li>• What are my future dreams (careers project.)</li> </ul> |
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#### PE

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|---|---|---|
| <ul style="list-style-type: none"> <li>• Netball</li> <li>• Football</li> <li>• Hockey</li> </ul> | <ul style="list-style-type: none"> <li>• Rugby</li> <li>• Gym/Dance</li> <li>• Athletics</li> </ul> | <ul style="list-style-type: none"> <li>• Striking/Fielding</li> <li>• Ultimate Frisbee</li> </ul> |
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#### RELIGION & PHILISOPHY

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|--|---|---|
| <ul style="list-style-type: none"> <li>• Does our planet have a future? (Religions explored: Christianity and Hinduism)</li> </ul> | <ul style="list-style-type: none"> <li>• How might beliefs affect my thoughts, ideas and actions? (Religions explored: Christianity)</li> </ul> | <ul style="list-style-type: none"> <li>• "How can we find happiness?" (Religions explored: Buddhism)</li> </ul> |
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#### SCIENCE

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|--|--|---|
| <ul style="list-style-type: none"> <li>• Forces</li> <li>• Matter</li> <li>• Reactions</li> <li>• Organisms</li> </ul> | <ul style="list-style-type: none"> <li>• Ecosystems</li> <li>• Electromagnets</li> <li>• Energy</li> </ul> | <ul style="list-style-type: none"> <li>• Genes</li> <li>• Waves</li> <li>• Earth</li> </ul> |
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#### TECHNOLOGY

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|--|--|--|
| <ul style="list-style-type: none"> <li>• Textiles Cushion</li> <li>• Food Tech Basic skills</li> </ul> | <ul style="list-style-type: none"> <li>• Resistant materials. Phone holder</li> <li>• Animal Clipboards</li> </ul> | <ul style="list-style-type: none"> <li>• Food tech. A balanced diet</li> </ul> |
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## Year 8 Curriculum

Year 8		
Autumn 1 & 2	Spring 1 & 2	Summer 1 & 2
<b>LITERACY</b>		
<ul style="list-style-type: none"> <li>Tales of the unexpected Exploration of fiction tales with an unexpected twist. Non-fiction writing about unexpected theme.</li> <li>Poetry Theme: Childhood or insect life Read and write assorted poems</li> <li>Great Expectations Literary Heritage Novel</li> </ul>	<ul style="list-style-type: none"> <li>Modern Novel Use of novel to inspire responses across all writing genres.</li> <li>Clone Wars Investigation of an issue Discussion - Speaking and listening Formation of views and opinions.</li> </ul>	<ul style="list-style-type: none"> <li>Romeo and Juliet Investigation of Shakespearean play.</li> <li>Transition Unit in conjunction with FCC and Oakfield Academy. Armageddon – Brief introduction to Dystopian Literature.</li> </ul>
<b>NUMERACY</b>		
<ul style="list-style-type: none"> <li>Number skills,</li> <li>Area and volume</li> <li>Statistics and graphs</li> </ul>	<ul style="list-style-type: none"> <li>Algebraic expressions and equations</li> <li>Real-life graphs</li> <li>Decimals and ratio</li> </ul>	<ul style="list-style-type: none"> <li>Lines and angles</li> <li>Fractions-Decimals-Percentages</li> <li>Straight line graphs</li> </ul>
<b>ART</b>		
<ul style="list-style-type: none"> <li>Natural Forms (mixed Media)</li> <li>Macro and micro studies</li> <li>Angie Lewin</li> <li>Lino Printing – different colourways and repeat pattern.</li> </ul>	<ul style="list-style-type: none"> <li>Human form – exploring scale and proportion.</li> <li>Wire and paper mache figurative sculptures.</li> </ul>	<ul style="list-style-type: none"> <li>Typography and graphical design</li> </ul>
<b>COMPUTING</b>		
<ul style="list-style-type: none"> <li>3D modelling,</li> <li>Financial modelling</li> <li>Persuasive presentation</li> </ul>	<ul style="list-style-type: none"> <li>Web design &amp; Multimedia: Wearable Technology</li> </ul>	<ul style="list-style-type: none"> <li>Coding with BBC Micro:Bit</li> <li>Video editing: 'Fear Factor' Drama project</li> </ul>
<b>DRAMA</b>		
<ul style="list-style-type: none"> <li>Devising skills</li> <li>Murder Mystery</li> </ul>	<ul style="list-style-type: none"> <li>Devising Drama in the Community <b>(with PASHE)</b></li> </ul>	<ul style="list-style-type: none"> <li>Media: The Fear Factor <b>(with ICT)</b></li> </ul>
<b>GEOGRAPHY</b>		
<ul style="list-style-type: none"> <li>Comparing LIC and HIC countries</li> <li>Sustainable Development Goals</li> </ul>	<ul style="list-style-type: none"> <li>Natural Hazards: Our Restless Earth</li> </ul>	<ul style="list-style-type: none"> <li>How will we cope with an increasing population in the 21<sup>st</sup> Century?</li> </ul>
<b>HISTORY</b>		
<ul style="list-style-type: none"> <li>The Great War</li> <li>The Battle of the Somme</li> </ul>	<ul style="list-style-type: none"> <li>What is the 'Shot at Dawn' Campaign?</li> <li>Why were the Inter-wars so turbulent?</li> </ul>	<ul style="list-style-type: none"> <li>Why was there a Second World War?</li> <li>The Holocaust</li> </ul>
<b>LANGUAGES</b>		
<ul style="list-style-type: none"> <li>Mes Passe-temps! (Hobbies)</li> </ul>	<ul style="list-style-type: none"> <li>Les sorties! (Going out)</li> <li>Manger et Boire! (Food and Drinks!)</li> </ul>	<ul style="list-style-type: none"> <li>Voyages et Vacances! (Holidays)</li> <li>Les Trois Temps! (The 3 Tenses!)</li> </ul>

## Year 8

### Autumn 1 & 2

### Spring 1 & 2

### Summer 1 & 2

#### Spanish/Italian/German

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|--|---|--|
| <ul style="list-style-type: none"> <li>• Greetings and Farewell</li> <li>• Name</li> <li>• Numbers 1-20</li> </ul> | <ul style="list-style-type: none"> <li>• Age</li> <li>• Numbers: units of 10</li> <li>• Where you live</li> <li>• Map/ flag/ capital cities/ cities/ rivers/ landmarks</li> </ul> | <ul style="list-style-type: none"> <li>• Interesting facts</li> <li>• Snacks</li> <li>• Ordering food and drinks</li> <li>• Money (Euros)</li> </ul> |
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#### MUSIC

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|---|--|--|
| <ul style="list-style-type: none"> <li>• Music of Stage and Screen</li> <li>• Gospel Christmas Performance</li> </ul> | <ul style="list-style-type: none"> <li>• Music around the World</li> <li>• Rock and Pop Music</li> </ul> | <ul style="list-style-type: none"> <li>• Pop Music Composition</li> <li>• Battle of the Bands</li> </ul> |
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#### PASHE

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|--|--|--|
| <ul style="list-style-type: none"> <li>• Overs/Unders (biased media focus.)</li> <li>• Government and Politics (political project.)</li> </ul> | <ul style="list-style-type: none"> <li>• Disability and Discrimination (community project link in drama.)</li> <li>• Mental health and wellbeing (technology and body image focus.)</li> </ul> | <ul style="list-style-type: none"> <li>• SRE (sex and relationship education.)</li> <li>• Addiction</li> <li>• Preparing the Leaver's Service</li> </ul> |
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#### PE

- |  |   |  |
|--|---|--|
| <ul style="list-style-type: none"> <li>• Netball</li> <li>• Football</li> <li>• Rugby</li> <li>• Hockey</li> </ul> | <ul style="list-style-type: none"> <li>• Football Leadership</li> <li>• Girls Rugby</li> <li>• Gym/Dance</li> </ul> | <ul style="list-style-type: none"> <li>• Athletics</li> <li>• Striking/Fielding</li> <li>• Volleyball</li> </ul> |
|--|---|--|

#### RELIGION & PHILISOPHY

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|---|--|--|
| <ul style="list-style-type: none"> <li>• "Should we fight back?" (Religions explored: Christianity and Hinduism)</li> </ul> | <ul style="list-style-type: none"> <li>• "Would it be better if we were all the same?" (Religions explored: Sikhism and Islam?)</li> </ul> | <ul style="list-style-type: none"> <li>• "How do people deal with endings?"</li> </ul> |
|---|--|--|

#### SCIENCE

- |   |   |   |
|---|---|---|
| <ul style="list-style-type: none"> <li>• Earth</li> <li>• Waves</li> <li>• Genes</li> <li>• Energy</li> </ul> | <ul style="list-style-type: none"> <li>• Electromagnets</li> <li>• Ecosystems</li> <li>• Organisms</li> </ul> | <ul style="list-style-type: none"> <li>• Reactions</li> <li>• Matter</li> <li>• Forces</li> </ul> |
|---|---|---|

#### TECHNOLOGY

- |   |  |   |
|---|--|---|
| <ul style="list-style-type: none"> <li>• Food around the world</li> </ul> | <ul style="list-style-type: none"> <li>• Textiles. Tool Roll</li> <li>• Bread</li> </ul> | <ul style="list-style-type: none"> <li>• Mazes</li> <li>• Resistant materials "Jitta bugs"</li> </ul> |
|---|--|---|