



**SELWOOD ACADEMY**  
ANGLICAN/METHODIST FOUNDATION SCHOOL

# Curriculum Guide

## 2021-2022

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*P:\CPD Toolkit\Curriculum*





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

Matthew 5 v 16

## Vision

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.

## Values

Our core Christian values of Hope, Wisdom, Community and Joy underpin all that we strive to achieve to enable our 'light to shine before others' [Matthew 5 v 16](#)

## Curriculum Intent

We nurture and develop kind, caring and considerate young people. Our curriculum purposefully imparts wisdom, nurtures talent and encourages pupils to become active, compassionate and lifelong learners. We enable everybody's light to shine and empower them to be their best and nothing less.

We take a precise approach to designing our curriculum and each subject designs an experience for pupils that

- is vertically sequenced, reinforcing and building upon prior knowledge.
- it is **logical**, presented in an order that makes sense, getting gradually more challenging and helps students avoid forgetting what they have learnt and goes beyond the requirements of the national curriculum.
- is **knowledge, experience** and **opportunity** rich, building both substantive and disciplinary knowledge, as well as the individual as a whole.
- is **aspirational** whilst still differentiated. It stretches pupils, who regularly think hard around big issues
- develops the **individual** to prepare them to be literate, numerate and successful in the next phase of their education; encouraging curiosity, independence and responsibility.
- is **relevant** to them, as well as the evolving world and workplace
- responds to pupils' concerns.
- will achieve high levels of retained knowledge



For individuals where the curriculum does not meet their needs we offer high levels of individualisation and personalisation.

Our core Christian values underpin our curriculum. Our curriculum content, teaching approaches and rewards systems recognise and promote the following core learner characteristics:

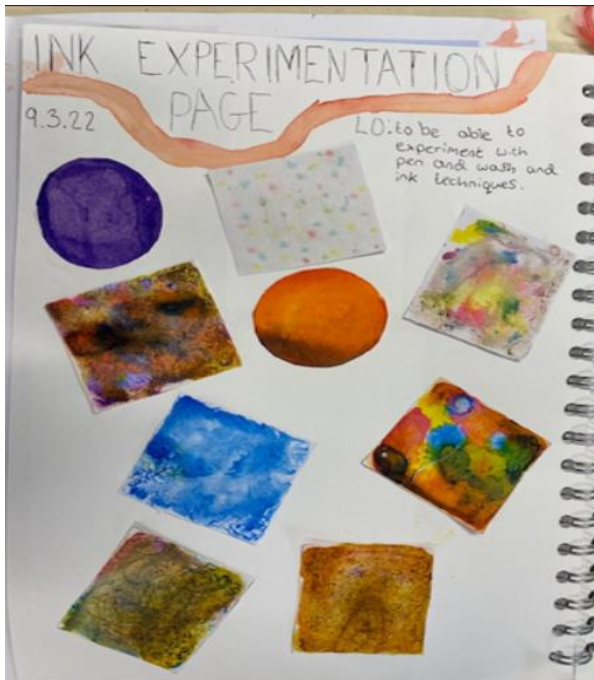
Wisdom	Learner Characteristics	Community	Learner Characteristics
<i>Fostering discipline Developing talents Seeking knowledge</i>	Problem solving Questioning Seeking help Listening Leadership Self-control	<i>Building relationships Developing character, Enabling people to flourish together</i>	Taking part Politeness Empathy Respect for others Supporting others Praising others
Hope	Learner Characteristics	Joy	Learner Characteristics
<i>Coping wisely with disappointment Opening horizons Seeking healing Repair &amp; renewal</i>	Ambition Optimism Positivity Risk taking Learning from failure	<i>Building resilience Enabling flourishing Developing confidence I can...</i>	Enthusiasm Resilience Self-belief Creativity Pride in achievement



# Art

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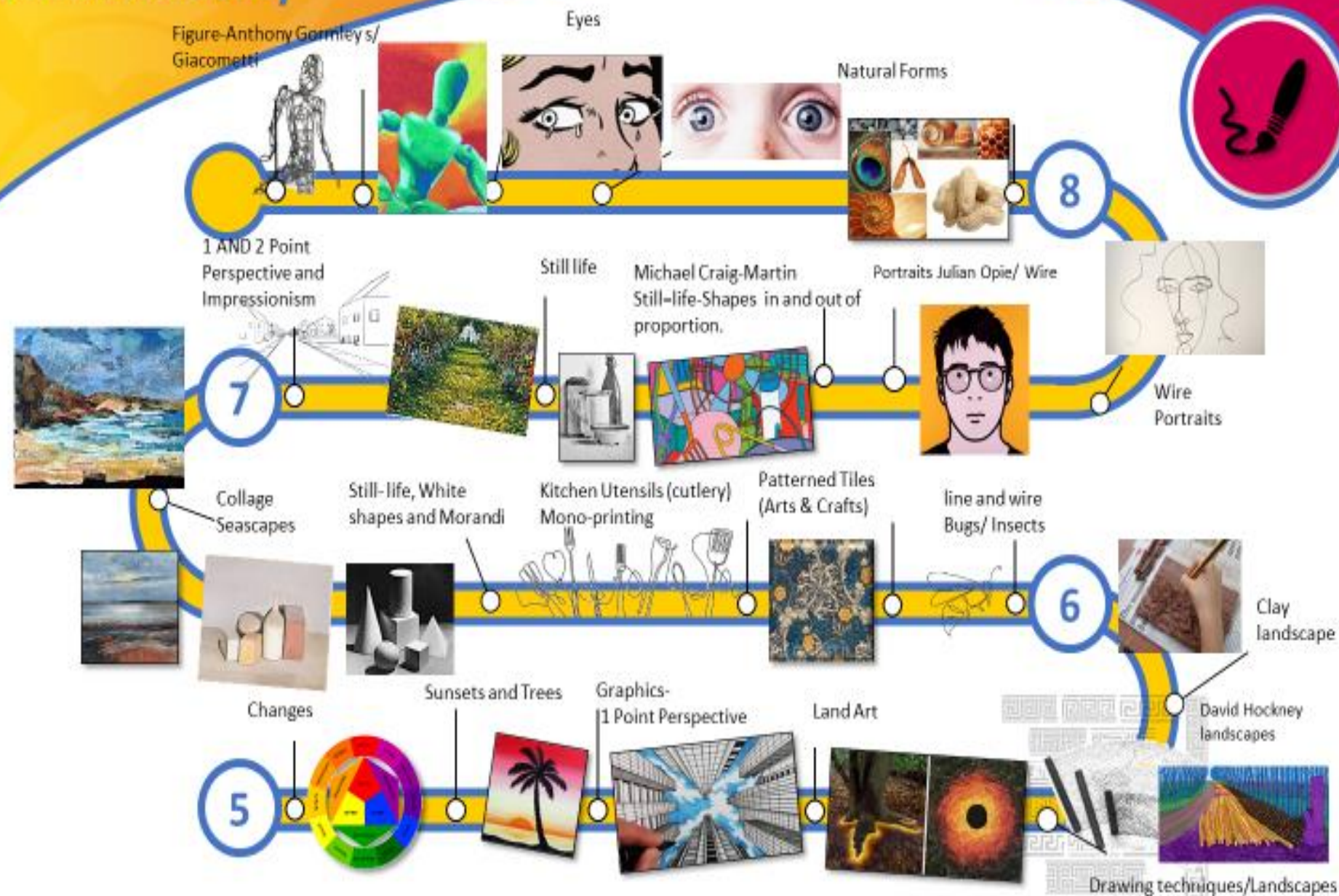
Our Art curriculum at Selwood Academy is rich in skills and knowledge to allow our students to excel practically, intellectually and aesthetically. We provide an environment that allows pupils to explore their creative potential to its fullest extent and give pupils the opportunity to respond creatively and personally. Pupils are taught using the formal elements of Art and Design as well as exploring different types of media, techniques and processes. Furthermore, we equip the pupils with the skills to analyse and describe artists and crafts-people, which informs their own work. We endeavour to inspire and promote Art through extra-curricular activities such as the Art 'Shine' groups and external trips to exhibitions.





# Selwood Academy

## Art





Art	TERM 1	TERM 2	TERM 3	TERM 4	TERM 5	TERM 6
<b>Year 5 KS2</b>	<b>Changes</b> <b>(KS2)NC- 1,2,4,6</b>	<b>Changes Cont - Sunsets and Trees</b> <b>NC- 1,2, 4, 5,6.</b>	<b>Graphics- 1 Point Perspective</b> <b>NC- 1, 2, 4, 6</b>	<b>Land Art</b> <b>NC-1, 4, 5, 6</b>	<b>Greek Art</b> <b>NC- 1,2, 4,5, 6</b>	<b>Drawing techniques/ Landscapes</b> <b>NC- 1,2, 4, 5,6</b>
Learning Foci:	<ul style="list-style-type: none"> <li>• Colour wheel, Primary, and secondary colours (Paint)</li> <li>• Leaf rubbings/ Frottage/ collage</li> <li>• Autumn Colours(Klimt)</li> </ul>	<ul style="list-style-type: none"> <li>• Turner's skies</li> <li>• Colour mixing, painting skills.</li> <li>• Line drawings of trees.</li> <li>• Final picture of sunset painting with silhouette drawings of trees</li> </ul>	<ul style="list-style-type: none"> <li>• Shapes</li> <li>• Key-words- Vanishing point, perspective, tone</li> <li>• 1.Point Perspective</li> <li>• Tone- using coloured pencils</li> <li>• Drawing skyscrapers</li> <li>• Graphic flat colour-</li> </ul>	<ul style="list-style-type: none"> <li>• Looking at Land artists Andy Goldsworthy and Richard Long</li> <li>• Patterns/ compositions made from natural items</li> <li>• Photography collage</li> <li>• Mark-making</li> <li>• Clay relief tile</li> </ul>	<ul style="list-style-type: none"> <li>• Drawing from natural patterns</li> <li>• Designing patterns</li> <li>• Printing x2 colours</li> <li>• Tessellation</li> <li>• Geek pot designs</li> </ul>	<ul style="list-style-type: none"> <li>• Charcoal/rubber mark – making</li> <li>• Pencil mark-making</li> <li>• Charcoal /oil pastels</li> <li>• Landscapes using mark-making.</li> <li>• Impressionism</li> <li>• Keywords and critical evaluation</li> </ul>
<b>Year 6 KS2</b>	<b>Bugs/ Insects</b> <b>NC-1,2, 3, 4, 5.</b>	<b>Patterned Tiles</b> <b>NC-1,2 ,3,4,5,6.</b>	<b>Kitchen Utensils (cutlery)</b> <b>NC-1,2,4, 5</b>	<b>Still- life</b> <b>NC-1,2,4,5,6</b>	<b>Seascapes</b> <b>NC-2, 4,5,6</b>	<b>3-D Natural Form sculptures</b> <b>NC-1,4,5,6.</b>
Learning Foci:	<ul style="list-style-type: none"> <li>• Line drawings techniques (continuous line- drawing) of bugs and insects</li> <li>• Pen/pencil</li> <li>• 3-D black wire of insect/bug</li> <li>• Mono-printing</li> <li>• Alex Konahin</li> </ul>	<ul style="list-style-type: none"> <li>• Arts and Crafts movement</li> <li>• Drawings/studies of flowers, fruit and veg</li> <li>• Shape/tone/pattern/painting/printing</li> <li>• Selection and repeat pattern leading to</li> <li>• <u>Tile design</u></li> <li>• Christmas Lantern making.</li> </ul>	<ul style="list-style-type: none"> <li>• Continuous line drawings of cutlery/ kitchen utensils</li> <li>• Line, shape/ composition</li> <li>• Positive /negative spaces</li> <li>• Magritte</li> </ul>	<ul style="list-style-type: none"> <li>• Drawings of still life-Kitchen items, tonal white shapes</li> <li>• line, shape,tone. composition</li> <li>• Lichtenstein /Giorgio Morandi</li> </ul>	<ul style="list-style-type: none"> <li>• Colour wheel/theory</li> <li>• Primary/ secondary and tertiary colours</li> <li>• Colour mixing</li> <li>• Mark making with paint and found objects</li> <li>• Collage</li> <li>• Kurt Jackson</li> <li>• Mixed media</li> </ul>	<ul style="list-style-type: none"> <li>• Group work</li> <li>• 3-D sculptures based on natural forms</li> <li>• Sculptural drawings- charcoal and</li> <li>• Soft Tonal pencil drawings</li> <li>• Leading to group pair work 3-D Creation.</li> </ul>
<b>7 KS3</b>	<b>1.Point Perspective</b> <b>NC KS3- 1, 2, 4, 5, 6,7</b>	<b>Still-Life</b> <b>NC – 1, 2, 3, 4, 5, 6</b>	<b>Kitchen items (Utensils and Furniture)</b> <b>NC- 1, 2, 4, 6,7</b>	<b>Knots and Ropes</b> <b>NC-1, 2, 4, 6.</b>	<b>Portraits</b> <b>NC- 1,2, 4,5,6,7</b>	<b>Aboriginal Patterns</b> <b>NC-1,2,4,5,6,7</b>
Learning Foci:	<ul style="list-style-type: none"> <li>• 1 Point Perspective</li> <li>• Street scene</li> <li>• Tone/ shading /composition</li> <li>• Look at Impressionist painting styles</li> </ul>	<ul style="list-style-type: none"> <li>• Drawing, painting</li> <li>• Shape/composition/ texture</li> <li>• Colour mixing/ Mark-making</li> <li>• Still-life</li> <li>• Impressionism</li> </ul>	<ul style="list-style-type: none"> <li>• Shape</li> <li>• Composition</li> <li>• Stools/ chairs</li> <li>• Negative /positive space</li> <li>• Escher</li> </ul>	<ul style="list-style-type: none"> <li>• Tone practise</li> <li>• Drawing to convey 3-D</li> <li>• Tone with Charcoal</li> <li>• Tone with oil pastels</li> </ul>	<ul style="list-style-type: none"> <li>• Julian Opie style self-portrait</li> <li>• Shape</li> <li>• proportion</li> <li>• Recording portraits/</li> </ul>	<ul style="list-style-type: none"> <li>• Drawing</li> <li>• Patterns</li> <li>• Colour theory</li> <li>• Mixed media</li> <li>• Cultural and social significance</li> </ul>



	<ul style="list-style-type: none"> <li>1 point perspective in Impressionist landscape paintings</li> <li>Mark making in oil pastel/ paint</li> <li>Colour mixing</li> <li>Textures</li> </ul>	<ul style="list-style-type: none"> <li>Michael Craig-Martin</li> <li>Analysis</li> </ul> <p>Christmas Lantern-making (3-D)</p>		<ul style="list-style-type: none"> <li>Tone in colour – paint</li> </ul> <p>Final composition using pastels or paint</p>	<p>different drawing styles</p> <ul style="list-style-type: none"> <li>Mark – making with paint</li> <li>Van Gogh/Picasso/ style portrait</li> <li>Profiles</li> </ul>	<ul style="list-style-type: none"> <li>Symbolism</li> <li>analysis</li> </ul>
<b>8</b>	<b>Natural Forms</b> NC-1,4,5,6	<b>Hands</b> NC-1,2,3,4,5,6	<b>Figures</b> NC-1,2, 3,4,5, 6,7	<b>Cubism – Still-Life</b> NC-1,2, 4,5,6,7	<b>Landscape</b> NC-1,2,4,5,6,7	<b>Indian patterns</b> NC-1,4,5,6,7
Learning Foci:	<ul style="list-style-type: none"> <li>Line</li> <li>Shape</li> <li>Form</li> <li>Mixed media</li> <li>Macro and micro studies</li> <li>Repeat pattern</li> <li>Tessellation /lino cuts</li> <li>Van Gogh / Anita Chowdry</li> </ul>	<ul style="list-style-type: none"> <li>Sign language as inspiration</li> <li>Tonal drawings</li> <li>Soft pencils</li> <li>Charcoal and rubber</li> <li>Air- dry clay for models of hands</li> <li>Da Vinci</li> <li>Henry Moore</li> </ul>	<ul style="list-style-type: none"> <li>Drawing figures from mini mannequins and life sized models</li> <li>Scale/proportion /tone</li> <li>Giacometti</li> <li>3-D wire sculptures</li> </ul>	<ul style="list-style-type: none"> <li>Overlapping shapes</li> <li>Line /Shapes</li> <li>composition</li> <li>Collage properties</li> <li>Analysis of Cubism</li> </ul>	<ul style="list-style-type: none"> <li>Colour mixing</li> <li>Drawing styles</li> <li>Mark-making</li> <li>Mixed media</li> <li>Composition</li> <li>Helen Harris</li> </ul>	<ul style="list-style-type: none"> <li>Drawing</li> <li>Patterns</li> <li>Shapes</li> <li>Tessellation</li> <li>Symmetry</li> <li>Printing X3 colour way</li> <li>Culture- Indian patterns</li> </ul>



# Computing

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Our intention when planning and delivering the national curriculum, is to provide a high-quality computing education that equips pupils to use computational thinking and creativity to understand and change the world.

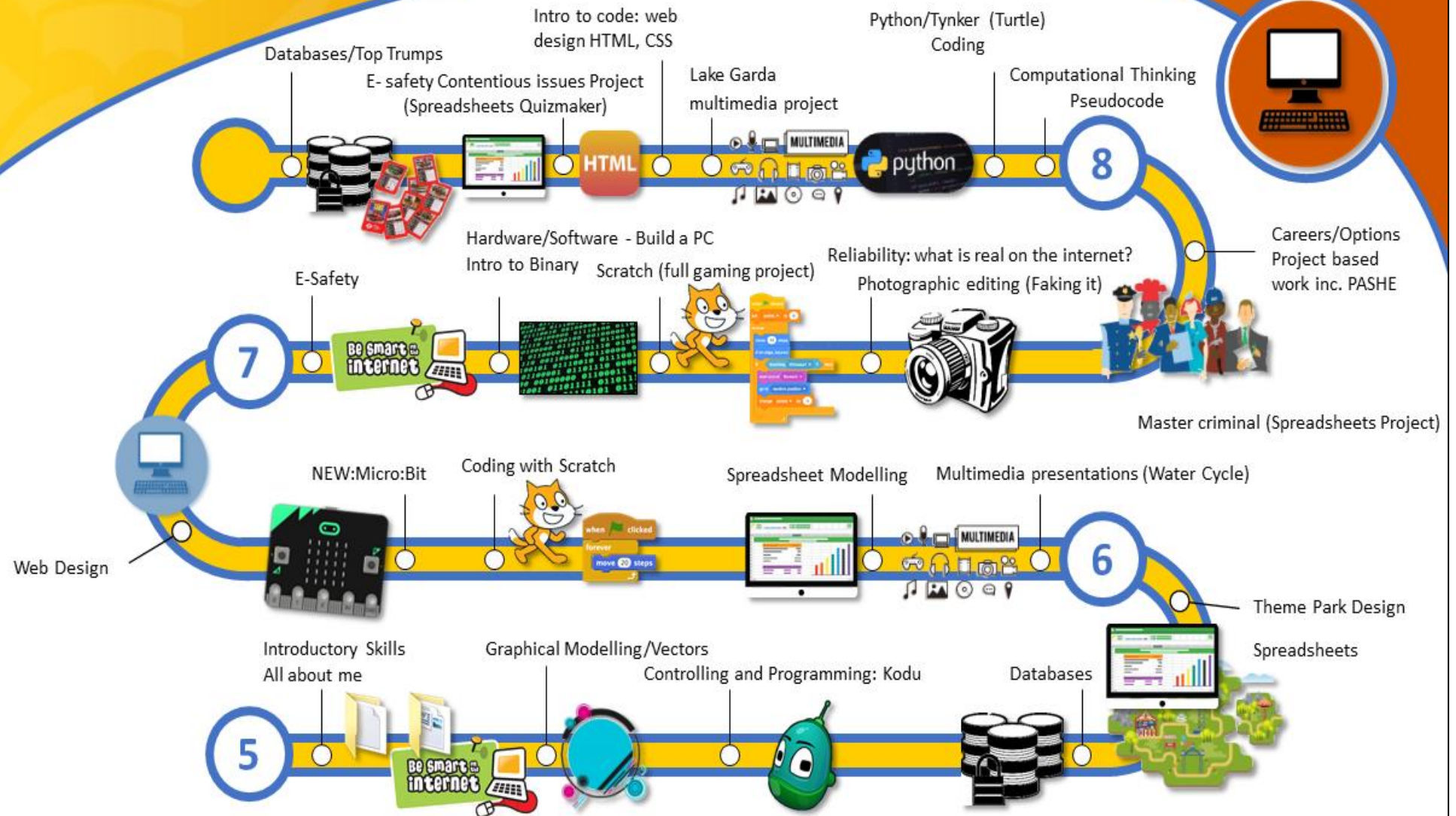
Computing ensures that pupils have the knowledge that provides them with the skill set to be digitally literate – able to use, keep themselves safe, express themselves and develop their ideas through information and communication technology – at a level suitable to help them in the ever-changing world around them.

This is done by:

- Ensuring lessons are actively encouraging and scaffolded to “include” all elements of learning needs and that students are supported and encouraged to try out new methods of Technology, and gain the digital skills they will need for their futures.
  - To develop and promote curiosity, fun, and creative skills in all forms of digital media
- To support students and encourage both their digital awareness and social skills both in the classroom and in the outside world.
- To undertake creative projects that involve selecting, using, and combining multiple applications, preferably across a range of devices, to achieve and succeed in their more challenging goals.









	TERM 1	TERM 2	TERM 3	TERM 4	TERM 5	TERM 6
<b>5</b>	<b>Introductory Skills All about me</b>	<b>Graphical Modelling /Vectors</b>	<b>Controlling and Programming: Kodu</b>	<b>Controlling and Programming: Kodu</b>	<b>Databases</b>	<b>Theme Park Design Spreadsheets</b>
<b>Learning Foci:</b>	<ul style="list-style-type: none"> <li>Opening files</li> <li>Saving files</li> <li>Creating folders</li> <li>Keyboard/word doc skills</li> </ul>	<ul style="list-style-type: none"> <li>Understand a birds-eye view</li> <li>Using vector graphics</li> <li>Basic feature of a paint program</li> <li>2D v 3D re scale and measure</li> </ul>	<ul style="list-style-type: none"> <li>Understand efficient procedures in programming</li> <li>Design and write programs that accomplish specific goals.</li> </ul>	<ul style="list-style-type: none"> <li>Solve problems by decomposing them into smaller parts.</li> <li>Use sequence, selection and repetition in programs.</li> <li>Use logical reasoning to correct errors</li> </ul>	<ul style="list-style-type: none"> <li>Be able to prioritise and categorize information appropriately</li> <li>Use information from primary and secondary sources and know when to choose the different types</li> <li>Identify the essential data and ICT tools required to solve a problem</li> </ul>	<ul style="list-style-type: none"> <li>Creating a logo and research theme park design</li> <li>Understand and make a spreadsheet based on a budget</li> <li>Advertise and create leaflet/brochure using basic DTP</li> <li>Understand Profit v loss</li> </ul>
<b>6</b>	<b>Word Timetable Multimedia presentations (Water Cycle)</b>	<b>Spreadsheet Modelling</b>	<b>Intro Coding with Scratch</b>	<b>Cont: scratch Game Design Control &amp; Monitoring/Flowcharts</b>	<b>NEW:Micro:Bit May include lights led &amp; soundfiles</b>	<b>Web design/ Pivot</b>
<b>Learning Foci:</b>	<ul style="list-style-type: none"> <li>Ppt design including image</li> <li>Suitable text re audience</li> <li>Include sound files</li> <li>Make buttons</li> <li>Add hyperlinks and or slide transition</li> </ul>	<ul style="list-style-type: none"> <li>Cell reference practice</li> <li>Entering formulae calculating sums</li> <li>=/profit and loss</li> <li>Decoding formulae</li> </ul>	<ul style="list-style-type: none"> <li>Insert screenshot re scratch</li> <li>Create basic game (own background as a sprite)</li> <li>Consequences (sprite interaction) loops</li> </ul>	<ul style="list-style-type: none"> <li>Control of sprite</li> <li>Add a score/second score for second sprite</li> <li>Use of axis Vertical etc</li> <li>Multiple programmes at same time</li> </ul>	<ul style="list-style-type: none"> <li>Introduction to Java script</li> <li>Input</li> <li>Variables</li> <li>Logic</li> <li>Loops</li> <li>create</li> <li>Flashing heart/using Micro bit block in java</li> </ul>	<ul style="list-style-type: none"> <li>Create an animation using Pivot Animator</li> <li>Added new frames</li> <li>Imported backgrounds</li> <li>Added sound/gif</li> <li>Suitable audience</li> <li>Suitable story</li> </ul>
<b>7</b>	<b>E-Safety</b>	<b>Hardware/Software - Build a PC Intro to Binary</b>	<b>Scratch (full gaming project)</b>	<b>Reliability what is real on the internet V fakery Intro to Photographic editing (Faking it)</b>	<b>Master criminal (Spreadsheets Project)</b>	<b>Careers/Options Project based work incl PASHE</b>
<b>Learning Foci:</b>	<ul style="list-style-type: none"> <li>What is e-safety</li> <li>Password protection</li> <li>Multiple user operator</li> <li>What is a virus?</li> <li>Understanding malware VPN</li> <li>Firewalls</li> <li>Create a mini cyberbullying webpage/Brochure</li> </ul>	<ul style="list-style-type: none"> <li>Software v hardware</li> <li>Operating systems</li> <li>Peripherals</li> <li>Inside the CPU</li> <li>Understanding clock speed Binary v Denary</li> </ul>	<ul style="list-style-type: none"> <li>Control of sprite re use of "pen" tool</li> <li>(while loop)</li> <li>Sprite to disappear Levels</li> <li>(and for loop)</li> <li>Fire laser ((constant looped movement of said sprite</li> <li>Complete multiple score for multi game play (levels)</li> </ul>	<ul style="list-style-type: none"> <li>What is real</li> <li>Faking it examples</li> <li>Fake news websites/portals/urls</li> <li>What can be trusted and how to define/verify information</li> </ul>	<ul style="list-style-type: none"> <li>Cell reference practice</li> <li>Entering formulae calculating sums</li> <li>=/profit and loss</li> <li>Decoding formulae</li> <li>Embedding formula re ascending/descending arrays</li> <li>Can you master the mathematical criminal database?</li> </ul>	<p>New: TBC (collaboration) DDN/JH</p>



	TERM 1	TERM 2	TERM 3	TERM 4	TERM 5	TERM 6
8	Computational Thinking Intro to thinking in Pseudocode	Python/Tynker (Turtle) intro to real Coding	Lake Garda multimedia project	Intro to code: web design HTML, CSS	E- safety Contentious issues Project (Spreadsheets Quizmaker)	Database/Top Trumps
<b>Learning Foci:</b>	<ul style="list-style-type: none"> <li>Algorithms</li> <li>Decomposition</li> <li>Pattern Recognition</li> <li>Abstraction</li> </ul>	<ul style="list-style-type: none"> <li>Python</li> <li>Algorithms</li> <li>For loop</li> <li>Next loop</li> <li>while loop</li> </ul>	<ul style="list-style-type: none"> <li>Internet research</li> <li>Using Desktop publisher (logo/corporate identity)</li> <li>Business graphic design</li> </ul>	<p>All students to sign into online course:</p> <ul style="list-style-type: none"> <li>What is HTML (mini coding project that explains the link between C++ Java script &amp; HTML and (the very basics of webpages and how to build one)</li> </ul>	<ul style="list-style-type: none"> <li>2 weeks e safety re Sexting and age appropriate protection;</li> <li>Grooming etc</li> <li>Followed by Quizmaker online software re Spreadsheet database quiz design own project</li> </ul>	<ul style="list-style-type: none"> <li>Understanding how to build a database</li> <li>Adding a file</li> <li>Creating a field</li> <li>Making a report</li> <li>Templates and assessment</li> <li>Usually based on a Top-Trumps topic</li> </ul>



# Drama

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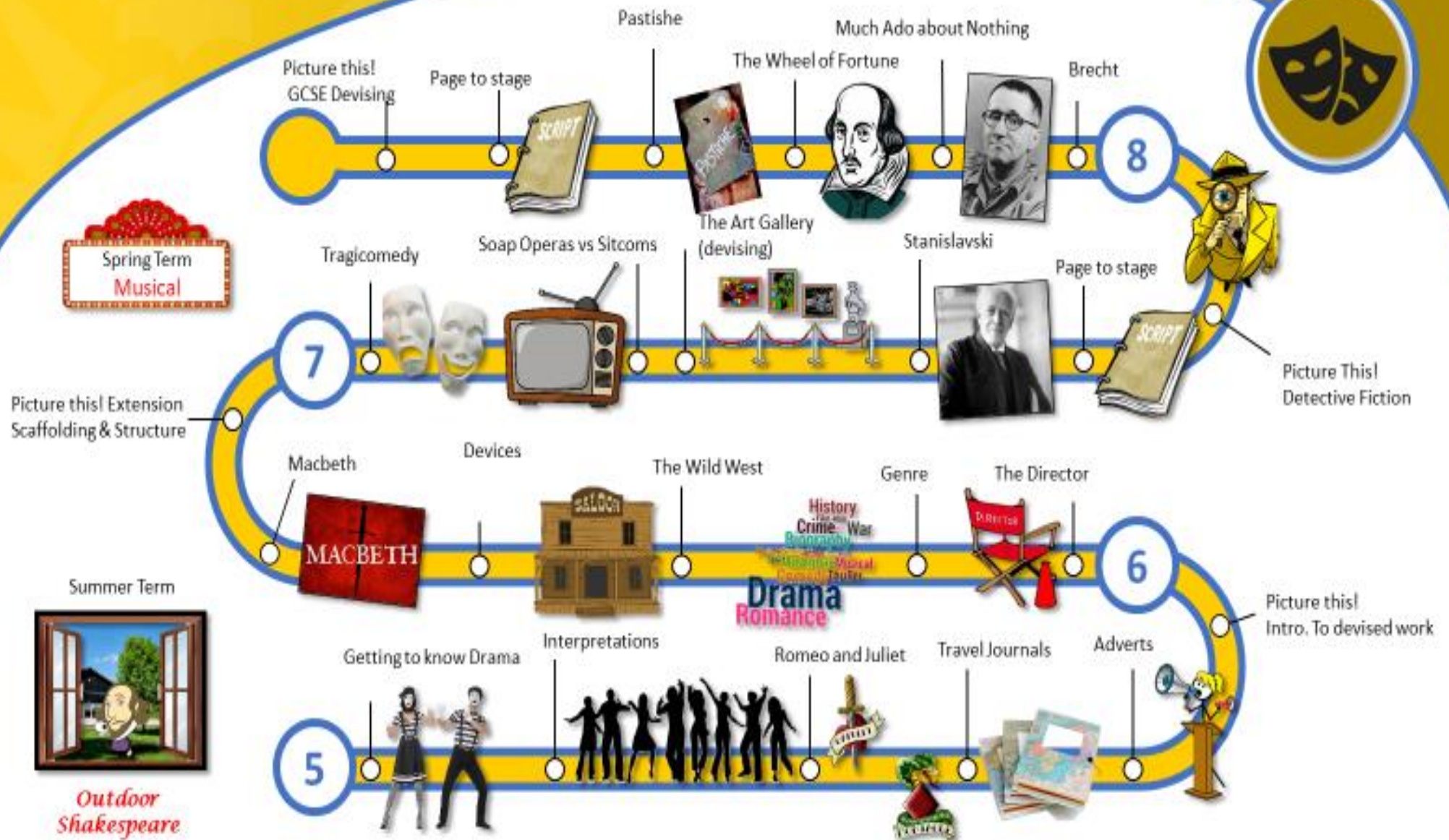
At Selwood Academy, we believe that every pupil has the capacity for creativity. We aim to develop our pupils' understanding of dramatic theory and practice whilst enhancing their life skills, through a broad and varied Drama curriculum. Through our knowledge-rich curriculum we encourage the pupils to build on their prior knowledge and be inspired by our opportunity-rich extra-curricular activities such as our whole school production. The skills they develop through Drama help our pupils to build resilience and confidence whilst promoting good speaking and listening skills.





# Selwood Academy

## Drama





	TERM 1	TERM 2	TERM 3	TERM 4	TERM 5	TERM 6
5	Getting to know drama	Interpretations	Romeo and Juliet	Travel Journals	Adverts	Picture this!
Learning Foci:	<ul style="list-style-type: none"> <li>• Introduction to skills</li> <li>• Mime</li> <li>• Tableaux</li> </ul>	<ul style="list-style-type: none"> <li>• Development of skills</li> <li>• Mime</li> <li>• Tableaux</li> <li>• Physical Theatre</li> </ul>	<ul style="list-style-type: none"> <li>• Exploring Shakespeare</li> <li>• Text</li> <li>• Physical performance</li> <li>• Stage design</li> </ul>	<ul style="list-style-type: none"> <li>• Investigation of different countries around the work through drama</li> <li>• Links to Geography</li> </ul>	<ul style="list-style-type: none"> <li>• Presentation skills</li> <li>• Use of persuasive language</li> </ul>	<ul style="list-style-type: none"> <li>• Introduction to devised work</li> </ul>
6	The Director	Genre	The Wild West	Between Mouthfuls	Macbeth	Picture this extension
Learning Foci:	<ul style="list-style-type: none"> <li>• Working together</li> <li>• Team work</li> </ul>	<ul style="list-style-type: none"> <li>• General introduction to Genre work</li> </ul>	<ul style="list-style-type: none"> <li>• Focused genre work</li> </ul>	<ul style="list-style-type: none"> <li>• An introduction to Farce</li> <li>• Timing</li> <li>• Characterisation</li> </ul>	<ul style="list-style-type: none"> <li>• Exploring Shakespeare</li> <li>• Text</li> <li>• Atmosphere</li> <li>• Stage/costume design</li> </ul>	<ul style="list-style-type: none"> <li>• Further focused exploration of devised work</li> <li>• Scaffolding/structure</li> </ul>
7	Tragicomedy	Soap Operas vs Sitcoms	The Art Gallery	Stanislavski	Page to stage	Detective Fiction
Learning Foci:	<ul style="list-style-type: none"> <li>• Waiting for Godot vs Midsummer Night's</li> <li>• Metaphysical</li> <li>• Success and failure</li> </ul>	<ul style="list-style-type: none"> <li>• Comparison</li> <li>• Popular culture</li> <li>• Social issues</li> </ul>	<ul style="list-style-type: none"> <li>• Recapping and extending devised work</li> <li>• Links to Art/Music</li> </ul>	<ul style="list-style-type: none"> <li>• Training techniques for an actor</li> <li>• Action</li> <li>• Super-objectives</li> <li>• Tempo Rhythms</li> </ul>	<ul style="list-style-type: none"> <li>• Whole group project</li> <li>• Read through</li> <li>• Audition</li> <li>• Rehearsal</li> <li>• Tech and Dress</li> </ul>	<ul style="list-style-type: none"> <li>• Further focused investigation into Genre</li> <li>• Links to History</li> </ul>
8	Brecht	Much Ado about Nothing	The Wheel of Fortune	Community project	ICT project	Page to stage
Learning Foci:	<ul style="list-style-type: none"> <li>• Introduction to practitioner</li> <li>• Breaking forth wall</li> <li>• Political theatre</li> <li>• Verfremdung effect</li> <li>• Links to GCSE</li> </ul>	<ul style="list-style-type: none"> <li>• Presenting Shakespeare</li> <li>• Monologues</li> <li>• Duologues</li> <li>• Comic garden scene</li> <li>• Links to GCSE</li> </ul>	<ul style="list-style-type: none"> <li>• Further exploration of devised work</li> <li>• Links to PASHE (Life choices)</li> <li>• Links to GCSE</li> </ul>	<ul style="list-style-type: none"> <li>• Links to PASHE</li> </ul>	<ul style="list-style-type: none"> <li>• Developing film techniques</li> </ul>	<ul style="list-style-type: none"> <li>• Whole group project</li> <li>• Read through</li> <li>• Audition</li> <li>• Rehearsal</li> <li>• Tech and Dress</li> </ul>



# English

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English at Selwood Academy underpins all other subjects in the curriculum. Through high-quality and challenging text and topic choices, it helps to provoke and answer questions about the world outside of Selwood, encouraging children to develop a greater interest in world issues whilst also developing an understanding of how they can decode these and understand them and interact with them. It fosters an interest in topics, ideas and texts which students may not have had any previous awareness of. It encourages students to identify and challenge bias that they may encounter.

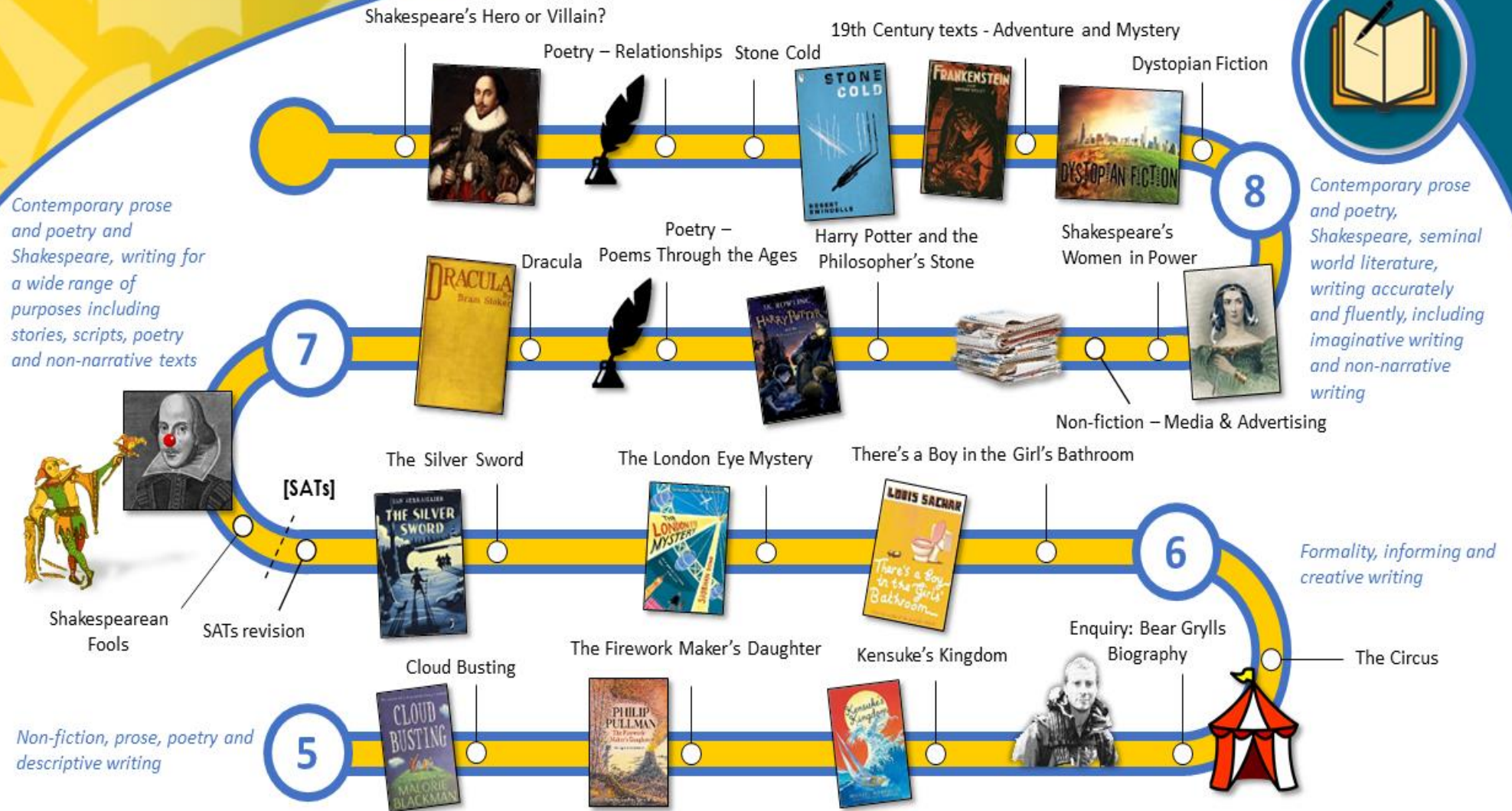
Through the teaching of writing, as well as speaking and listening skills, students are encouraged to develop their communication skills, ensuring effective communication in all subject areas, as well as life beyond Selwood. Through engagement with fiction, non-fiction, poetry and drama - students are supported to both analyse and utilise a range of ways to express themselves, take an interest in world-issues and develop a life-long love of literature.





# Selwood Academy

## English





English	TERM 1	TERM 2	TERM 3	TERM 4	TERM 5	TERM 6
<b>5</b>	<b>Cloud busting</b>	<b>Firework maker's daughter</b>	<b>Kensuke's Kingdom</b>		<b>Non-fiction, Enquiry – Bear Grylls autobiography/biography</b>	<b>The Circus</b>  <b>Leon and the place between</b>
Learning Foci:  <i>Non-fiction, prose, poetry and descriptive writing</i>	<ul style="list-style-type: none"> <li>Sentence, punctuation and grammar</li> <li>Handwriting</li> <li>Text Structure and organisation</li> <li><b>End-point:</b> Writing an informal letter to Davey</li> <li><b>End-point:</b> To write an Autobiography/ biography.</li> </ul>	<ul style="list-style-type: none"> <li>Infer and deduce</li> <li>Composition and effects</li> <li>Drafting and editing</li> <li><b>End-point:</b> Character description</li> </ul>	<ul style="list-style-type: none"> <li>Text structure and organisation</li> <li>Sentence, Structure, grammar and punctuation</li> <li><b>End-point:</b> Writing a set of instructions</li> </ul>	<ul style="list-style-type: none"> <li>Infer and deduce</li> <li>Retrieve and record in-formation</li> <li>Composition and effects</li> <li>Drafting and editing</li> <li><b>End-point:</b> writing a setting</li> </ul>	<ul style="list-style-type: none"> <li>Infer and deduce</li> <li>Predict</li> <li>Comparing texts</li> <li>Composition and effects</li> <li>Handwriting</li> <li><b>End-point:</b> writing a biography on Bear Grylls</li> </ul>	<ul style="list-style-type: none"> <li>Decoding and explaining words</li> <li>Reading for pleasure</li> <li>Retrieve and record information</li> <li>Explain links in the text</li> <li>Text structure and organisation</li> <li>Drafting and editing</li> <li><b>End-point:</b> Create an advert/poster advertising the circus Write the story to go with the picture book</li> </ul>
<b>6</b>	<b>There's a boy in the girl's bathroom</b>		<b>The London Eye Mystery</b>		<b>The Silver Sword</b>	<b>Shakespearean fools</b>
Learning Foci:  <i>Formality, informing and creative writing</i>	<ul style="list-style-type: none"> <li>Sentence, punctuation and grammar</li> <li>Text Structure and organisation</li> <li>Infer and deduce</li> <li><b>End-point:</b> To write a formal letter to an important person</li> </ul>	<ul style="list-style-type: none"> <li><b>Summarise</b></li> <li><b>Handwriting</b></li> <li><b>Text Structure and organisation</b></li> <li><b>Retrieve and record in-formation</b></li> <li><b>Mid-point:</b> I can create a story map of the main events so far</li> <li><b>End-point:</b> Writing a diary entry based on a character from our novel</li> </ul>	<ul style="list-style-type: none"> <li>Sentence punctuation and grammar</li> <li>Composition and Effects</li> <li>Drafting and editing</li> <li>Retrieve and record information</li> <li><b>End-point:</b> Writing a short story to create suspense and tension</li> </ul>	<ul style="list-style-type: none"> <li>Explain links in the text</li> <li>Decoding and explaining words</li> <li>Retrieve and record in-formation</li> <li>Text Structure and organisation</li> <li><b>SATs Practice</b></li> <li><b>End-point:</b> To write a police report – the disappearance of Salim.</li> </ul>	<ul style="list-style-type: none"> <li>SATs</li> <li>Reading for pleasure</li> <li>Predict</li> </ul>	<ul style="list-style-type: none"> <li>Comparing texts</li> <li>Comment upon use of language</li> <li>Composition and Effects</li> <li><b>End-point:</b> Shakespearean jesters - a fact file</li> </ul>
<b>7</b>	<b>Gothic</b>	<b>Poetry – poems through the ages</b>	<b>Harry potter and the Philosopher's stone</b>		<b>Non-fiction – Media, advertising</b>	<b>Shakespeare's Women in power</b>
Learning Foci:  <i>Contemporary prose and poetry and Shakespeare, writing for a wide range of purposes</i>	<ul style="list-style-type: none"> <li>AO1 – identifying meaning with textual detail</li> <li>AO3b – Understanding links, influences and contexts</li> <li>AO6c – effective spelling, punctuation and grammar in written communication</li> </ul>	<ul style="list-style-type: none"> <li>AO2 – analysing language, structure and form</li> <li>AO1a – identifying explicit and implicit meaning using textual references</li> <li>AO3a – Comparing writer's ideas and perspectives</li> </ul>	<ul style="list-style-type: none"> <li>AO5a – varying tone and form dependent on audience, genre and purpose</li> <li>AO5b – effective organisation in written communication</li> <li>AO2 – analysing language, structure and form</li> </ul>	<ul style="list-style-type: none"> <li>AO6a – effective vocabulary in written communication</li> <li>AO6b – effective syntax in written communication</li> <li>AO1a: identifying explicit and implicit meaning using textual references</li> </ul>	<ul style="list-style-type: none"> <li>AO4 – evaluating texts</li> <li>AO5b – effective organisation in written communication</li> <li>AO6c – effective spelling, punctuation and grammar in written communication</li> </ul>	<ul style="list-style-type: none"> <li>AO1a – identifying meaning with textual detail</li> <li>AO1b – Reading to show understanding, engagement and personal response</li> <li>AO2 – analysing language, structure and form</li> </ul>



English	TERM 1	TERM 2	TERM 3	TERM 4	TERM 5	TERM 6
<i>including stories, scripts, poetry and non-narrative texts</i>	<ul style="list-style-type: none"> <li><b>Mid-point:</b> Write a description of a Gothic setting</li> <li><b>End-point:</b> Write the opening to a Gothic text</li> </ul>	<ul style="list-style-type: none"> <li>AO4 – evaluating texts</li> <li><b>Mid-point:</b> Analyse a poem (language, structure and form)</li> <li><b>End-point:</b> Compare and contrast two poems</li> </ul>	<b>Mid-point:</b> Non fiction (letter writing) <b>End-point:</b> Non-fiction (Newspaper writing)	<ul style="list-style-type: none"> <li>AO2: analysing language, structure and form</li> <li><b>Mid-point:</b> Chapter analysis</li> <li><b>End-point:</b> How does the writer create tension</li> </ul>	<ul style="list-style-type: none"> <li><b>Mid-point:</b> Analyse an advert exploring effect on reader</li> <li><b>End-point:</b> Create your own advert using persuasive techniques</li> </ul>	<ul style="list-style-type: none"> <li>AO5a – varying tone and form dependent on audience, genre and purpose</li> <li>AO5b – effective organisation in written communication</li> <li>AO6a – effective vocabulary in written communication</li> <li>AO6b – effective syntax in written communication</li> <li>AO6c – effective spelling, punctuation and grammar in written communication</li> <li><b>Mid-point:</b> To write a monologue as one of the female characters/write the missing chapter.</li> <li><b>END OF YEAR TEST</b> AO1 / AO2 / AO5 / AO6</li> </ul>
8	Dystopian fiction	19th Century texts - Adventure and mystery: the adventure begins	Modern novel: Stone Cold		Poetry – Relationships	Shakespeare's Hero or Villain?
Learning Foci: Contemporary prose and poetry and Shakespeare, seminal world literature, writing accurately and fluently, including imaginative writing and non-narrative writing	<ul style="list-style-type: none"> <li>AO3a – Comparing writer's ideas and perspectives</li> <li>AO3b – Understanding links, influences and contexts</li> <li>AO4 – evaluating texts</li> <li>AO5a – varying tone and form dependent on audience, genre and purpose</li> <li>AO5b – effective organisation in written communication</li> </ul>	<ul style="list-style-type: none"> <li>AO2 – analysing language, structure and form</li> <li>AO3a – Comparing writer's ideas and perspectives</li> <li>AO3b – Understanding links, influences and contexts</li> <li><b>Mid-point:</b> Analysis of an adventure text.</li> <li><b>End-point:</b> Compare how two authors create suspense and tension.</li> </ul>	<ul style="list-style-type: none"> <li>AO1a – identifying explicit and implicit meaning using textual references</li> <li>AO2 – analysing language, structure and form</li> <li>AO6b – effective syntax in written communication</li> <li>AO6c – effective spelling, punctuation and grammar in written communication</li> </ul>	<ul style="list-style-type: none"> <li>AO1b – reading to show understanding, engagement and personal response,</li> <li>AO3b – understanding links, influences and contexts</li> <li>AO6a – effective vocabulary in written communication</li> <li><b>Mid-point:</b> Character analysis</li> <li><b>End-point:</b> Explore how the author presents a character/theme.</li> </ul>	<ul style="list-style-type: none"> <li>AO1a – identifying meaning with textual detail</li> <li>AO3a – Comparing writer's ideas and perspectives</li> <li>AO4 – evaluating texts</li> <li>AO6c – Effective spelling, punctuation and grammar in written communication</li> <li><b>Mid-point:</b> Analysis of a poem, identifying methods</li> </ul>	<ul style="list-style-type: none"> <li>AO4 – evaluating texts</li> <li>AO3b – -- Understanding links, influences and contexts</li> <li>AO1a – identifying meaning with textual detail</li> <li><b>Mid-point:</b> to what extent do you agree that Caliban, Macbeth, Shylock and Richard III are villains?</li> <li><b>END OF YEAR TEST</b> AO1 / AO2 / AO5 / AO6</li> </ul>



English	TERM 1	TERM 2	TERM 3	TERM 4	TERM 5	TERM 6
	<ul style="list-style-type: none"> <li>• AO6a – effective vocabulary in written communication</li> <li>• AO6b – effective syntax in written communication</li> <li>• AO6c – effective spelling, punctuation and grammar in written communication</li> <li>• <b>Mid-point:</b> Design a dystopian world – write a descriptive paragraph about it</li> <li>• <b>End-point:</b> Write a chapter of a dystopian text set in your own world.</li> </ul>		<p><b>Mid-point:</b> Write a monologue from the perspective of a character</p> <p><b>End-point:</b> Persuasive speech writing.</p>		<p><b>End-point:</b> compare and contrast two poems <b>or</b> exam style questions</p>	



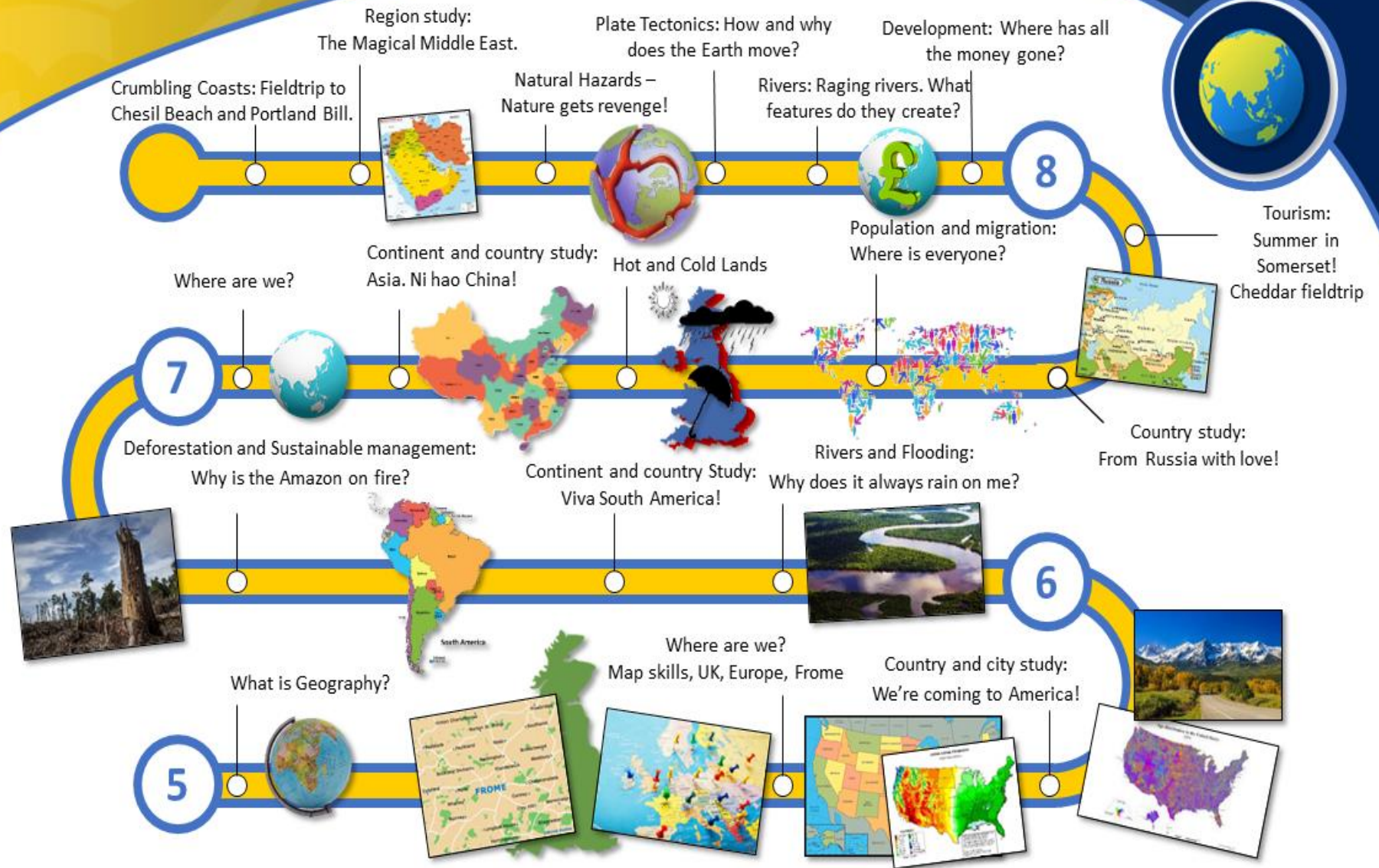
# Geography

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Geography at Selwood Academy helps to provoke and answer questions about the natural and human worlds, encouraging children to develop a greater understanding of their world and their place in it. It helps to develop a range of investigation and problem-solving skills that are transferable to other curriculum areas and which can be used to promote children's spiritual, moral, social and cultural development. Geography is, by nature an investigative subject, which develops an understanding of concepts, knowledge and skills. We seek to inspire in children a curiosity and fascination about the world and its people which will remain with them for the rest of their lives; to promote children's interest and understanding about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes.









Geography	TERM 1	TERM 2	TERM 3	TERM 4	TERM 5	TERM 6
<b>5</b>	<b>What is Geography?</b>		<b>Where are we? Map skills, UK, Europe, Frome</b>		<b>Country and city study: We're coming to America!</b>	
Learning Foci:	<p>Introduction to new concept of Geography as a stand-alone subject. Locational knowledge of Continents, Oceans, Equator, Location of countries, capitals, physical, human features, counties, towns, villages.</p> <p>Important first foundation to expand on in future years. Knowledge and skills based module that needs lots of retrieval activities to embed.</p> <p>Pupils complete a continent study as assessment. Secure includes data, maps, place specific detail.</p>		<p>How to read an OS map, use a compass, contour lines, 4/6 Grid references, Continent study: Using maps to locate physical human features of Europe Country study: UK. Maps to locate different Nations, cities etc. Physical/Human features, Frome- where are we? Local OS maps to recap map skills from start of term.</p> <p>Skills and 'sense of place' based module. Pupils use the same skills to look at maps of different places and sizes.</p> <p>Assessment is 'Aliens in Frome!' Pupils write a guide to Frome for the visiting Aliens. Secure includes mapping terminology and place specific detail.</p>		<p>Recap on physical/human world and introduction of 'Environment' as Geography classifications Focus on USA for sense of place and space. Pupils use choropleth maps to form understanding of size, states, and different environments.</p> <p>Regional study of NYC – stereotypes, migration, human features.</p> <p>Year end consolidation of knowledge and skills using a country study.</p> <p>Assessment is Non-fiction piece of writing. Pupils must write a travel blog. Secure will include maps, images facts, place specific Geographical information, descriptions of places studied and focussed on SPaG</p>	
<b>6</b>	<b>Rivers and Flooding: Why does it always rain on me?</b>		<b>Continent and country Study: Viva South America!</b>		<b>Deforestation and Sustainable management: Why is the Amazon on fire?</b>	
Learning Foci:	<p>The water cycle, river formation and basic features created, impact of flooding on local communities. Emergency management. Learning focussed on physical processes and human exacerbation.</p> <p>Assessment: Geography/Literacy linked with focus on newspaper article discussing flood of local village.</p> <p>Secure includes facts, explanation of geographical processes at work and depth when discussing mitigation.</p>		<p>Knowledge based module with retrieval from year 5. South America, countries, physical/human features, dispelling myths and stereotypes. Brazil as country focus. Physical/Human features, industry, tourism, favelas, Amazon. Compare/contrast with USA from year 5.</p> <p>Knowledge and sense of place. Building on Year 5 skills using choropleth maps to study continent and country. Introduction to ecosystems and tropical biomes.</p> <p>Assessment is Fact file. Secure will have a fact file on Brazil focussing on major cities, different cultures, Amazon rainforest and Climate and include maps, images and explanation on differences within the country.</p>		<p>World rainforest deforestation and loss of habitat. Focus on Amazon. Introduction to political decisions by Governments impacting natural world. What is sustainability? How can we manage the planet in a more sustainable way?</p> <p>Environmentally focussed module. Pupils build on term 4 knowledge of Amazon and see how decision making impacts the delicate ecosystem.</p> <p>Assessment: Geography/English: protest speech or letter encouraging empathy and understanding of other cultures. Secure shows knowledge of other cultures, place specific detail and facts, empathetic language and persuasive literary techniques and devices.</p>	
<b>7</b>	<b>Extreme Environments</b>	<b>Continent and country study: Asia. Ni hao China!</b>	<b>Population and migration: Where is everyone?</b>	<b>Continent study: Africa and Jambo Kenya!</b>	<b>European country study: From Russia with love!</b>	<b>Tourism: Summer in Somerset! Cheddar fieldtrip</b>
Learning Foci:	Recap of Year 5/6 and map skills. Focus on Extreme Environments in Antarctica and Sahara	Locational knowledge of Asian countries and its differing environments and biomes.	Human geography module focussed on locational knowledge and understanding and interpreting Geographical	Continent study of Africa and the horn of Africa. Pupils study place specific facts and develop knowledge	Country and cultural study of Russia. Locational and place knowledge. Physical features and climate. Population structure and location.	Honeypot sites. Growth of Tourism in Frome and Somerset. British Tourism inc National parks. Negative impacts of tourism and sustainability.



Geography	TERM 1	TERM 2	TERM 3	TERM 4	TERM 5	TERM 6
	<p>and how people live there and conflicts within the area. Pupils look at the human need to explore, they study the climates or differing regions and how humans affect the environment within these regions.</p> <p>First introduction to Geography as stand-alone subject. Knowledge and skills based topic.</p> <p>Assessment is explorer planning to visit Antarctica or Desert and pupils have to plan the trip using maps, kit list, emergency plans, itinerary etc. Secure shows depth of understanding and Geographical knowledge.</p>	<p>Main focus is China. Dispelling xenophobic attitudes post COVID. Choropleth maps help embed size and differing environments. Human topics such as migration, rise of Communism, the famine, the one child policy. Chinese future.</p> <p>Assessment is Geography/DT : China in a box. Pupils use a shoe box to create a diorama of an area of China of their choice. Secure is a box showing a detailed environment, facts and something 'extra' that shows independent thinking.</p>	<p>models eg Demographic Transition Model and Population pyramids. Pupils look at reasons there are high/low birth rates in specific countries and the factors that influence them. They also study migration/refugees/illegal migrants and understand push/pull factors.</p> <p>Assessment is Geography/English focussed. Pupils write a Geographically accurate diary or interview with a migrant. Secure includes emotive language and other English devices as well as Geographical knowledge and explanation.</p>	<p>of a region in Africa: Horn of Africa. Module dispels myths and preconceptions regarding African countries. Kenya is focussed on location, physical human features, other cultures: eg Maasai and tourism and sustainability.</p> <p>Assessment is Geography and English focussed: Pupils design a brochure or itinerary for a weeks trip to Kenya for a family of four focussing on sustainable travel. Secure uses persuasive language must be used and focus must be in educating tourist to be sustainable as much as possible In their travel.</p>	<p>Rural/Urban areas. Russian conflict with Ukraine. Chernobyl. Russian Natural resources and sustainability. Purpose of this module is to study a HIC in Europe and broaden pupils understanding of another culture, a significantly larger country than the UK and one that has a very different political system and Governance. It allows comparison with its 'enemy' the USA and comparison with another BRICS country: Brazil.</p> <p>Assessment: Geography/English – pupils write an interview with a Pripjat resident. They are residents of Pripjat and must including information on life in communist Russia, cause of Chernobyl disaster, effects on people and the environment (positive as well as negative) and future for Pripjat.</p>	<p>Formation of Cheddar caves. Cheddar as a tourist destination. Fieldtrip to look at impacts of tourism in local area. Pupils undertake tour of caves to see physical processes at work. They undertake questionnaires from the public, hypothesise and collect data, and present in a Scientific way in the class.</p> <p>Assessment: Geography/Science/Maths Data from fieldtrip analysed and pupils work in pairs to create an A5 piece of work looking at the impacts of Tourism on Cheddar. Secure is focussed on positive and negatives of Tourism and sustainable tourism. There will be reference to impact on natural environments. Producing graphs, suggesting hypothesis etc</p>
8	<b>Development: Where has all the money gone?</b>	<b>Rivers: Raging rivers. What features do they create?</b>	<b>Plate Tectonics: How and why does the Earth move?</b>	<b>Natural Hazards – Nature gets revenge!</b>	<b>Region study: The Magical Middle East.</b>	<b>Crumbling Coasts: Fieldtrip to Chesil Beach and Portland Bill.</b>
Learning Foci:	<p>Introduction to GCSE terminology. Looking at Empire, how UK became more developed than other countries. Reasons for inequality globally. Corruption and Political mis-management. How development is measured. Focus on India as a country</p>	<p>Building on Rivers, and flooding in Year 6, and preparing for GCSE. Retrieval of water cycle, and causes of rainfall. River features from source to mouth. Physical processes underway to create these features. Fluvial process at work to erode and deposit. How humans impact</p>	<p>First introduction to Plate Tectonic theory in preparation for GCSE. Some knowledge based lesson looking at structure of the earth, plate movement, plate boundaries and associated features, Volcanoes and earthquakes specifically. Pupils look at disaster management and role of Science, NGO's and</p>	<p>All lesson are taught via specific case studies in order to give a sense of location, place and world knowledge. Indonesian Tsunami, French Avalanche, Australian Fire, Hurricane Katrina, Tornado Alley, Sahel Drought.</p> <p>These all follow a similar pattern of the cause, effects, mitigation and exacerbation and take two lessons each.</p>	<p>Locational knowledge of the region. Pupils look at the differing religions in the area and evaluate if they live in harmony. Country studies to explore sense of place, knowledge, comparisons, differing environments and political systems in one region. All places that have featured in the news or on social media.</p>	<p>Pupils look at coastal area in South West providing locational and regional knowledge. Pupils study physical processes of general coastal erosion, deposition and associated features. Prior to trip to Dorset pupils choose a question to investigate from a selection that covers physical and human features found specifically in this area. Data is collected via field sketches and</p>



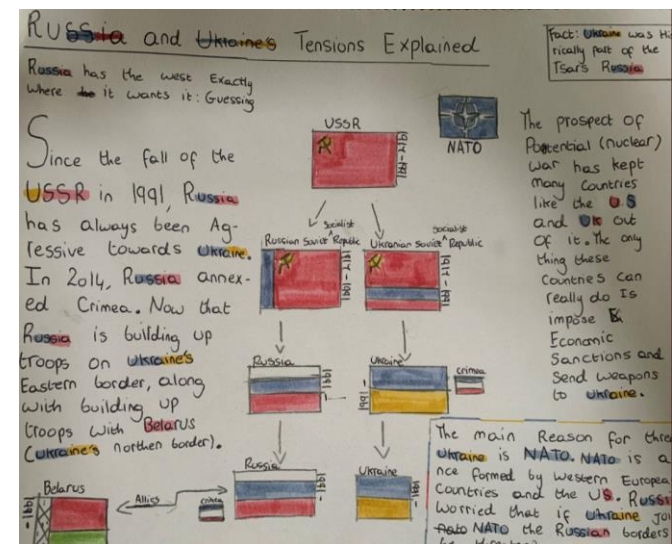
Geography	TERM 1	TERM 2	TERM 3	TERM 4	TERM 5	TERM 6
	<p>example of inequality and differing rates of development regionally. UN Global Goals and their importance and what they can teach us about sustainability.</p> <p>Assessment is a choice: Geography/DT – invention to help stop an aspect of climate change/pollution Secure work is a practical invention that clearly shows thought and encompasses the global goals with explanation and detail.</p> <p>Geography/Art – poster to advertise the 17 Global Goals and what people can do to help achieve them. Secure shows independence and depth of understanding.</p> <p>Geography/English – a Greta Thunberg style impassioned speech. Secure uses appropriate literary devices for a speech eg power of three.</p>	<p>the river channel and course. Hard and soft engineering. Evaluation of effectiveness their effectiveness.</p> <p>Assessment is Geography/DT: pupils build a 3D river channel and add all features from source to mouth. Secure is a model that has all features labelled and clearly identifiable.</p>	<p>Governments in predicting and managing eruptions/movement. Importance of geothermal energy in sustainable energy production. Many different case studies looked at in differing levels of detail. Main ones are Mount St Helens for lateral blast and link to USA from year 5. Nepal earthquake as management of hazards in remote area and LIC.</p> <p>Assessment: Geography/R&amp;P/PASHE Pupils undertake a 'real time' Decision Making Exercise following an eruption on Montserrat. They use skills such as map reading, data handling, satellite imagery, and in groups have to show empathy, understanding of other cultures and needs and work together to manage the 'crisis'. Assessment is conducted using a score system based on successful decisions. 60% is secure</p>	<p>Pupils study real life news reports via Youtube and hear first hand accounts as well as the physical Geographical process that take place. They also re-cap on knowledge of climate, plate tectonics, USA and adapting disaster management to each specific hazard.</p> <p>Assessment is Geography/Drama/English/DT. Pupils are reporting from a disaster zone. They can video themselves reporting including all aspects of cause, effect, mitigation, exacerbation and management.</p> <p>Pupils can also submit this via a written report in 'online news' style.</p> <p>Or build an 'Avalanche Prevention Invention'</p> <p>Secure includes facts, knowledge, place specific detail, mitigation and possible exacerbation of the disaster by others.</p>	<p>Afghanistan and focus on Malala Yousfzai, Iran, Qatar, Yemen, Dubai.</p> <p>Assessment is Geography/English: Pupils are working for a broad sheet newspaper and must write an interview with either rebel fighters (eg Taliban or Houthi's) or Government leader (eg Hadi in Yemen) or a woman in Afghanistan/Yemen.</p> <p>Secure includes maps, images and reasons for their situation, factual information, opinions, first person writing and Geographical terminology throughout.</p>	<p>secondary data due to time constraints.</p> <p>Assessment is solely Geography focussed as pupils produce a 'mini' coursework answering their chosen question and including introduction, maps, sketches, images and written descriptions and conclusions.</p> <p>Secure includes sketches of coastal processes, description of key terms, some explanation of processes at work and evidence of thought and structure to make their work as professional as possible.</p>



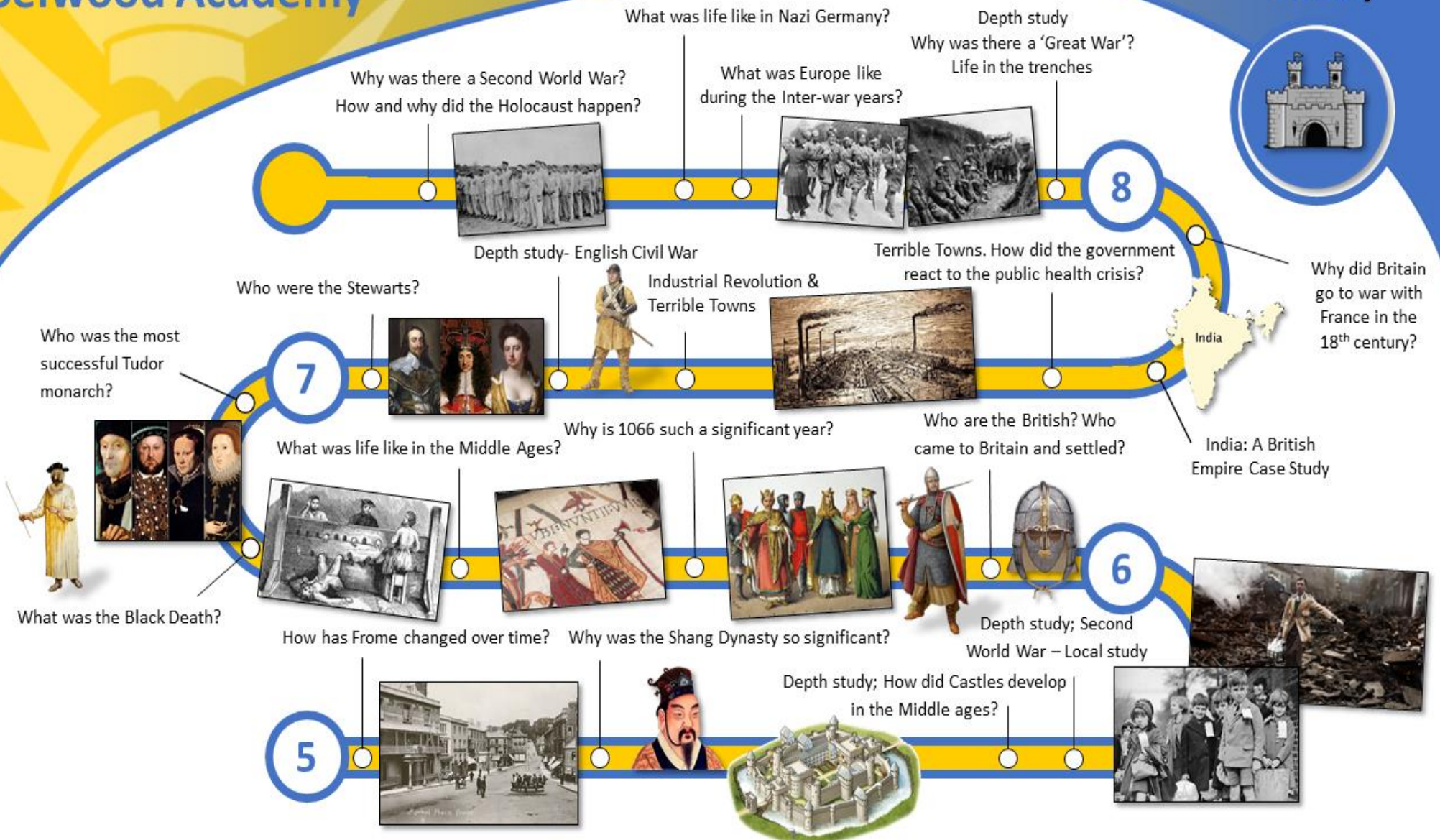
# History

History fires pupils' curiosity to ask questions and know more about Britain's past and that of the wider World. At Selwood Academy we encourage pupils to develop a Chronological framework of British, European and World History, that will enable them to make sense of the new knowledge they acquire. History at Selwood helps to develop a range of investigation and problem-solving skills that are transferable to other curriculum areas and which promote children's spiritual, moral, social and cultural development.

The topics we cover are sequenced chronologically from pre-1066 to 1945, the chapters are themed in order to help students accumulate sufficient substantive knowledge, which then is applied to develop Disciplinary Knowledge. We focus on how people's lives have shaped this Nation and how Britain has influenced and been influenced by the wider World. By doing so Pupils' begin to understand their place in the World today by studying where we have come from.









History	TERM 1	TERM 2	TERM 3	TERM 4	TERM 5	TERM 6
<b>5</b>	<b>Frome: A Local study, How has Frome changed over time?</b>	<b>Why was the Shang Dynasty so Significant?</b>	<b>How did Castles develop in the Middle ages?</b>	<b>How did Castles develop in the Middle ages?</b>	<b>Depth study; Second World War . Overview</b>	<b>Depth study; Second World War .</b>
Learning Foci:	Continuity and Change. A study of how Frome has changed, giving pupil's knowledge and understanding of the area in which they live.	Significance. An Ancient World study outside of Europe. Pupil's study sources of evidence to judge the significance of the Shang Dynasty.	Why were Castles built? Where to build a Castle How to attack a Castle Significance of Castles in England.	Off-site learning Castle visit. Understanding our heritage, why do we have Castles in England and Wales?	Historical Enquiry Main events The Blitz Rationing Evacuation	Understanding of local History during the Second World War. Research their own History find out about family's involvement.
<b>6</b>	<b>Who are the British? Who came to Britain and settled?</b>	<b>Why is 1066 such a famous year? Why did William win at the Battle of Hastings?</b>	<b>What was life like in the Middle Ages? How did people treat the sick?</b>	<b>What was Black Death?</b>	<b>Who was the most successful Tudor Monarch?</b>	<b>Who was the most successful Tudor Monarch?</b>
Learning Foci:	Understanding of our roots. Who are the British? Chronological understanding, sequencing events, who settled in England, who our ancestors were.	Who should be King? Two invasions, Vikings and Normans – Norman conquest. Narrative writing	Links to studies Medicine in through time. Change and continuity. Source analysis	Interpretation of primary and secondary sources on Black Death. Source Analysis	Historical Enquiry of 5 Tudor Monarchs	Extended writing, who was the most Significant Tudor Monarch? Significance
<b>7</b>	<b>Who were the Stuarts? – Gun Powder Plot</b>	<b>Why did the English fight each other? English Civil Wars – Oliver Cromwell</b>	<b>How did the Industrial Revolution affect the lives of ordinary people?</b>	<b>Terrible Towns. How did the Government react to the Public Health crisis?</b>	<b>Depth Study – Why are there different views about British Rule in India?</b>	<b>Why Did Britain go to war with France in the 18<sup>th</sup> Century?</b>
Learning Foci:	Written answer Interpretation of Sources on James I. Source Analysis Role of Parliament. Change of religion; why is Britain a Protestant Nation?	Essay on the causes of the English Civil War. Causation Changing Democracy – Monarchy and England as a Republic.	What caused the Industrial Revolution? Offsite learning; visit to Victorian Museum of work.	Public health in the 19 <sup>th</sup> Century.	Study of British Empire Links to Diversity and discrimination. Who came to Britain in the 20 <sup>th</sup> Century?	What were the consequences of the Treaty of Paris 1763 and the Battle of Trafalgar 1805?
<b>8</b>	<b>Depth study Why was there a 'Great War'</b>	<b>What was life like for British Soldiers in the trenches?</b>	<b>What was Europe like during the Inter-war years?</b>	<b>What was life like in Nazi Germany?</b>	<b>Why was there a Second World War?</b>	<b>Depth study How and why did the Holocaust happen?</b>
Learning Foci:	Remembrance. Why did Britain become involved in the First World War?  Written essay, short and long term causes of the war. Causation	What were the experiences of British Soldiers in the Trenches? Interpretation of Primary sources. Source Analysis.  Offsite Learning: Battlefields tour, Belgium and France.	Democracy and Dictatorship, what are differences? Communism and Fascism in Europe. Study of different political systems. Why is Britain a Democracy?	Dictatorship and life for ordinary people in Nazi Germany in the 1930's. Intolerance links to racism and discrimination.	Overview of causes for the Second World War. Some of the Major events. Who came to Britain after the war? Links to Diversity and Discrimination.	Links to Judaism, what was life like for Jewish people in Europe before the Nazis? Links to Diversity and Discrimination. Remembrance. Understanding terms Genocide. Holocaust. Offsite Learning; Holocaust museum IWM London.



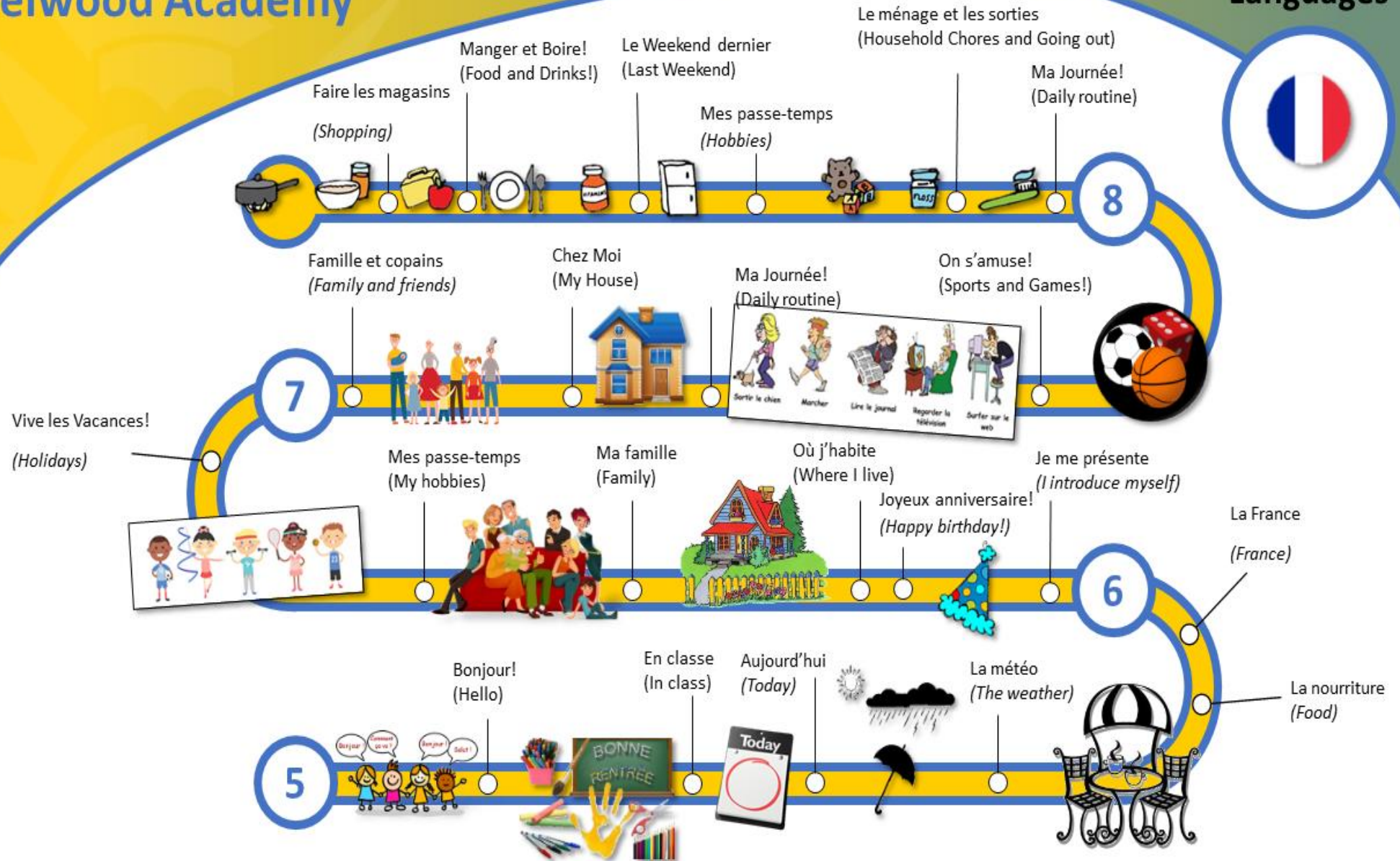
# Languages

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At Selwood, we believe that learning a foreign language provides a valuable educational, social and cultural experience for pupils. Pupils develop communication and literacy skills that lay the foundation for future language learning. They develop linguistic competence, extend their knowledge of how language works and explore differences and similarities between the foreign language and English. We believe that through learning a foreign language, pupils develop tolerance and respect for other cultures to enable them to become a global citizen. We aim to foster pupils' curiosity and deepen their understanding of both the world around them and their own language and allow the pupils to 'let their light shine' Matthew 5:16.









MFL	TERM 1	TERM 2	TERM 3	TERM 4	TERM 5	TERM 6
5	Bonjour! (Hello!)	En classe (In class)	Aujourd'hui (Today)	La météo (The weather)	La nourriture (Food)	La France (France)
Learning Foci:	<ul style="list-style-type: none"> <li>Greetings &amp; farewells</li> <li>Name</li> <li>How are you</li> <li>Alphabet</li> </ul>	<ul style="list-style-type: none"> <li>Classroom objects</li> <li>Numbers 1-12</li> </ul>	<ul style="list-style-type: none"> <li>Days of the week</li> <li>Numbers 1-31</li> <li>Months</li> </ul>	<ul style="list-style-type: none"> <li>Introduction of the weather expressions</li> </ul>	<ul style="list-style-type: none"> <li>Food</li> <li>Drinks</li> <li>Opinions</li> </ul>	<ul style="list-style-type: none"> <li>Units of 10s</li> <li>Numbers 1 -100</li> <li>Facts about France</li> </ul>
	<u>Grammar:</u> - Q+A - Sentence structure  <u>Cultural aspects:</u> - Greetings in France - Idioms - French alphabet	<u>Grammar:</u> - Q+A - Nouns - Gender (masculine/ feminine) - Number (singular / regular plural nouns) - Sentence structure - Revision of alphabet (Q+A)  <u>Cultural aspects:</u> - Letter to Santa in French	<u>Grammar:</u> - Q+A - Revision of numbers 1-12 - Gender (masculine/ feminine) - Sentence structure - Revision of alphabet (Q+A)  <u>Cultural aspects:</u> - Épiphanie - Days of the week (Saint days) – Months (special dates in France)	<u>Grammar:</u> - Q+A - Revision of days - Revision of months - Revision of alphabet (Q+A) - Sentence structure  <u>Cultural aspects:</u> - Easter in France	<u>Grammar:</u> - Q+A - Nouns - Gender (masculine/ feminine) - Number (singular / regular plural nouns) - Revision of the weather expressions - Revision of alphabet (Q+A) - Sentence structure  <b>* Revision booklet *</b>	<u>Grammar:</u> - Revision of numbers - Revision of previous topics  <u>Cultural aspects:</u> - Map and facts about France
6	Je me présente (I introduce myself)	Joyeux anniversaire! (Happy birthday!)	Où j'habite (Where I live)	Ma Famille (Family)	Mes passe-temps (Hobbies)	Vive les Vacances! (Holidays)
Learning Foci:	<ul style="list-style-type: none"> <li>Greetings &amp; farewells</li> <li>Name</li> <li>How are you</li> <li>Alphabet</li> <li>Numbers 1-20</li> <li>Age</li> </ul>	<ul style="list-style-type: none"> <li>Months</li> <li>Days of the week</li> <li>Numbers 1-31</li> <li>Birthday</li> </ul>	<ul style="list-style-type: none"> <li>Where you live</li> <li>Countries</li> <li>Nationalities</li> </ul>	<ul style="list-style-type: none"> <li>Animals</li> <li>Family</li> </ul>	<ul style="list-style-type: none"> <li>Hobbies</li> <li>Opinions</li> <li>Reasons</li> <li>Weather expressions</li> </ul>	<ul style="list-style-type: none"> <li>The Immediate Future (aller)</li> <li>Revision of hobbies expressions</li> <li>Revision of the weather expressions</li> <li>Revision of countries</li> <li>Holiday vocab</li> </ul>
	<u>Grammar:</u> - Q+A - Sentence structure - Singular pronouns (je, tu, il/elle)  <u>Cultural aspects:</u> - Greetings in France - Idioms - French alphabet	<u>Grammar:</u> - Q+A - Sentence structure - Sound (an/en) - Revision of alphabet (Q+A) - Revision of numbers 1-20  <u>Cultural aspects:</u> - Days of the week (Saint days) – Months (special dates in France) - Christmas in France - Christmas carol (Vive le vent)	<u>Grammar:</u> - Q+A - Sentence structure - Revision of alphabet (Q+A) - "à" vs "en/ au" - Nouns - Gender (M/ F) - Adjectival agreement - Revisions of pronouns <u>Cultural aspects:</u> - Mardi Gras - Places in France + Francophonie - Challenging stereotypes	<u>Grammar:</u> - Q+A - Nouns - Gender (M/ F) - Number (Sg / Pl) - Subject Pronouns - Possessive articles (mon/ ma/ mes) - Sentence structure - Revision of alphabet (Q+A) - Revision of numbers  <u>Cultural aspects:</u> - Poisson d'avril	<u>Grammar:</u> - Q+A - Revision of alphabet (Q+A) - HLP (because, and ...) - Sentence structure  <b>* Revision booklet *</b>	<u>Grammar:</u> - Revision of pronouns - Immediate Future tense - Revision of previous topics  <u>Cultural aspects:</u> - Paris



MFL	TERM 1	TERM 2	TERM 3	TERM 4	TERM 5	TERM 6
7	Famille et copains (Family and friends)		Chez moi (Where I live)	Ma Journée (My Daily routine)		On s'amuse (Let's have fun)
Learning Foci:	<ul style="list-style-type: none"> <li>Family</li> <li>Pets</li> <li>Physical description</li> <li>Personality</li> <li>Describing hair and eyes</li> </ul>		<ul style="list-style-type: none"> <li>Where you live</li> <li>Countries</li> <li>Types of accommodation</li> <li>Location</li> <li>Rooms in the house</li> <li>Describing my bedroom</li> </ul>	<ul style="list-style-type: none"> <li>Daily Routine</li> <li>School Subjects</li> <li>Opinions</li> <li>Reasons</li> <li>Telling the time</li> <li>After school routine using "faire"</li> </ul>		<ul style="list-style-type: none"> <li>Opinions</li> <li>Hobbies expressions</li> <li>Reasons</li> <li>Leisure centre</li> <li>Going on holiday</li> </ul>
	<u>Grammar:</u> - Q+A - Sentence structure - Pronouns - Auxiliary verbs (avoir/ être) - Nouns - Gender (M/ F) - Number (Sg/ Pl) - Negative sentences - Comparative - Articles (un/ mon/ ton/ son) - Adjectival agreement - HLP <u>Cultural aspects:</u> - French comic books		<u>Grammar:</u> - Q+A - Sentence structure - Sound (La Chanson de Noël pg 39) - Adjectival agreement - Nouns (Gender/ Number) - Prepositions - Pronoun "on"  <u>Cultural aspects:</u> - Places in France + Francophonie - Different types of architecture (Google Earth)	<u>Grammar:</u> - Q+A - Sentence structure - Pronouns - Reflexive verbs - Faire in the Present tense  <u>Cultural aspects:</u> - La Rentrée (p20) - French V. English school system		<u>Grammar:</u> - Q+A - Sentence structure - Aimer + infinitive - On peut + infinitive - Aller + infinitive  <b>* Revision booklet *</b>

MFL	TERM 1	TERM 2	TERM 3	TERM 4	TERM 5	TERM 6
8	Ma Journée (My Daily Routine)	Mes passe-temps (Hobbies)	Au Boulot (Jobs)	Le week-end dernier (Last weekend)	Manger et Boire (Food and Drinks)	Faire les magasins (Shopping)
Learning Foci:	<ul style="list-style-type: none"> <li>Daily Routine</li> <li>School Subjects</li> <li>Opinions</li> <li>Reasons</li> <li>Telling the time</li> <li>After school routine using "faire"</li> </ul>	<ul style="list-style-type: none"> <li>Hobbies expressions</li> <li>Opinions</li> <li>Reasons</li> <li>Weather expressions</li> <li>Immediate Future</li> <li>Leisure centre</li> <li>Going on holiday</li> </ul>	<ul style="list-style-type: none"> <li>Jobs vocab</li> <li>Auxiliary verb être</li> </ul>	<ul style="list-style-type: none"> <li>Hobbies</li> <li>Perfect tense with avoir</li> <li>Perfect tense with irregular verbs</li> <li>TV programmes</li> <li>Opinions</li> <li>Perfect tense with être</li> </ul>	<ul style="list-style-type: none"> <li>Food vocab</li> <li>Definite article after opinions</li> <li>French meals</li> <li>Partitive articles</li> <li>Eating at a restaurant</li> </ul>	<ul style="list-style-type: none"> <li>Clothes vocab</li> <li>Buying clothes</li> <li>Describing school uniform</li> <li>Giving opinion about school uniform</li> </ul>
	<u>Grammar:</u> - Q+A - Sentence structure - Pronouns - Reflexive verbs - Faire in the Present tense  <u>Cultural aspects:</u> - La Rentrée (p20) - Halloween	<u>Grammar:</u> - Q+A - Sentence structure - Pronouns - Aimer + infinitive - On peut + infinitive - Aller + infinitive	<u>Grammar:</u> - Q+A - Sentence structure - Pronouns - Être in the Present tense - Adjectival agreement  <u>Cultural aspects:</u> - Idioms	<u>Grammar:</u> - Q+A - Pronouns - Auxiliary verbs - Adjectival agreement - Negative sentences  <u>Cultural aspects:</u> - French TV programmes	<u>Grammar:</u> - Q+A - Sentence structure - Opinions + infinitive - Manger et boire in the 3 tenses  <u>Cultural aspects:</u> - French regional culinary specialities	<u>Grammar:</u> - Q+A - Sentence structure - Opinions - 3 tenses - adjectival agreement  <u>Cultural aspects:</u> - French revolution



# Maths

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In Maths, our curriculum follows a mastery approach where children study topics in detail and build on these throughout their time at our school. They are challenged to build upon prior knowledge and work through fluency, reasoning and problem-solving questions that ensure all learners are challenged and working at the right level for them. We ensure that knowledge is regularly recalled within lessons so that it is retained over time. Topics are repeated sequentially so Place Value is studied initially in Year 5 and then built upon further at the start of Year 6. As children move from KS2 to KS3 they are challenged with new curriculum content that prepares them for the next stages of their education whilst also reflecting back on topics learnt in previous years. Our curriculum is designed to ensure all of our learners are challenged and supported to reach their full potential.

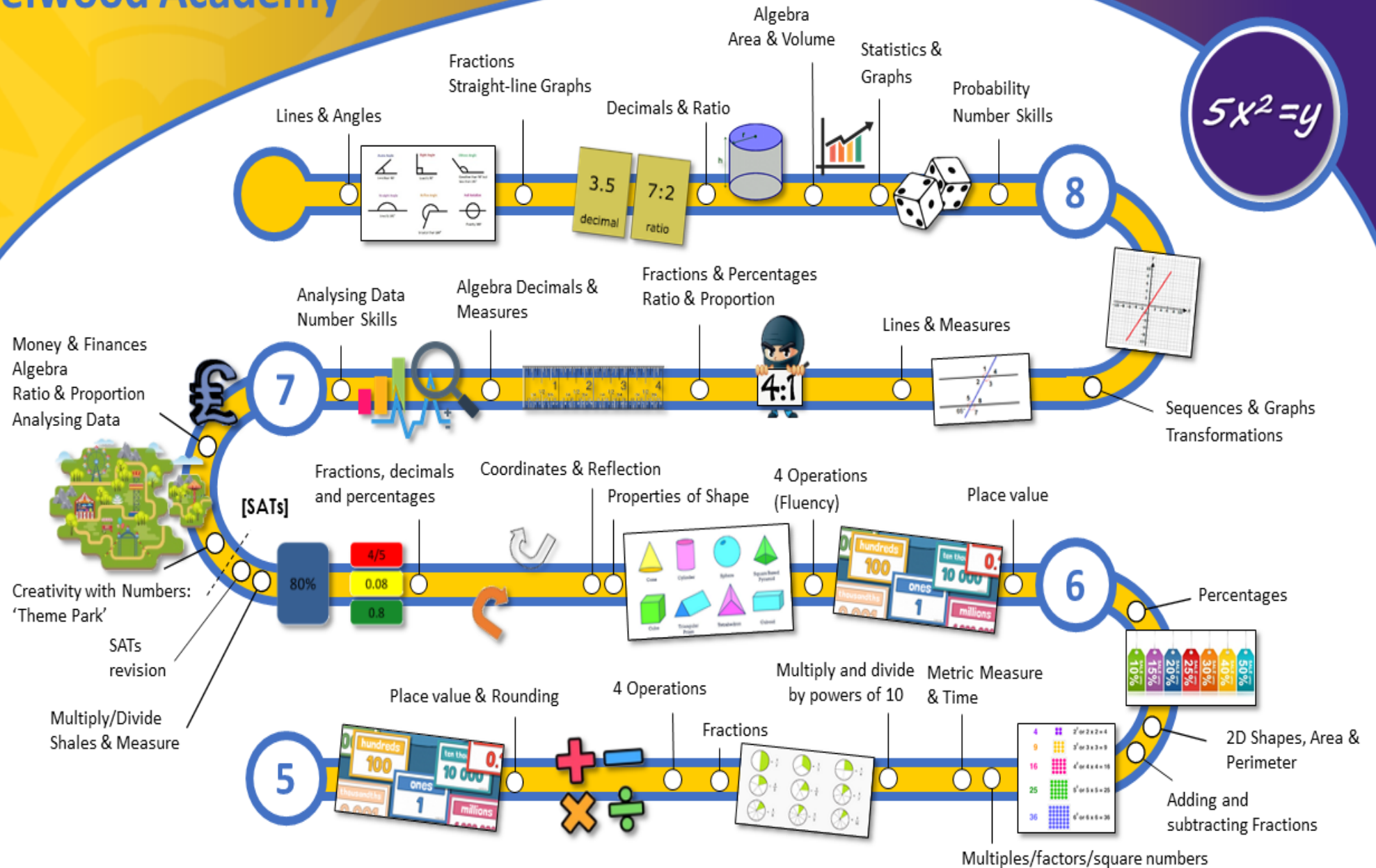


$$5x^2 = y$$





$$5x^2 = y$$





MATHS	TERM 1	TERM 2	TERM 3	TERM 4	TERM 5	TERM 6
<b>Year 5</b>	<b>1. Transition activities</b> <b>2. Place Value</b> <b>3. Addition and subtraction</b> <b>4. Data handling</b>	<b>1. Multiplication and Division</b> <b>2. Area and Perimeter</b>	<b>1. Multiplication and Division</b> <b>2. Fractions</b>	<b>1. FDP</b>	<b>1. 4 Operations/ Money</b> <b>2. Shape &amp; Measure</b>	<b>1. Shape &amp; Measure</b>
Skills and Knowledge Assessed	1. Read, write and compare whole numbers, up to 5 digits. 2. Count forward/backward in powers of 10. 3. Round whole numbers. 4. Use column addition and subtraction with whole numbers. 5. Use mental addition and subtraction, including fluency of number bonds, to solve problems. 6. Use and interpret line graphs	1. Recognise prime numbers and solve problems that include multiples, factors, primes and squares. 2. Multiply/divide whole numbers and decimal numbers by 10/100/100 3. Solve problems using area and perimeter of rectangles, and compound shapes.	1. Explore methods for formal multiplication: grid method, column method. 2. Calculate with short division, one-digit divisor  3. Explore what a fraction is, represent pictorially and abstractly. 4. Create and recognise equivalent fractions. pictorially, and through multiplying or dividing 5. Order and compare fractions, especially through pictorial methods. 4. Fluently convert between improper fractions and mixed numbers.	1. Add and subtract with fractions, including finding common denominators. . 2. Multiply and divide fractions by integers 3. Convert between decimals and fractions. 4. Round decimal numbers Recall decimal place value to 2 d.p. and use to order and compare numbers. 5. Represent decimals as fractions (at least tenths) 6. Equivalent Fractions, Decimals and Percentages.	1. Solve problems using column method of addition and subtraction, including with decimals and money. 2. Solve problems involving multiplying and dividing decimals by 10/100/1000 3. Measure and draw angles with a protractor. 4. Calculate missing angles in shapes 5. Recognise properties of 2-D and 3-D shapes.	1. Solve problems involving position on a grid and translation. 2. Solve problems using reflection and symmetry. 3. Convert between metric measures including length, weight, and time. 4. Identify volume and capacity
<b>Year 6</b>	<b>1. Place Value</b> <b>2. 4 Operations</b>	<b>1. Fractions</b> <b>2. Shape</b>	<b>1. Multiplication and Division</b> <b>2. FDP</b>	<b>1. Measures</b> <b>2. Ratio &amp; Proportion</b>	<b>1. Analysing Data</b> <b>2. Shapes</b> <b>3. SATs</b>	<b>1. Money &amp; Finances</b> <b>2. Algebra</b> <b>3. Analysing Data</b>
Skills and Knowledge Assessed	1. Read, write and compare whole numbers, up to 8 digits. 2. Solve problems involving rounding of	1. Recognise and calculate with equivalent fractions. 2. Compare and order fractions, using	1. Solve problems involving multiplying and dividing by 10/100/1000. 2. Multiply and divide decimals by integers	1. Solve problems requiring metric conversions. 2. Solve problems calculating area and	1. Read and interpret line graphs. 2. Identify parts of a circle.	Beginning KS3 curriculum: Generate data, and then organise and analyse it to solve problems.



MATHS	TERM 1	TERM 2	TERM 3	TERM 4	TERM 5	TERM 6
	whole and decimal numbers. 3. Solve problems using column addition and subtraction, including multi-step problems. 4. Consolidate preferred method of multiplication and solve problems. 5. Solve problems involving short division, including 2-digit divisors 6. Recognise prime numbers and solve problems that include multiples, factors, primes and squares 7. Solve problems involving the order of operations (BIDMAS)	knowledge of equivalent fractions and common denominators. 3. Add and subtract fractions and mixed numbers. 4. Multiply and divide fractions: by whole numbers and by fractions. 5. Calculate fractions of an amount. 6. Solve problems involving translation and reflection.	3. Calculate percentages of amounts 4. Solve problems using FDP equivalence, especially in a reasoning context 5. Use substitution. 6. Satisfy an equation using reasoning and trial and improvement.	perimeter – including area of a triangle. 3. Calculate volume of cuboids. 4. Recognise ratios, simplify them, and divide quantities into a ratio. 5. Solve problems involving similar shapes and scale factors.	3. Draw and interpret pie charts 4. Calculate the mean average 5. Calculate missing angles on a straight line, around a point and within shapes such as triangles. 6. Draw shapes accurately including 3D nets.	1. Calculate with mode, median, mode and range. 2. Display and interpret data in charts and tables, including grouped data. 3. Compare data using the averages and range. 4. Draw line graphs and bar charts.
<b>Year 7</b>	<b>Analysing &amp; Displaying Data</b> (Unit 1) Assessment	<b>Number Skills</b> (Unit 2) Assessment; <b>Algebra</b> (Unit 3) Assessment	<b>Decimals &amp; Measures</b> (Unit 4) Assessment; <b>Units 1-4</b> Assessment	<b>Fractions &amp; Percentages</b> (Unit 5) Assessment	<b>Ratio &amp; Proportion</b> (Unit 7) Assessment; <b>Lines &amp; Angles</b> (Unit 8) Assessment	<b>Sequences &amp; Graphs</b> (Unit 9) Assessment <b>End of year</b> Assessment
Skills and Knowledge Assessed	<b>Unit 1</b> 1. Calculate with mode, median, mode and range. 2. Display and interpret data in charts and tables, including grouped data. 3. Compare data using the averages and range. 4. Draw line graphs and bar charts. <b>Unit 2</b> 1. Calculate using the priority of operations and mental arithmetic. 2. Use formal method of the four operations, and	<b>Unit 2 Continued</b> 1. Calculate LCM and HCF, including using Venn diagrams. 2. Recognise prime numbers. 3. Use square numbers in the priority of operations. <b>Unit 3</b> 1. Use function machines to calculate with inputs and outputs. 2. Simplify expressions by collecting like terms. 3. Simplify expressions involving multiplication.	<b>Unit 4 Continued</b> 1. Use knowledge of place value to convert between metric measures and compare length, mass and capacity. 2. Read and interpret scales. 3. Use a calculator to solve problems involving metric measures. 4. Use knowledge of place value to multiply with decimals. 5. Use formal methods and estimation to	<b>Unit 5</b> 1. Compare and order fractions. 2. Simplify fractions and identify equivalent fractions. 3. Convert improper fractions to mixed numbers. 4. Add and subtract fractions with same denominator. 5. Calculate fractions of an amount. 6. Convert amongst FDP.	<b>Unit 7 Continued</b> 1. Divide a quantity into two parts of a ratio. 2. Use fractions and percentages to represent proportion and solve problems using the relationship amongst ratio, proportion and fractions/percentages. <b>Unit 8</b> 1. Use a protractor to draw and measure angles and triangles. 2. Use the correct terminology and notation	<b>Unit 9</b> 1. Recognise and continue sequences, calculate the term-to-term rule, and find missing terms. 2. Identify patterns in sequences. 3. Recognise the Fibonacci sequence. 4. Describe the $n$ th term. 5. Plot coordinates. 6. Plot straight-line graphs using a table. 7. Find the midpoint of line segments.



MATHS	TERM 1	TERM 2	TERM 3	TERM 4	TERM 5	TERM 6
	use inverse operations to check. 3. Round and estimate to help in calculations with four operations. 4. Use a calculator to solve problems involving time and money. 5. Round money to the nearest penny. 6. Compare and order negative numbers. 7. Add and subtract negative numbers.	4. Expand single brackets. 5. Write expressions and formulae, involving addition and subtraction. 6. Substitute into formulae to solve for variables. <b>Unit 4</b> 1. Order and round decimals, and use to make estimates. .	perform the four operations with decimals. 6. Calculate perimeter of polygons and composite shapes made from rectangles. 7. Calculate area of rectilinear shapes. 8. Calculate area by counting cm squares.	7. Calculate percentages of an amount. <b>Unit 7</b> 1. Calculate with direct proportion, including using the unitary method. 2. Use ratio notation and simplify ratios.	to describe angles, triangles, line segments. 3. Calculate missing angles in a variety of problems: straight lines, around a point, vertically opposite, triangles, quadrilaterals.	8. Recognise, name and plot straight lines parallel to the axes. <b>Unit 10</b> 1. Identify congruent and similar shapes. 2. Enlarge shapes through use of scale factors. 3. Identify reflective and rotational symmetry. 4. Reflect, rotate and translate shapes on the coordinate axis. 5. Describe and recognise transformations.
<b>Year 8</b>	<b>Probability</b> (yr 7 Unit 6) Assessment	<b>Number</b> (Unit 1) Assessment; <b>Statistics &amp; Graphs</b> (Unit 3) Assessment	<b>Algebra</b> (Unit 4) Assessment	<b>Area &amp; Volume</b> (Unit 2) Assessment; <b>Units 1-4</b> Assessment	<b>Decimals &amp; Ratio</b> (Units 6) Assessment; <b>Fractions</b> (Unit 8) Assessment	<b>Straight-line Graphs</b> (Unit 9) Assessment; <b>End of year</b> assessment
Skills and Knowledge Assessed	<b>Year 7 Unit 6</b> 1. Use the language of probability and the probability scale. 2. Identify outcomes and calculate probabilities, including complementary events. 3. Calculate experimental probability. <b>Unit 1</b> 1. Use mental methods of doubling/halving and rounding/adjusting to multiply. 2. Solve problems using the rules of divisibility. 3. Apply knowledge of division to solve problems involving finances.	<b>Unit 1 Continued</b> 1. Use the priority of operations involves brackets, powers, roots and fractions. 2. Write numbers in index form. 3. Calculate with prime factor decomposition and use this to find HCF and LCM of two or more numbers. <b>Unit 3</b> 1. Draw and interpret pie charts. 2. Draw and interpret tables, and use charts and tables to compare data. 3. Draw and interpret stem and leaf diagrams.	<b>Unit 4</b> 1. Understand and simplify algebraic powers. 2. Expand single brackets and then solve problems with multiple single brackets and negative numbers. 3. Write and simplify algebraic expressions involving the four operations. 4. Factorise expressions into a single bracket. 5. Solve one and two step equations, including using the balancing method. 6. Apply method of solving equations to contextual problems. <b>Unit 2</b>	<b>Unit 2 Continued</b> 1. Recognise and name 3D shapes and use terminology to describe them. 2. Draw 3D shapes on isometric paper. 3. Recognise and draw plans and elevations. 4. Calculate the surface area of cubes and cuboids. 5. Solve problems using metric conversions, including square units for area. 6. Calculate conversions between metric and imperial units of measure. <b>Unit 6</b>	<b>Unit 6 Continued</b> 1. Multiply and divide numbers by 0.1 and 0.01 and using this to estimate calculations. 2. Multiply and divide with decimal numbers. 3. Divide a decimal quantity, especially money, into a ratio of two or three parts. 4. Simplify ratios with decimal numbers and solve problems. <b>Unit 8</b> 1. Compare and order fractions. 2. Add/subtract fractions, finding common denominators first.	<b>Unit 9 Continued</b> 1. Calculate gradients. 2. Recall the equation of straight-line graphs. 3. Plot straight-line graphs using the equation. <b>Unit 7</b> 1. Recall properties of quadrilaterals, using this to classify shapes and solve problems. 2. Identify alternate and corresponding angles in parallel lines. 3. Understand what a proof is, in terms of solving problems with angles.



MATHS	TERM 1	TERM 2	TERM 3	TERM 4	TERM 5	TERM 6
	4. Calculate more complex problems with negative numbers, including multiplying and dividing. 5. Calculate squares and cubes and roots.	4. Draw and interpret scatter graphs. 5. Interpret real life graphs including conversion graphs, D/T graphs, line graphs.	1. Calculate the area of a triangle, parallelogram and trapezium. 2. Calculate volume of cubes and cuboids.	1. Round decimals to 3 decimal places and to a given number of significant figures. 2. Round numbers to an appropriate degree of accuracy. 3. Compare and order decimals.	3. Multiply and divide with fractions. 4. Calculate with mixed numbers using all four operations. <b>Unit 9</b> 1. Identify and calculate with direct proportion graphically.	4. Calculate the sum of interior and exterior angles in a polygon.



# Music

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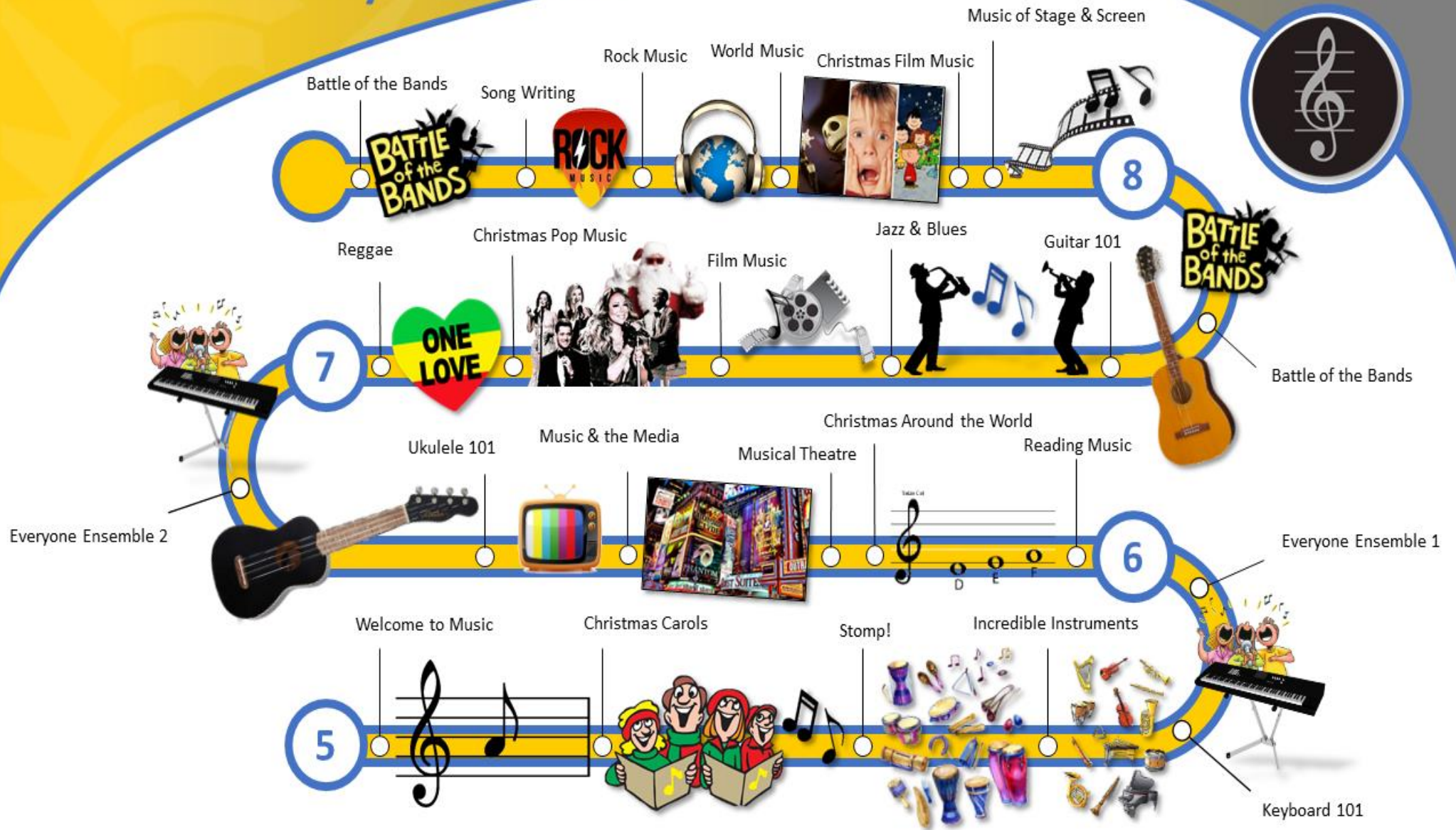
Music is something that can inspire and motivate everyone and at Selwood Academy we aspire to create an environment where the pupils can explore a wide range of musical experiences. Our knowledge-rich curriculum ensures a balance of performing, listening, composition and theory. We believe music is for all and it plays a key part in the academy's life through the carol service, Easter play and an annual whole school production. We endeavour to give all pupils the grounding and skills to continue a life-long passion for music and the ability to study it further through our close links with Frome Community College.





# Selwood Academy

## Music





MUSIC	TERM 1	TERM 2	TERM 3	TERM 4	TERM 5	TERM 6
<b>5</b>	<b>Welcome to Music</b>	<b>Christmas Carols</b>	<b>Stomp!</b>	<b>Incredible Instruments</b>	<b>Keyboard 101</b>	<b>Everyone Ensemble 1</b>
Learning Foci:	-Learn key musical vocabulary -Create performances in groups based around this vocabulary	-Use boom whackers to perform a Christmas Carol as a class -Understand fundamentals of reading and following sheet music	-Understand note values and how to recognise these -Compose a piece of music in groups using percussion instruments	-Learn about instruments of the orchestra -Practise listening skills and familiarise pupils with key musical terms linked to specific instruments	-Learn the fundamentals of using a piano/ keyboard and create a performance. - Learn and use practical musical vocabulary	- Work as an ensemble to perform a piece of music using keyboards and voice - Practise instrumental and teamwork skills.
<b>6</b>	<b>Reading Music</b>	<b>Christmas Around the World</b>	<b>Musical Theatre</b>	<b>Music &amp; the Media</b>	<b>Ukulele 101</b>	<b>Everyone Ensemble 2</b>
Learning Foci:	-Learn how to read music on the staff and different musical symbols -Create short performances using this understanding	-Study facts and key words about Christmas music from a variety of countries -Use keyboards to perform a Christmas song from another country	-Understand vocabulary and practise listening skills based on musical theatre -Perform a piece of music from a musical using keyboard or voice	-Study how music is used in the media and practise analytical skills -Compose music for an advert including background music and a jingle.	-Learn the fundamentals of using a ukulele - Learn fundamentals of reading and following music written for ukulele and perform using this	- Work as an ensemble to perform a piece of music using keyboards, ukuleles and voice - Practise instrumental and teamwork skills.
<b>7</b>	<b>Reggae</b>	<b>Christmas Pop Music</b>	<b>Film Music</b>	<b>Jazz &amp; Blues</b>	<b>Guitar 101</b>	<b>Battle of the Bands</b>
Learning Foci:	-Study facts and key words about reggae music, focusing on the history of this musical style. -Use voice, keyboards or ukuleles to perform a piece of Reggae music in groups	-Study facts and key words about Christmas music from a variety of countries -Use keyboards to perform a Christmas song from another country	-Understand vocabulary and practise listening skills based on film music -Compose a piece of film music for a short clip using key features	-Study facts and key words about Jazz and Blues music and practise listening skills. -Use keyboards, ukuleles or voice to perform a piece of Blues music and improvise.	-Learn the fundamentals of using an acoustic guitar - Learn fundamentals of reading and following music written for guitar and perform using this	-Select a piece of music to perform in groups using a combination of voice, keyboard, ukulele and guitar -Compete in year groups for a performance slot at the summer concert.
<b>8</b>	<b>Music of Stage &amp; Screen</b>	<b>Christmas Film Music</b>	<b>World Music</b>	<b>Rock Music</b>	<b>Song Writing</b>	<b>Battle of the Bands</b>
Learning Foci:	-Solidify understanding of musical vocabulary linked to film and theatre in preparation for GCSE music -Perform a piece of music from stage or screen using voice, keyboard, ukulele or guitar.	-Understand vocabulary and practise listening skills based on film music in preparation for GCSE set works. -Perform a piece of music from a Christmas film.	-Study music from around the world such as African, Indian & Jamaican music -Perform a piece of music in these cultural styles in preparation for GCSE set works.	-Gain understanding of rock music and the key feature of this genre -Perform music by the band 'Queen' in preparation for GCSE set works.	-Understand the key elements of writing your own song in preparation for GCSE Music - Work in ensembles to compose a song in a popular music style	-Select a piece of music to perform in groups using a combination of voice, keyboard, ukulele and guitar -Compete in year groups for a performance slot at the summer concert.



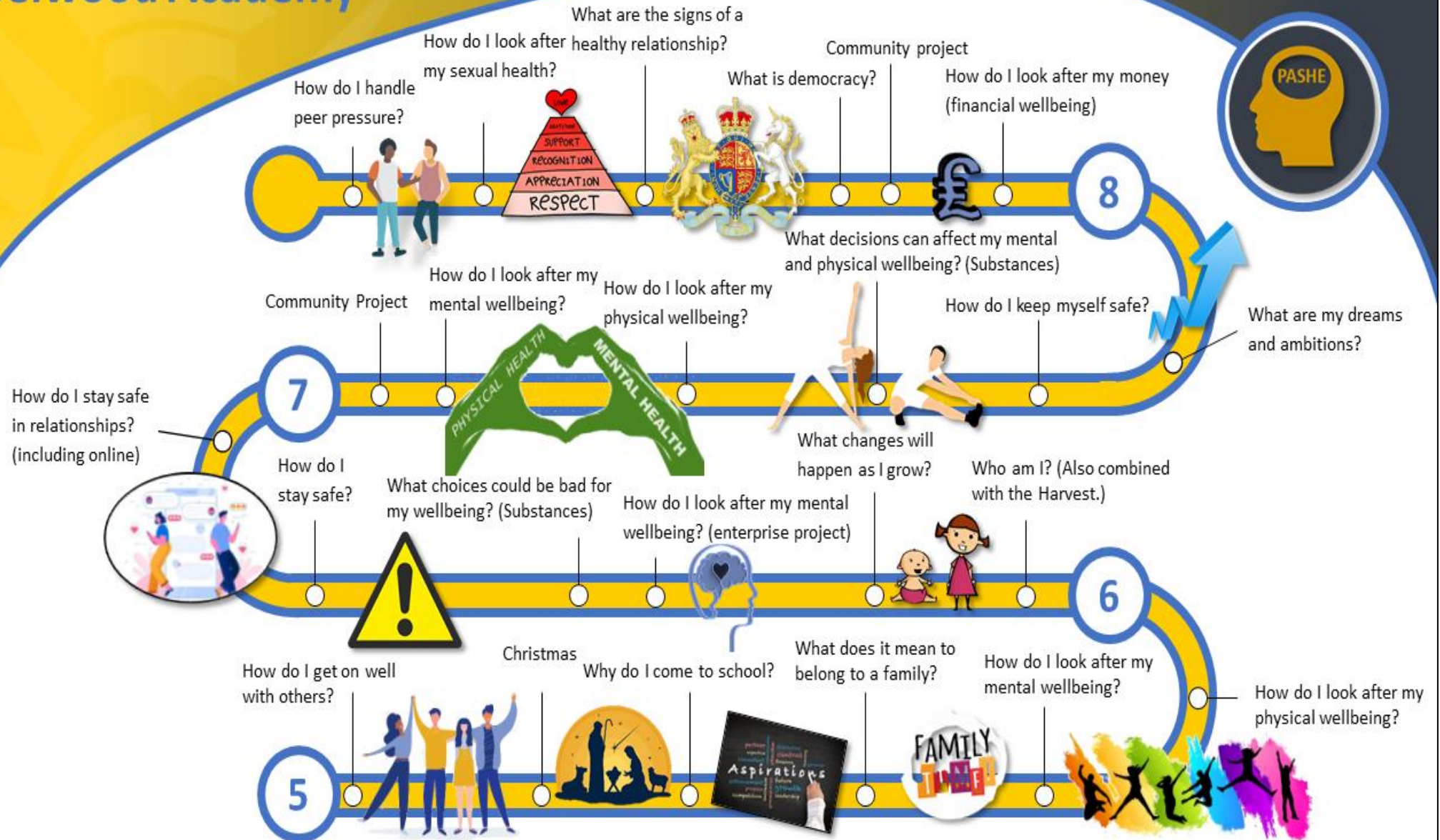
# PASHE

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PASHE at Selwood is centred around supporting pupils in becoming healthy, independent and emotionally-mature individuals. As well as empowering pupils to have a range of knowledge and techniques to look after their mental, physical and financial wellbeing. We also foster a desire to learn about, and support, the wider community through our many local and national projects. An experience-rich and evolving curriculum has been carefully constructed, providing each pupil with relevant and up-to-date knowledge and skills with the aim of allowing them to let their light shine, now and in their future years.









PASHE	TERM 1	TERM 2	TERM 3	TERM 4	TERM 5	TERM 6
5						
Learning Foci:	<p><b>Autumn 1 – How do I get on well with others? (friendship, bullying discrimination)</b></p> <p>Pupils will be learning:</p> <ul style="list-style-type: none"> <li>*What constitutes a positive healthy friendship, including online.</li> <li>*The importance of seeking support if feeling lonely or excluded.</li> <li>*Strategies for recognising and managing peer pressure.</li> <li>*to recognise if a friendship (online or offline) is making them feel unsafe or uncomfortable; how to manage this and ask for support if necessary.</li> <li>*How to recognise and handle bullying (including online.)</li> </ul>	<p><b>Autumn 2 – Christmas (Also additional topic Anne Frank due to Covid restrictions.)</b></p> <p><b>It is a tradition that Year 5 create a Christmas performance for parents and the community. This year's Yr 5 Christmas Performance will take place virtually. Only a small section of PASHE will be used to plan this.</b></p> <p>The other topic, covered this term, will focus on Anne Frank and will explore the following themes:</p> <ul style="list-style-type: none"> <li>*What is prejudice and discrimination?</li> <li>* How to recognise behaviours/actions</li> </ul>	<p><b>Spring 1 – Why do I come to school? (Finance/Careers links)</b></p> <p>Pupils will be exploring:</p> <ul style="list-style-type: none"> <li>*Why do we come to school?</li> <li>*What is education like in other cultures around the world?</li> <li>*That education should be cherished and that it is a gift, not all children have the benefit of receiving.</li> <li>*Their future dreams and ambitions and how education can help them achieve these aspirations.</li> </ul>	<p><b>Spring 2 – What does it mean to belong to a family? (Diff types)</b></p> <p>Pupils will learn:</p> <ul style="list-style-type: none"> <li>*That there are different types of relationships and people may be attracted to someone of the same sex or different sex to them.</li> <li>*That gender identity and sexual orientation are different (this will be covered briefly at this stage.)</li> <li>*That marriage and civil partnership is a legal commitment made by two adults who love and care for each other, which is intended to be lifelong.</li> <li>*That forcing anyone to marry against their will is a crime; and how to receive support if needed.</li> </ul>	<p><b>Summer 1– How do I look after my wellbeing?</b></p> <p>Pupils will learn:</p> <ul style="list-style-type: none"> <li>*Strategies and behaviours that support mental health</li> <li>* A varied vocabulary to use when talking about feelings and the importance of expressing feelings in varied ways.</li> <li>*About everyday things that affect feelings and the importance of expressing feelings</li> <li>*To recognise warning signs about mental health and wellbeing and how to seek support for</li> <li>*Ways to respond to difficult experiences such as grief and loss.</li> <li>*How to make informed decisions about health</li> </ul>	<p><b>Summer 2 – How do I stay safe? (Normally this will be switched with the Summer 1 topic due to our Creative Wellbeing Project it has been moved it to Summer 2.)</b></p> <p><b>Pupils will learn:</b></p> <ul style="list-style-type: none"> <li>*Why certain restrictions are in place and the importance of following them (including age restrictions.)</li> <li>* How to predict, assess and manage risk in different situations (including topics such as fire hazards and road safety.)</li> <li>*How to keep themselves safe online and report any concerns.</li> <li>*That female genital mutilation (FGM) is against British law, what to do and</li> </ul>



		which discriminate against others *Ways of responding to it if witnessed or experienced		*To recognise and respect that there are different types of family structures. *How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice.	*How to live a healthy and balanced lifestyle. *That bacteria and viruses can affect health; how everyday hygiene routines can limit the spread of infection; the wider importance of personal hygiene and how to maintain it *How medicines, when used responsibly, contribute to health; that some diseases can be prevented by vaccinations and immunisations; how allergies can be managed	<b>whom to tell if they think they or someone they know might be at risk (this will be covered at an age-appropriate level.)</b>
<b>6</b>						
Learning Foci:	<b>Autumn 1 – The Harvest Festival</b>  It is a tradition that Year 6 pupils create and perform a Harvest Festival for their parents/carers as well as collecting	<b>Autumn 2 - What choices could be bad for my infinite wellbeing?</b>  Pupils will learn: *About the risks and effects of legal drugs such as cigarettes, e-	<b>Spring 1 – How do I look after my mental wellbeing? (Enterprise Project)</b>  This term pupils will be involved in an Enterprise Project. This is linked to R&P. Pupils will research a charity that they would like to raise	<b>Spring 2 – What does it mean to belong to a family? (Diff types)</b>  Pupils will learn: *That there are different types of relationships and	<b>Summer 1 – What changes will happen as I grow? (This will normally be term 4 but due to the Yr 5 Family Topic being taught in Spring 2 it has been moved here.)</b>	<b>Summer 2 – How do I look after my wellbeing? (In the future this will be a community project in which Yr 6 teach Yr 4 pupils from First Schools about how to look after</b>



	<p>produce for the local foodbank. This teaches them to:</p> <ul style="list-style-type: none"> <li>*Reflect on where our food comes from.</li> <li>*Learn about the History of Harvest Festivals.</li> <li>*Consider environmental issues that are connected to Harvesting the land and sea.</li> <li>*Think about wider world issues linked to food such as Fairtrade.</li> </ul>	<p>cigarettes/vaping, alcohol and medicines.)</p> <ul style="list-style-type: none"> <li>*That some drugs are illegal.</li> <li>*About why people choose to use or not use drugs (including nicotine, alcohol and medicines)</li> <li>*Support they can receive if they are concerned about their own, or someone's use of substances.</li> </ul>	<p>money for, inspired by the Beatitudes. Following this, they will explore signs and methods to manage stress. They will then set about creating a Wellbeing Product (e.g. stress balls, scented sock toys, worry dolls.) They will learn about enterprise while creating adverts and carrying out market research. This will lead to a final Wellbeing Market! This topic has been positioned here to arrive just before SATS.</p>	<p>people may be may be attracted to someone of the same sex or different sex to them.</p> <ul style="list-style-type: none"> <li>*That gender identity and sexual orientation are different (this will be covered briefly at this stage.)</li> <li>*That marriage and civil partnership is a legal commitment made by two adults who love and care for each other, which is intended to be lifelong.</li> <li>*That forcing anyone to marry against their will is a crime; and how to receive support if needed.</li> <li>*To recognise and respect that there are different types of family structures.</li> <li>*How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice.</li> </ul>	<p>Pupils will learn:</p> <ul style="list-style-type: none"> <li>*What is does the term "personal identity" mean.</li> <li>*That for some people gender identity does not correspond with their biological sex. (This will only be covered briefly at this stage.)</li> <li>*To identify internal reproductive organs in males and females and how the process of puberty relates to human reproduction</li> <li>*About the physical and emotional changes that happen when approaching and during puberty</li> <li>*Key facts about the menstrual cycle and menstrual wellbeing, erections and wet dreams.</li> <li>*About the processes of reproduction and birth, how babies are conceived and born (and that there are ways to prevent a</li> </ul>	<p><b>the wellbeing giving them a chance to re-cap and build-on knowledge from Yr 5 Summer 1 and 2.)</b></p> <p>Pupils will learn:</p> <ul style="list-style-type: none"> <li>*Strategies and behaviours that support mental health</li> <li>*About everyday things that affect feelings and the importance of expressing feelings</li> <li>*To recognise warning signs about mental health and wellbeing and how to seek support for</li> <li>*Ways to respond to difficult experiences such as grief and loss.</li> <li>*How to live a healthy and balanced lifestyle.</li> <li>*That bacteria and viruses can affect health; how everyday hygiene routines can limit the spread of infection; the wider importance of</li> </ul>



					<p>baby being made.) Contraception will only be covered briefly at this stage. This will be covered in more detail in year 8.</p> <p>*Where to seek help and advice relating to this topic.</p>	<p>personal hygiene and how to maintain it</p> <p>*How medicines, when used responsibly, contribute to health; that some diseases can be prevented by vaccinations and immunisations; how allergies can be managed</p> <p><b>Summer 2 – (This is a short project to end the year.)</b></p> <p><b>All About Me</b></p> <p>Pupils will:</p> <p>*Recognise their individuality.</p> <p>*Identify personal strengths, skills, achievements.</p> <p>*Learn how to manage setbacks and perceived failures.</p> <p>*Reflect on their progress this year and their hopes and ambitions for the coming year.</p>
<b>7</b>						
Learning Foci:	<b>Autumn 1 – How do I look after my</b>	<b>Autumn 2 – Enterprise Project</b>	<b>Spring 1 – What decisions can affect my mental and physical wellbeing? (Substances)</b>	<b>Spring 2 – What does it mean to</b>	<b>Summer 1 – How do I look after my wellbeing?</b>	<b>Spring 2– How do I keep myself safe?</b>



	<p><b>money? (financial wellbeing)</b></p> <p>Pupils will:</p> <ul style="list-style-type: none"> <li>*Assess and manage risk in relation to financial decisions that young people might make</li> <li>*Learn about values and attitudes relating to finance, including debt</li> <li>*Learn to manage emotions in relation to money</li> <li>*Evaluate social and moral dilemmas about the use of money, including the influence of advertising and peers on financial decisions</li> </ul>	<p><b>(Recycled products for Christmas.)</b></p> <p>This is linked with R&amp;P. Pupils will be choosing an environmental charity to raise money for then creating a product made from recycled goods. They will then create adverts and carry out market research. Following this, a Christmas Eco-Marketplace will be held in the hall.</p>	<p>Pupils will:</p> <ul style="list-style-type: none"> <li>*Learn about the positive and negative uses of drugs in society.</li> <li>*Evaluate myths, misconceptions, social norms and cultural values relating to drug, alcohol and tobacco use.</li> <li>*Information about alcohol, nicotine and other legal and illegal substances, including the short-term and long-term health risks associated with their use.</li> <li>*About the concepts of dependence and addiction including awareness of help to overcome addictions.</li> </ul>	<p><b>belong to a family? (Diff types)</b></p> <p><b>Pupils will learn:</b></p> <ul style="list-style-type: none"> <li><b>*That there are different types of relationships and people may be attracted to someone of the same sex or different sex to them.</b></li> <li><b>*That gender identity and sexual orientation are different (this will be covered briefly at this stage.)</b></li> <li><b>*That marriage and civil partnership is a legal commitment made by two adults who love and care for each other, which is intended to be lifelong.</b></li> <li><b>*That forcing anyone to marry against their will is a crime; and how to receive support if needed.</b></li> <li><b>*To recognise and respect that there are different types of family structures.</b></li> </ul>	<p>Pupils will learn:</p> <ul style="list-style-type: none"> <li>*The importance of maintaining a healthy balanced lifestyle.</li> <li>*The benefits of physical activity and sleep for both physical and mental health and wellbeing</li> <li>*Strategies for maintaining personal hygiene, including oral health, and prevention of infection</li> <li>*How to access health services when appropriate.</li> </ul>	<p>Pupils will learn:</p> <ul style="list-style-type: none"> <li>*How to identify risk and manage personal safety.</li> <li>*How to get help in an emergency and perform basic first aid, including cardio-pulmonary resuscitation (CPR) and the use of defibrillators.</li> <li>*To establish personal values and clear boundaries around aspects of life that they want to remain private; strategies to safely manage personal information and images online, including on social media.</li> <li>*Where to seek emotional help if required (including any issues relating to gender identity or sexuality.)</li> <li>*The benefits and positive use of social media, including how it can offer opportunities to engage with a wide</li> </ul>



				<b>*How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice.</b>		variety of views on different issues *the risks associated with gambling.
<b>8</b>						
Learning Foci:	<p><b>What are my dreams and ambitions? (Careers) This will be taught in Yr 7 Summer 2 from 2023 onwards, and a community project combined with drama will be resurrected.)</b></p> <p>Pupils will:            *Learn about the options available to them at the end of key stage 3, sources of information, advice and support, and the skills to manage this decision-making process            *Learn about routes into work, training and other vocational and academic opportunities</p>	<p><b>Autumn 2 – Bodypositivity (This project forms part of a cross-phase project with Frome College.)</b></p> <p>Pupils will explore key terms such as: body image; body shaming; appearance ideal and bodypositivity. They will go on to explore the negative impact preoccupation with body image can have on a person's life and the role that social media and advertising play. This will lead them into creating a portrait which contains the</p>	<p><b>Spring 1 – Unders/Overs</b>            This will be a cross-curricular project with R&amp;P.</p> <p>Pupils will explore the current movements such as Black Lives Matter. They will then investigate how prejudice can impact the lives of real people and how biased media plays a role in this. Trayvon Martin's case will be explored and discussed in detail. This will lead into an exploration of other forms of prejudice and discrimination with links being made to History as well.</p>	<p><b>Spring 2 – Democracy</b></p> <p>Pupils will create their own political party and hold a Hustings. This topic will cover the following:            What are British values?            Why are they important for the members of our society?            What is the importance of democracy?            How is democracy carried out in the UK?</p>	<p><b>Summer 1 – Healthy and Unhealthy Relationships</b></p> <p>Pupils will:            *Explore indicators of healthy and non-healthy relationships.            *Learn that there are different types of relationships.            *Learn the difference between biological sex, gender identity and sexual orientation            *Understand how to create and maintain healthy relationships with others.            *Gauge readiness for sexual intimacy            *Learn that intimate relationships should be pleasurable</p>	<p><b>Summer 2 – How do I handle peer pressure?</b></p> <p>Pupils will:            *Learn that consent is freely given and how to seek help if boundaries are violated.            *How to seek, give, not give and withdraw consent (in all contexts, including online)            *The impact of sharing sexual images of others without consent            *How to manage any request or pressure to share an image of themselves or others, and how to get help            *That the need for peer approval can generate feelings of pressure and lead to</p>



	<p>*Explore a variety of careers that are open to them using the program Start Profile (C.C with Computing.)</p> <p>*Review their year and consider their dreams and ambitions for the coming school year.</p>	<p>message that “the inside is more important than the outside.” Pupils will create a range of images linked to their personal ambitions, talents and achievements. They will then create a self-portrait incorporating these images. This will form part of a bodypositivity exhibition in Frome. We will end the term with a Secret Santa Self-esteem gift that shall be made by, and for, each pupil in the class.</p>			<p>*Be presented with the importance of stable, long-term relationships (including marriage and civil partnerships) for family life and bringing up children.)</p> <p>Strategies to manage the physical and mental changes during puberty. The purpose, importance and different forms of contraception; how and where to access contraception and advice. that certain infections can be spread through sexual activity (STIs)</p> <p>Be presented with the positives of a stable, long-term relationships.</p>	<p>increased risk-taking; strategies to manage this.</p> <p><b>It is a tradition that Year 8 then spend time reflecting on their time at Selwood and create a part of the Leaver’s Service in PASHE which then takes place at our local Church. This year, however, this may be virtual depending on restrictions.</b></p>



# PE

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## *“Learning to move- moving to learn”*

The Selwood PE Curriculum exceeds the expectations of the National Curriculum.

Pupils are given the opportunity to succeed in broad range of physically demanding sports and activities. With opportunities to communicate, collaborate and compete with and against their peers, as well as against themselves.

The curriculum focus is to develop physical literacy to ensure our pupils are equipped with the skills and confidence to commit to lifelong engagement in regular physical activity and/or sport to promote long, healthy active lives.

Activities within the curriculum are harmonised with the needs of the local community, with established sports clubs in the local Frome area available for all of the activities we offer. Therefore, the curriculum ‘opens the door’ to regular engagement physical activity for all pupils beyond their time at Selwood by providing an initial experience which may stimulate a passion for a given sport.

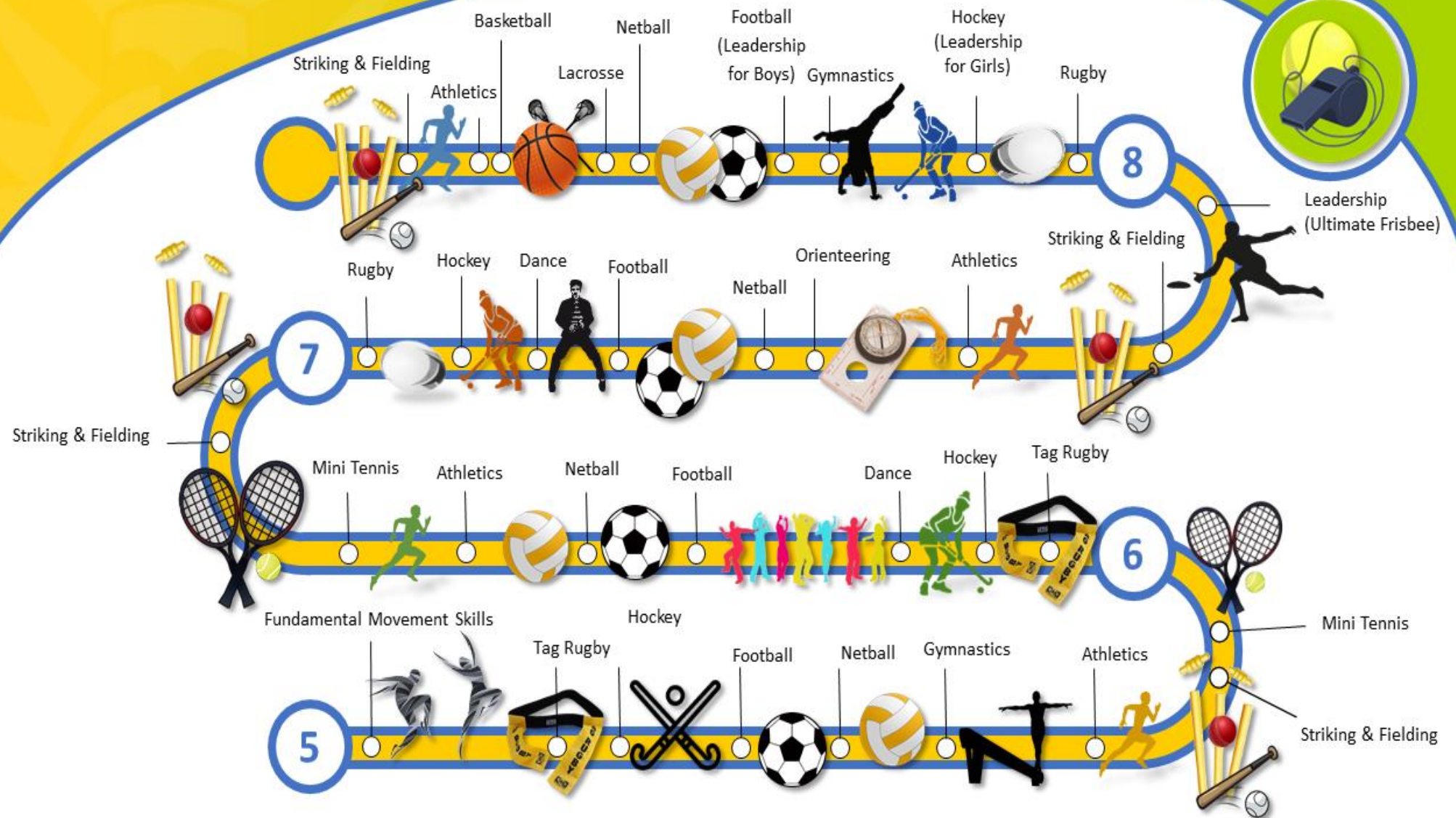
Alongside developing physical literacy, pupils will also develop 5 identified key skills for life and well-being. If a pupil develops and succeeds in these areas they will have the skills to enable them to be healthy, happy and successful in their adult and working life, enabling them to contribute positively to their communities.





# Selwood Academy

PE





PE	AUTUMN TERM			SPRING TERM			SUMMER TERM		
5	Swimming lessons are scheduled throughout year 5								
	Fundamental Movement Skills	Tag Rugby	Hockey	Football	Netball	Gymnastics	Athletics	Striking & Fielding	Mini Tennis
Learning Foci:	Develop the fundamental movement skills: -balance -agility -coordination  Understand these underpin all sports & physical activity.  Develop resilience and independence in their physical learning.	Develop knowledge, skills & understanding of tag rugby including: -basic rules -passing & receiving - tackling -basic attacking & defending strategies -running effectively with the ball. -Scoring a try  <b>Conclusion:</b> play in a 4-team tag rugby festival.	Develop knowledge, skills & understanding of quick sticks hockey, including -basic rules -passing & receiving - holding and using the stick safely -passing & receiving - tackling -basic attacking & defending strategies -dribbling effectively with the ball. shooting  <b>Conclusion:</b> play in a 4-team hockey festival.	Develop knowledge, skills & understanding of football, including -basic rules -passing & receiving - tackling -basic attacking & defending strategies -dribbling effectively with the ball. -shooting  <b>Conclusion:</b> The unit will finish by playing a 4-team football festival.	Develop knowledge, skills & understanding of netball, including: -basic rules -passing & receiving -footwork -marking -shooting -basic attacking & defending strategies  <b>Conclusion:</b> The unit will finish by playing a 4-team netball festival.	Develop knowledge, skills & understanding of gymnastics, including: -set up & use equipment safely -explore different levels & methods of travel - memorise & perform the set shapes routine -perform basic balances & rolls - understand the importance of body tension & quality of movement <b>Conclusion:</b> Choreograph & perform a short, small group routine to the class.	Develop knowledge, skills & understanding in: -running -jumping -throwing Learn how to: -start and time a race - measure a throw or jump  <b>Conclusion:</b> Record a personal best in: -75m sprint -600m run -vortex howler throw -standing long jump	Develop knowledge, skills & understanding of cricket/rounders including: -basic rules -catching & throwing -batting -bowling -long barrier -basic batting and fielding strategies  <b>Conclusion:</b> playing a rounders and cricket match.	Develop knowledge, skills & understanding of tennis, including: -setting up the net -basic rules -the 'ready' position -footwork -holding the racket correctly -basic ground strokes -underarm serving - how to score a game  <b>Conclusion:</b> playing a ladder tennis tournament.
	6	Tag Rugby	Hockey	Dance	Football	Netball		Athletics	Mini Tennis



PE	AUTUMN TERM			SPRING TERM		SUMMER TERM		
Learning Foci:	<p>Develop knowledge, skills and understanding of tag rugby including:</p> <ul style="list-style-type: none"> <li>-basic rules</li> <li>-passing &amp; receiving</li> <li>-tackling</li> <li>-basic attacking &amp; defending strategies</li> <li>-running effectively with the ball.</li> <li>Scoring a try</li> </ul> <p><b>Conclusion:</b> play in a 4-team tag rugby festival.</p>	<p>Develop knowledge, skills and understanding of quick sticks hockey, including</p> <ul style="list-style-type: none"> <li>-basic rules</li> <li>-holding and using the stick safely</li> <li>-passing &amp; receiving</li> <li>-tackling</li> <li>-basic attacking &amp; defending strategies</li> <li>-dribbling effectively with the ball.</li> <li>shooting</li> </ul> <p><b>Conclusion:</b> play in a 4-team hockey festival.</p>	<p>Develop knowledge, skills and understanding of dance, including:</p> <ul style="list-style-type: none"> <li>-explore different levels &amp; methods of travel</li> <li>- memorise and perform a planned routine</li> <li>-move the body to music with timing &amp; rhythm</li> </ul> <p><b>Conclusion:</b> Choreograph and perform a short, small group routine to the class to a theme/music</p>	<p>Develop knowledge, skills and understanding of football, including</p> <ul style="list-style-type: none"> <li>-basic rules</li> <li>-passing &amp; receiving</li> <li>-tackling</li> <li>-basic attacking &amp; defending strategies</li> <li>-dribbling effectively with the ball.</li> <li>-shooting</li> </ul> <p><b>Conclusion:</b> The unit will finish by playing a 4-team football festival.</p>	<p>Develop knowledge, skills and understanding of netball, including:</p> <ul style="list-style-type: none"> <li>-basic rules and court markings</li> <li>-passing &amp; receiving</li> <li>-footwork</li> <li>-marking</li> <li>-shooting</li> <li>-basic attacking &amp; defending strategies</li> </ul> <p><b>Conclusion:</b> The unit will finish by playing a 4-team netball festival.</p>	<p>Develop knowledge, skills and understanding in</p> <ul style="list-style-type: none"> <li>-running</li> <li>-jumping</li> <li>-throwing</li> </ul> <p>Learn how to:</p> <ul style="list-style-type: none"> <li>-start and time a race</li> <li>- measure a throw or jump</li> </ul> <p><b>Conclusion:</b> Record a personal best in:</p> <ul style="list-style-type: none"> <li>-75m sprint</li> <li>-600m run</li> <li>-vortex howler throw</li> <li>-standing long jump</li> </ul>	<p>Develop knowledge, skills and understanding of tennis, including:</p> <ul style="list-style-type: none"> <li>-setting up the net</li> <li>-basic rules</li> <li>-the 'ready' position</li> <li>-footwork</li> <li>-holding the racket correctly</li> <li>-basic ground strokes</li> <li>-underarm serving</li> <li>- how to score a game</li> </ul> <p><b>Conclusion:</b> playing a ladder tennis competition.</p>	<p>Develop knowledge, skills &amp; understanding of cricket/rounders including:</p> <ul style="list-style-type: none"> <li>-basic rules</li> <li>-catching &amp; throwing</li> <li>-batting</li> <li>-bowling</li> <li>-long barrier</li> <li>-basic batting and fielding strategies</li> </ul> <p><b>Conclusion:</b> playing a rounders and cricket matches.</p>



PE	AUTUMN TERM			SPRING TERM			SUMMER TERM		
7	Rugby	Hockey	Dance	Netball (girls)	Football (boys)	Orienteering	Athletics	Striking & Fielding	Leadership (U. Frisbee)
Learning Foci:	<p>Develop knowledge, skills &amp; understanding of contact rugby including:</p> <ul style="list-style-type: none"> <li>-basic rules</li> <li>-passing &amp; receiving at pace</li> <li>-basic attacking &amp; defending strategies</li> <li>-running effectively with the ball</li> <li>-tackling</li> <li>-rucking</li> <li>-mauling</li> <li>-scrummaging</li> <li>-kicking &amp; high ball catching</li> </ul> <p><b>Conclusion:</b> play in a 3-team rugby tournament.</p>	<p>Develop knowledge, skills &amp; understanding of 11 aside hockey, including:</p> <ul style="list-style-type: none"> <li>-rules</li> <li>-passing &amp; receiving on the move</li> <li>-attacking &amp; defending strategies</li> <li>-dribbling at pace with the ball.</li> <li>-shooting</li> <li>-short &amp; long corners</li> </ul> <p><b>Conclusion:</b> play in a 4-team hockey tournament.</p>	<p>Develop knowledge, skills &amp; understanding of dance, including:</p> <ul style="list-style-type: none"> <li>-explore different levels &amp; methods of travel</li> <li>- memorise &amp; perform a planned routine</li> <li>-learn &amp; apply the terms mirroring, canon &amp; unison</li> <li>-move the body to music with timing &amp; rhythm</li> <li>-use creativity to move the body in imaginative ways</li> </ul> <p><b>Conclusion:</b> Choreograph &amp; perform a group routine to the class to a theme/music</p>	<p>Develop knowledge, skills &amp; understanding of netball, including:</p> <ul style="list-style-type: none"> <li>-advance rules</li> <li>-passing &amp; receiving on the move</li> <li>-advance footwork techniques</li> <li>-marking</li> <li>-shooting</li> <li>-advanced attacking &amp; defending strategies</li> <li>- positional requirements</li> </ul> <p><b>Conclusion:</b> The unit will finish by playing a 4-team netball tournament.</p>	<p>Develop knowledge, skills &amp; understanding of football, including:</p> <ul style="list-style-type: none"> <li>-advanced rules</li> <li>-throw ins</li> <li>-passing &amp; receiving on the move</li> <li>-tackling</li> <li>-advanced attacking &amp; defending strategies</li> <li>-dribbling at pace</li> <li>-shooting</li> </ul> <p><b>Conclusion:</b> The unit will finish by playing a 4-team football tournament.</p>	<p>Develop knowledge, skills &amp; understanding of orienteering, including:</p> <ul style="list-style-type: none"> <li>-the safety rules &amp; boundaries</li> <li>-the difference between a map and a picture</li> <li>-orientate and navigate using a map</li> <li>-manage work &amp; time complete a course efficiently</li> <li>-understand and use 4 &amp; 6 figure grid references</li> <li>-plan their own orienteering course.</li> </ul> <p><b>Conclusion</b> Complete the assessment orienteering course accurately/efficiently.</p>	<p>Develop knowledge, skills &amp; understanding in athletic events, including:</p> <ul style="list-style-type: none"> <li>-Differences between track &amp; field events</li> <li>-handling &amp; using throwing implements safely</li> <li>-pacing &amp; running tactics</li> <li>-performing a sprint start</li> <li>-observing &amp; evaluating to improve performance</li> <li>-the 3 throwing techniques (push, pull &amp; sling)</li> <li>-performing standing throws in shot put, javelin &amp; discus</li> <li>-performing high jump &amp; long jump with short run-ups.</li> <li>-long &amp; high jump</li> </ul> <p><b>Conclusion:</b> Record a personal best in:</p> <ul style="list-style-type: none"> <li>-100,200 &amp; 400m sprints</li> <li>-800 &amp; 1500m middle runs</li> <li>-javelin, discus &amp; shot</li> <li>-long &amp; high jump</li> </ul>	<p>Develop knowledge, skills &amp; understanding of cricket/rounders including:</p> <ul style="list-style-type: none"> <li>-advanced rules</li> <li>-advanced catching &amp; throwing techniques</li> <li>-batting (placing the ball)</li> <li>-bowling with a run up</li> <li>-long barrier</li> <li>-batting and fielding strategies</li> <li>-backing up &amp; walking in</li> <li>-fielding positions</li> </ul> <p><b>Conclusion:</b> playing a rounders and/or cricket match.</p>	<p>Develop knowledge, skills &amp; understanding of leadership &amp; team work including:</p> <ul style="list-style-type: none"> <li>-characteristics of a good leader/coach/official &amp; team captain</li> <li>-planning &amp; leading warm ups &amp; drills</li> <li>-officiating &amp; scoring matches</li> <li>-organising a tournament</li> <li>- writing news reports</li> <li>-being an effective team member</li> <li>-making others feel valued.</li> </ul> <p><b>Conclusion</b> Pupils will plan, score, officiate &amp; participate in an ultimate frisbee tournament.</p>
8	Rugby	Hockey (leadership for girls)	Gymnastics	Football (leadership for boys)	Netball (girls)	Lacrosse (boys)	Basketball	Athletics	Striking & Fielding



Learning Foci:	Develop knowledge, skills & understanding of contact rugby including: -basic rules -passing & receiving at pace -basic attacking & defending strategies -running effectively with the ball. -rucking -mauling -scrumming -kicking & high ball catching  <b>Conclusion:</b> play in a 3-team rugby tournament.	Develop knowledge, skills & understanding of leadership including: -improving the performance of peers -planning & leading warm ups & drills -officiating & scoring matches -organising a tournament -being an effective team member -making others feel valued -adapting activities to meet the needs of peers  <b>Conclusion</b> Pupils will plan, score, officiate & participate in a hockey tournament.	Develop knowledge, skills & understanding of gymnastics, including: -set up & use large equipment safely -explore different levels & methods of travel including over large apparatus -explore vaulting/ flight & associated phases -perform advanced balances and rolls  <b>Conclusion:</b> Choreograph and perform a small group routine to the class.	Develop knowledge, skills & understanding of leadership including: -improving the performance of peers -planning & leading warm ups & drills -officiating & scoring matches -organising a tournament -being an effective team member -making others feel valued -adapting activities to meet the needs of peers  <b>Conclusion</b> Pupils will plan, score, officiate & participate in a football tournament.	Develop knowledge, skills & understanding of netball, including: -advance rules -passing & receiving on the move -advance footwork techniques -marking -shooting -advanced attacking & defending strategies -positional requirements  <b>Conclusion:</b> The unit will finish by playing a 4-team netball tournament.	Develop knowledge, skills & understanding of lacrosse including: -basic rules -passing & receiving -footwork -marking -shooting -basic attacking & defending strategies -running with the ball  <b>Conclusion:</b> The unit will finish by playing a 4-team lacrosse tournament.	Develop knowledge, skills & understanding of basketball, including: -basic rules -passing & receiving -footwork -marking -shooting -basic attacking & defending strategies -dribbling the ball  <b>Conclusion:</b> The unit will finish by playing a 4-team basketball tournament.	Develop knowledge, skills & understanding in athletic events, including: -handling & using throwing implements safely -pacing & running tactics -performing a sprint start -observing & evaluating to improve performance -performing throws with run up/cross over/glide as appropriate -performing high jump & long jump with full run-ups. -know how to mark out/establish a run up.  <b>Conclusion:</b> Record a personal best in: -100,200 & 400m sprints -800 & 1500m middle runs -javelin, discus & shot -long & high jump	Develop knowledge, skills & understanding of cricket/rounders including: -advanced rules -advanced catching & throwing techniques -batting (placing the ball) -bowling with a run up -long barrier -batting and fielding strategies -backing up & walking in -fielding positions  <b>Conclusion:</b> playing a rounders and/or cricket match.
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# Religion and Philosophy

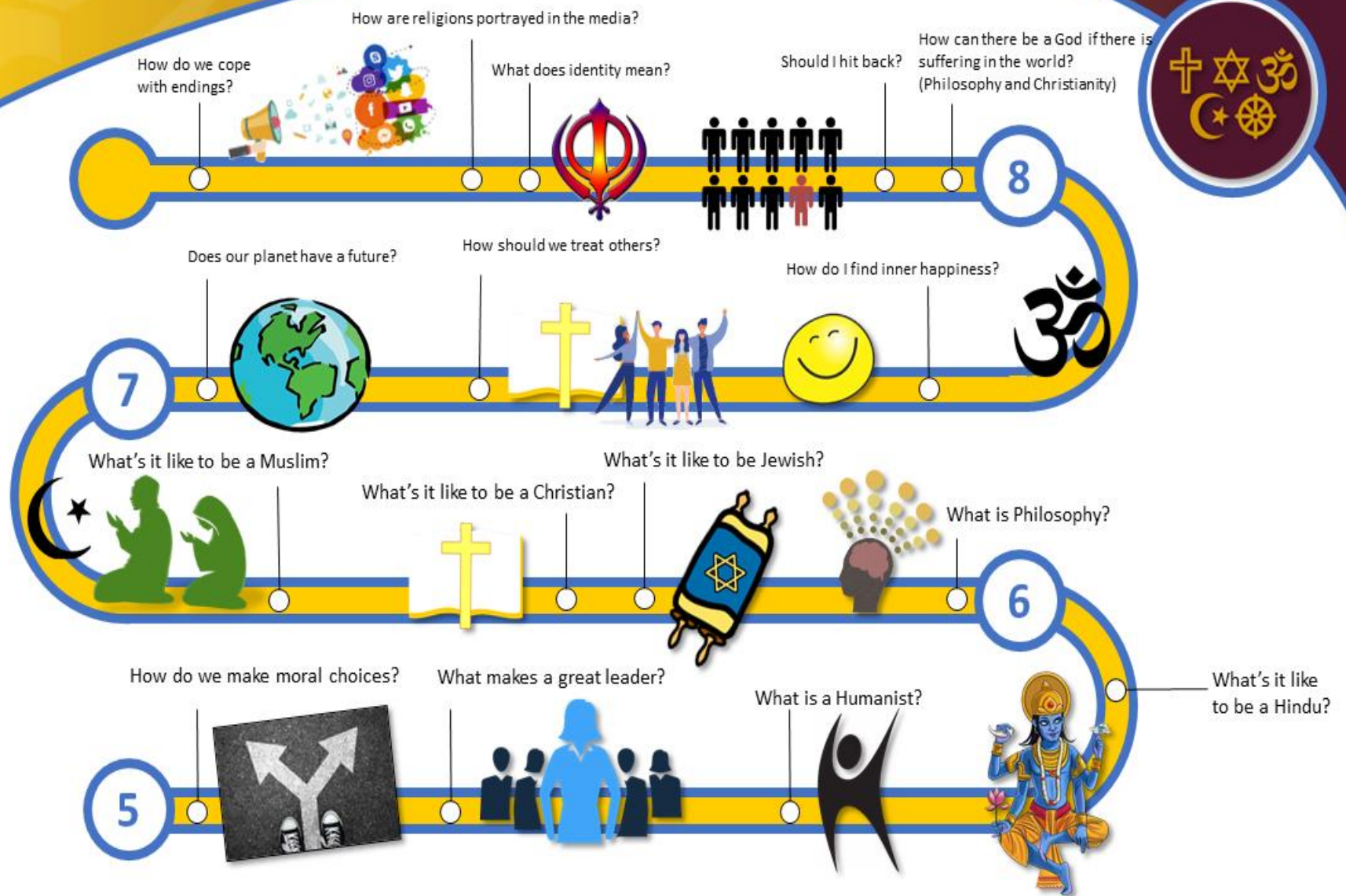
Religion and Philosophy at Selwood is a subject that engages pupils by asking big questions, giving them a place to explore their own ideas, listen to others and learn to disagree respectfully. Each child is then provided with the chance to explore and learn about a variety of religions and world-views, including Humanism. Respect for diversity of belief is central to our approach and it is recognised that this fosters empathy, respect and a stronger sense of community in a culturally diverse society. A range of creative approaches is adopted to deliver all aspects of the curriculum with the aim of fostering a love of learning.



## My Group Mandala









R&P	TERM 1	TERM 2	TERM 3	TERM 4	TERM 5	TERM 6
5	How do I make the right decision?	How do I make the right decision?	What makes a great leader?	What makes a great leader?	What is a Humanist?	What's it like to be a Hindu?
Learning Foci:	<u>(Focus Christianity)</u> >I know what the term <b>moral dilemma</b> means. >I understand that the decision I make, when faced with a moral dilemma, will lead to a <b>consequence</b> . >I know the <b>moral dilemma</b> that <b>Adam and Eve</b> faced and I know the <b>consequences</b> of their actions. >I can suggest an <b>important lesson</b> this teaches someone reading their story. >I know that <b>Christians</b> believe God gave Moses the <b>ten commandments</b> . >I know <b>why</b> God gave these to <b>Moses</b> . >I can say which you think is <b>the most important commandment</b> and <b>why</b> .	<u>(Focus Christianity)</u> >I know <b>Jesus' golden rule</b> and what he means when he uses the word <b>love (agape)</b> . >I know what Jesus' story of <b>The Lost Son</b> might teach about agape >I can suggest what a <b>Christian</b> would do when faced with a certain moral dilemmas. >I can suggest the rule they would follow when making this decision >I can suggest why it may be <b>difficult</b> to follow these rules >I can suggest why a Christian may follow these rules even if difficult	<u>(Focus Christianity)</u> >I know that Christians believe Jesus is God in human form (the incarnation of God.) > I know what the term miracle means. > I can retell stories from the bible in which Jesus works a miracle (the feeding of the 5000, the calming of the storm.) > I can find evidence to suggest this story shows Jesus was a good leader. > I can find evidence in the bible to show Jesus is a caring leader.	<u>(Focus Christianity)</u> > I can retell the story of Jesus and the tax collector (Zacchaeus.) >I can find evidence to suggest this story shows Jesus was a good leader. > I can explain how this story shows that Jesus believes that people can change for the better. > I can say whether I think the following things make a good leader and why: a) stays calm under pressure b) works miracles c) is caring. >I can compare another great leader with Jesus (focus John Wesley.)	<u>(Focus Humanism)</u> >I know what the terms "theist" "atheist" and "agonistic" mean. > I know what the terms "religious" "secular" and "material world" mean. > I know that Humanists don't believe in anything that is supernatural. > I can explain that the difference between Humanism and a religion. > I know that Humanists rely on science and reason to find truth. > I know how Humanists make decisions between what is right or wrong. > I can suggest what a Humanist would do when faced with a moral dilemma and why. > I know what Humanists believe about life after death and explain why Humanists value life. >I can suggest why someone may believe in the afterlife. >I can compare Humanist and religious ceremonies such as funerals.	<u>(Focus Hinduism)</u> >I know Hinduism describes a religion which began in India. >I can describe their belief in God as one being called Brahman who exists everywhere in everything. > I know why Aum is an important symbol in Hinduism. > I can explain their belief in the many sides of Brahman, known as gods/goddesses or deities. > I can suggest why someone may pray to certain deities based on their powers. > I can describe how Hindus pray using a form of worship called puja. > I can explain why Hindus do certain things when praying and why it's considered important. >I know what the "atman" means. > I can explain the greeting "Namaste" used by Hindus. > I can explain the dharma, karma, reincarnation and moksha. > I can suggest why someone may disagree with the belief in reincarnation.
6	What is Philosophy? What's it like to be Jewish?	What's it like to be Jewish?	What's it like to be a Christian?	What's it like to be a Christian?	What's it like to be a Muslim?	What's it like to be a Muslim?
Learning Foci:	<u>(Focus: Judaism)</u>	<u>(Focus: Judaism</u> Re-cap Humanism and Hinduism from Yr 5.)	<u>(Focus: Christianity)</u>	<u>(Focus: Christianity)</u>	<u>(Focus Islam)</u>	<u>(Focus Islam)</u>



R&P	TERM 1	TERM 2	TERM 3	TERM 4	TERM 5	TERM 6
	<p>&gt;I know who began the religion called Judaism.</p> <p>&gt; I know the story of Abraham, Sarah and Isaac.</p> <p>&gt; I can select evidence in this story to show God (G-d) is only one, and omnibenevolent.</p> <p>&gt; I can find evidence in this story to show God (G-d) is omnipotent, omnipresent and omniscient.</p> <p>&gt;I know why this story, and the story of Moses, may encourage Jews not to draw God (G-d.)</p> <p>&gt;I can describe the Passover Festival and explain why it began and the symbols contained within the ritual.</p>	<p>&gt;I know why the Torah is important, how it is treated and that it is important because it's the second covenant.</p> <p>&gt;I can describe the bar/bat mitzvah and its connection to the Torah.</p> <p>&gt; I know how Jewish and Christian beliefs about Jesus differ.</p> <p>&gt; I can recognise other important festivals such as Shabbat and Hanukkah based on homework research tasks.</p> <p>&gt;I have re-capped my knowledge of Humanism and can apply my knowledge to the philosophical questions that we have explored this term.</p>	<p><b><u>Cross-curricular PASHE/Charity/Wellbeing project.)</u></b></p> <p>&gt;I know what the word "nativity" means and that there are two versions in the gospels Matthew and Luke.</p> <p>&gt; I can select evidence from the stories which suggest Jesus was the incarnation of God and came for everyone.</p> <p>&gt; I can identify evidence from the New Testament which shows Jesus was omnipotent, omniscient and loving.</p> <p>&gt; I know what the term beatitudes means and identify who Jesus said would be blessed from a range of suggestions.</p> <p>&gt;I can select one of the blessed actions and suggest how I, or someone I know, has done this in everyday life.</p> <p>&gt;I can select one of the blessed actions and explain, in some detail, how a Christian charity is influenced by this.</p>	<p><b><u>Cross-curricular PASHE/Charity/Wellbeing project.)</u></b></p> <p>&gt;I know what the term atonement means.</p> <p>&gt; I can describe how humans are believed to be affected by Adam and Eve's disobedience.</p> <p>&gt;I can describe what the Jews used to do in order to atone for their sins.</p> <p>&gt;I can explain why Christians believe Jesus is a saviour, dying for our sins.</p> <p>&gt; I can suggest the effect this belief has on Christians and give a real example.</p>	<p>&gt;I know the meaning of important key words linked to Islam.</p> <p>&gt; I can retell the story of the Muhammad receiving messages from Allah, through the angel Gabriel.</p> <p>&gt; I can explain why the Qur'an is important for Muslims and why it is called the "straight path."</p> <p>&gt; I can explain the deeper meaning of "Islam" and "Muslim."</p> <p>&gt; I know the story of Bilal and what his life teaches Muslims.</p>	<p>&gt; I can describe the first and second pillar of Islam.</p> <p>&gt; I can explain how these pillars help Muslims to "surrender to Allah's straight path."</p> <p>&gt; I can suggest the challenges a British Muslim faces when praying (second pillar.)</p> <p>&gt; I can describe the third, fourth and fifth pillar of Islam.</p> <p>&gt; I can explain how these pillars help them to be khalifah.</p> <p>&gt; I know which prophets and which texts the Qur'an instructs Muslims to respect.</p> <p>&gt;I can compare my own views with Christian and Islamic views on the identity of Jesus using reasons to support my views.</p>
<b>7</b>	<b>Does our planet have a future?</b>	<b>Does our planet have a future?</b>	<b>How should we treat others?</b>	<b>How should we treat others?</b>	<b>How do I find inner happiness?</b>	<b>How do I find inner happiness?)</b>
Learning Foci:	<p><b><u>(Focus Christianity)</u></b></p> <p><b><u>(Cross-curricular PASHE project.)</u></b></p> <p>&gt;I can describe why Christian care about the future of our environment (What is</p>	<p><b><u>(Focus Humanism)</u></b></p> <p><b><u>(Cross-curricular PASHE project.)</u></b></p> <p>&gt; I know key terms which link to Humanism.</p> <p>&gt; I can describe how the roots of Humanism</p>	<p><b><u>How can Christianity help us decide?</u></b></p> <p><b><u>(Easter Service created in this term)</u></b></p> <p>&gt;I am able to recall the terms "moral dilemma"</p>	<p><b><u>How can Christianity help us decide?</u></b></p> <p><b><u>(Easter service created in this term.)</u></b></p> <p>&gt;I can explain the terms "saviour" "sacrifice" and "atonement" and</p>	<p><b><u>(Focus Buddhism)</u></b></p> <p><b><u>(Christianity briefly)</u></b></p> <p><b><u>(Cross-curricular PASHE project.)</u></b></p> <p>&gt;I can explain how Christianity can</p>	<p><b><u>(Focus Buddhism)</u></b></p> <p>&gt;I know the differences and similarities between The Eightfold Path and The Five Precepts.</p> <p>&gt;I can describe at least two guidelines from The</p>



R&P	TERM 1	TERM 2	TERM 3	TERM 4	TERM 5	TERM 6
	<p>the role played by the Bible, Christian Church, Holy Spirit and personal conscience?)</p> <p>&gt;I know the difference between a creationist and a theistic evolutionist.</p> <p>&gt;I can identify some of the important messages that could be contained in the story of creation.</p> <p>&gt;I can explain the term <b>stewardship</b>.</p> <p>&gt;I understand and can explain extracts from the bible that encourage <b>stewardship</b>.</p> <p>&gt;I can list ways our Christian school tries to help the environment.</p> <p>&gt;I identify Christian communities who live in an environmentally-friendly way.</p> <p>&gt;I explain how they help the environment, the effect this may have on the world and the influence it could have on other Christians.</p>	<p>can be found in the teachings of the ancient world.</p> <p>&gt; I can recall, from previous knowledge, Humanist beliefs about</p> <p>a) truth b) morality c) the value of life</p> <p>&gt; I can suggest why Humanists believe it is important to protect the natural environment.</p> <p>&gt;I can explain Humanist perspectives on the treatment of animals and how this links to the environment.</p> <p>&gt; I can explain how Humanists see how more rational attitudes to wealth, consumption and birth control as routes to conserving the environment.</p> <p>&gt;I can describe the work of a Humanist charity that works to protect the environment and consider if this inspires me.</p>	<p>"decision" and "consequence."</p> <p>&gt;I can describe how certain stories from the Old Testament may influence the way a Christian treats others.</p> <p>&gt;Understand the different ways Christian understand that God created humans in His image and the effect this will have on the way they treat themselves and others.</p> <p>&gt;I can describe how the two accounts of Jesus' birth may influence the way Christians treat others e.g. evidence that Jesus came for everyone. &gt;I also know how these stories are interpreted differently.</p> <p>&gt;I can describe the term agape and create examples of someone demonstrating this in a school setting.</p> <p>&gt;I can understand how many Christians apply the command to love situationally; which involves assessing how love can be best served and applying the principle of the lesser of two evils, in difficult ethical dilemmas.</p> <p>&gt;I can explain the terms "saviour" "sacrifice" and "atonement" and create examples these</p>	<p>create examples these being demonstrated in different settings.</p> <p>&gt;I can explain the different views held by Christians about the crucifixion of Jesus, namely, Salvation through Works and Salvation through Grace.</p> <p>&gt;I can suggest the positive influence these beliefs may have on a Christian's lives.</p> <p>&gt;I can explain why Christians may disagree with each other's perspective.</p> <p>&gt;I know that many Christians believe in a combination of both.</p> <p>&gt;I know and understand what Jesus said about life after death (Luke 20.27-40); that there is an after-life but is very different to our existence on earth.</p> <p>Understand what different Christians believe about 'heaven', 'hell' and 'purgatory'.</p>	<p>enhance the wellbeing of its believers.</p> <p>Describe and reflect on the ways that they believe this relationship is deepened through worship, prayer, reading the Bible, reflection and service.</p> <p>&gt;I can recall the history of Methodism and know their perspective on the consumption of alcohol and its link to wellbeing.</p> <p>&gt; I can re-tell the main stages of Siddhartha Gautama's life.</p> <p>&gt;I can explain some of the things Buddha's life teaches others about inner happiness.</p> <p>&gt;I can describe the four noble truths of Buddhism and that this is dharma.</p> <p>&gt;I can explain the how the teaching of impermanence links the second noble truth.</p> <p>&gt;I can explain how mandalas are used to teach Buddhists about impermanence.</p>	<p>Eightfold Path and two from The Five Precepts and how they could be applied dot real life situations.</p> <p>&gt;I know the difference between a Lay Buddhist community and a Bhikkhu Buddhist community.</p> <p>&gt;I can suggest which guidelines may be difficult to follow and how the lay community (sangha) can support a Buddhist in following them.</p> <p>&gt;I know what the term bhikku means and briefly describe their history.</p> <p>&gt;I can remember some of the vows made by Bhikkus, suggest some of the ones most difficult to follow and how the bhikku community will help.</p>



R&P	TERM 1	TERM 2	TERM 3	TERM 4	TERM 5	TERM 6
			being demonstrated in different settings.			
8	How do I find inner happiness?)	How can there be a God if there is suffering in the world?	Should I hit back?	Should I hit back?	Would it be better if we were all the same? (And part of Term 6.)	Dealing with Endings
Learning Foci:	<p><b><u>(Focus Buddhism)</u></b></p> <p>&gt;I can explain how mandalas are used to teach Buddhists about impermanence</p> <p>&gt;I know the differences and similarities between The Eightfold Path and The Five Precepts.</p> <p>&gt;I can describe at least two guidelines from The Eightfold Path and two from The Five Precepts and how they could be applied dot real life situations.</p> <p>&gt;I know the difference between a Lay Buddhist community and a Bhikkhu Buddhist community.</p> <p>&gt;I can suggest which guidelines may be difficult to follow and how the lay community (sangha) can support a Buddhist in following them.</p> <p>&gt;I know what the term bhikku means and briefly describe their history.</p> <p>&gt;I can remember some of the vows made by Bhikkus, suggest some of the ones most difficult to follow and how the bhikku community will help.</p>	<p><b><u>(Philosophy and Christianity)</u></b></p> <p>&gt;I know what the following terms mean: philosophy, debate, argument, counter-argument, supporting argument.</p> <p>&gt;I can form an arguments and counter-arguments when debating the existence of God.</p> <p>&gt;I can explain some of the main views people have held though out history including monotheism, polytheism, deism and pantheism.</p> <p>&gt;I can explain the First Cause Argument and the Design argument.</p> <p>&gt;I can form arguments to support, and counter-arguments to dispute these theories.</p> <p>&gt;I can describe two theodicies which attempt to explain why an all-loving/powerful God would create evil.</p> <p>&gt;I can describe the argument from religious experience.</p>	<p><b><u>(Focus Christianity)</u></b></p> <p><b><u>(Cross-curricular PASHE project.)</u></b></p> <p>&gt;I know what the words injustice, prejudice, discrimination.</p> <p>&gt;I can identify different types of discrimination such as racism, sexism, anti-Semitism and Islamophobia.</p> <p>&gt;I know what the following words mean: passive, aggressive, assertive.</p> <p>&gt;I know what Quaker Christians believe about violence.</p> <p>&gt;I can explain different Christian perspectives on responding to injustice, including the Quaker perspective.</p> <p>&gt;I can use evidence from the bible to support their views.</p> <p>&gt;I can explain the Just War Theory.</p>	<p><b><u>(Focus Christianity)</u></b></p> <p><b><u>(Cross-curricular PASHE project.)</u></b></p> <p>&gt;I can describe examples of injustice in the past and present including the persecution of Christians.</p> <p>&gt;To explore current world events suing the resource OPEN DOORS.</p> <p>&gt;I can apply this information to my own life and real ethical situations that I may face.</p>	<p><b><u>(Focus Sikhism)</u></b></p> <p>&gt;I know what the term "Guru" means.</p> <p>&gt;I can retell the story of Guru Nanak including where he lived, his religious environment, childhood stories of when he was brave and his meeting with God.</p> <p>&gt;I can explain how he changed "after meeting God." What he believed he had to do (his mission) and how he had to live (sewa.)</p> <p>&gt;I can explain why his teachings on equality would have been a challenging message in India at that time.</p> <p>&gt;I can describe the setting up of Kartarpur and the langar and how it links to Sikh beliefs of equality.</p> <p>&gt;I know the key feature of the life of Guru Gobind Singh and the events of the First Vaisakhi including: the formation of the Panj Pyares and the Khalsa; Amrit ceremony; Dress code and Naming (Singh/Kaur)</p> <p>&gt;"Sikh children should be allowed to wear the 5 Ks to school in Britain." I can state my view about this using the method PEEL.</p>	<p><b><u>(Focus – a variety of main-world religious and Humanist beliefs will be explored.)</u></b></p> <p>This topic will link with PASHE.</p> <p>Pupils will explore different beliefs surrounding the question, "where do we go when we die?" This will lead to them exploring ways of dealing with loss, death and endings and will form direct links with the topic covered in PASHE.</p>



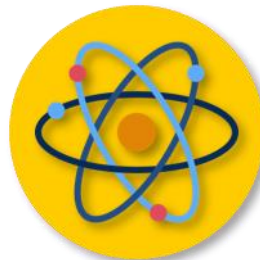
# Science

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Our intention when planning and delivering the Science National Curriculum is to foster and develop pupils' curiosity, help them to fulfil their potential and prepare them for their future education and a life after education. We equip pupils with the ability to ask and answer scientific questions about the world around. We provide a sequenced curriculum that builds on previous scientific knowledge and provides rich opportunities for pupils to build on their skills and knowledge through scientific enquiry.

We achieve all this through the following:

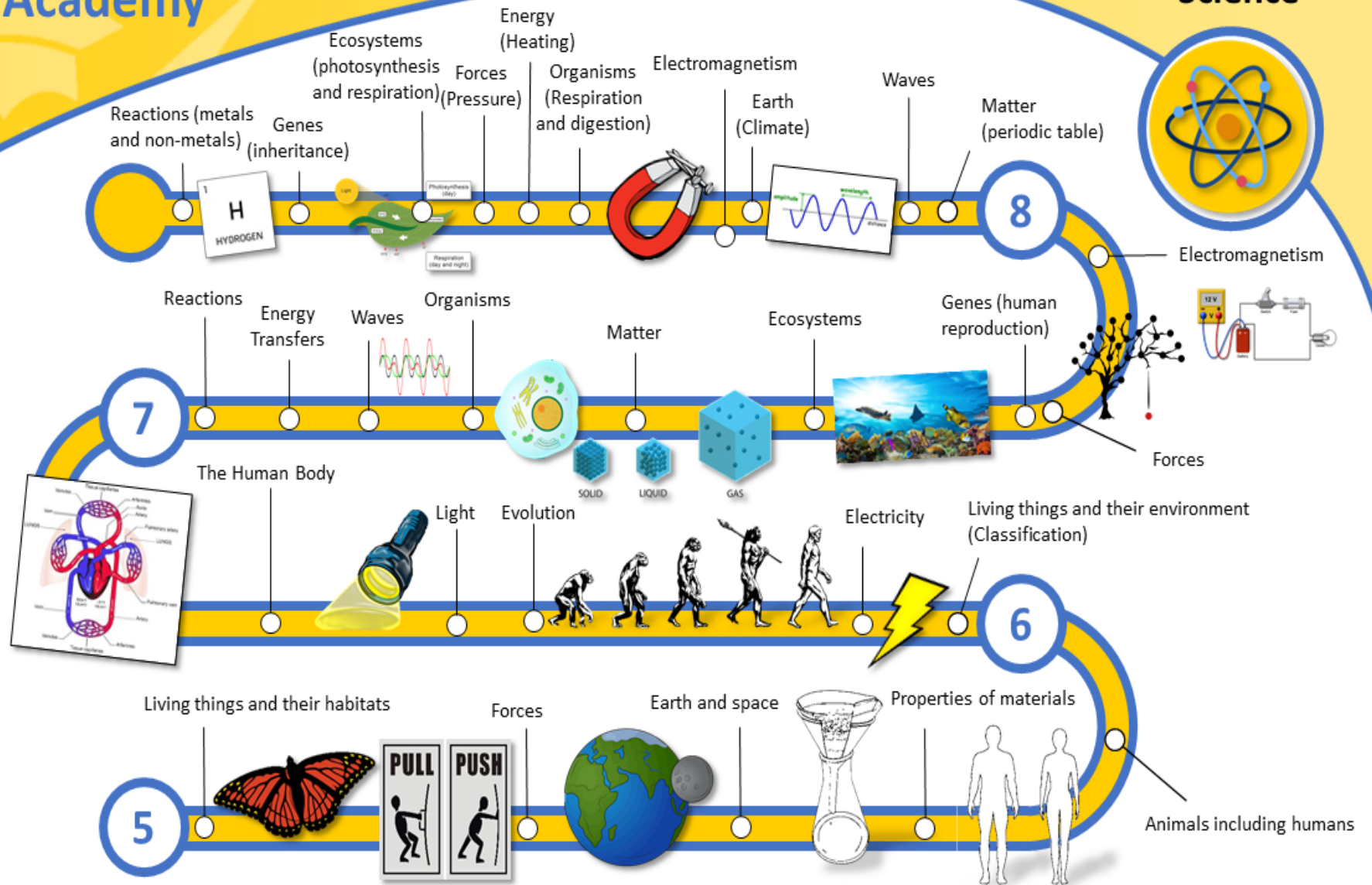
- Aspiring lessons that stretch all pupils, using scaffolding for those that need it, so all pupils can achieve high levels of retained knowledge.
- Developing pupils' enjoyment and interest in science through an opportunity and experience rich curriculum using practical activities where ever possible.
- Promoting an appreciation of science's contribution to all aspects of everyday life through a curriculum that it is relevant to the pupils.





# Selwood Academy

## Science





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Science	TERM 1		TERM 2		TERM 3		TERM 4		TERM 5		TERM 6						
5	Living things and their habitats		Forces		Earth and space		Properties of materials		Properties of materials		Animals including humans						
Learning Foci:	<ul style="list-style-type: none"><li>life cycles of a mammal, an amphibian, an insect and a bird</li><li>reproduction in some plants and animals.</li></ul>		<ul style="list-style-type: none"><li>the force of gravity acting between the Earth and the falling object</li><li>identify the effects of air resistance, water resistance and friction, that act between moving surfaces</li><li>mechanical devices such as gears, pulleys, levers and springs, allow a smaller force to have a greater effect.</li></ul>		<ul style="list-style-type: none"><li>describe the movement of the Earth.</li><li>describe the movement of the Moon relative to the Earth</li><li>describe the Sun, Earth and Moon as approximately spherical bodies</li><li>use the idea of the Earth's rotation to explain day and night</li></ul>		<ul style="list-style-type: none"><li>compare and group together everyday materials on the basis of their properties</li><li>decide how mixtures might be separated, including through filtering, sieving and evaporating</li><li>the particular uses of everyday materials, including metals, wood and plastic.</li></ul>		<ul style="list-style-type: none"><li>describe how to recover a substance from a solution</li><li>reversible changes</li><li>irreversible changes.</li></ul>		<ul style="list-style-type: none"><li>changes as humans develop to old age.</li><li>process of reproduction in humans</li></ul>						
6	Living things and their environment		Electricity		Evolution		light		Animals including humans								
Learning Foci:	<ul style="list-style-type: none"><li>classification of micro-organisms, plants and animals</li><li>give reasons for classifying plants and animals based on specific characteristics</li></ul>		<ul style="list-style-type: none"><li>associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit</li><li>compare and give reasons for variations in how components function,</li><li>use recognised symbols when representing a simple circuit in a diagram</li></ul>		<ul style="list-style-type: none"><li>recognise that living things produce offspring of the same kind</li><li>recognize that living things have changed over time</li><li>identify how animals are adapted to suit their environment</li></ul>		<ul style="list-style-type: none"><li>Recognise that light appears to travel in straight lines</li><li>objects are seen because they give out or reflect light into the eye</li><li>light travels from light sources to our eyes or from light sources to objects and then to our eyes shadows</li></ul>		<ul style="list-style-type: none"><li>identify and name the main parts of the human circulatory system,</li><li>recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function describe the ways in which nutrients and water are transported</li></ul>								
7	Reactions		Energy		Waves		Organisms		Matter		Ecosystems	Genes	Forces	Electro-magnetism			
Learning Foci:	Metals and non-metals and acids and alkalis		Energy costs and transfers		Sound and light		Movement and cells		Particle model and separating mixtures		Interdependence and plants	Variation and human reproduction	Speed and Gravity	Voltage and resistance			
8	Matter		Waves		Earth		Electro-magnetism		Organisms		Energy		Forces		Ecosystems	Genes	Reactions
Learning Foci:	Elements and the periodic table		Wave effects and properties		Climate and Earth's resources		Electromagnets and magnets		Breathing and digestion		Work and heating		Contact force and pressure		Photosynthesis and respiration	Evolution and inheritance	Chemical energy and types of reaction



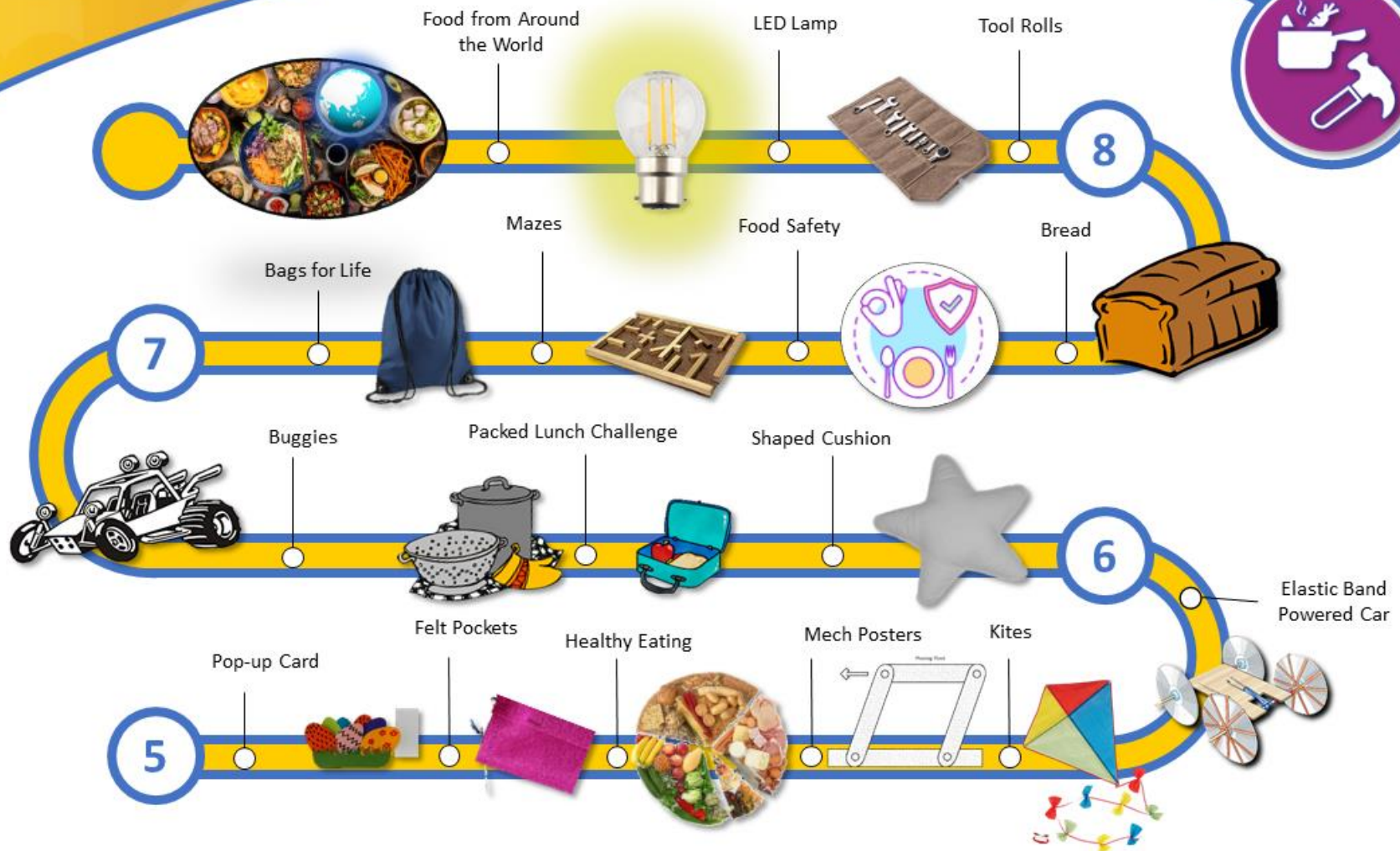
# Technology

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Students are taught in mixed ability tutor groups and during their time at Selwood Academy. They develop their design and practical skills using a range of materials including Food and Nutrition, Textiles and Product Design. We encourage a variety of responses in students such as curiosity, and exploration, and enable them to use these responses by learning how to research, develop ideas, analyse and evaluate them. These practices should result in visual studies, solutions and expressive statements. Our Technology curriculum inspires all pupils to be creative. We provide experiences and opportunities to support all pupils to achieve their full potential and nurture their talent to enable them to succeed in their next stage of education and life.









Technology	TERM 1	TERM 2	TERM 3	TERM 4	TERM 5	TERM 6
5	Pop-up Card	Felt Pockets	Healthy Eating	Mech Posters	Kites	Elastic vehicle
Learning foci:	Discuss card images and pop-up with peers Use the views of other to improve design work. <b>Students can:</b> Share and clarify ideas through discussion . They can develop and communicate their ideas to improve the outcome.	Joining fabrics using a variety of stitches securely. <b>Students can:</b> Students can select tools and equipment suitable for the task . They can measure, mark out, cut and shape materials and components with some accuracy .	The importance of a healthy and varied diet to make a healthy snack. <b>Students can:</b> Understand a healthy diet is made up from a variety and balance of different food and drink, as depicted in The Eatwell plate Use a range of techniques such as peeling, chopping, slicing and grating.	Understand linkages and levers to make a mechanical moving image. <b>Students can:</b> Use a wider range of materials and components, including construction materials and mechanical components. Assemble, join and combine materials and components with some accuracy.	Use research to inform creative, functional kite design. <b>Students can:</b> Model their ideas using prototypes and pattern pieces Use annotated sketches and exploded diagrams to develop and communicate their ideas.	Sketches, plans and models for an elastic band vehicle. <b>Students can:</b> Describe the purpose of their products Indicate the design features of their products that will appeal to intended users Explain how particular parts of their products work.
6	Torches	Juggling Balls		Snack Bar	Bridges/Marble run	Cam toys
Learning foci:	Use specialist tools to cut and join components for torch. <b>Students can:</b> Share and clarify ideas through discussion . They can develop and communicate their ideas to improve the outcome.	Investigate and analyse existing juggling balls. <b>Students can:</b> Analyse how much products cost to make. How innovative products are. How sustainable the materials in products are and what impact products have beyond their intended purpose.	Evaluate ideas and products against criteria that is given <b>Students can:</b> Identify the strengths and areas for development in their ideas and products and consider the views of others, including intended users, to improve their work	Understand seasonality and growth of ingredients. <b>Students can:</b> Understand that seasons may affect the food available. Understand how food is processed into ingredients that can be eaten or used in cooking	Understand how to strengthen, stiffen and reinforce a bridge structure to hold weights. <b>Students can:</b> Understand how to make strong, stiff shell structures	Understand how to use cams to create movement in a toy. <b>Students can:</b> Make a mechanical movement using a cam to change direction of the toy.
7	Tool Rolls		Mobile Phone Holder	Packed Lunch Challenge		Food Safety
Learning foci:	Use specialist tools to cut and join components for torch. <b>Students can:</b> Share and clarify ideas through discussion . They can develop and communicate their ideas to improve the outcome.	Investigate and analyse existing juggling balls. <b>Students can:</b> Analyse how much products cost to make. How innovative products are. How sustainable the materials in products are and what impact products have beyond their intended purpose.	Evaluate ideas and products against criteria that is given <b>Students can:</b> Identify the strengths and areas for development in their ideas and products and consider the views of others, including intended users, to improve their work	Understand seasonality and growth of ingredients. <b>Students can:</b> Understand that seasons may affect the food available. Understand how food is processed into ingredients that can be eaten or used in cooking	Understand how to strengthen, stiffen and reinforce a bridge structure to hold weights. <b>Students can:</b> Understand how to make strong, stiff shell structures	Understand how to use cams to create movement in a toy. <b>Students can:</b> Make a mechanical movement using a cam to change direction of the toy.
8	Kit bags		Mazes		Airline Project	Bread



Technology	TERM 1	TERM 2	TERM 3	TERM 4	TERM 5	TERM 6
Learning Foci:	<ul style="list-style-type: none"><li>· Joining materials, stitching and fastenings. (specialist tools)</li><li>· Variety of approaches to create ideas.</li></ul> <p><b>Students can:</b> Use a broad range of material joining techniques including stitching. Select appropriately from specialist tools, techniques, processes, equipment and machinery.</p>	<ul style="list-style-type: none"><li>· Sketch, plan and CAD model using 2D draw</li><li>· Analyse the work of professional designers.</li></ul> <p><b>Students can:</b> Use 2D and begin to use 3D CAD packages to model their ideas Know about an increasing range of designers, engineers, technologists and manufacturers and be able to relate their products to their own designing and making.</p>	<ul style="list-style-type: none"><li>· Understand the principles of health and nutrition.</li><li>· Cook variety of savoury dishes.</li><li>· Competent in a range of techniques</li></ul> <p><b>Students can:</b> Use taste, texture and smell to decide how to season dishes and combine ingredients Adapt and use their own recipes Cook a repertoire of predominantly savoury dishes to feed themselves and others a healthy and varied diet .</p>	<ul style="list-style-type: none"><li>· Understand how wheat is farmed and processed.</li></ul> <p><b>Students can:</b> Understand that food is produced, processed and sold in different ways, e.g. conventional and organic farming, fair trade • That people choose different types of food and that this may be influenced by availability, season, need, cost, where the food is produced, culture and religion.</p>		