



**SELWOOD ACADEMY**  
ANGLICAN/METHODIST FOUNDATION SCHOOL

# Curriculum Guide

## 2022-2023

[Art](#)  
[Computing](#)  
[Drama](#)  
[English](#)  
[Geography](#)  
[History](#)  
[Languages](#)  
[Maths](#)  
[Music](#)  
[PASHE](#)  
[PE](#)  
[Religion & Philosophy](#)  
[Science](#)  
[Technology](#)

*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.

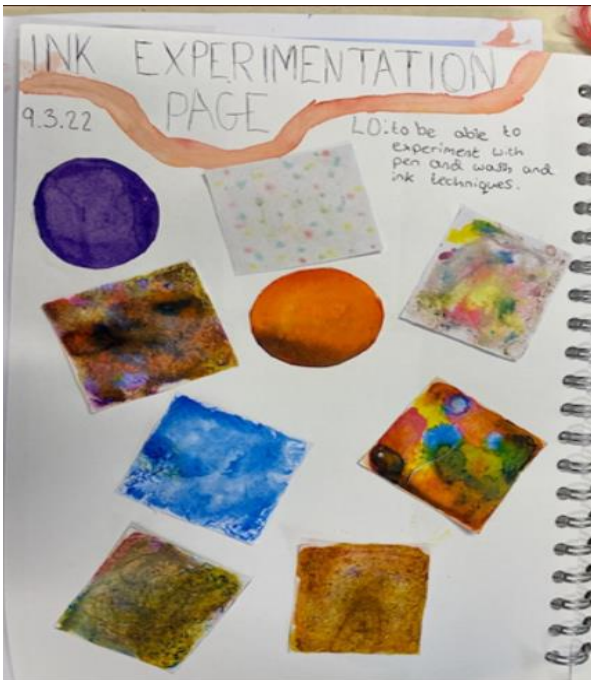
Our core Christian values underpin our curriculum. Our curriculum content, teaching approaches and rewards systems recognise and promote the following core learner characteristics:

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

---

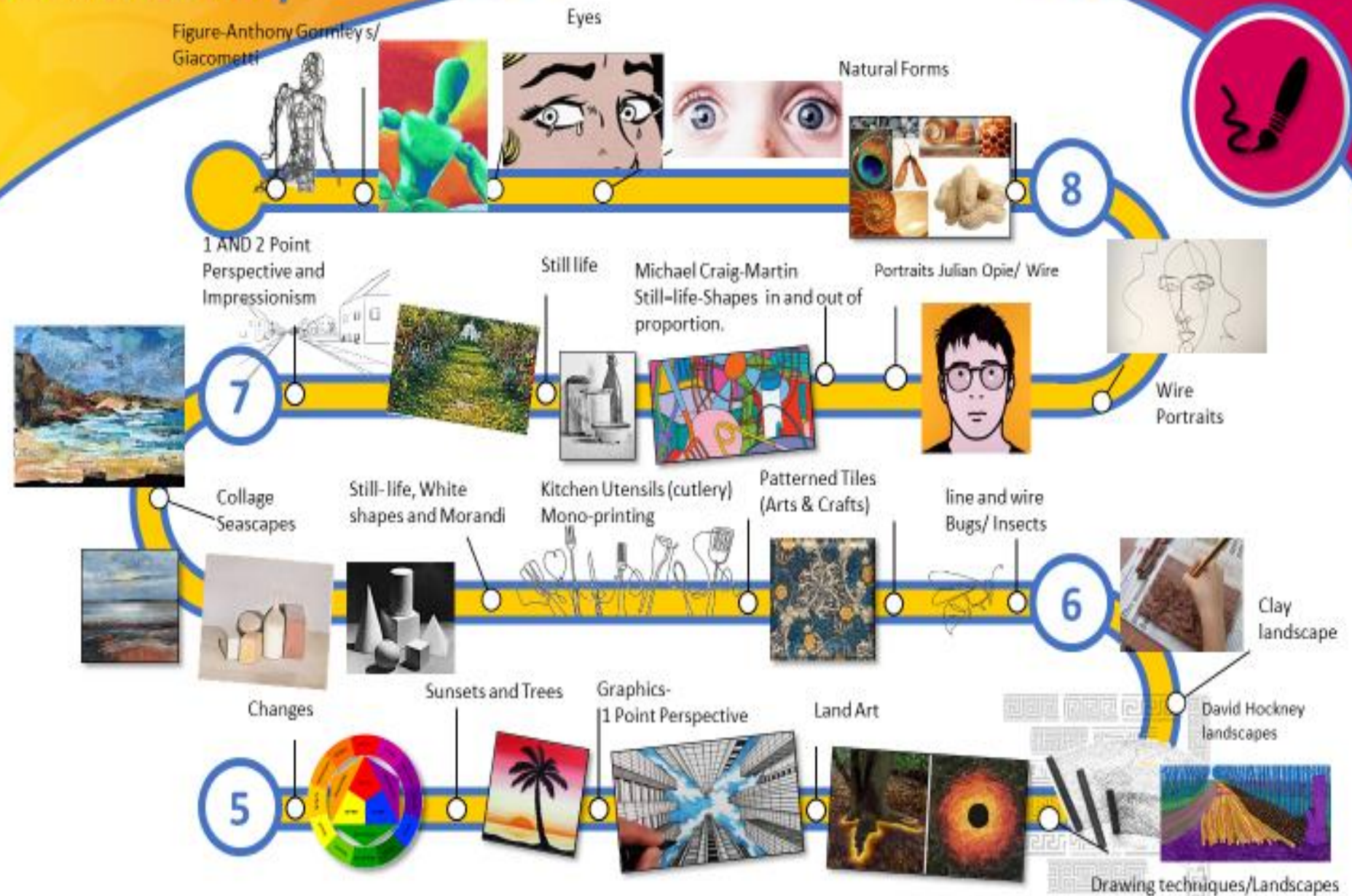
Our Art curriculum at Selwood Academy is rich in skills and knowledge to allow our students to excel practically, intellectually and aesthetically. We provide an environment that allows pupils to explore their creative potential to its fullest extent and give pupils the opportunity to respond creatively 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 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/</li> <li>• 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> <li>• Symbolism</li> </ul>

Art	TERM 1	TERM 2	TERM 3	TERM 4	TERM 5	TERM 6
	<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>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

---

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.

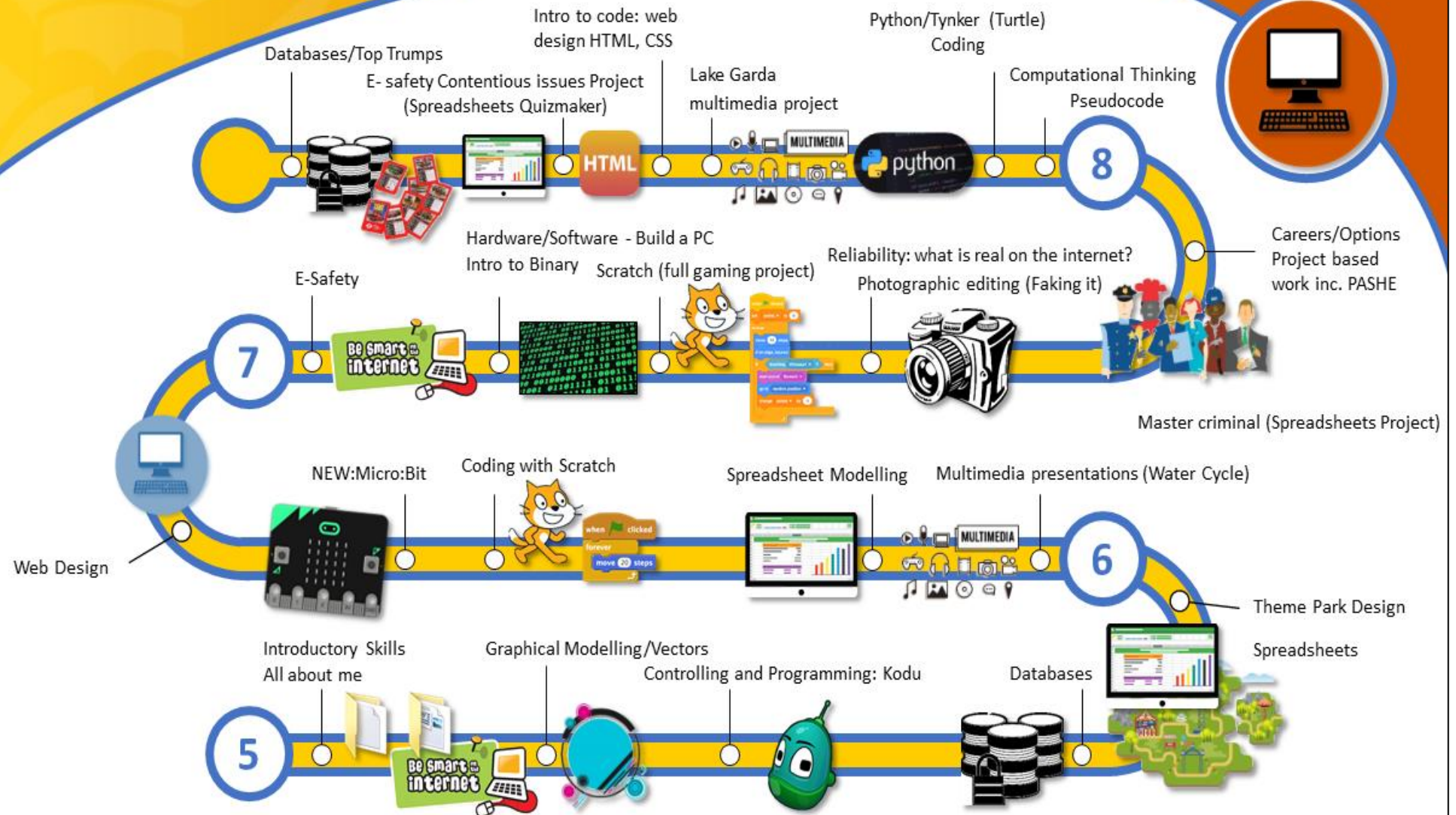
Computing ensures that pupils have the knowledge that provides them with the skill set to be digitally literate – able to use, keep themselves safe, express themselves and develop their ideas through information and communication technology – at a level suitable to help them in the ever-changing world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

---

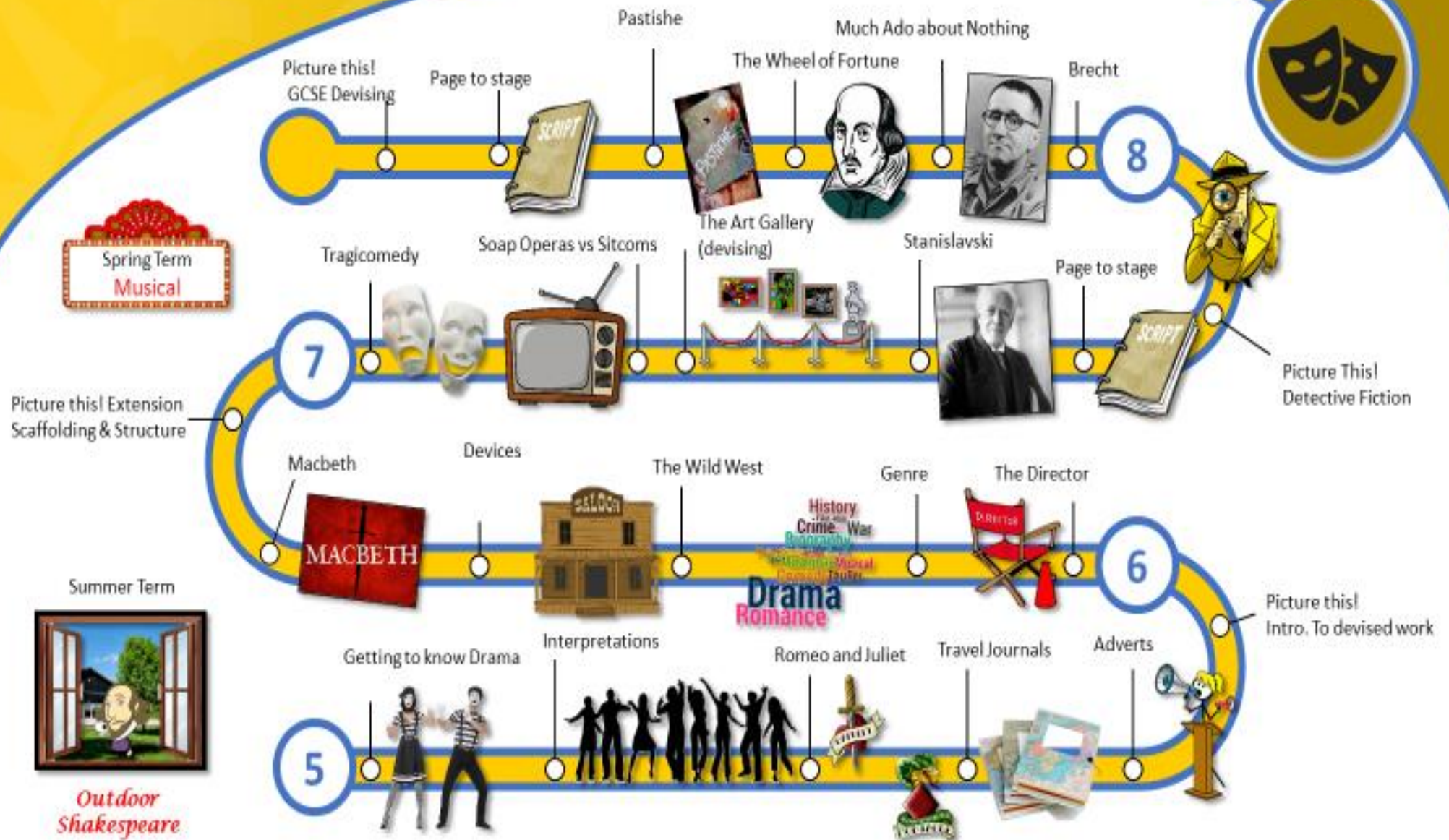
At Selwood Academy, we believe that every pupil has the capacity for creativity. We aim to develop our pupils' understanding of dramatic theory and practice whilst enhancing their life skills, through a broad and varied Drama curriculum. Through our knowledge-rich curriculum we encourage the pupils to 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





Drama	TERM 1	TERM 2	TERM 3	TERM 4	TERM 5	TERM 6
<b>5</b>	<b>Getting to know drama</b>	<b>Interpretations</b>	<b>Romeo and Juliet</b>	<b>Travel Journals</b>	<b>Adverts</b>	<b>Picture this!</b>
Criteria for SECURE	Work effectively in any group size					
	Perform with confidence					
	Use a number of skills in a performance	Create an interpretation with originality	Present a Shakespeare scene with confidence	Present a play that includes several scenes	Use prior learnt skills to present a performance	Use prior knowledge to present a performance
<b>6</b>	<b>The Director</b>	<b>Genre</b>	<b>The Wild West</b>	<b>Between Mouthfuls</b>	<b>Macbeth</b>	<b>Picture this extension</b>
Criteria for SECURE	Work effectively in any group size					
	Perform with confidence					
	Craft a scene from the audience perspective	Understand differences between genres	Present a piece in a specific genre	Correctly interpret a contemporary script	Correctly interpret a traditional script	Use prior knowledge to present a performance
<b>7</b>	<b>Tragicomedy</b>	<b>Soap Operas vs Sitcoms</b>	<b>The Art Gallery</b>	<b>Stanislavski</b>	<b>Page to stage</b>	<b>Picture This: Detective Fiction</b>
Criteria for SECURE	Work effectively in any group size					
	Perform with confidence					
	Can compare plays with confidence	Can compare and contrast with confidence	Can select plays with recognised connections	Can employ acting techniques	Can use a practitioner to develop a scene	Can challenge a genre type.
<b>8</b>	<b>Brecht</b>	<b>Much Ado about Nothing</b>	<b>The Wheel of Fortune</b>	<b>Pastiche</b>	<b>Page to stage</b>	<b>Picture This: Meta</b>
Criteria for SECURE	Work effectively in any group size					
	Perform with confidence					
	Can use a practitioner to develop a political or social scene – use a sense of detachment or distancing	Can compare two Shakespeare plays and assess their performance potential	Can employ prior knowledge to develop a sequence of scenes	Can decode a script	Can present a character that is consistent with the aims of the play super-objective (Link to Stanislavski)	Present a super-objective inspired character

In order to develop the skills and knowledge base for GCSE, all years contain a) A devised project b) A Shakespeare project c) A Genre/Practitioner project.



Indicates standard for the year

**Work effectively in any group size** – Contribute to planning, help mediate disputed ideas, take the audience perspective, support a fellow cast member

**Perform with confidence** – (Voice) clarity, use a variety of tone/pitch/pause/pace, emotive language, direct address to the audience, use of an aside

(Physical) Use of space, spatial awareness, audience perspective, proxemics, variety of gait, fluidity of movement



Indicates progression between projects

# English

---

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



		Year 5				
	<b>Term theme</b>	<b>Unit name</b>	<b>Disciplinary knowledge</b>	<b>Substantive Knowledge</b>	<b>Assessments</b>	<b>Grammar foci</b>
<b>Term 1</b>	Writing styles	Autobiography	PAF. Writing to inform. Writing to entertain. Paragraph use. Different sentence lengths and sentence openings. Powerful and ambitious vocabulary. Understanding tone.	How to identify different writing styles. The key features of an autobiography. Writing for purpose. How writers can create clear tone in their writing. Information about: Roald Dahl. Malala. Alison Bechdel.	<b>Mid term:</b> Writing about your first day of school. <b>End of term:</b> Writing about first time caving.	Word classes (Verbs, Adjectives, Conjunctions, Pronouns, Possessive Pronouns, Relative pronouns, Adverbs, Adverbials, Prepositions, Determiners, Subject and object)
<b>Term 2</b>	Story telling	Cloudbusting	<b>Identifying key quotations.</b> How to write different forms of poetry. Using quotation mind-maps to analyse writer's use of language. <b>Story tructure:</b> How to use Freytag's pyramid to structure a story. Narrative writing skills: Simile, metaphor. Varying sentence openings.	Poetic styles: Haiku. Limerick. Blank verse. How to identify a rhyme scheme. Storytelling structure: Freytag's pyramid. What is the difference between narrative and descriptive writing?	<b>Mid term:</b> Diary entry <b>End of term:</b> Write a chapter as a narrative.	Functions of sentences (Statements, Questions, Commands, Exclamations)
<b>Term 3 -</b>	Characters	When the Sky Falls OR The Silver Sword	Use of adjectives, verbs, adverbs simile and metaphor to create character. Difference between character's interpretation and author's. First, second and third person perspective.	<b>Context:</b> WW2 brief introduction. London/Poland during the war. Character archetypes (protagonist, antagonist). Characters and story structure.	<b>Mid term: Write a setting description based on a setting in the novel. Final:</b> Chapter from a different perspective (character and setting description with dialogue).	Combining words, phrases and clauses (Sentences and clauses, Relative clauses, Noun phrases, Co-ordinating conjunctions, Subordinating conjunctions and subordinate clauses)
<b>Term 4</b>	Novel	Podkin. Infinite lives of Daisy May.	<b>Re-cap prior learning on Freytag's pyramid.</b> Use of adjectives, adverbs, simile and metaphor for setting. Sentence construction for setting. Selecting effective vocabulary	How does Freytag's pyramid map onto a real novel? What expectations do we have for the opening and ending of a novel? How is a novel structured? Why is information sometimes with-held?	<b>Mid term:</b> Paragraph focussing on using a range of language features and building suspense and tension. <b>End point:</b> Write the next chapter.	Verb forms, tense and consistency (Simple past and simple present, Verbs in the perfect form, Modal verbs, Present and past progressive, Tense consistency, Subjunctive verb forms, Passive and active)



<b>Term 5</b>	World issues	Climate change	Writing to argue. Writing to explain. Non-fiction writing styles. Newspaper report features. Information leaflet features.	What is climate change? How does fiction differ from non-fiction?	<b>Mid term:</b> Produce an informational poster on climate change. <b>End of term:</b> Write a newspaper article about the issue of climate change.	Punctuation (Capital letters, Full stops, Question marks, Exclamation marks, Commas in lists, Commas to clarify meaning, Commas after fronted adverbials, Inverted commas, Apostrophes, Punctuation for parenthesis, Colons, Semi-colons, Single dashes, Hyphens, Bullet points )
<b>Term 6</b>	Heroes and Villains	Harry Potter	Use of vocabulary to convey positive and negative descriptions. Writer's intentions. How can we analyse writer's choices?	Influence of literary canon on HP. Brief introduction to genre like fantasy. Potential to explore links with Gothic in Y7]	<b>Mid term:</b> Write a profile page for a villain OR character analysis . <b>End of term:</b> Comparison of the Malfoys and the Weasleys (essay-style)	Vocabulary: Synonyms and anonyms. Prefixes. Suffixes. Word Families

		Year 6				
	<b>Term theme</b>	<b>Unit name</b>	<b>Skills focussed on</b>	<b>Knowledge gained</b>	<b>Assessments</b>	<b>Grammar foci</b>
<b>Term 1</b>	Writing styles	Selwood Magazine	Writing to persuade. Writing to inform. How to use subheadings and plan for non-chronological pieces of writing. How to use vocabulary to create clear tone.	Writing styles: Review writing. Column. Informational pieces. Travel writing.	<b>Mid term:</b> Write a review. <b>End point:</b> Informational piece.	Standar English and formality: Standard English. Formal and informal vocabulary. Formal and informal structures. The subjunctive.



<b>Term 2</b>	Story telling	Myths	Descriptive writing skills: Sensory language. Personification. Varying paragraph lengths. Use of minor sentences for impact.	How are different sections of Freytag's pyramid structured? Narrative and descriptive recap. Different myth types: Creation myths, moral myths, character myths. Cultural knowledge: How do Greek and Roman myths differ? Norse myths? Japanese myths?	<b>Mid term:</b> Describe your own mythological character <b>Final:</b> Write a myth with a moral OR a creation myth.	<b>Revision:</b> Word classes (Verbs, Adjectives, Conjunctions, Pronouns, Possessive Pronouns, Relative pronouns, Adverbs, Adverbials, Prepositions, Determiners, Subject and object). Functions of sentences (Statements, Questions, Commands, Exclamations).
<b>Term 3</b> -	Characters	Short stories (Francis. Alma. And others on Literacy SHED) Hagrid extract	Using figurative language for effective description. Show-don't-tell. Actions to create character. Analysing a character using quotation mind-maps	What is the difference between a short story and a novel? How can character stereotypes be used effectively? How do our actions define us?	<b>Mid term:</b> Newspaper report on the disappearance of Francis or Alma <b>End of term:</b> Narrative based on the disappearance	<b>Revision:</b> Combining words, phrases and clauses (Sentences and clauses, Relative clauses, Noun phrases, Co-ordinating conjunctions, Subordinating conjunctions and subordinate clauses). Verb forms, tense and consistency (Simple past and simple present, Verbs in the perfect form, Modal verbs, Present and past progressive, Tense consistency, Subjunctive verb forms, Passive and active)

<b>Term 4</b>	Novel	Windrush Child	<b>Re-cap prior learning:</b> Freytag's pyramid for structure. Analysing quotations using quotation mind-maps. Standard and non-standard English differences. Accent and dialect.	History of the Windrush generation. Learning about other cultures. British history links. Learning about different dialects.	<b>Mid term:</b> Non-chronological report on The Windrush <b>End of term:</b> Persuasive piece on issues of identity or discrimination	<b>Revision:</b> Punctuation (Capital letters, Full stops, Question marks, Exclamation marks, Commas in lists, Commas to clarify meaning, Commas after fronted adverbials, Inverted commas, Apostrophes, Punctuation for parenthesis, Colons, Semi-colons, Single dashes, Hyphens, Bullet points ). Vocabulary: Synonyms and antonyms. Prefixes. Suffixes. Word Families
<b>Term 5</b>	SATs prep	SATs prep	How to analyse a poem. Poetic structures. Poetic techniques: assonance, alliteration, rhyme scheme, figurative language techniques.	SATs.	<b>Mid term:</b> SATs practice papers <b>End of term:</b> SATs papers and finalising writing pieces for moderation	<b>Revision for all grammar foci</b>
<b>Term 6</b>	Heroes and Villains	Shakespeare's villains	<b>Re-cap prior learning:</b> Analysing character using QMM. Figurative language: Simile and Metaphor. <b>New learning:</b> Analysing and exploring unfamiliar language and archaic language.	Context: Jacobean and Elizabethan era. Shakespeare's life.	<b>Mid term:</b> Write a profile page for a Shakespearean villain. <b>End of term:</b> News report on a Shakespearean villain.	

		Year 7			
	Term theme	Unit name	Skills focussed on	Knowledge gained	Assessments
<b>Term 1</b>	Writing styles	Media and advertising	Developing writing to persuade and writing to argue. Emotive language. Use of facts and statistics as a persuasive tool. How to plan and structure an argument. Using rhetorical questions effectively.	<b>Re-cap prior learning.</b> What is fiction/non-fiction? Understanding perspective and bias. Rhetoric as a tool for persuasion.	<b>Mid term:</b> Create a persuasive poster advertising a product. <b>End of term:</b> Write a persuasive television or radio advert for a new product.
<b>Term 2</b>	Story telling	Gothic	Semantic fields: Gothic, horror. Understanding genre and conventions of genre. <b>Re-cap prior learning:</b> Freytag's pyramid (focus particularly on openings).	What is Gothic? <b>Context:</b> History of Gothic (architecture and literary), Dracula and Frankenstein. Influence of Gothic on modern texts. How are Gothic texts structured? ( <b>Links to Freytag's pyramid</b> ).	<b>Mid term:</b> Describe a Gothic setting. <b>End of term:</b> Write a chapter from a Gothic story
<b>Term 3</b> -	Characters	Modern novel	Using language and action to create character and voice. How to create/analyse effective characterisation. Use of a range of punctuation (semi-colons, colons and paranthesis).	Difference between reliable and unreliable narration. What is a character arc? How does a journey work for a character (both literal and emotional) and why are these so important for character development?	<b>Mid term:</b> Character key quotation analysis (either as quotation mind-map OR paragraph) <b>End of term:</b> 'How is the character of _____ presented in chapter _____?'
<b>Term 4</b>	Novel	Modern novel	Building suspense and tension through language. Building suspense and tension through vocabulary,	What are suspense and tension (and why are they so important)? How can characters be reimagined? What is perspective?	<b>Mid term:</b> Describe a character from the perspective of another character <b>End of term: Re-write a section from a different perspective</b>

<b>Term 5</b>	World issues	Diversity	How to write and structure a standard newspaper report and a newspaper column. How to use language to create bias in a news report. Structuring an effective news report and newspaper column. Looking at the structure of a speech. How to use topic sentences.	When is bias useful? How do newspaper articles and columnists utilise bias and perspective? To what extent can anything be considered fiction/non-fiction? What do we mean by Diversity? Understanding the Equality Act (2010)	<b>Mid term:</b> Formal letter writing <b>End of term:</b> Newspaper column on theme of diversity
<b>Term 6</b>	Heroes and Villains	Hamlet (Key scenes)	Use of Jargon and specialist language. How to use the upside-down triangle structure for newspaper writing. Use of language in a headline. How an opening paragraph for a news report should read. Use of register for written and spoken reports.	<b>Links to prior learning:</b> Elizabethan and Jacobean era. Shakespeare's life. <b>New learning:</b> Plot of Hamlet. What is Denmark like. Differences between news-report and televised report. What are the rules for a Shakesperean tragedy?	<b>Mid term:</b> Autopsy report on the death of King Hamlet. <b>End of term:</b> Televised report on the deaths in the play (S&L) + EoY exam.
		Year 8			
	<b>Term theme</b>	<b>Unit name</b>	<b>Skills focussed on</b>	<b>Knowledge gained</b>	<b>Assessments</b>
<b>Term 1</b>	Writing styles	Speaking out!	Writing to persuade and writing to argue conventions. Oracy. Egos. Pathos. Logos. Using PAF to tailor arguments for a reader. How to create clear tone for a reader.	How do speech writing and persuasive writing differ? What are non-verbal features and why are they important? What is tone and why is it important?	<b>Mid term: Write a persuasive speech about climate change. End of term: Write and perform an information or persuasive speech about a topic of your choosing.</b>

<b>Term 2</b>	Story telling	Dystopia	Semantic fields: dystopia. Understanding sub-genre and conventions of dystopian genre. How language can be used to create a villain? Dual narratives.	What is dystopia? <b>Context:</b> History of both utopian and dystopian fiction. How is dystopian writing influenced by contemporary fears. Influence of dystopia on modern texts. How are different types of dystopian texts structured? ( <b>Links to Freytag's pyramid</b> ).	<b>Mid term:</b> Describe a Dystopian villain <b>End of term:</b> Opening chapter of Dystopian story (world-building)
<b>Term 3</b> -	Characters	<b>Poetry</b>	Poetic structures: Haiku, ballad, sonnet (etc). End-stopping, caesura, enjambment. Assonance, sibilance, alliteration.	How do poetic structures differ from narrative structures? How can punctuation and structure influence meaning? How can we identify writer's intentions?	<b>Mid term:</b> Analysing a poem - practice paragraph <b>End of term:</b> Analysis of a theme in poetry (essay)
<b>Term 4</b>	Novel	Adventure and mystery focus	<b>Re-cap prior learning:</b> How to build suspense and tension. How to use genre conventions and expectations to build character and setting. How are adventure and mystery texts structured?	<b>Context:</b> 19th century society, class and culture. Timeline of detective fiction. Influence of 19th century texts on modern genre.	<b>Mid term:</b> Design a detective <b>End of term:</b> Write the chapter in which the mystery is revealed
<b>Term 5</b>	World issues	Refugees	How to write and structure a formal letter. How to use counterpoints to persuade an audience. How to effectively use your knowledge of PAF. How to use register in a formal and informal speech.	What is a refugee? How does vocabulary mirror media bias? What is the power of vocabulary - how do some newspapers present the same stories differently?	<b>Mid term:</b> Letter to government <b>End of term:</b> Speech on how to support refugees
<b>Term 6</b>	Heroes and Villains	Romeo and Juliet	How to analyse a theme? How to identify a theme? Exploring alternative meanings in analysis. Identifying language techniques and types when performing analysis. What is harmatia?	<b>Links to prior learning:</b> Elizabethan and Jacobean era. Shakespeare's life. Shakespearian tragedy. <b>New learning:</b> Plot of Romeo and Juliet. Greek forms of love. How to structure a podcast.	<b>Mid term:</b> News report on the fight <b>End of term:</b> Podcast on a key theme + EoY exam

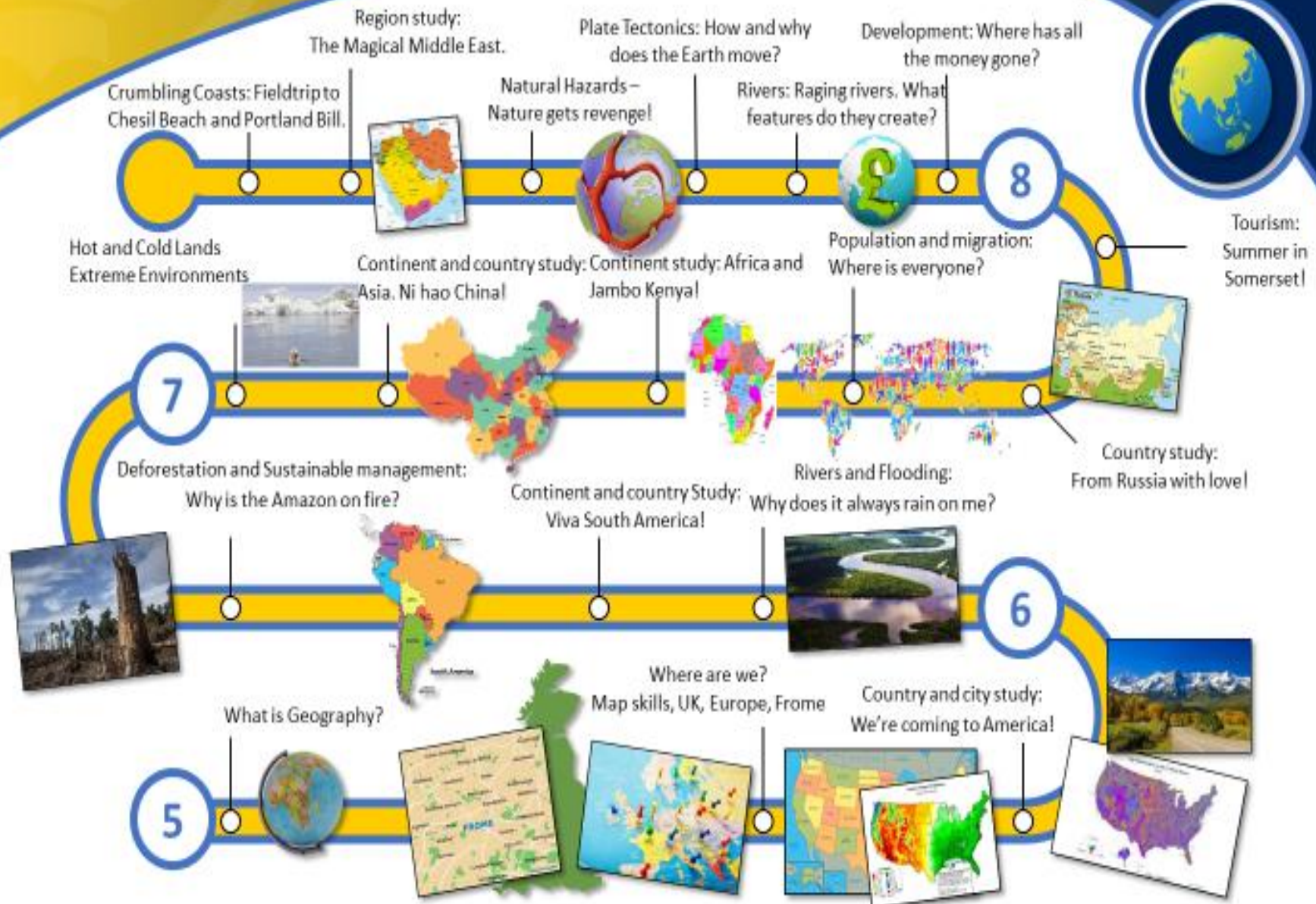


# Geography

---

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 and how people live there and conflicts	Locational knowledge of Asian countries and its differing environments and biomes. Main focus is China. Dispelling xenophobic	Human geography module focussed on locational knowledge and understanding and interpreting Geographical models eg Demographic	Continent study of Africa and the horn of Africa. Pupils study place specific facts and develop knowledge of a region in Africa: Horn of Africa.	Country and cultural study of Russia. Locational and place knowledge. Physical features and climate. Population structure and location. Rural/Urban areas. Russian conflict with Ukraine.	Honeypot sites. Growth of Tourism in Frome and Somerset. British Tourism inc National parks. Negative impacts of tourism and sustainability. Formation of Cheddar caves. Cheddar as a tourist



Geography	TERM 1	TERM 2	TERM 3	TERM 4	TERM 5	TERM 6
	<p>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>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>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>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>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 include 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>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 example of inequality and differing rates of</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 the river channel and course. Hard and soft engineering.</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 Governments in predicting and managing eruptions/movement.</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. Pupils study real life news reports via Youtube and hear first hand accounts as well as</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. Afghanistan and focus on Malala Yusefzai, Iran, Qatar, Yemen, Dubai.</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 secondary data due to time constraints.</p>

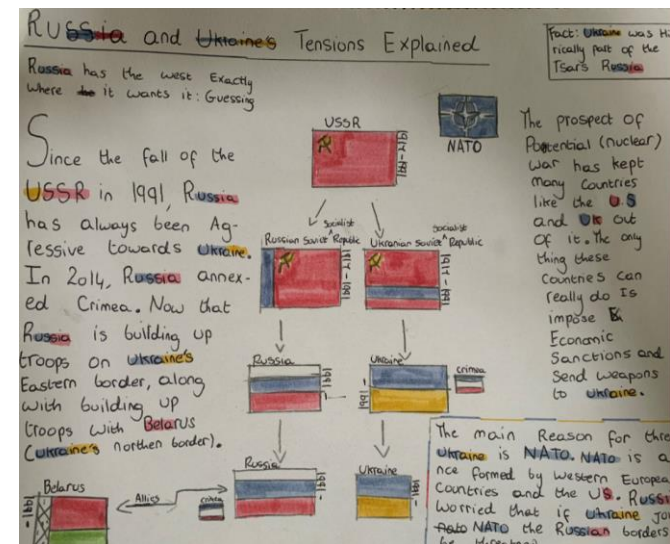
Geography	TERM 1	TERM 2	TERM 3	TERM 4	TERM 5	TERM 6
	<p>development regionally. UN Global Goals and their importance and what they can teach us about sustainability.</p> <p>Assessment is a choice: Geography/DT – invention to help stop an aspect of climate change/pollution. Secure work is a practical invention that clearly shows thought and encompasses the global goals with explanation in 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>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>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>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>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>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

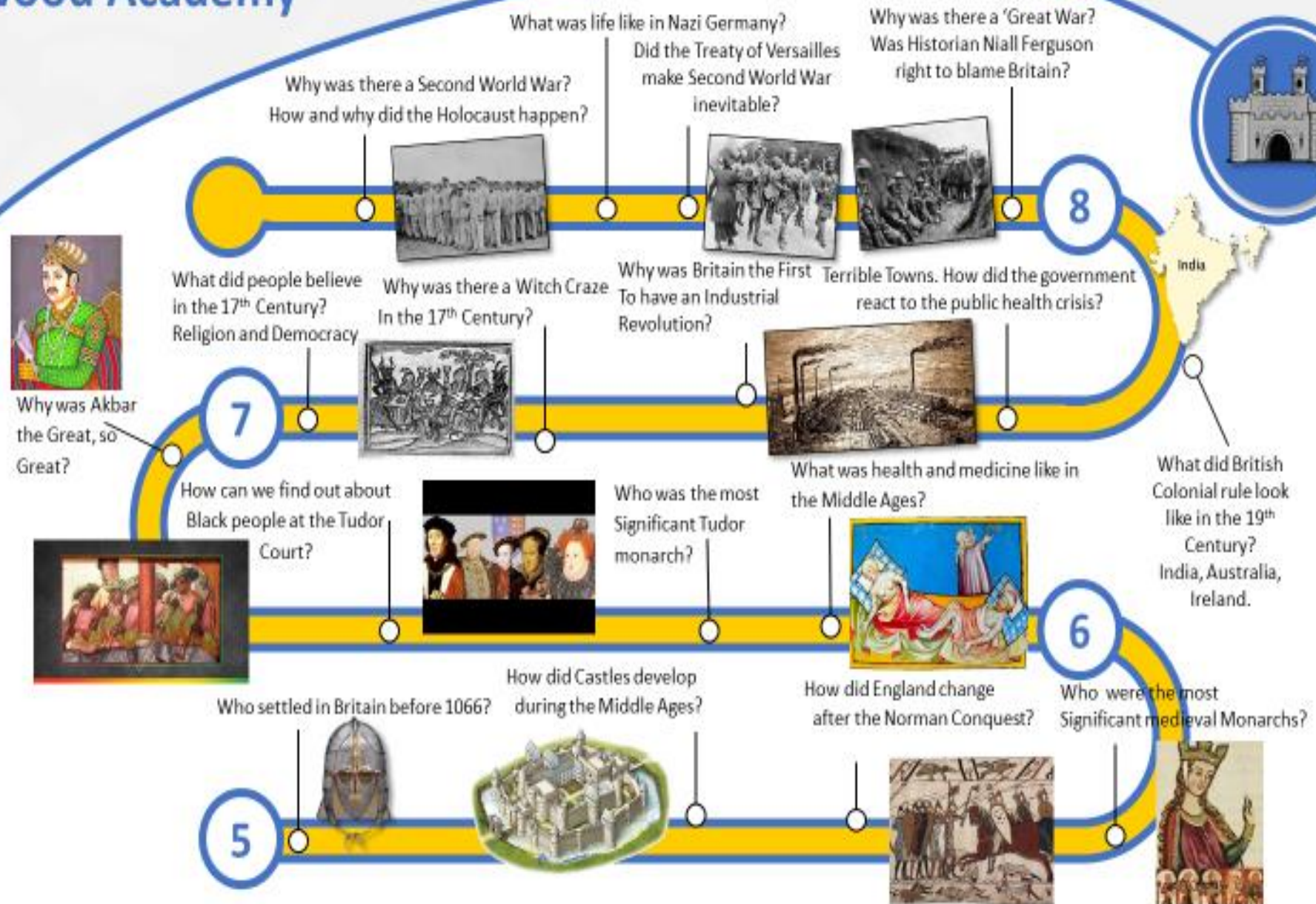
History fires pupils' curiosity to ask questions and know more about Britain's past and that of the wider World. At Selwood Academy we encourage pupils to develop a Chronological framework of British, European and World History, that will enable them to make sense of the new knowledge they acquire. History 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.



# Selwood Academy

## History



History	TERM 1	TERM 2	TERM 3	TERM 4	TERM 5	TERM 6
<b>5</b>	<b>Who are the British? Who came to Britain and settled?</b>	<b>How did Castles develop in the Middle ages?</b>	<b>Why is 1066 such a Significant year? Why did William win at the Battle of Hastings?</b>	<b>How did England change after the Norman Conquest?</b>	<b>How did England change after the Norman Conquest?</b>	<b>Who were the most Significant medieval Monarchs?</b>
Learning Foci:	Understanding of our roots. Who are the British? Chronological understanding, sequencing events, who settled in England, who our ancestors were.	Why were Castles built? Where to build a Castle How to attack a Castle Significance of Castles in England. Similarity and Difference.	Who should be King? Two invasions, Vikings and Normans – Norman conquest. Causation. Historical Interpretations.	Rebellion and loyalty. Causation. Source Analysis. Historical Interpretations.	Investigating Feudal System Domesday book. Continuity and Change	Study of Early Monarchs, including Queen Matilda and Eleanor of Aquitaine. Historical Significance
<b>6</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 Significant Tudor monarch?</b>	<b>Who was the most Significant Tudor monarch?</b>	<b>How can we find out about Black people at the Tudor Court?</b>	<b>Why was Akbar the Great, so Great?</b>
Learning Foci:	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. Historical Interpretations. Significance.	Historical Enquiry of 5 Tudor Monarchs. Historical Interpretations. Significance.	Historical Diversity. Source Analysis.	Historical Significance. Change and Continuity.
<b>7</b>	<b>What did people believe in the 17<sup>th</sup> Century? Religion, Democracy and Witchcraft.</b>	<b>Were the Stuart Kings to blame for starting the English Civil Wars 1642- 1651?</b>	<b>Why was there a Witch Craze in the 17th Century?</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>What did British Colonial rule look like in the 19th Century? India, Australia, Ireland.</b>
Learning Foci:	Interpretations, Source Analysis Role of Parliament. Change of religion; why is Britain a Protestant Nation?	Cause and Consequence Changing Democracy – Monarchy and England as a Republic. Significance, the role of Oliver Cromwell.	Source analysis, role of religion and superstition in the belief in witch craft. Historical Interpretations: James I Daemonology	What caused the Industrial Revolution? Why was Britain the first nation to have an Industrial Revolution?	Public health in the 19th Century. Source Analysis and Historical significance.	Study of British Empire Links to Diversity and discrimination. Who came to Britain in the 20th Century? Agency; how was British rule perceived?
<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>Did the Treaty of Versailles make</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>

History	TERM 1	TERM 2	TERM 3	TERM 4	TERM 5	TERM 6
	Was Historian Niall Ferguson right to blame Britain?		<b>Second World War inevitable?</b>			
Learning Foci:	Remembrance. Why did Britain become involved in the First World War?  Cause and Consequence	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. Cause and Consequence.	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.

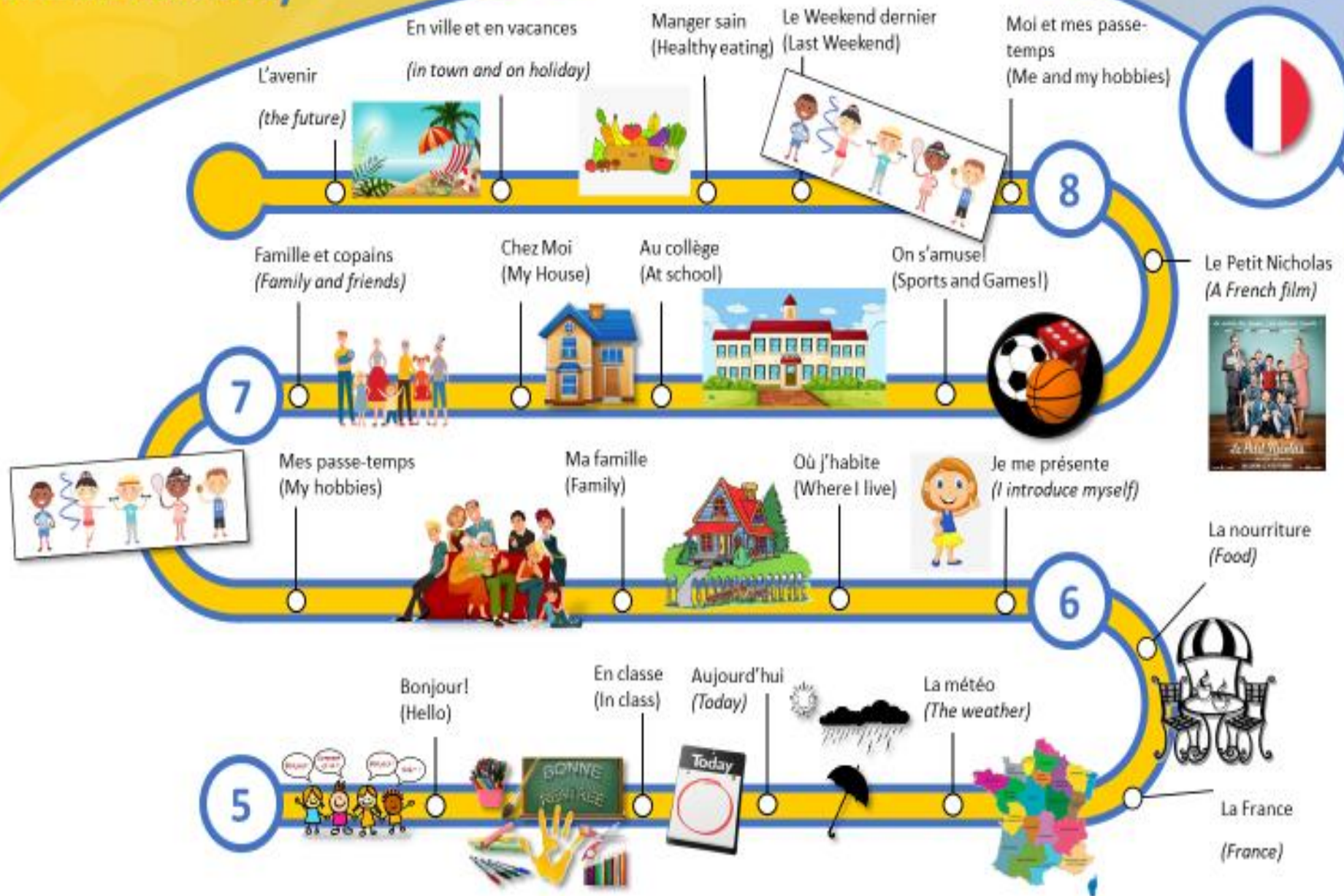
# Languages

---

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.







	TERM 1	TERM 2	TERM 3	TERM 4	TERM 5	TERM 6
Year 5	Bonjour! Hello	En classe In class	Aujourd'hui Today	La météo The weather	La France France	La nourriture Food
<b>Learning foci</b>	Greetings and farewells How are you Name Alphabet	Classroom objects Numbers 1-12	Days of the week Numbers 1-31 Months Giving the date	Weather expressions Weather and days of the week Weather and days of the year	Map of France (link to weather and points of the compass) French around the world (La Francophonie)	Au snack French food and drink Opinions Numbers 1-100
<b>Grammar</b>	Using <i>je</i> and <i>tu</i> Asking questions Accents Phonics and sounds	Using <i>j'ai</i> Nouns Masculine, feminine and plural	Using <i>c'est</i>	Using <i>il y a, il</i> and <i>il fait</i>		Using <i>je voudrais</i>
<b>Enrichment</b>		Christmas in France	Celebration days in France	Easter in France		French breakfast
<b>Assessment</b>	Reading from linguascope Dialogue with partner	Listening from linguascope	Reading and writing	Listening	Poster on France	Dialogue with partner – au snack
	TERM 1	TERM 2	TERM 3	TERM 4	TERM 5	TERM 6
Year 6	Je me présente I introduce myself	Où j'habite Where I live	Ma famille My family	Mes passe-temps My hobbies	SATS	Mes passe-temps My hobbies
<b>Learning foci</b>	Greetings and farewells How are you	Where you live Countries Nationalities	Pets Family	Hobbies Opinions Reasons		Hobbies Opinions Reasons

	Name Alphabet Numbers 1-20 Age Days of the week Numbers 1-31 Months Giving the date and your birthday			Weather with <i>quand</i> and <i>si</i>		Weather with <i>quand</i> and <i>si</i>
<b>Grammar</b>	Using <i>je, tu, il, elle</i> Asking questions Accents Phonics and sounds Using <i>j'ai</i> Using <i>c'est</i>	à, en, au Using the verb <i>habiter</i> Using <i>je suis</i> Adjectival agreement	Using <i>mon, ma, mes</i> Using <i>j'ai</i> Plurals Masculine and feminine	Using <i>quand</i> and <i>si</i> Using opinion phrases with the infinitive		Using <i>quand</i> and <i>si</i> Using opinion phrases with the infinitive
<b>Enrichment</b>		Christmas in France		Mardi gras		Une visite à Paris
<b>Assessment</b>	Writing	Reading	Listening	Speaking		Writing

# Maths

---

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.

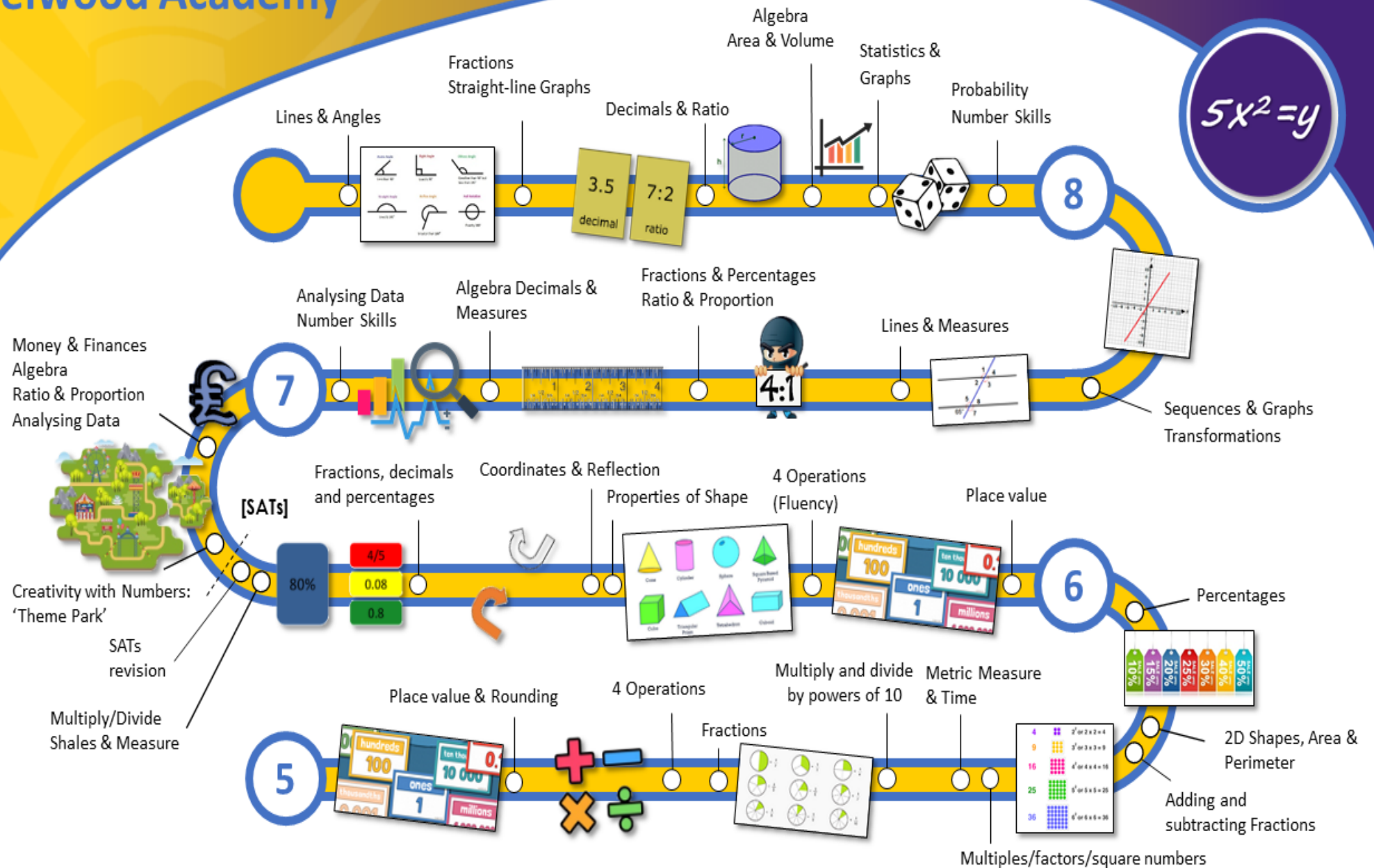


$$5x^2 = y$$





$$5x^2 = y$$





MATHS	TERM 1	TERM 2	TERM 3	TERM 4	TERM 5	TERM 6
<b>Year 5</b>	<b>1. Place Value</b> <b>2. Addition and subtraction</b> <b>3. Multiplication and Division</b>	<b>1. Fractions</b>	<b>1. Multiplication and Division</b> <b>2. Fractions</b>	<b>1. FDP</b> <b>2. Perimeter and area</b> <b>3. Statistics</b>	<b>1. Shape</b> <b>2. Position and direction</b> <b>3. Decimals</b>	<b>1. Negative numbers</b> <b>2. Converting units</b> <b>3. Measures</b>
Skills and Knowledge Assessed	1. Roman Numerals to 1,000 2. Read, write and compare whole numbers, up to 5 digits. 3. Count forward/backward in powers of 10. 4. Round whole numbers. 5. Use column addition and subtraction with whole numbers. 6. Use mental addition and subtraction, including fluency of number bonds, to solve problems. 7. Recognise prime numbers and solve problems that include multiples, factors, primes and squares. 8. Multiply/divide whole numbers and decimal numbers by 10/100/100	1. Explore what a fraction is, represent pictorially and abstractly. 2. Create and recognise equivalent fractions. 3. Order and compare fractions, especially through pictorial methods. 4. Fluently convert between improper fractions and mixed numbers. 5. Add and subtract with fractions, including finding common denominators.	1. Explore methods for formal multiplication: grid method, column method. 2. Calculate with short division, one-digit divisor 3. Multiply and divide fractions by integers	1. Convert between decimals and fractions. 2. Round decimal numbers Recall decimal place value to 2 d.p. and use to order and compare numbers. 3. Represent decimals as fractions (at least tenths) 4. Equivalent Fractions, Decimals and Percentages. 5. Solve problems using area and perimeter of rectangles, and compound shapes. 6. Use and interpret line graphs	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. Solve problems involving negative numbers 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. Measures</b>	<b>1. Ratio</b> <b>2. Algebra</b> <b>3. Decimals</b>	<b>1. FDP</b> <b>2. Ratio &amp; Proportion</b> <b>3. Statistics</b>	<b>1. Shapes</b> <b>2. Position and Direction</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 whole numbers.	1. Recognise and calculate with equivalent fractions. 2. Compare and order fractions, using knowledge of equivalent	1. Recognise ratios, simplify them, and divide quantities into a ratio. 2. Solve problems involving similar shapes and scale factors 3. Use substitution.	1. Calculate percentages of amounts 2. Solve problems using FDP equivalence, especially in a reasoning context	1. Calculate missing angles on a straight line, around a point and within shapes such as triangles. 2. Draw shapes accurately including 3D nets.	Beginning KS3 curriculum: Generate data, and then organise and analyse it to solve problems.  1. Calculate with mode, median, mode and range.

MATHS	TERM 1	TERM 2	TERM 3	TERM 4	TERM 5	TERM 6
	3. Solve problems involving negative 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)	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 requiring metric conversions.	4. Satisfy an equation using reasoning and trial and improvement 5. Multiply and divide decimals by integers	3. Solve problems calculating area and perimeter – including area of a triangle. 4. Calculate volume of cuboids. 5. Read and interpret line graphs. 6. Identify parts of a circle. 7. Draw and interpret pie charts 8. Calculate the mean average	3. Solve problems involving translation and reflection.	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>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 2</b> 1. Calculate using the priority of operations and mental arithmetic. 2. Use formal method of the four operations, and 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.	<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.	<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.	<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.	<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
	5. Round money to the nearest penny. 6. Compare and order negative numbers. 7. Add and subtract negative numbers.	3. Simplify expressions involving multiplication. 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.	5. Use formal methods and estimation to 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.	2. Use the correct terminology and notation 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

---

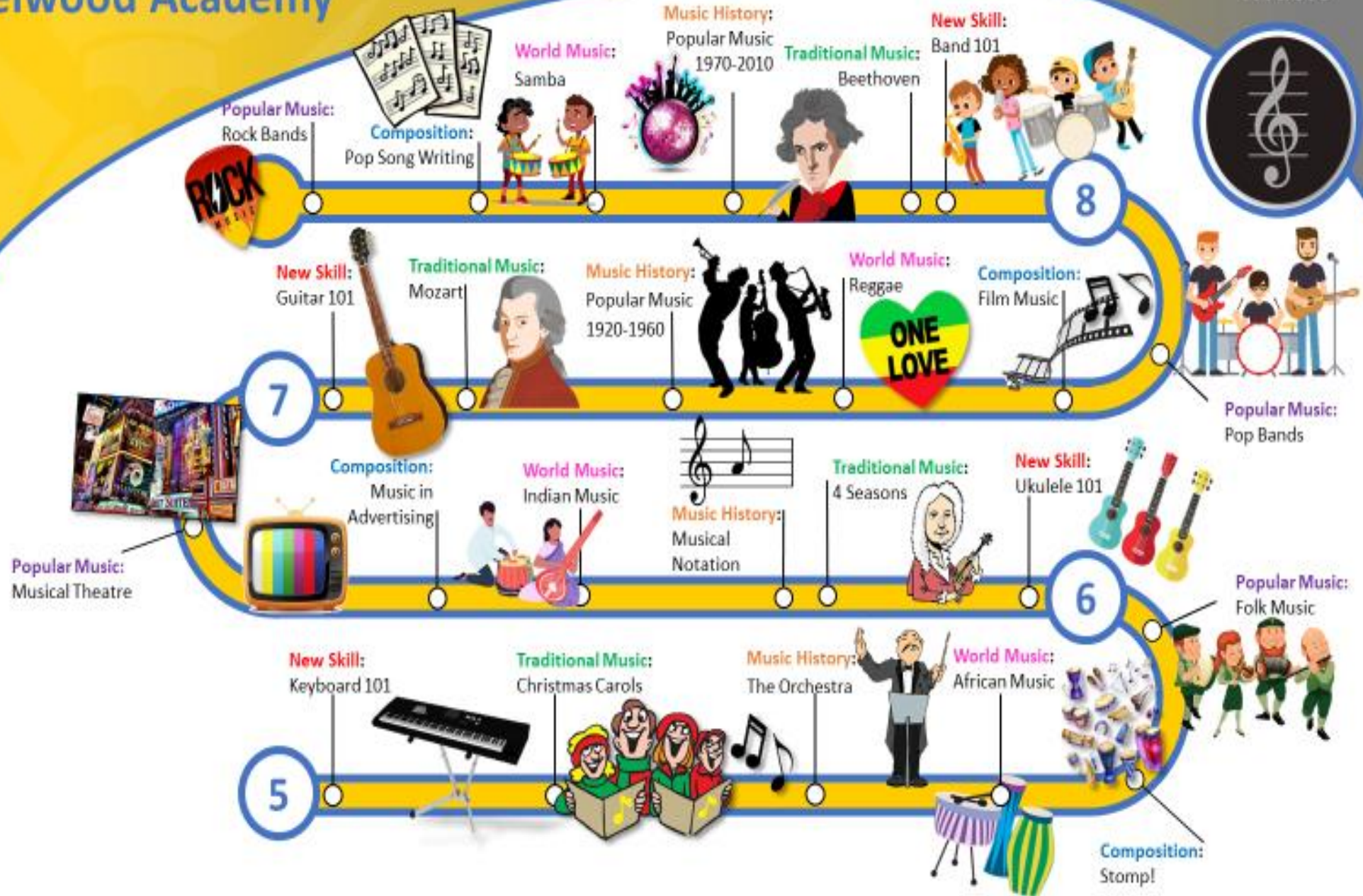
Music is something that can inspire and motivate everyone and at Selwood Academy we aspire to create an environment where the pupils can explore a wide range of musical experiences. Our knowledge-rich curriculum ensures a balance of performing, listening, composition and theory. We believe music is for 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 NEW SKILL	TERM 2 TRADITIONAL	TERM 3 HISTORY/THEORY	TERM 4 WORLD	TERM 5 COMPOSITION	TERM 6 POPULAR
5	Keyboard 101	Christmas Carols	The Orchestra	African Music	Stomp!	Folk
Learning Foci:	-Learn the fundamentals of using a piano/ keyboard and create a performance. - Learn and use practical musical vocabulary	-Use instruments and voice to perform a Christmas Carol as a class and in small groups -Understand fundamentals of reading and following sheet music	-Learn about instruments of the orchestra -Practise listening skills and familiarise pupils with key musical terms linked to specific instruments	-Study facts and key words about African music, focusing on the history of this musical style and perform excerpts. -Complete listening assessment to show understanding of the musical style.	-Understand note values and how to recognise these -Compose a piece of music in groups using percussion instruments	-Understand vocabulary and practise listening skills based around folk music -Perform a piece of folk music using keyboard or voice
National Curriculum links:						
6	Ukulele 101	Baroque	Reading Music	Bhangra	Music in Advertising	Musical Theatre
Learning Foci:	Learn the fundamentals of using a ukulele - Learn fundamentals of reading and following music written for ukulele and perform using this	-Understand vocabulary and practise listening skills based around Baroque Music -Perform a piece of Baroque Music by Vivaldi on ukulele or keyboard.	-Learn how to read music on the stave and different musical symbols -Create short performances using this understanding	-Study facts and key words about Bhangra music, focusing on the history of this musical style and perform excerpts. -Complete listening assessment to show understanding of the musical style.	-Study how music is used in the media and practise analytical skills -Compose music for an advert including background music and a jingle.	-Understand vocabulary and practise listening skills based on musical theatre -Perform a piece of music from a musical using keyboard or voice
National Curriculum links:						
7	Guitar 101	Classical	Popular Music 1920-1960	Reggae	Film Music	Pop Band
Learning Foci:	-Learn the fundamentals of using an acoustic guitar - Learn fundamentals of reading and following music written for guitar and perform using this	-Understand vocabulary and practise listening skills based around Classical Music -Perform a piece of Classical Music by Mozart on guitar, ukulele or keyboard.	-Study facts and key words about music from these decades and perform excerpts from each decade. -Complete listening assessment to show understanding of the style.	-Study facts and key words about Reggae music, focusing on the history of this musical style and perform excerpts. -Complete listening assessment to show understanding of the musical style.	-Understand vocabulary and practise listening skills based on film music -Compose a piece of film music for a short clip using key features	-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.
National Curriculum/ GCSE links:						
8	Band 101	Romantic	Popular Music 1970-2010	Samba	Pop Song Writing	Rock Band
Learning Foci:	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.	-Understand vocabulary and practise listening skills based around Romantic Music -Perform a piece of Romantic Music by Beethoven on guitar, ukulele or keyboard.	-Study facts and key words about music from these decades and perform excerpts from each decade. -Complete listening assessment to show understanding of the style.	-Study facts and key words about Samba music, focusing on the history of this musical style and perform excerpts. -Complete listening assessment to show understanding of the musical style.	-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.
National Curriculum/ GCSE links:						

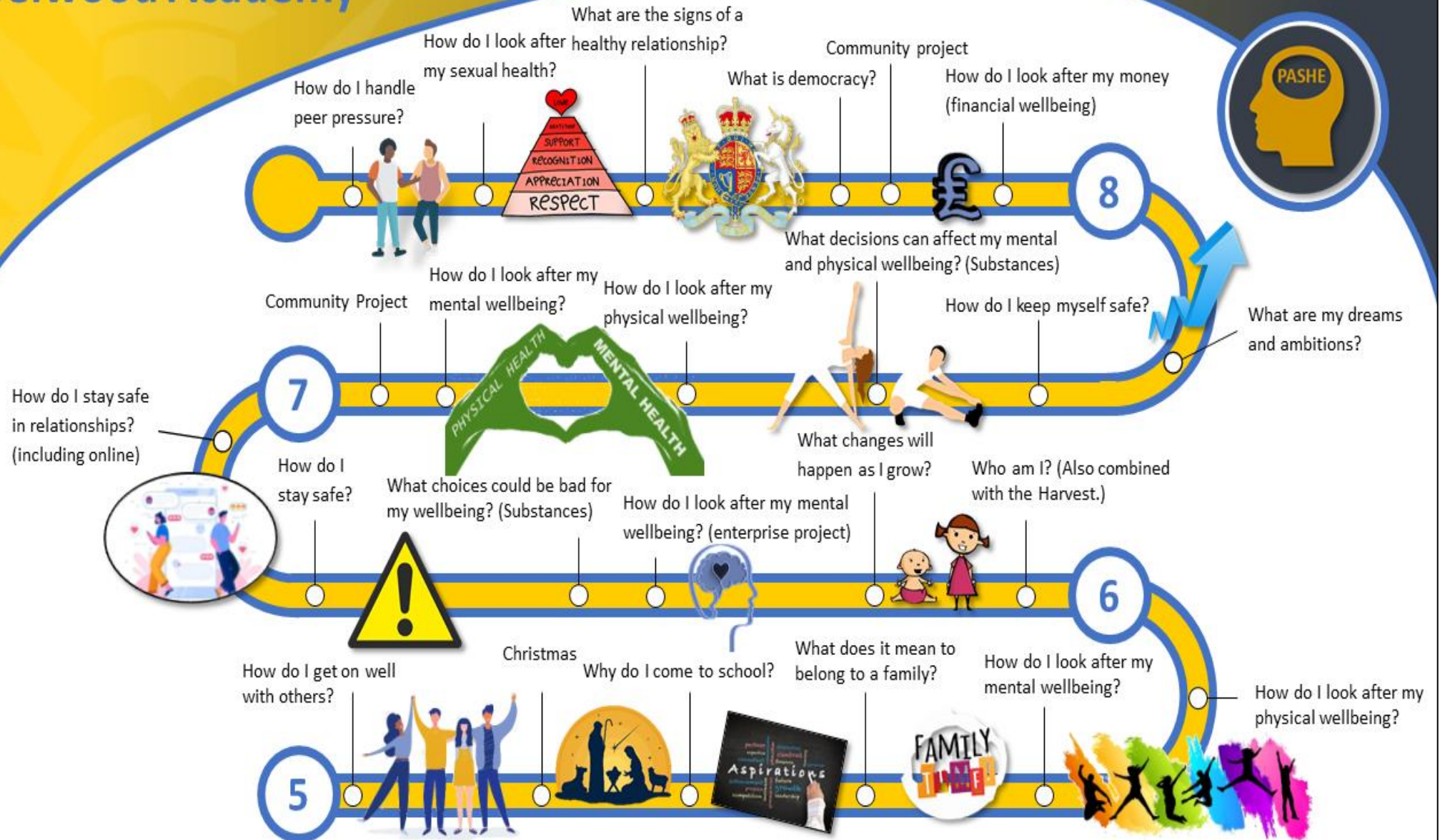
# PASHE

---

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 which discriminate against others</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 whom to tell if they</li> </ul>



PASHE	TERM 1	TERM 2	TERM 3	TERM 4	TERM 5	TERM 6
		*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	think they or someone they know might be at risk (this will be covered at an age-appropriate level.)
6	TERM 1	TERM 2	TERM 3	TERM 4	TERM 5	TERM 6
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 and Summer 2 – What changes will happen as I grow? (This will normally be term 4 but due to the Yr 5 Family Topic being taught</b>	<b>Summer 2 – How do I look after my wellbeing? Very short topic. (In the future this will be a community project in which Yr 6 teach Yr 4 pupils from First Schools about</b>

PASHE	TERM 1	TERM 2	TERM 3	TERM 4	TERM 5	TERM 6
	<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 our 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><b>in Spring 2 it has been moved here.)</b></p> <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</li> </ul>	<p><b>how to look after 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>

PASHE	TERM 1	TERM 2	TERM 3	TERM 4	TERM 5	TERM 6
					<p>(and that there are ways to prevent a 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>	<b>TERM 1</b>	<b>TERM 2</b>	<b>TERM 3</b>	<b>TERM 4</b>	<b>TERM 5</b>	<b>TERM 6</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>

PASHE	TERM 1	TERM 2	TERM 3	TERM 4	TERM 5	TERM 6
	<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>*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> <li>*To recognise and respect that there are different types of family structures.</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. (Due to Covid F.O.F.H are not doing visits to schools at the moment, we are trying to organise a new company to visit and support us with this.)</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</li> </ul>

PASHE	TERM 1	TERM 2	TERM 3	TERM 4	TERM 5	TERM 6
				*How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice.		gender identity or sexuality.) *The benefits and positive use of social media, including how it can offer opportunities to engage with a wide variety of views on different issues *the risks associated with gambling.
8	TERM 1	TERM 2	TERM 3	TERM 4	TERM 5	TERM 6
Learning Foci:	<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>  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	<b>Autumn 2 – Bodypositivity (This project forms part of a cross-phase project with Frome College.)</b>  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	<b>Spring 1 – Unders/Overs</b> This will be a cross-curricular project with R&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.	<b>Spring 2 – Democracy</b>  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?	<b>Summer 1 – Healthy and Unhealthy Relationships</b>  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	<b>Summer 2 – How do I handle peer pressure?</b>  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



PASHE	TERM 1	TERM 2	TERM 3	TERM 4	TERM 5	TERM 6
	<p>decision-making process</p> <p>*Learn about routes into work, training and other vocational and academic opportunities</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>and advertising play.</p> <p>This will lead them into creating a portrait which contains the 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>healthy relationships with others.</p> <p>*Gauge readiness for sexual intimacy</p> <p>*Learn that intimate relationships should be pleasurable</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>to share an image of themselves or others, and how to get help</p> <p>*That the need for peer approval can generate feelings of pressure and lead to 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>

PASHE	TERM 1	TERM 2	TERM 3	TERM 4	TERM 5	TERM 6
					Be presented with the positives of a stable, long-term relationships.	

# PE

---

## *“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.

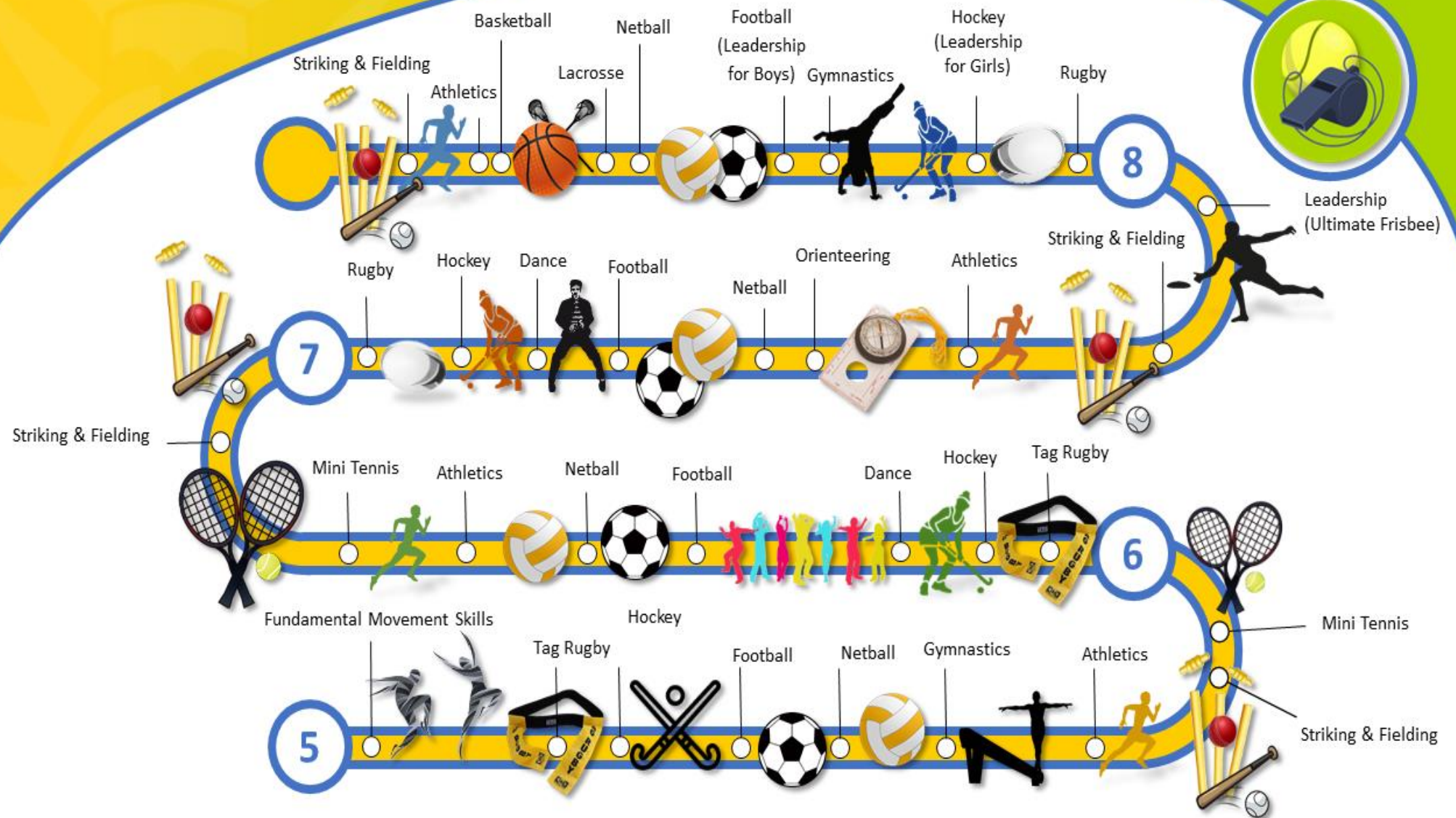
Activities within the curriculum are harmonised with the needs of the local community, with established sports clubs in the local Frome area available for all of the activities we offer. Therefore, the curriculum ‘opens the door’ to regular engagement physical activity for all pupils beyond their time 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 -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> </ul> <p>Scoring a try</p> <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> </ul> <p>shooting</p> <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> </ul> <p>-shooting</p> <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> </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:	<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>-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 leadership including:</p> <ul style="list-style-type: none"> <li>-improving the performance of peers</li> <li>-planning &amp; leading warm ups &amp; drills</li> <li>-officiating &amp; scoring matches</li> <li>-organising a tournament</li> <li>-being an effective team member</li> <li>-making others feel valued</li> <li>-adapting activities to meet the needs of peers</li> </ul> <p><b>Conclusion</b> Pupils will plan, score, officiate &amp; participate in a hockey tournament.</p>	<p>Develop knowledge, skills &amp; understanding of gymnastics, including:</p> <ul style="list-style-type: none"> <li>-set up &amp; use large equipment safely</li> <li>-explore different levels &amp; methods of travel including over large apparatus</li> <li>-explore vaulting/ flight &amp; associated phases</li> <li>-perform advanced balances and rolls</li> </ul> <p><b>Conclusion:</b> Choreograph and perform a small group routine to the class.</p>	<p>Develop knowledge, skills &amp; understanding of leadership including:</p> <ul style="list-style-type: none"> <li>-improving the performance of peers</li> <li>-planning &amp; leading warm ups &amp; drills</li> <li>-officiating &amp; scoring matches</li> <li>-organising a tournament</li> <li>-being an effective team member</li> <li>-making others feel valued</li> <li>-adapting activities to meet the needs of peers</li> </ul> <p><b>Conclusion</b> Pupils will plan, score, officiate &amp; participate in a football tournament.</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 lacrosse including:</p> <ul style="list-style-type: none"> <li>-basic rules</li> <li>-passing &amp; receiving</li> <li>-footwork</li> <li>-marking</li> <li>-shooting</li> <li>-basic attacking &amp; defending strategies</li> <li>-running with the ball</li> </ul> <p><b>Conclusion:</b> The unit will finish by playing a 4-team lacrosse tournament.</p>	<p>Develop knowledge, skills &amp; understanding of basketball, including:</p> <ul style="list-style-type: none"> <li>-basic rules</li> <li>-passing &amp; receiving</li> <li>-footwork</li> <li>-marking</li> <li>-shooting</li> <li>-basic attacking &amp; defending strategies</li> <li>-dribbling the ball</li> </ul> <p><b>Conclusion:</b> The unit will finish by playing a 4-team basketball tournament.</p>	<p>Develop knowledge, skills &amp; understanding in athletic events, including:</p> <ul style="list-style-type: none"> <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>-performing throws with run up/cross over/glide as appropriate</li> <li>-performing high jump &amp; long jump with full run-ups.</li> <li>-know how to mark out/establish a run up.</li> </ul> <p><b>Conclusion:</b> Record a personal best in: -100,200 &amp; 400m sprints -800 &amp; 1500m middle runs -javelin, discus &amp; shot -long &amp; high jump</p>	<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>
----------------	---	--	--	--	---	---	---	--	---

# 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.

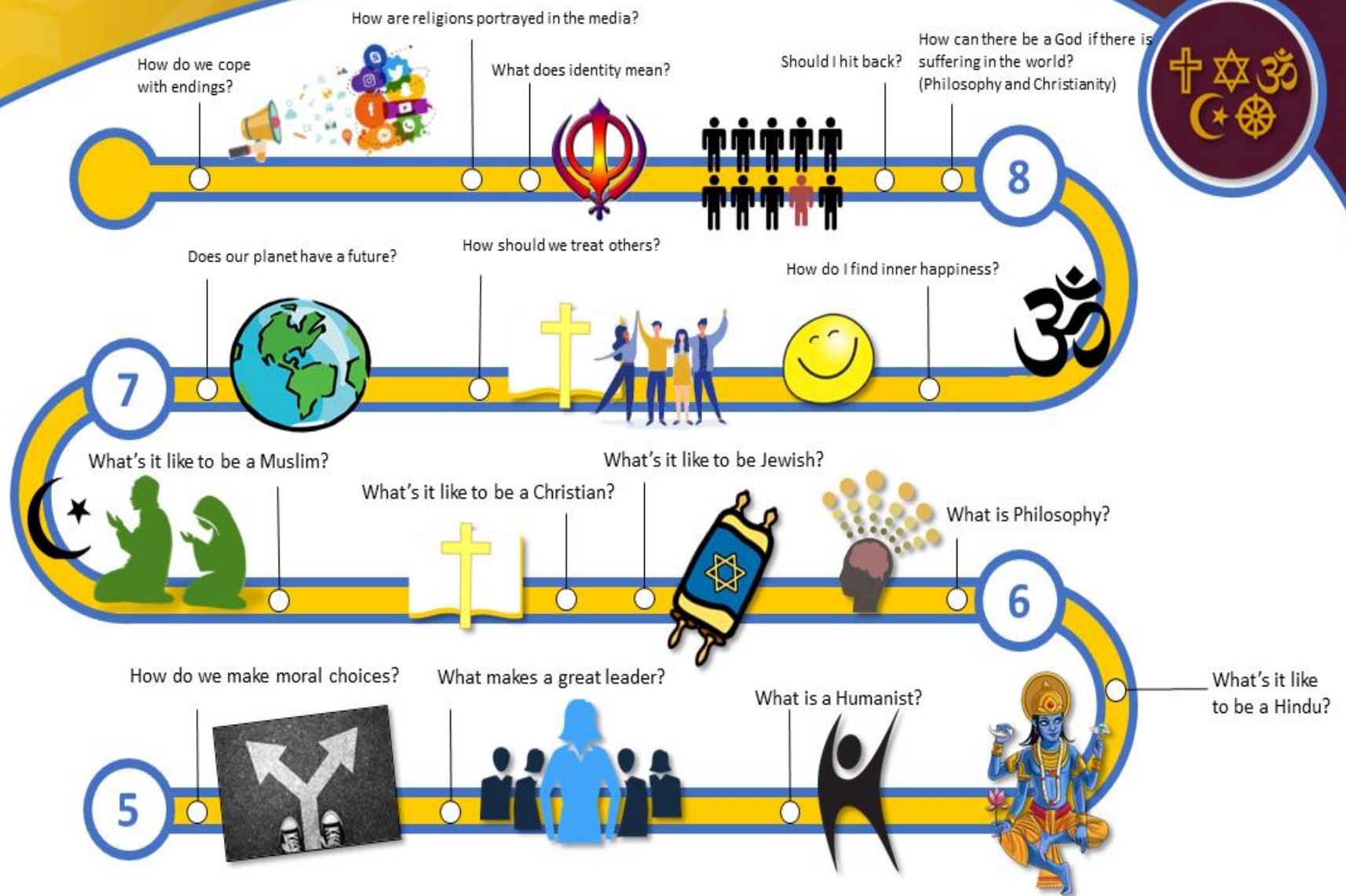


---

## My Group Mandala

---







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

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

R&P	TERM 1	TERM 2	TERM 3	TERM 4	TERM 5	TERM 6
	<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>beliefs about 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>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.</p> <p>&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 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>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>&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>
8						
Learning Foci:	<p><b>How do I find inner happiness?)</b> <b>(Focus Buddhism)</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><b>How can there be a God if there is suffering in the world?</b> <b>(Philosophy and Christianity)</b></p> <p>&gt;I know what the following terms mean: philosophy, debate, argument, counter-argument, supporting argument.</p>	<p><b>Should I hit back?</b> <b>(Focus Christianity)</b> <b>(Cross-curricular PASHE project.)</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><b>Should I hit back?</b> <b>(Focus Christianity)</b> <b>(Cross-curricular PASHE project.)</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 using the resource OPEN DOORS.</p>	<p><b>Revision and Year 8 end of Year exam.</b></p>	<p><b>Philosophy project</b> <b>(Focus – a variety of main-world religious and Humanist beliefs will be explored.)</b></p> <p>Pupils will re-cap important terms from the previous four years</p>

R&P	TERM 1	TERM 2	TERM 3	TERM 4	TERM 5	TERM 6
	<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>&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>&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>&gt;I can apply this information to my own life and real ethical situations that I may face.</p>		<p>linked to religion and philosophy.</p> <p>They will also learn about Humanism as this was introduced after they were in Year 6 and 7.</p> <p>They will then choose their own philosophical question (to be confirmed with teacher.)</p> <p>Following modelled examples, they will research at least four different religious/world views surrounding their question, they will also explore whether any current events link to this.</p> <p>They will present their work to the class on the final lesson.</p>

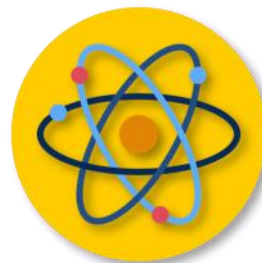
# Science

---

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:

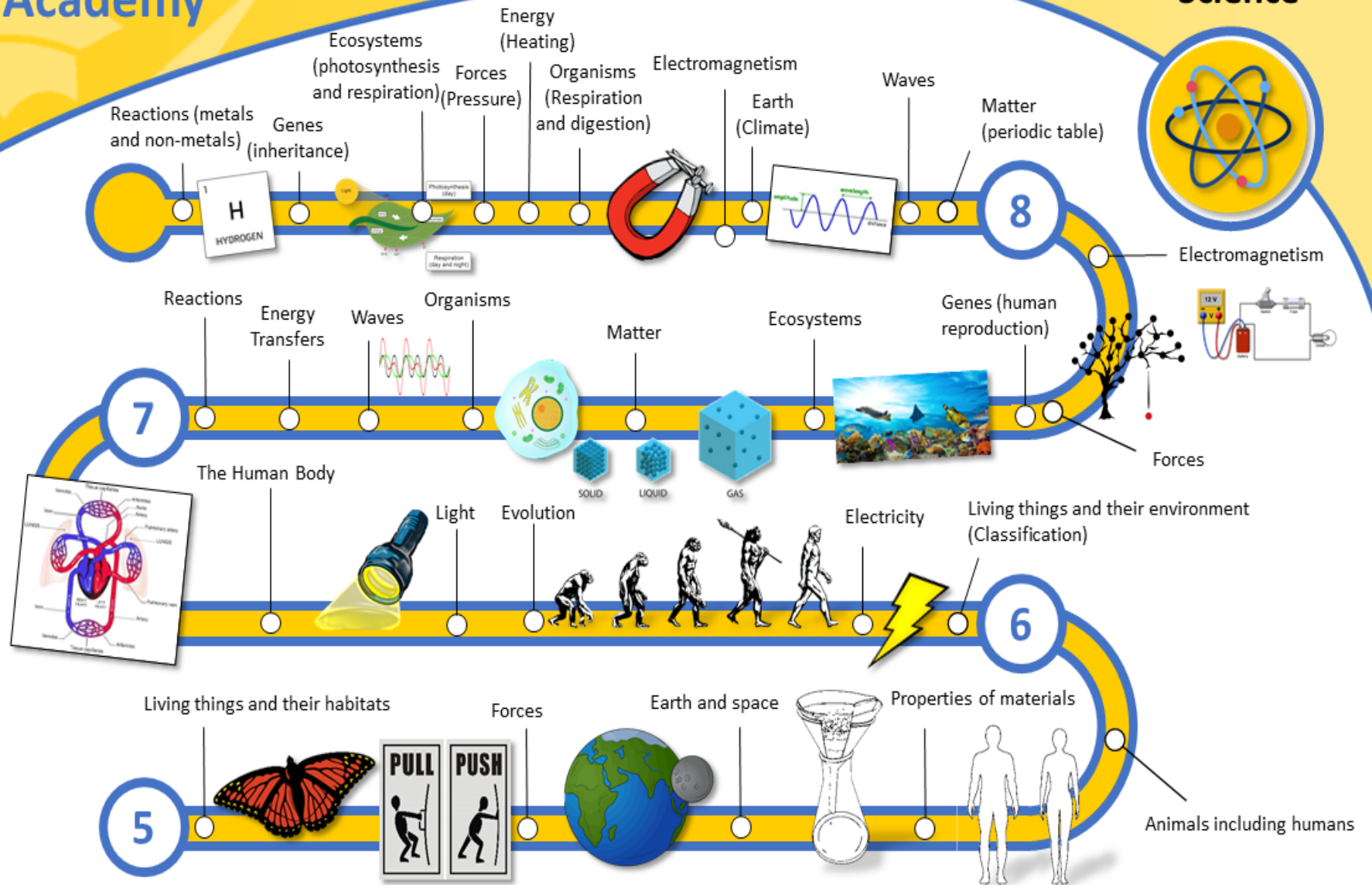
- Aspiring lessons that stretch all pupils, using scaffolding for those that need it, so all pupils can achieve high levels of retained knowledge.
- Developing pupils' enjoyment and interest in science through an opportunity and experience rich curriculum using practical activities where ever possible.
- 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



70																				
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</li><li>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

---

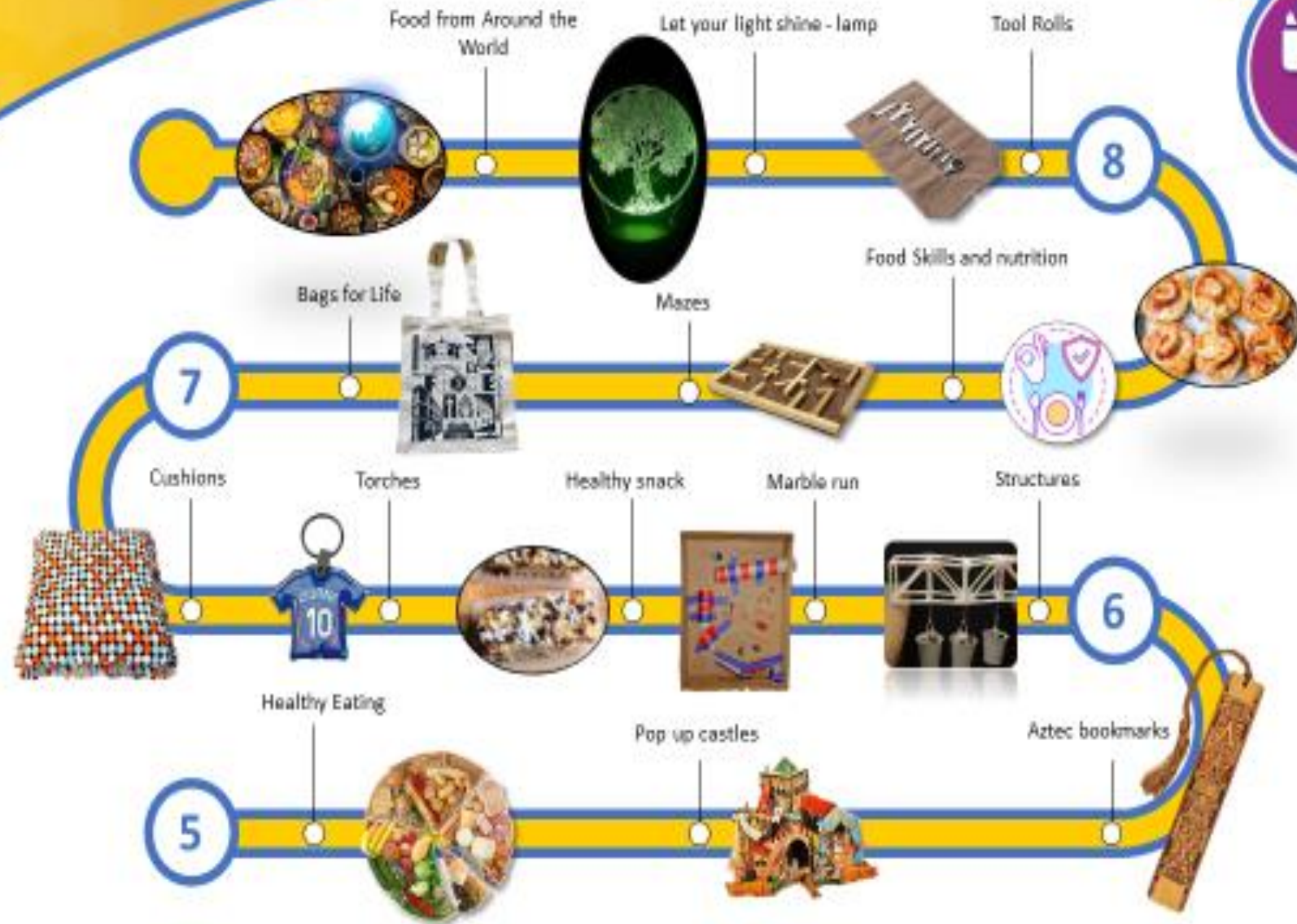
Students are taught in mixed ability tutor groups and during their time at Selwood Academy. They develop their design and practical skills using a range of materials including Food and Nutrition, Textiles and Product Design. We encourage a variety of responses in students such as curiosity, and exploration, 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.





# Selwood Academy

## Technology



Technology		Topic order			
5	Pop-up Castles		Aztec bookmarks		Healthy Eating
Learning foci:	<p>Discuss card images and pop-up with peers Use the views of other to improve design work.</p> <p><b>Students can:</b> Share and clarify ideas through discussion. They can develop and communicate their ideas to improve the outcome.</p>		<p>Joining fabrics using a variety of stitches securely.</p> <p><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.</p>		<p>The importance of a healthy and varied diet to make a healthy snack.</p> <p><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.</p>
6	Structures	Marble run	Healthy snack	Torches	Cushions
Learning foci:	<p>Understand how to strengthen, stiffen and reinforce a bridge structure to hold weights.</p> <p><b>Students can:</b> Understand how to make strong, stiff shell structures</p>	<p>Evaluate ideas and products against criteria that is given</p> <p><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</p>	<p>Understand seasonality and growth of ingredients.</p> <p><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</p>	<p>Use specialist tools to cut and join components for torch.</p> <p><b>Students can:</b> Share and clarify ideas through discussion. They can develop and communicate their understanding of an electrical circuit.</p>	<p>Investigate and analyse existing cushions.</p> <p><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 for a target market.</p>
Topics taught on a rotation due to class constraints but all classes will complete the following topics in KS3					
7	Bags for life – Textiles project		Mazes – woodwork project		Food skills and nutrition
Learning foci:	<p>· Joining materials, stitching and fastenings. · Variety of approaches to create ideas.</p> <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>		<p>· Use a variety of approaches to create ideas. Appraising designs</p> <p><b>Students can:</b> Use their design to create a working maze. Select the correct tools from a range of equipment. Accurately cut and join materials.</p>		<p>Understand the principles of health and nutrition in food.</p> <ul style="list-style-type: none"> <li>• Cook variety of savoury dishes.</li> <li>• Competent in a range of techniques</li> <li>• Learn food preparation skills</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 suitable snack for a packed lunch.</p>
8	Tool roll – Textiles project		Shine your light – Resistant materials project		Food around the world



Technology	Topic order		
	<ul style="list-style-type: none"> <li>· Joining materials, stitching and fastenings.</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 prototyping 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>	<p>Understand the principles of health and nutrition.</p> <ul style="list-style-type: none"> <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, understanding food safety and allergens. Cook a repertoire of predominantly savoury dishes to feed themselves and others a healthy and varied diet.</p>