



**SELWOOD ACADEMY**  
ANGLICAN/METHODIST FOUNDATION SCHOOL

# Curriculum Guide

## 2023-2024

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*P:\CPD Toolkit\Curriculum*



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

Matthew 5 v 16

## Vision

We are committed to creating a safe, happy and enriching environment where we all aspire to thrive, achieve and celebrate success together.

Our aim is to promote the dignity and well-being of every child and staff member and ensure they flourish in the course of their journey with us.

## Values

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

## Curriculum Intent

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

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

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

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

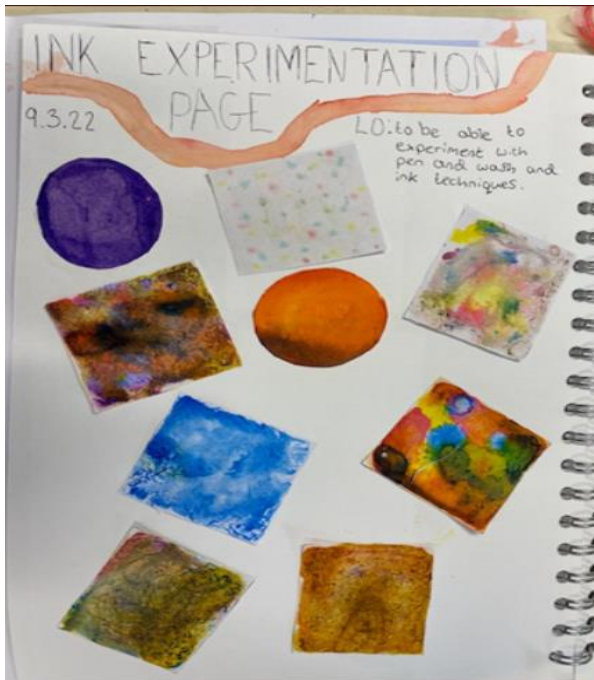
Our core Christian values underpin our curriculum. Our curriculum content, teaching approaches and rewards systems recognise and promote the following core learner characteristics:

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

# Art

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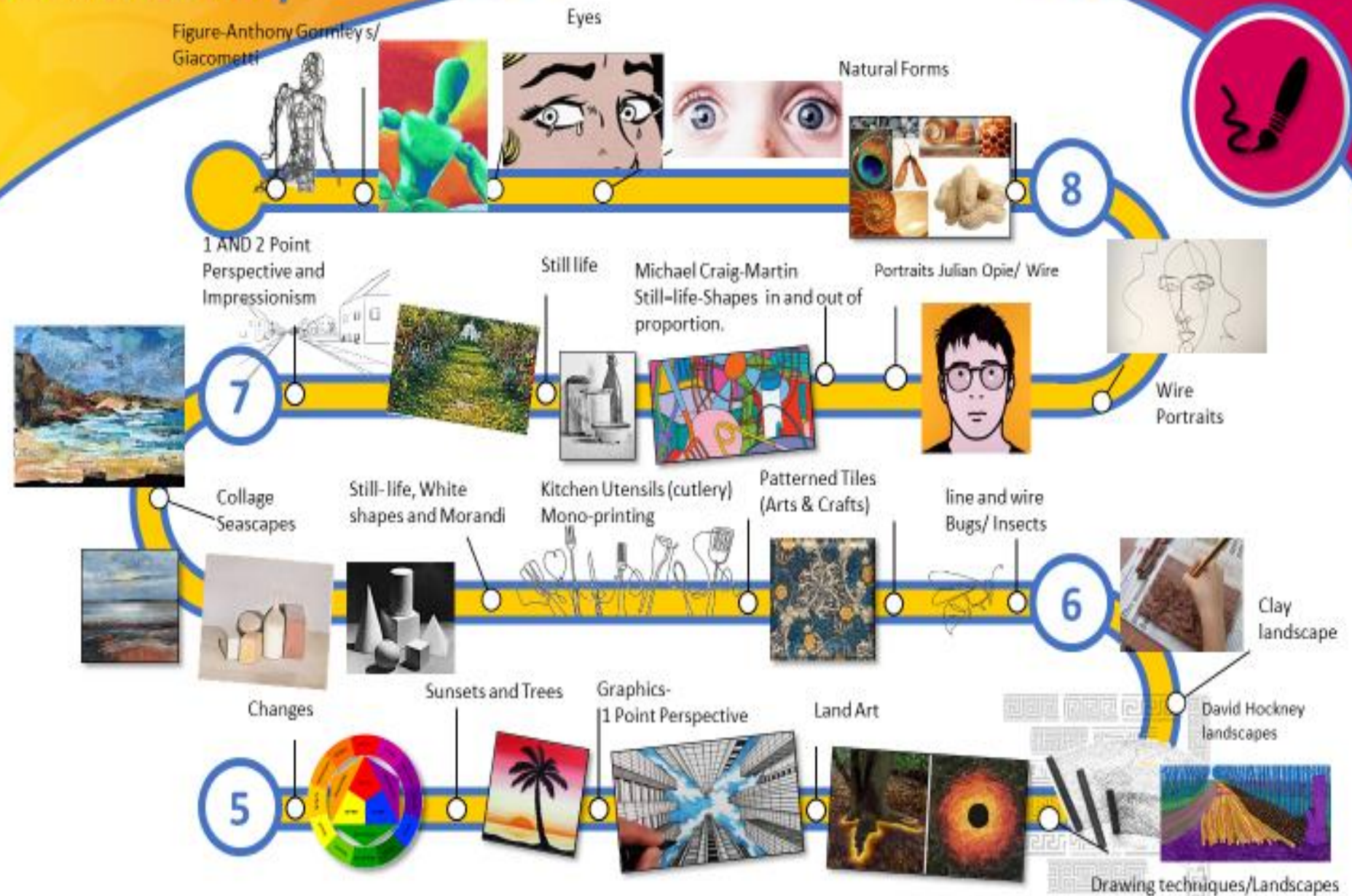
Our Art curriculum at Selwood Academy is rich in skills and knowledge to allow our students to excel practically, intellectually and aesthetically. We provide an environment that allows pupils to explore their creative potential to its fullest extent and give pupils the opportunity to respond creatively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





# Selwood Academy

## Art



|                   | TERM 1  | TERM 2  | TERM 3  | TERM 4   | TERM 5  | TERM 6  |
|-------------------|---|---|---|--|---|---|
| <b>Yr5 KS2</b>    | <b>Changes</b><br>(KS2)NC- 1,2,4,6  | <b>Changes Cont -Sunsets and Trees</b><br>NC- 1,2, 4, 5,6.  | <b>Graphics- 1 Point Pers.</b><br>NC- 1, 2, 4, 6  | <b>Land Art</b><br>NC-1, 4, 5, 6   | <b>David Hockney</b><br>NC- 1,2, 4, 5,6   | <b>Hockney's landscapes/ Clay mark-making</b><br>NC- 1,2, 4,5,6   |
| Learning Focus:   | <ul style="list-style-type: none"> <li>Colour wheel, Primary, and secondary colours (Paint)</li> <li>Leaf rubbings/ Frottage/ collage</li> <li>Autumn Colours</li> <li>Georgia O'Keeffe</li> <li>Media- soft pencils, coloured pencils,</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> <p>Media- watercolour paints, black pens, pencils,</p>   | <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> <p>Media-rulers, colouring pencils, cardboard, pencils, felt tips</p> | <ul style="list-style-type: none"> <li>Natural objects</li> <li>Lines, shapes and patterns</li> <li>compositions and collage</li> <li>Looking at the work of Andy Goldsworthy and other land artists</li> <li>Photography</li> <li>collage</li> <li>Mark-making</li> </ul> <p>Media-Clay relief tile-collage, photography.</p> | <ul style="list-style-type: none"> <li>Mark-making</li> <li>Pencil mark-making</li> <li>Coloured pencil mark-making</li> <li>Research page on David Hockney</li> <li>Keywords</li> <li>Landscape photography</li> </ul> <p>Media – pencils, coloured pencils, ipads</p> | <ul style="list-style-type: none"> <li>mark – making</li> <li>Pencil mark-making</li> <li>Colour pencils</li> <li>Landscapes using mark-making.</li> <li>Clay mark-making</li> <li>Keywords and critical evaluation</li> </ul> <p>Media – soft pencils, clay.</p> |
| <b>Year 6 KS2</b> | <b>Bugs/ Insects</b><br>NC-1,2, 3, 4, 5.  | <b>Patterned Tiles</b><br>NC-1,2 ,3,4,5,6.  | <b>Kitchen Utensils (cutlery)</b><br>NC-1,2,4, 5  | <b>Still- life,White Shapes 1 (SATS)</b><br>NC-1,2,4,5,6   | <b>Still-life,White Shapes2 (SATS)</b><br>NC-1,2, 4,5,6   | <b>Seascape Collages</b><br>NC -1,2,4,5 ,6  |
| Learning Focus:   | <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> <li>Kurt Jackson</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>Tile design</li> <li>Christmas Lantern making.</li> </ul> <p>Media- (Tiles) square card, felt tips, coloured card.</p> | <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> <li>Jim Dine</li> <li>Mono-printing</li> </ul>   | <ul style="list-style-type: none"> <li>Drawings of still life-Kitchen items, tonal white shapes</li> <li>line, shape, tone. PENCIL composition</li> <li>/Giorgio Morandi</li> <li>John Helion</li> </ul>   | <ul style="list-style-type: none"> <li>Drawings of still life- Kitchen items, tonal white shapes</li> <li>line, shape, tone. OIL PASTELS</li> <li>composition</li> <li>/Giorgio Morandi</li> <li>John Helion</li> </ul>   | <ul style="list-style-type: none"> <li>Textured Drawings</li> <li>Mark-making</li> <li>Tone</li> <li>Colour arranging</li> <li>Collage</li> <li>Composition</li> </ul>  |

|                 | TERM 1   | TERM 2  | TERM 3  | TERM 4  | TERM 5  | TERM 6  |
|-----------------|--|---|---|---|---|---|
|                 | <b>Media-</b> collage, black pens, black wire<br><b>Research page on Kurt Jackson</b>  | <b>Research page on Arts and crafts</b>   | <b>Research page – Jim Dine</b><br><b>Media-</b> mono-printing, coloured pens, A4 and A3 paper.   | <b>Research page – Giorgio Morandi</b><br><b>Media-</b> Soft pencils  | <ul style="list-style-type: none"> <li>Research page -John Helion</li> <li><b>Media-</b> Oil Pastels</li> </ul>   |   |
| <b>7 KS3</b>    | <b>1.Point Perspective</b><br><b>NC KS3- 1, 2, 4, 5, 6,7</b>   | <b>1. Point Perspective Landscapes</b><br><b>NC – 1, 2, 3, 4, 5, 6</b>  | <b>Still Life –Proportions</b><br><b>NC- 1, 2, 4, 6,7</b>   | <b>Still life- Michael Craig- Martin</b><br><b>NC-1, 2, 4, 6.</b>   | <b>Portraits</b><br><b>NC- 1,2, 4,5,6,7</b>   | <b>Portraits cont</b><br><b>NC-1,2,4,5,6,7</b>  |
| Learning Focus: | <ul style="list-style-type: none"> <li>1 Point Perspective</li> <li>Street scene</li> <li>Tone/ shading /textures/comp</li> <li>Look at Impressionist painting styles</li> <li>1- point perspective in Impressionist landscape paintings</li> <li>Mark making in oil pastel/ paint</li> <li>Colour mixing</li> </ul> <b>Media-</b> rulers, colouring pencils Oil pastels | <ul style="list-style-type: none"> <li>Research into Impressionism</li> <li>Mark -making-</li> <li>Oil pastels and</li> <li>Painting</li> <li>Drawing 1.point perspective landscapes</li> <li>Using Impressionism</li> </ul> Christmas Lantern-making (3-D) <b>Research page(double page on Impressionism)</b><br><b>Media-</b> rulers, pencils, oil pastels, | <ul style="list-style-type: none"> <li>Shape</li> <li>Composition</li> <li>Scale</li> <li>In and Out of Proportion</li> <li>Drawing, painting</li> <li>Shape/composition/</li> <li>Colour mixing/</li> <li>Mark-making</li> <li>Still-life</li> <li>Michael Craig-Martin</li> </ul> <b>Research page –on Michael Craig Martin</b><br><b>Media-</b> , drawing, collage | <ul style="list-style-type: none"> <li>Drawing and painting in style of Michael-Craig Martin</li> <li>Mark-making practise with paint</li> <li>Research</li> <li>Cubism still-life</li> <li>Relief</li> <li>Cardboard</li> <li>Cubist piece.</li> </ul> <b>Research page – Cubism-</b><br><b>Media-</b> Acrylic paint and pen collage | <ul style="list-style-type: none"> <li>Julian Opie style self-portrait</li> <li>Shape</li> <li>proportion</li> <li>Recording portraits/ different drawing styles</li> <li>Mark – making with paint</li> <li>I.T- PPT</li> </ul> <b>Research page-</b> Julian Opie<br><b>Media-</b> Photography, pen, acrylic paint. | <ul style="list-style-type: none"> <li>Drawing Line- 3-D wire work</li> <li>Cultural and social significance</li> <li>Symbolism</li> <li>Analysis</li> <li>Culture</li> </ul> <b>Media-</b> Print, Line, wire, 3-D mono-printing, |
| <b>8</b>        | <b>Natural Forms Photography/Drawing</b><br><b>NC-1,4,5,6,7</b>  | <b>Natural Forms Drawing/ Textiles</b><br><b>NC-1,2,3,4,5,6,7</b>   | <b>Expression - Eyes</b><br><b>NC-1,2, 3,4,5, 6,7</b>   | <b>Expression- Eyes (cont)</b><br><b>NC-1,2,3, 4,5,6,7</b>  | <b>Expression – Figures</b><br><b>NC -1,3,4,5, 6,7</b>  | <b>Expression -Figures</b><br><b>NC-1,3,4,5,6,7</b>   |
| Learning Focus: | <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> </ul>  | <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>Photography</li> </ul>  | <ul style="list-style-type: none"> <li>Drawing eyes from photographs</li> <li>Lichtenstein</li> <li>Van Gogh/ Freud</li> </ul>  | <ul style="list-style-type: none"> <li>Contextual reference</li> <li>Applied to final pieces</li> <li>2-D and 3-D pieces.</li> </ul>  | <ul style="list-style-type: none"> <li>Drawing figures from mini mannequins and life -sized models</li> </ul>   | <ul style="list-style-type: none"> <li>Contextual</li> <li>Animation (IT) reference</li> <li>2-D and 3-D final pieces</li> <li>Wire sculpture</li> </ul>  |

|  | TERM 1  | TERM 2  | TERM 3   | TERM 4  | TERM 5  | TERM 6 |
|--|---|---|--|---|---|--------|
|  | <ul style="list-style-type: none"> <li>Own Photography</li> </ul> <u>Research page- Dennis Weijkeweicz</u><br><u>Media</u> - oil pastels, own photography, print (lino) <ul style="list-style-type: none"> <li>Photography of Natural Forms</li> <li>Dennis Weijtkeweick</li> </ul> | <ul style="list-style-type: none"> <li>Tessellation /lino cuts</li> </ul> <u>Research page x2</u><br>Henry Moore/Aria Gale<br><b>Media-</b> Continuous line drawing/ shading / tone/ pen work <ul style="list-style-type: none"> <li>Repeat printing</li> <li>Tessellation</li> <li>Textile prints</li> </ul> | <ul style="list-style-type: none"> <li>Alphonso Dunn/ Lui Ferrarya</li> <li>Scale/proportion</li> <li>Mixed media</li> </ul> <u>Research pages x3</u><br>From selected artists above.<br><u>Media-</u> watercolours, ink, oil pastels, pastel pencils, biros, felt tips, colouring pens and pencils.<br>3-D cube | <ul style="list-style-type: none"> <li>Final Cube combining work from artists.</li> </ul> | <ul style="list-style-type: none"> <li>Scale/proporti on /tone</li> <li>Giacometti</li> </ul> <u>Research pages</u> on<br>Figure artists/ Giacometti / Anthony Gormley<br><u>Media-</u> Charcoal, wire, masking tape, oil pastels, paint. |        |



# Computing

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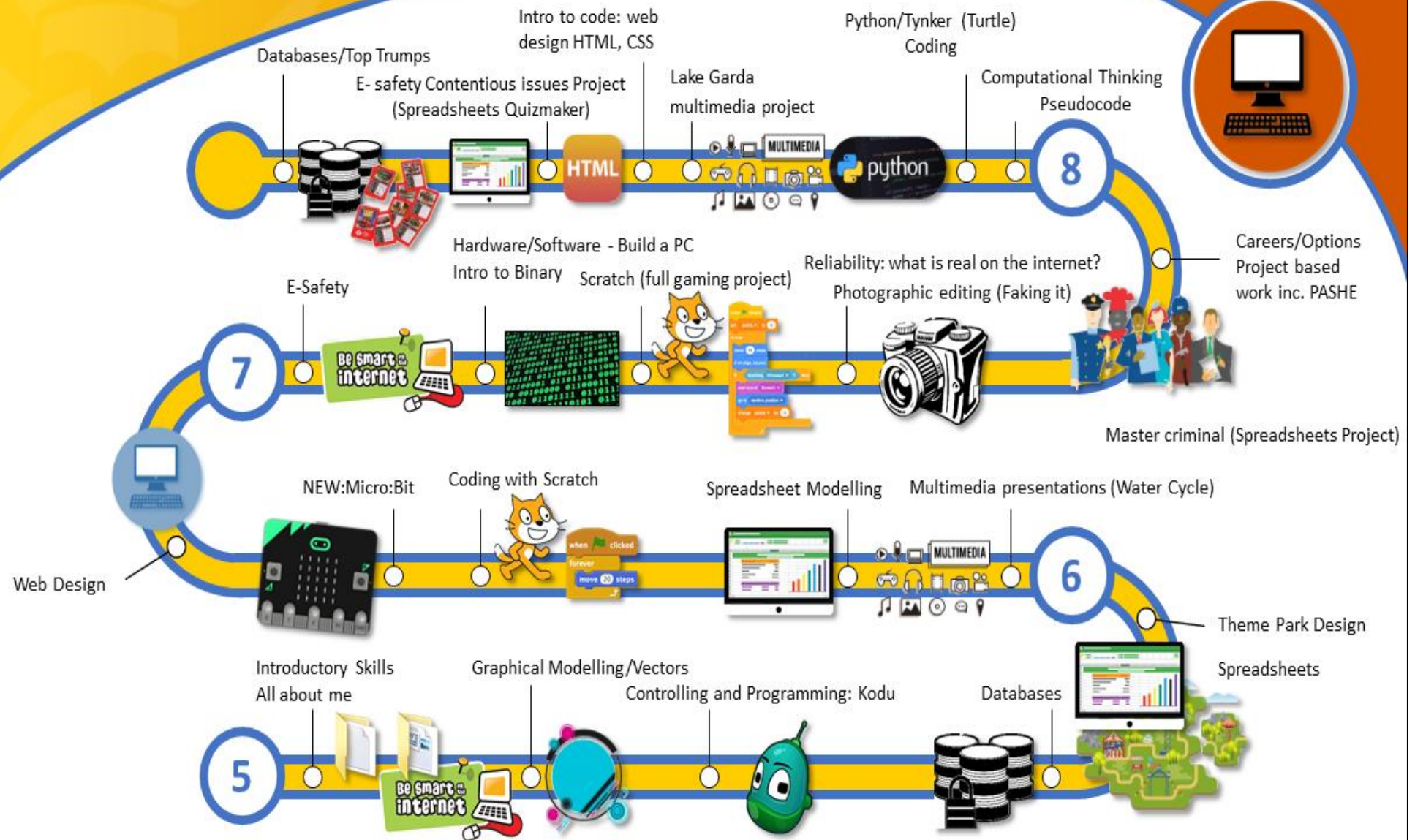
Our intention when planning and delivering the national curriculum, is to provide a high-quality computing education that equips pupils to use computational thinking and creativity to understand and change the world.

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

This is done by:

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





|  | Topic 1  |  | Topic 2   |  | Topic 3  |  |
|--|--|--|---|--|--|--|
| 5  | Computing systems and networks – Sharing information   |  | Programming – Scratch – Iterations  |  | Creating media – Vector drawing  |  |
| Computing scope  | Digital literacy<br>Computer science<br>Information technology   |  | Computer science  |  | Information technology   |  |
| Learning Foci:   | To explain that computers can be connected together to form systems<br>To recognise the role of computer systems in our lives<br>E safety  |  | To create an interactive game using simple programming blocks   |  | To identify that drawing tools can be used to produce different outcomes   |  |
| Link to national curriculum                                      | Understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration<br>Use technology safely, respectfully and responsibly   |  | Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts  |  | Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information |  |
| Links to learning in first schools or future learning at Selwood | Pupils learn the skills that will help them access the curriculum in later years at Selwood; logging on with their provided accounts and making use of the technology available to them. Pupils prior learning in eSafety will be built upon to ensure all pupils have a basic understanding of the key points of being internet sharp, alert, secure, kind and brave.     |  | From first schools, many pupils will have had hands-on experience with scratch or Scratch Jr. This first unit of programming will ensure all pupils have the foundations of programming (most importantly, order of operations) and will understand how to program a screen turtle, how to use repetition in scratch and how to plan and construct a simple program in Scratch. |  | This unit provides pupils with a great first experience of some of the Google Apps. The skills around image manipulation will be applied and used in later years when pupils make Google slides decks and websites in Year 6.  |  |
|  | Topic 1  | Topic 2  | Topic 3   | Topic 4  | Topic 5  | Topic 6  |
| 6  | Computing systems and networks –Collaboration  | Websites (Google Sites)  | Data and information – Spreadsheets   | Programming - Scratch - Selection in quizzes   | Creating media – 3D Modelling  | Programming – Scratch - Variables in games   |
| Computing scope  | Digital literacy<br>Computer science<br>Information technology   | Information technology   | Information technology  | Computer science   | Information technology   | Computer science   |
| Learning Foci:   | Learning how to work collaboratively<br>E - safety   | What makes a good website?<br>Copyrights   | To identify questions which can be answered using data  | To explain how selection is used in computer programs  | To use a computer to create and manipulate 3D digital objects  | To define a 'variable' as something that is changeable   |
| Link to national curriculum                                      | Understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration.<br>Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact. | Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content<br>Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information | Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.   | Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts<br>Use sequence, selection, and repetition in programs; work with variables and various forms of input and output | Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information | Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts<br>Use sequence, selection, and repetition in programs; work with variables and various forms of input and output |

|                             | Topic 1   |   | Topic 2  |   | Topic 3  |  |
|-----------------------------|---|---|--|---|--|--|
| Links to previous learning  | This first unit builds on the first unit from year 5. Pupils develop a deeper understanding of the internet by understanding IP addresses and packets. Pupils will be encouraged to be ‘internet kind’ by collaborating together using Google Slides.   | Once pupils understand more about how the internet works and how information can be shared over the internet, pupils in Year 6 will create a website about one of their hobbies on Google Sites. Pupils will be more discerning about the images and content they use than in Year 5, as they begin to learn about Copyright and CopyWRONG. | Pupils will learn how to use Microsoft Excel and Google Sheets to make understanding data easier. They will use basic formulae, which links effectively to pupils’ understanding of the 4 operations is Mathematics.   | Once pupils understand the basics of Iteration and using ‘Repeat’ loops, they will use this to help them write a program that can check for a condition being true or false. Pupils learn the foundational phrase ‘If this..., then that...’                                | Building upon the Year 5 learning about Vectors, pupils will begin to construct in 3D, using a variety of shapes to make a more complex design. There are links to computer-aided-design that pupils may make with the Technology faculty.   | Year 6 pupils will further expand their knowledge of programming in Scratch by using variables as placeholders in a simple game. The scoreboard activities will link into pupils’ existing knowledge from watching sporting events or playing online computer games. |
|                             | Topic 1   | Topic 2   | Topic 3  | Topic 4   | Topic 5  |  |
| 7                           | Computational Thinking & Flowcharts   | Programming – Scratch   | Clear messaging in digital media   | Introduction to Python  | Online safety: Viruses, password security and digital footprints   |  |
| Computing scope             | Computer science  | Computer science  | Information technology   | Computer science  | Digital literacy   |  |
| Learning Foci:              | To identify the 4 key concepts of computing: Decomposition, Pattern Recognition, Abstraction and Algorithms.<br>To use flowcharts to represent computing processes and basic logic.   | To use Scratch to program sub routines<br>To use code build blocks to consider, input, output, loops and waits.   | Using a range of tools to create a poster and presentation for an environmental charity  | To construct and debug a simple program in Python that can respond to user input.<br>To use If, Else and Elif.  | To build an awareness of the issues surrounding computer viruses, poor password security and their ever-increasing digital footprint<br>E safety   |  |
| Link to national curriculum | Understand several key algorithms that reflect computational thinking [for example, ones for sorting and searching]; use logical reasoning to compare the utility of alternative algorithms for the same problem design, use and evaluate computational abstractions that model the state and behaviour of real-world problems and physical systems   | Use two or more programming languages, at least one of which is textual, to solve a variety of computational problems; make appropriate use of data structures [for example, lists, tables or arrays]; design and develop modular programs that use procedures or functions   | Create, re-use, revise and re-purpose digital artefacts for a given audience, with attention to trustworthiness, design and usability  | Use two or more programming languages, at least one of which is textual, to solve a variety of computational problems; make appropriate use of data structures [for example, lists, tables or arrays]; design and develop modular programs that use procedures or functions | Understand a range of ways to use technology safely, respectfully, responsibly and securely, including protecting their online identity and privacy; recognise inappropriate content, contact and conduct and know how to report concerns.   |  |
| Links to previous learning  | This topic serves as an introduction to KS3 Computing; covering the basics of ‘Computational Thinking’. Pupils will learn problem solving techniques that can be applied across the key stage and across subjects. Pupils understand that we use ‘Repetition’ (previously learnt in Year 6) when we spot any patterns in the problem we are to solve. | Pupils use all the skills learnt in scratch in KS2 to put together a simple chat bot. This will use ‘subroutines’, which is a way of making code more efficient once pupils have recognised a pattern.  | Pupil will recap their learning of Copyright from year 6 and will begin to consider how to create a brand identity. Pupils will build on their presentation skills from year 5 and Year 6 but will be expected to make conscious decisions about the way things look taking into consideration a specific target audience. | This builds upon pupils’ prior learning in Scratch. Pupils should understand the basics of order of operation, iteration, selection and variables. Pupils will learn how to transfer these ‘block based’ skills into text-based code that is used in the real world.        | Pupils’ continued understanding of eSafety is developed as pupils begin to learn about some of the main threats online. Pupils will know what different types of viruses do and the problems they can cause, including how to keep themselves safe online by using antivirus software. |  |

|                             | Topic 1   | Topic 2   | Topic 3  | Topic 4   | Topic 5  |
|-----------------------------|---|---|--|---|--|
| 8                           | Computer networks and the Internet  | Representing data: images, sound and text   | HTML 4 and CSS: an introduction  | Python  | Mobile App development   |
| Computing scope             | Digital literacy  | Information technology  | Computer science   | Computer science  | Computer science   |
| Learning Foci:              | To understand the purpose of networks and their advantages and disadvantages.<br>To recognise the following key words: topologies, LANs, WANs, data packets and routing.  | To understand how images, sound and text are processed by computers. To link this to their underlying understanding of binary.  | To construct a website of 3-4 pages using a combination of HTML (Hypertext Mark-Up Language) and external CSS (Cascading Style Sheets).  | To construct and debug a simple program in Python that can respond to user input.<br>To use If, Else and Elif. To code efficiently using loops and functions.   | Building on their programming skills pupils will perform user research, design their app and write the code for a mobile app.<br>E safety  |
| Link to national curriculum | Understand the hardware and software components that make up computer systems, and how they communicate with one another and with other systems   | Understand how instructions are stored and executed within a computer system; understand how data of various types (including text, sounds and pictures) can be represented and manipulated digitally, in the form of binary digits | Undertake creative projects that involve selecting, using, and combining multiple applications, preferably across a range of devices, to achieve challenging goals, including collecting and analysing data and meeting the needs of known users | Understand simple Boolean logic [for example, AND, OR and NOT] and some of its uses in circuits and programming; understand how numbers can be represented in binary, and be able to carry out simple operations on binary numbers [for example, binary addition, and conversion between binary and decimal]<br>Use two or more programming languages, at least one of which is textual, to solve a variety of computational problems; make appropriate use of data structures [for example, lists, tables or arrays]; design and develop modular programs that use procedures or functions | Undertake creative projects that involve selecting, using, and combining multiple applications, preferably across a range of devices, to achieve challenging goals, including collecting and analysing data and meeting the needs of known users |
| Links to previous learning  | Building upon pupils' understanding of Networks and the Internet in Year 6, pupils now dive even deeper into the world of networking; looking at network hardware and the main advantages and disadvantages of different network types. Pupils will link to real world knowledge of experiencing connection difficulties and begin to relate this to a developing understanding of 'bandwidth'. | Linking back to learning about vectors in year 5, pupils will find out more about the different image storage formats. They will link this back to an understanding of how each format stores data in binary.                       | In Year 6, pupils created a website using Google Sites. In year 8, they will be taking this a step further by creating a website using Notepad++ and a basic understanding of HTML code.   | Pupils will create Python Code for a BBC Micro:Bit. This further develops pupils from moving from block-based coding of Micro:Bits in KS2 towards text-based coding. Pupils will understand how text-based code can help our computer systems interact with the real world.   | In year 7 pupils learned about how to begin to create a brand, in this project, pupils will consider how to plan and put together a mobile app that will appeal to an intended audience.   |



# Drama

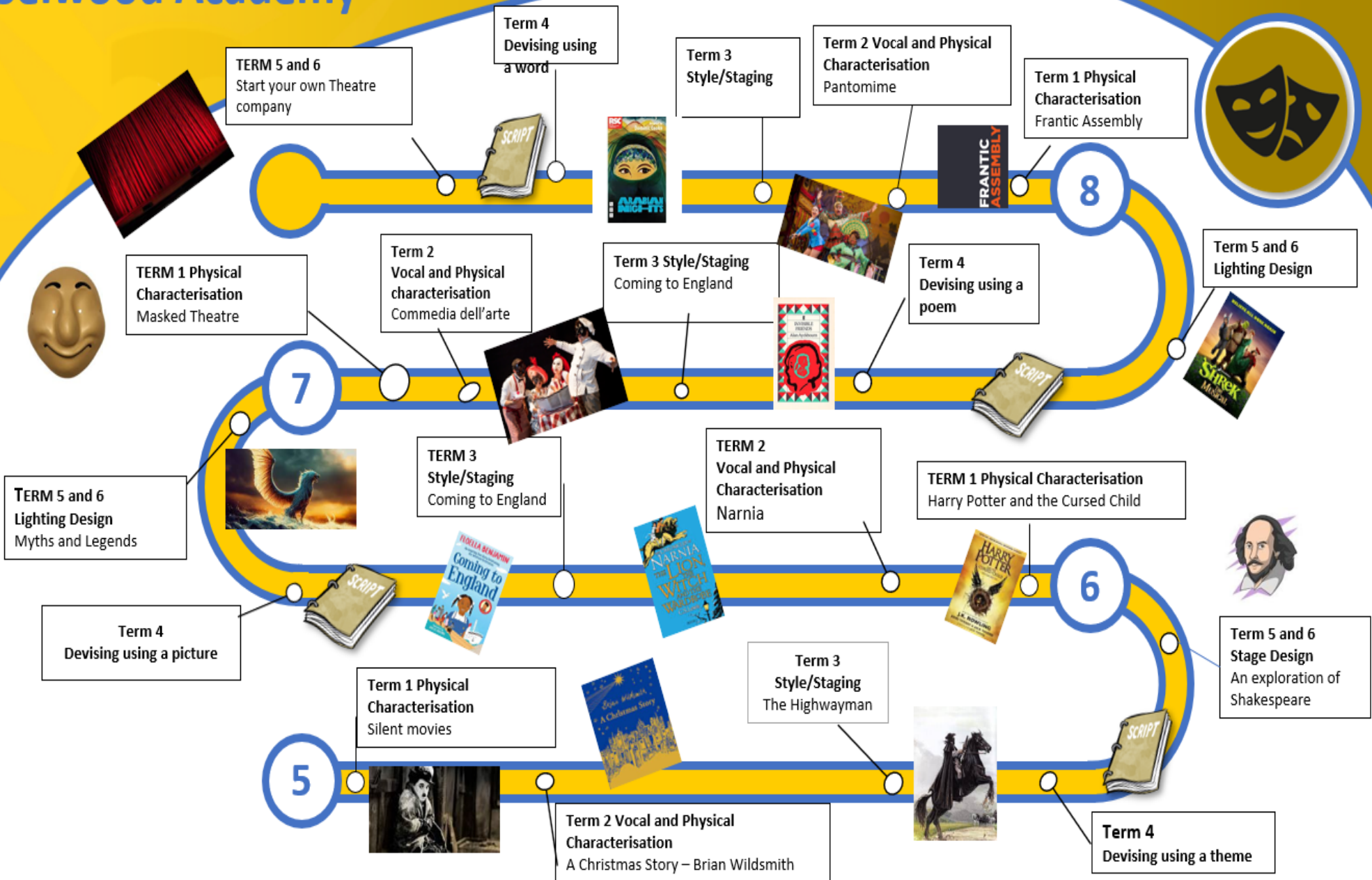
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At Selwood Academy, we believe that every pupil has the capacity for creativity. We aim to develop our pupils' understanding of dramatic theory and practice whilst enhancing their life skills, through a broad and varied Drama curriculum. Through our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



# Selwood Academy

## Drama



| Focus                     | Physical Characterisation (7 weeks)  | Vocal and Physical Characterisation (7 weeks)                       | Style and Staging (6 weeks)   | Devising (6 weeks)  | How to stage a show (11-13 weeks)   |        |
|---------------------------|--|---|---|---|---|--------|
| Why are we learning this? | So that we can use our bodies to create characters and communicate using our body language | So that we know how to use our voices to communicate as a character | So that we understand the process of staging a script and the different styles of staging | So that we are able to use our imaginations to create our own dramatic pieces | So that we understand how theatre works as a whole and the business of creating theatre |        |
|                           | Term 1   | Term 2  | Term 3  | Term 4  | Term 5  | Term 6 |
| Year 5                    | Mime   | A Christmas Story   | The Highwayman (Poetry)   | Using a theme   | Stage and Set Design<br>An Introduction to Shakespeare                                  |        |
| Learning Focus            | Facial Expressions<br>Gestures<br>Movement<br>Space  | Understanding characterisation                                      | Engaging emotionally, physically and cognitively with a story (Proscenium Arch)           | Generate ideas for a plot based on a theme                                    | Learning about and creating a set design suitable for a Shakespeare production          |        |
| Enrichment                |  | *Visiting Pantomime Company   | Using literature as a springboard for a performance                                       |   | Careers Day   |        |
| Assessment                | Performance  | Performance   | Performance   | Script/Performance  | A comprehensive, notated set design   |        |
|                           | Term 1   | Term 2  | Term 3  | Term 4  | Term 5  | Term 6 |
| Year 6                    | Harry Potter and the Cursed Child  | The Lion, the witch and The Wardrobe                                | Coming to England ( links to Windrush child in Year 6 Eng)                                | Using a picture   | Lighting design<br>Myths and Legends  |        |
| Learning Focus            | Facial Expressions<br>Gestures<br>Movement<br>Space<br>Sounscapes                          | Understanding characterisation with a focus on anthropomorphism     | Engaging emotionally, physically and cognitively with a story (Thrust)                    | Generate ideas for a plot based on a picture                                  | Learning about how directors create a lighting design for a show                        |        |
| Enrichment                |  | Visiting Pantomime Company  | Using literature as a springboard for a performance                                       |   | Careers Day   |        |

|                |  |  |  |  |  |        |
|----------------|--|--|--|--|--|--------|
| Assessment     | Performance  | Performance  | Performance  | Script/Performance                                   | A comprehensive, notated lighting design   |        |
|                | Term 1   | Term 2   | Term 3   | Term 4   | Term 5   | Term 6 |
| Year 7         | The 7 states of tension ( masks)   | Commedia dell'arte   | Imaginary friends ( Play by Alan Ayckbourn)  | Using a poem   | Costume and Make-up design Shrek   |        |
| Learning Focus | Gestures<br>Movement<br>Body positions<br>Space<br>( no facial expressions)                      | Building on the mask theatre work of Term 1, students now incorporate slapstick comedy.                      | Engaging emotionally, physically and cognitively with a story (In the round)                               | Generate ideas for a plot based on a poem            | Learning about how costumes are designed and created based on just a script.   |        |
| Enrichment     | Musical Trip   | Visiting Pantomime Company   | An introduction to the teachings of the practitioner Brecht  |  | Careers Day  |        |
| Assessment     | Performance  | Performance  | Performance  | Script/Performance                                   | End of Year Assessment<br><br>Costume and make up design for 2 characters that appear in SHREK   |        |
|                | Term 1   | Term 2   | Term 3   | Term 4   | Term 5   | Term 6 |
| Year 8         | Frantic Assembly   | Pantomime  | Arabian Nights ( RSC adaptation by Dominic Cooke)  | Using a word   | Create a theatre company   |        |
| Learning Focus | Communicating a story through movement and music using the key skills learnt through years 5 - 7 | To understand the many elements that are used to create a successful pantomime. Use of Voice and physicality | Traverse/Immersive Understanding how actors adapt their skills for an audience who are in close proximity. | Generating a script and stage design based on a WORD | Using all the skills they have learnt over the 4 years, students form their own theatre companies to develop and present their own script with costume, set and prop designs |        |
| Enrichment     | Local theatre trip   | Visiting Pantomime Company   | Play trip  |  | Careers Day  |        |
| Assessment     | Performance  | Performance  | Performance  | Script/Performance                                   | End of Year Exam ( GCSE style)   |        |



# English

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

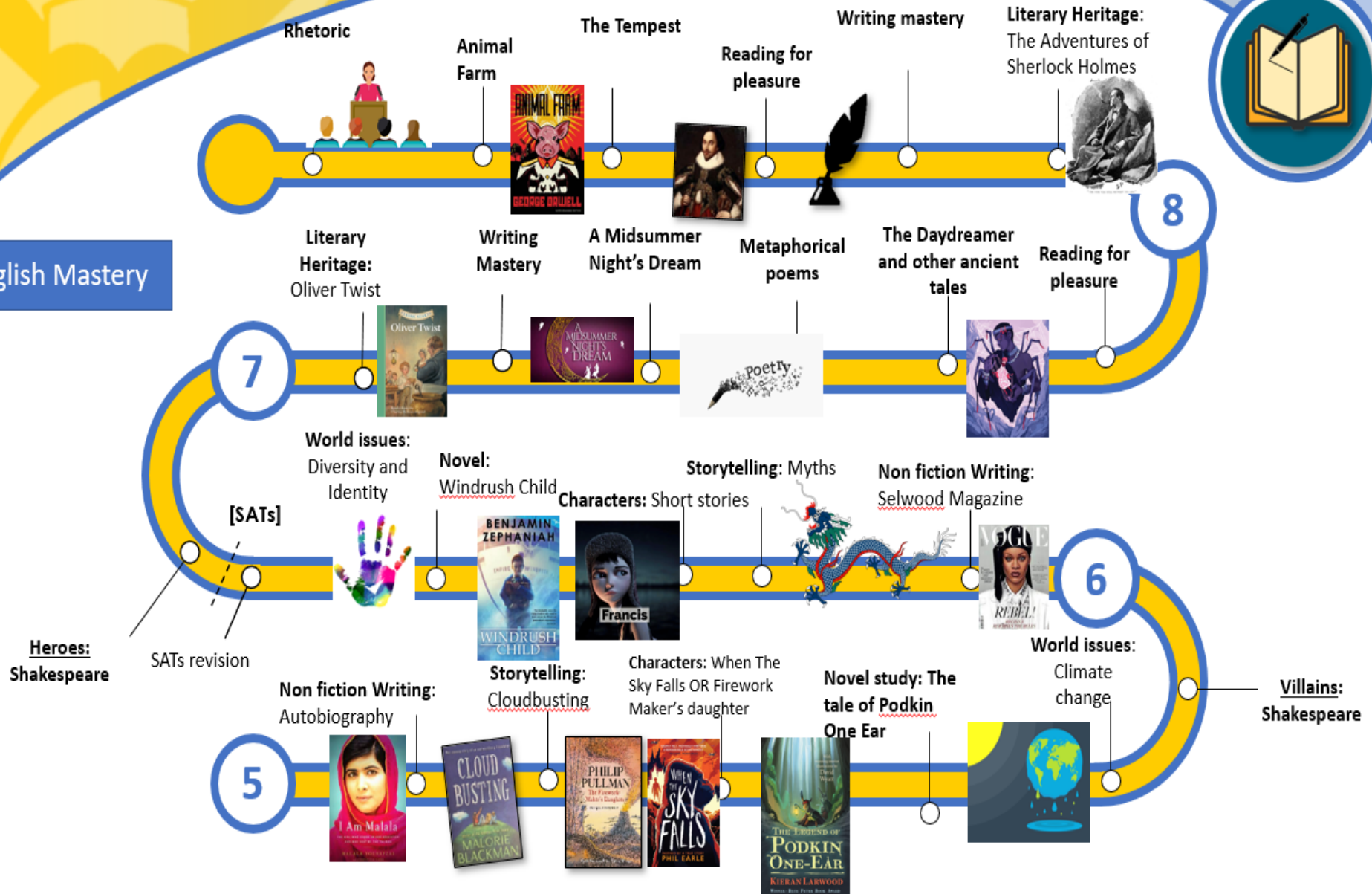
Through the teaching of writing, as well as speaking and listening skills, students are encouraged to develop their communication skills, ensuring effective communication in all subject areas, as well as life beyond Selwood. Through engagement with fiction, non-fiction, poetry and drama - students are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







## English Mastery



|                 |                   |  |  |   |  |   |
|-----------------|-------------------|--|--|---|--|---|
|                 |                   | 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<br><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.<br><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<br><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><br>- | 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<br><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><br>- | 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 Shakespearian 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<br><b>End of term:</b> Opening chapter of Dystopian story (world-building) |
| <b>Term 3</b><br>- | 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<br><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<br><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<br><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 hamartia?               | <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<br><b>End of term:</b> Podcast on a key theme + EoY exam                       |

# Geography

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





# Selwood Academy

## Geography



From Rock to soil



Crumbling Coasts: Fieldtrip to Lyme Regis



Climate Change



Weather and Climate



International Development



Using Earth's Resources



8

Our Restless Planet



Rivers



Urbanization and Population



Continent and country study: Asia. Ni hao China!



7



Glaciers



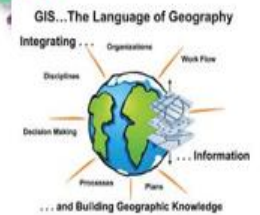
Earning a living in the UK



About the United Kingdom



Field Work: Geographic Information System. GIS



6

What is Geography? Geography and you



Where are we? Mapping and Map skills



Continent study: Africa



Country study: Kenya





| Geography               | TERM 1  | TERM 2 | TERM 3  | TERM 4 | TERM 5   | TERM 6 |
|-------------------------|---|--------|---|--------|--|--------|
| 5                       | <b>What is Geography?</b>   |        | <b>Where are we?<br/>Mapping and Map skills.</b>  |        | <b>Continent and Country study:<br/>Africa and Kenya</b>   |        |
| Learning Foci:          | <p>Key concepts: Locational Knowledge: Place Knowledge: Physical Geography: Human Geography</p> <p>Introduction to new concept of Geography as a stand-alone subject.</p> <p>Important first foundation to expand on in future years. Knowledge and skills-based module.</p> <p><b>Locational Knowledge: Place Knowledge: Physical Geography:</b></p> <p><b>Human Geography: Environmental Geography:</b></p> <p>Objectives.</p> <ol style="list-style-type: none"> <li>1. To understand that Geography is about our planet and us and is divided into strands and themes</li> <li>2. Explain the different resources they will use to study Geography</li> <li>3. Recognise the importance of location and asking questions to become a good Geographer</li> <li>4. Describe how the Iron Bridge Gorge has changed</li> <li>5. Understanding command words in order to answer questions</li> </ol> |        | <p>Key concepts: Locational Knowledge: Place Knowledge:</p> <p>How to read an OS map, use a compass, contour lines, 4/6 Grid references,</p> <p>Place Knowledge: Locational Knowledge</p> <p>Objectives</p> <ol style="list-style-type: none"> <li>1. Describe and explain how mapping has become more accurate</li> <li>2. Explain what the scale on a map tells us</li> <li>3. Explain what a mental map is and how to improve one</li> <li>4. Say how a sketch map is different from other maps</li> <li>5. Explain what grid references are used for</li> <li>6. Use Four and Six figure grid references to locate places</li> <li>7. Explain what an OS map is and use four and Six figure grid references to locate places on an OS map.</li> <li>8. Use a globe to point out the Prime Meridian and other lines of Longitude; the Equator and other lines of Latitude</li> <li>9. Explain how lines of Longitude and Latitude are used to find places</li> </ol> |        | <p>Key concepts: Locational Knowledge: Place Knowledge: Physical Geography: Human Geography</p> <p>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.</p> <p>Recap on physical/human world and introduction of 'Environment' as Geography classifications.</p> <p>Locational Knowledge: Place Knowledge: Physical Geography: Human Geography: Environmental Geography:</p> <p>Objectives:</p> <ol style="list-style-type: none"> <li>1. To explain that Africa is one of seven Continents</li> <li>2. Explain that Africa is largely shaped by its colonial history</li> <li>3. Africa has many countries that share many characteristics in terms of Human Geography</li> <li>4. Explain that the population distribution is influenced by physical features and climate</li> <li>5. Explain that Africa has a variety of physical features</li> <li>6. Understand that Africa is divided into four main Biomes.</li> <li>7. Mark and label Kenya on a map and name Countries that share her borders</li> <li>8. Name the main physical features and explain how the Rift Valley was formed</li> <li>9. Describe the pattern of rainfall across Kenya and name the climate zones</li> <li>10. Explain the growth of Kenya's population and describe problems that this may cause</li> <li>11. Give examples of poverty and inequality in Kenya</li> </ol> |        |
| Assessment              | <p>Baseline Assessment from Year 4 Curriculum. 1 Geography... and you</p> <p>Assessment Paper Year 5 end of topic assessment: Multiple choice, comprehension and disciplinary knowledge skills.</p>   |        | <p>Mapping and Map skills end of topic assessment. Multiple choice and grid references test.</p>  |        | <p>End of topic assessment: Multiple choice, comprehension and disciplinary knowledge skills: Kenya.</p>   |        |
| Progression from Year 4 | <p>Know how to use graphs to record features such as temperature or rainfall across the world</p>   |        | <p>Know and name the eight points of a compass Know how to plan a journey within the UK, using a road map</p>   |        | <p>Know what is meant by biomes and what are the features of a specific biome Label layers of a rainforest and know what deforestation is</p>  |        |

| Geography      | TERM 1   | TERM 2 | TERM 3   | TERM 4 | TERM 5  | TERM 6 |
|----------------|--|--------|--|--------|---|--------|
| 6              | <b>Fieldwork and GIS Geographic Information System</b>   |        | <b>About the United Kingdom: Earning a living in the UK</b>  |        | <b>Glaciation and Glaciers</b>  |        |
| Learning Foci: | <p>Key concept: Physical Geography</p> <p>To use fieldwork to collect, analyse and evaluate data.</p> <p>Objectives:</p> <ol style="list-style-type: none"> <li>1. Explain how Doctor John Snow used Fieldwork to save millions of people's lives from Cholera</li> <li>2. Understanding that Fieldwork starts with an enquiry question or hypothesis and involves collecting data</li> <li>3. Describe the stages involved in any fieldwork</li> <li>4. Complete a Fieldwork report, including analysis, conclusion and evaluation.</li> <li>5. Be able to name the four components of GIS and explain why it is useful to be able to switch layers on and off</li> <li>6. Explain how to use GIS maps and aerial photographs to identify crime.</li> </ol> |        | <p>Key concepts: Locational Knowledge: Place Knowledge: Physical Geography: Human Geography</p> <p>Pupils should consolidate and extend their knowledge of the World's major countries there physical and human features. 12, 000 years ago there were no people in the UK as it was too cold. Since then many immigrants have settled here: we are all descended from migrants.</p> <ol style="list-style-type: none"> <li>1. Identify Great Britain, British Isles and the United Kingdom on a map and explain why they are different</li> <li>2. Name and identify on a map the four main Nations that make up the UK.</li> <li>3. Name at least four upland areas and four rivers in the UK</li> <li>4. Explain overall patterns of weather and rainfall in the UK.</li> <li>5. Identify areas of the UK that are most and least populous</li> <li>6. Give at least six facts about the human Geography of the UK.</li> </ol> <p>Earning a living in the UK</p> <p>Human activity linked to economic in the primary, secondary, tertiary and quaternary sectors and the use of natural resources.</p> <ol style="list-style-type: none"> <li>1. Name four employment sectors</li> <li>2. Explain how the employment sector has changed in British Towns and Cities</li> <li>3. Define technology and globalization</li> <li>4. Explain how the Covid epidemic affected employment</li> <li>5. Explain how mobile phones are linked to Globalization</li> <li>6. Explain what might work look like in the future</li> </ol> |        | <p>Key concepts: Physical Geography: Environmental Geography</p> <p>Understand how Geographical processes interact to create Glaciers.</p> <p>Content starts with the last Ice Age to help pupils understand Glaciated landscapes.</p> <ol style="list-style-type: none"> <li>1. Explain what glaciers are and how they form</li> <li>2. Explain why glaciers flow and where the flow too</li> <li>3. Define Ice sheet and Mountain glacier and explain the difference</li> <li>4. Give examples of where glaciers are found on Earth today</li> <li>5. Describe the processes of erosion, transport and deposition</li> <li>6. Explain what freeze-thaw weathering is and how it affects erosion.</li> </ol> |        |
| Assessment     | Fieldwork and GIS end of topic assessment. Comprehension questions and extended writing.   |        | End of Topic assessment paper About the UK   |        | End of Topic written assessment paper: Glaciation and Glaciers  |        |

| Geography               | TERM 1   | TERM 2  | TERM 3  | TERM 4   | TERM 5  | TERM 6  |
|-------------------------|--|---|---|--|---|---|
| Progression from Year 5 | Know why most cities are located by a river Use Google Earth to locate a country or place of interest and to follow the journey of rivers, etc. Know what most of the Ordnance Survey symbols stand for Know how to use a six-figure grid  |   | Know where the main mountain regions are in the UK Know, name and locate the main rivers in the UK Know at least five differences between living in the UK and another country  |  | Know what the term Glaciation means Know how freeze-thaw action creates erosion   |   |
| 7                       | <b>Our Restless Planet</b>   | <b>Rivers</b>   | <b>Urbanisation and Population</b>  | <b>Urbanisation and Population</b>   | <b>Continent study: Asia.</b>   | <b>Country study: Ni hao China!</b>   |
| Learning Foci:          | <p>Key concepts: Physical Geography; Environmental Geography;</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.</p> <ol style="list-style-type: none"> <li>1. Name and describe the three layers that make up the Earth</li> <li>2. Explain what a tectonic plate is and why it moves. Name at least 5 tectonic plates</li> <li>3. Explain the pattern of Earthquakes and Volcanoes on a World map</li> <li>4. Explain what causes Earthquakes</li> </ol> | <p>Key concepts: Locational Knowledge: Place Knowledge: Physical Geography: Human Geography: Environmental Geography:</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.</p> <ol style="list-style-type: none"> <li>1. Describe and draw the water table with annotations</li> <li>2. Explain how rainwater reaches the river</li> <li>3. Name, define and identify different parts and</li> </ol> | <p>Key Concepts: Human Geography</p> <p>Human geography module focussed on locational knowledge and understanding and interpreting Geographical models e.g. Demographic Transition Model and Population pyramids.</p> <ol style="list-style-type: none"> <li>1. Identify and explain the Industrial Revolution as the start of Urbanisation.</li> <li>2. Explain the growth of Manchester's population in the 19<sup>th</sup> Century</li> <li>3. Give examples of Push and pull factors that draw people to urban areas</li> <li>4. Explain why slums are common in low income countries LIC</li> <li>5. Identify ways to make cities more sustainable</li> <li>6. Explain different approaches to tackling the slum problem in Lagos</li> </ol> | <p>Key concept: Human Geography</p> <p>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> <ol style="list-style-type: none"> <li>1. Explain how population and life expectancy have increased Globally</li> <li>2. Name countries that are densely and sparsely populated</li> <li>3. Identify continents with the highest and lowest population growth</li> <li>4. Explain reasons why the UK's population is growing</li> <li>5. Suggest how rising populations could create future problems for the planet</li> <li>6. State what the World's population is expected to be by 2100</li> <li>7. Describe challenges faced by Japan and Ethiopia by 2050</li> </ol> | <p>Key concepts: Locational Knowledge: Place Knowledge: Physical Geography: Human Geography: Environmental Geography:</p> <p>Locational knowledge of Asian countries and its differing environments and biomes.</p> <ol style="list-style-type: none"> <li>1. Describe the relative size of Asia and its population</li> <li>2. Describe the physical features along the border between Asia and Europe</li> <li>3. Explain the difference between a Continent and a Country</li> <li>4. Name and locate various countries in Asia and locate and name their Capital Cities</li> <li>5. Name and identify the location of major rivers, plateaus, mountain ranges and deserts in Asia</li> <li>6. Describe and compare the distribution of populations across Asia</li> </ol> | <p>Key concepts: Locational Knowledge: Place Knowledge: Physical Geography: Human Geography: Environmental Geography:</p> <p>Main focus is China. Dispelling xenophobic attitudes post COVID. Choropleth maps help embed size and differing environments. Human topics such as migration, rise of Communism, the famine, the one child policy. Chinese future.</p> <ol style="list-style-type: none"> <li>1. Name the Continent that China belongs to and give facts about China's population</li> <li>2. Outline China's history from the first Emperor to the rise of the Communist Party</li> <li>3. Describe China's different climates and compare coastal regions to inland areas</li> <li>4. Describe and explain China's population distribution</li> <li>5. Explain the creation of the Special Economic Zone in Shenzhen</li> <li>6. Describe life in Rural China and how Government plans to improve things</li> <li>7. Identify evidence that China suffers from air</li> </ol> |

| Geography         | TERM 1   | TERM 2   | TERM 3   | TERM 4  | TERM 5  | TERM 6   |
|-------------------|--|--|--|---|---|--|
|                   | 5. Explain what causes a Tsunami and why it can affect many countries<br>6. Describe what a Volcano is and draw and label a cross section of a volcano<br>7. Explain why Mount Vesuvius is such a dangerous volcano  | features of a river<br>4. Describe the processes of erosion<br>5. Describe and identify: V-shaped valley, interlocking spurs, waterfall, Gorge, meander and Oxbow lake and explain how they are formed   |  |   | 7. Explain why Asia has a range of Biomes.  | pollution and desertification  |
| <b>Assessment</b> | End of Topic Assessment: Our Restless Planet. Multiple Choice and extended written answers.  | End of topic assessment: Multiple choice and extended written answers. Rivers  | End of topic assessment: Multiple choice and extended written answers. Urbanization  | End of topic assessment: Multiple choice and extended written answers. Population   | End of topic assessment: Multiple choice and extended written answers. Continent Study Asia   | End of topic assessment: Multiple choice and extended written answers. Country Study China   |
| <b>8</b>          | <b>Using the Earth's Resources</b>   | <b>International Development</b>   | <b>Weather and Climate</b>   | <b>Climate Change</b>   | <b>Crumbling Coasts: Fieldtrip to Lyme Regis</b>  | <b>From Rock to Soil</b>   |
| Learning Foci:    | Key concepts: Human Geography Environmental Geography.<br><br>Understand through detailed place-based exemplars at a variety of scales: human Geography relating to the use of natural resources and how human activity relies on effective functioning of natural systems.<br>1. Define natural resource, renewable | Key concepts: Human Geography Environmental Geography.<br><br>Develop greater confidence using Geographical knowledge, approaches and concepts in analysing and interpreting different data sources.<br><br>1. Define inequality and extreme poverty and explain why poverty may | Key concepts: Human Geography Environmental Geography. Physical Geography<br><br>Understanding key processes in weather and climate. Understand key features of the UK weather. Interpret local weather maps, global climate maps, satellite images, climate graphs and weather data.<br>1. Explain why it is warmer at the Equator than the Poles<br>2. Describe global atmospheric circulation and | Key concepts: Human Geography Environmental Geography. Physical Geography<br><br>Understanding the key processes involved in the change of climate from the Ice-Age to the Present. Understand how human processes influence and change the climate and how human activity relies on effective functioning of natural systems.<br>1. Describe how the Earth's climate has changed | Key concepts: Human Geography Environmental Geography. Physical Geography<br><br>Study the coastal area in South West providing locational and regional knowledge. Pupils study physical processes of general coastal erosion, deposition and associated features. Data is collected via field sketches and secondary data due to time constraints.<br><br>1. Give examples of physical and human | Key concept: Physical Geography<br><br>Understand physical Geography relating to rocks, weathering and soil. Human Geography relating to natural resources.<br><br>1. Explain that rocks are made of minerals explain what a mineral is and that there are different types of rocks with a mixture of minerals<br>2. Explain how each of the main types of rocks are formed: |

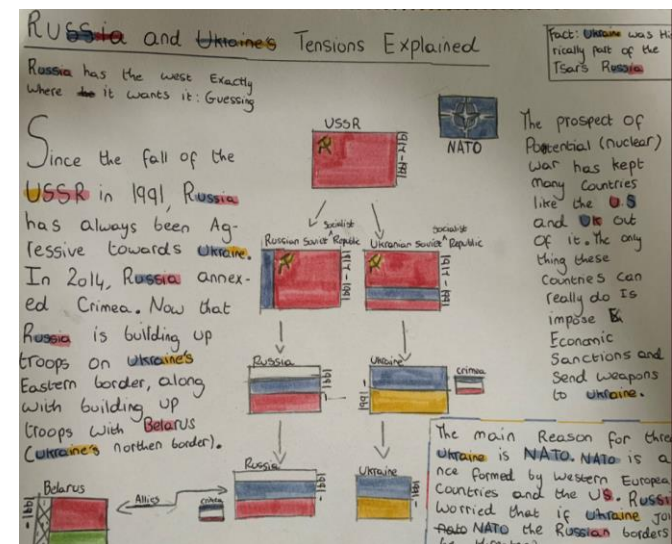
| Geography  | TERM 1  | TERM 2   | TERM 3   | TERM 4  | TERM 5   | TERM 6  |
|------------|---|--|--|---|--|---|
|            | <p>resource and non-renewable resource</p> <ol style="list-style-type: none"> <li>2. Explain what fresh water is used for</li> <li>3. Give reasons why water stress is increasing</li> <li>4. Explain how water is being used from the Ogallala Aquifer faster than nature can replace it.</li> <li>5. Give examples of what can be done to tackle water stress</li> <li>6. Explain how population growth, politics and climate change can effect food security</li> <li>7. Explain the link between food insecurity and poverty</li> </ol> | <p>increase in many countries</p> <ol style="list-style-type: none"> <li>2. Give examples of conditions you would expect to see in developed and under-developed countries</li> <li>3. Give examples of development indicators and describe how HDI varies around the World</li> <li>4. Describe Malawi's location</li> <li>5. Explain how different factors could have held back its development</li> <li>6. Explain how different reasons have held back development in some countries.</li> </ol> | <p>how the Oceans currents help to circulate heat around the Earth</p> <ol style="list-style-type: none"> <li>3. Describe high- and low-pressure weather, in winter and summer</li> <li>4. Describe why air masses have different characteristics and how they affect the UK's weather</li> <li>5. Outline how depression forms and describe the weather it brings</li> <li>6. Describe different types of rainfall and clouds</li> <li>7. Describe how tropical cyclones form and the weather that they bring.</li> </ol> | <p>through history, using graphs</p> <ol style="list-style-type: none"> <li>2. Describe the factors that influence climate change and how Scientists look for clues about past climates</li> <li>3. Use graphs to describe the relationship between global temperature and Carbon Dioxide since 1980</li> <li>4. Identify countries where emissions grew between 2000 and 2017 and which reduced emissions</li> <li>5. Explain ways of generating electricity that do not produce Carbon Dioxide</li> <li>6. Explain what actions can be taken to minimise the effects of climate change</li> </ol> | <p>processes that shape our coastline</p> <ol style="list-style-type: none"> <li>2. Explain that waves are caused by wind and explain that their strength is caused by the moon</li> <li>3. Describe the process of erosion, transport and deposition by the waves.</li> <li>4. Describe and identify coastal landforms and explain how they are formed</li> <li>5. Give examples of ways in which we use the coast</li> <li>6. Use Lyme Regis as a case study to show coastal erosion and how the coast is protected</li> </ol> | <p>Igneous, Sedimentary and Metaphoric</p> <ol style="list-style-type: none"> <li>3. Explain types of weathering and the differences between them</li> <li>4. Explain what the rock cycle is</li> <li>5. Explain what plates are and how they move around</li> <li>6. Explain how mountains are formed by plate movement</li> </ol> |
| Assessment | End of topic assessment: Multiple choice and extended written answers. Using Earths Resources   | End of topic assessment: Multiple choice and extended written answers. International Development   | End of topic assessment: Multiple choice and extended written answers. Weather and Climate   | End of topic assessment: Multiple choice and extended written answers. Climate Change   | End of topic assessment: Multiple choice and extended written answers. Field trip to Lyme Regis with preparatory and post visit assessment   | End of topic assessment: Multiple choice and extended written answers. From Rock to Soil  |



# History

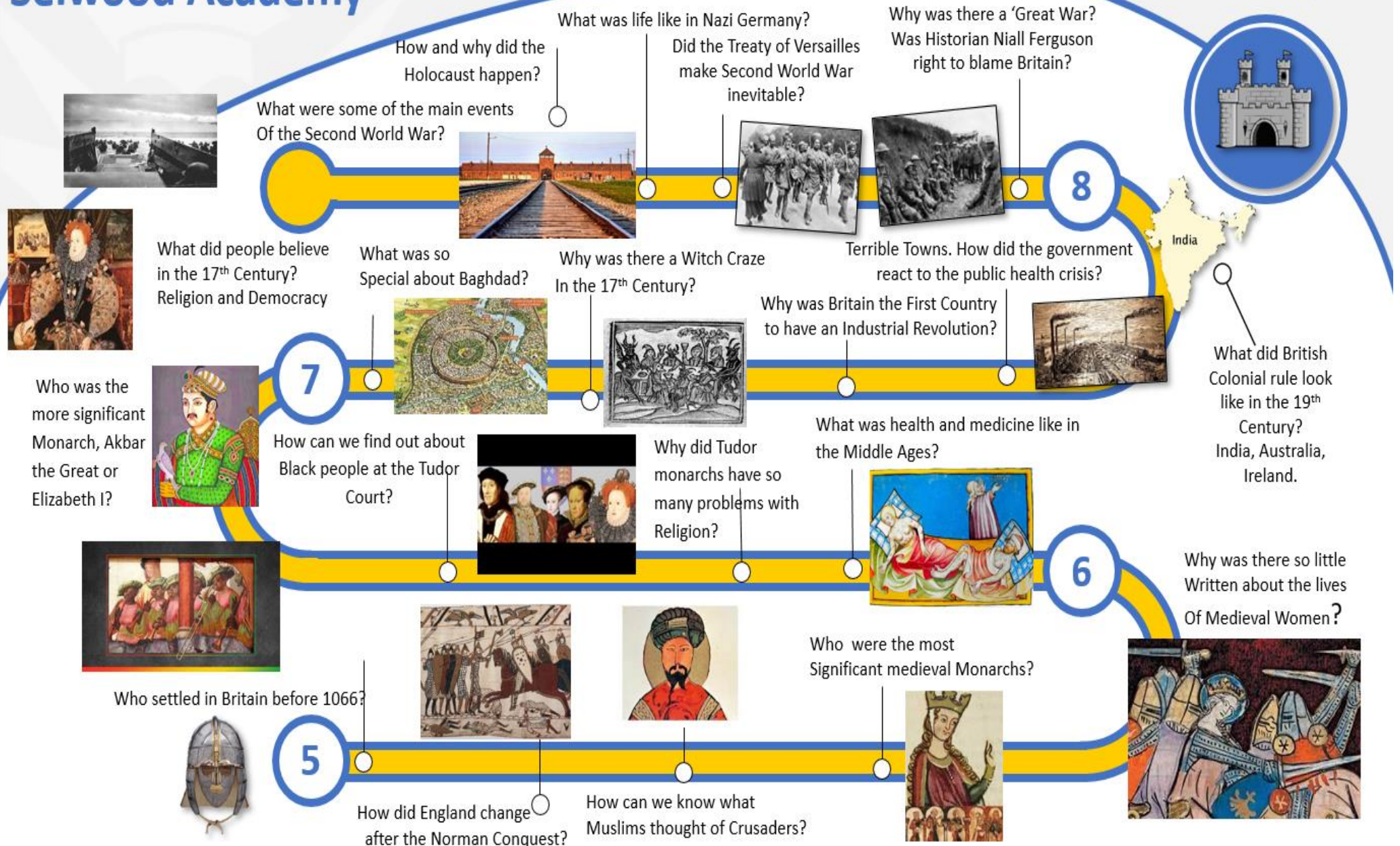
History fires pupils' curiosity to ask questions and know more about Britain's past and that of the wider World. At Selwood Academy we encourage pupils to develop a Chronological framework of British, European and World History, that will enable them to make sense of the new knowledge they acquire. History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



In Year 5 the History Curriculum aims to establish a critical platform for subsequent learning. Pupils will study through enquiry, several broad themes that they will revisit throughout Year 6, 7 and 8. Key themes include; conquest and power, monarchy and the history of women. Other themes include: chronological understanding, early Democracy and the Feudal System. They will also learn through Historiography which uses the views of contemporary and modern historians to encourage pupil's to question interpretations of the past.

| Year 5 Programme of study for History | Autumn  | Autumn   | Spring  | Spring  | Summer   | Summer  |
|---------------------------------------|---|--|---|---|--|---|
| Topic                                 | Who settled in Britain before 1066?                             | How did England change after the Norman Conquest?  | How did England change after the Norman Conquest?   | How can we know what Muslims thought of Crusaders and Invaders?   | Who were the most Significant medieval Monarchs?                           | Enough of History, what about <i>Her Story</i> ?                          |
| Content and objectives                | Describe Britain's early history before 1066                    | Investigate the contenders to the English throne in January 1066   | Analyse Williams problems after his victory at Hastings and how he dealt with them.<br>Explain how William used Castles to deal with rebellions | Explain why Jerusalem was an important city for Christians, Muslims and Jews.<br>Recall why the Pope ordered the Crusades | Examine the reigns of different medieval Monarchs and compare and contrast | Examine the rights and activities of Women in the medieval era            |
|                                       | Organise early British history in to chronological time periods | Assess the claims and judge who had the best claim to the English throne   | Examine the purpose of the Domesday survey and the Domesday book  | Define the period in History known as the Crusades.<br>Create a Timeline of Key events                                    | Identify ways in which medieval Kings and Queens ruled                     | Explain why there was so little written about the lives of medieval women |
|                                       |   | Examine the Battle of Stamford Bridge and the two contenders who fought there. What were the consequences for King Harold? | Examine how the Feudal system worked and how it helped William control England.   | Explain why Christians knew so little about Muslims in the 10 <sup>th</sup> Century                                       | Judge whether King John was a good or bad Monarch                          | List the different roles and sources about medieval women                 |
|                                       |   | Analyse the tactics used by William and Harold at the Battle of Hastings   | Outline ways which the Norman conquest changed life in England  | Analyse Muslim sources from the period to explain their views on the Franks   | Recall why Matilda believed she should have been crowned Queen in 1135     | Investigate the lives of medieval women using sources and interpretations |



|                         |  |  |  |  |   |   |
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|                         |  | Analyse the views of modern historian Marc Morris to evaluate the main reasons why William won at Hastings | Assess how the Normans changed everyday life for ordinary English people | Use a range of sources to understand historical bias and inference.  | Investigate the rule of Henry III and the First Parliament. Assess the impact of Edward I on Scotland and Wales               | Explain why more modern historians are interested in the role of women from the medieval period   |
| Assessment              |  | <b>Cause and Consequence: Why did William win the Battle of Hastings?</b>                                  |  | <b>Source Analysis:</b><br>Use all the sources from the Chapter to understand the views of Muslims towards the Crusaders   | <b>Historical Significance:</b> Assess the roles of six medieval Monarchs and make judgements on who was the most Significant | <b>Historical Interpretations:</b><br>Explain the differing interpretations of modern historians Alixe Bovey and Janina Ramirez on medieval women |
| Progression From Year 4 |  | <b>Pupils can recognise and explain a number of causes.</b>  |  | <b>Pupils can use simple explanations when identifying primary sources.</b><br>Pupils understand what inference is and that it can be used to understand meaning | <b>Pupils can use subject specific knowledge and begin to make simple judgements on the significance of Medieval Monarchs</b> | <b>Pupils can begin to recognise that Historians have different views of the past and the same events</b>   |

In Year 6 the History Curriculum aims to establish a critical platform for subsequent learning. Pupils will study through enquiry, several broad themes that they will revisit throughout Year 7 and Year 8. Theme 1 is Health and Hygiene Theme 2 is Religious change in England and later the UK. Theme 3 is Migration and Empire. Through these themes pupils will encounter key disciplinary terms such as the agency of the people who inhabited the past and their relationship to us today. To aid Pupil understanding the curriculum is taught in Chronological order, this allows them to create schema in their brain, where the past is put together like a jig-saw.

| Year 6 Programme of study for History | Autumn  | Autumn  | Spring  | Spring  | Summer   | Summer  |
|---------------------------------------|---|---|---|---|--|---|
| Topic                                 | What was health and medicine like in the Middle Ages?         | What was health and medicine like in the Middle Ages? | Why did Tudor monarchs have so many problems with Religion? | Why did Tudor monarchs have so many problems with Religion? | How can we find out about Black people at the Tudor Court?     | Who was the more significant Monarch, Akbar the Great or Elizabeth I? |
| Content and Lesson Objectives         | Identify how and why standards of health and cleanliness were | Examine the impact of Black Death on Britain          | Assess the tactics used by Henry VII                        | Explain how and why Edward VI changed                       | Identify challenges to, and methods of, exploring the lives of | Examine the reign of Akbar the Great in                               |

|            |  |  |   |  |   |   |
|------------|--|--|---|--|---|---|
|            | very different than they are today   |  | used to become more powerful  | the religion in England  | people a long time ago  | India in the 16 <sup>th</sup> Century   |
|            | Identify the main symptoms of Black Death  | Identify the variety of medical treatments in the Middle Ages                | Examine how young Henry VIII spent his time and his money.                  | Examine how and why Bloody Mary got her nickname and if she deserved it                  | Examine the presence of Africans in Britain up to the Tudor era   | Examine the Significance of the reign of Elizabeth I  |
|            | Explain what people thought caused disease at the time and how they tried to protect themselves. | Assess the theories behind the causes of disease and the treatments for them | Judge how religious Henry was as a young man                                | What was Britain like in 1558 and what was her relationship with neighbouring countries? | Investigate the lives of Black Tudors Mary Fillis and John Blanke   | Compare the reigns of the two monarchs. Explain the similarities and differences of the two monarchs. |
|            | Outline how the Black Death spread throughout the World  | How did people try to cure the sick in the Middle Ages?                      | Recall how and why Henry VIII fell out with the Pope                        | Examine the circumstances in which Elizabeth I became Queen                              | Assess the views of modern historians Miranda Kaufman and David Olasugo in how difficult it is to find out about the lives of Black people in the Tudor era | Make judgements on who was the most significant, Elizabeth I or Akbar the Great.                      |
|            |  |  | Examine how Henry's relationship with the Pope affected religion in England | Examine how Elizabeth tried to end religious chaos in Tudor England                      |   |   |
|            |  |  | Explain why some people criticised the Catholic Church                      | Examine the threat posed by Mary Queen of Scots  |   |   |
|            |  |  | Examine how Protestants got their name and what they believed               | Examine why King Phillip of Spain decided to invade England in 1588                      |   |   |
|            |  |  | Analyse the marriages of Henry VIII and his Six wives                       | Judge key reasons why the Spanish Armada failed  |   |   |
| Assessment |  | Source Analysis:   |   |  |   |   |



|                         |  |   |  |  |  |  |
|-------------------------|--|---|--|--|--|--|
|                         |  | <b>Use evidence to explain the impact of the Black Death</b>  |  |  | <b>Historical Interpretations. Explain how and Why it is difficult for Historians to find out about Black people in Tudor England</b>  | <b>Similarity and Difference: Compare and contrast the reigns of Akbar and Elizabeth. Make judgements on who is the Most Significant</b>   |
| Progression from Year 5 |  | <b>Pupils can explain differing types of sources and look for their limitations. Pupils begin to understand Bias, reliability and utility when using primary sources. . Pupils understand what inference skills are and begin to use them</b> |  |  | <b>Pupils can begin to recognise that Historians have different views of the past and the same events and begin to make judgements about why Historians might have differing views</b> | <b>Pupils can use subject specific knowledge and can make judgements on the significance. They can compare and contrast Historical individuals to explain their significance</b> |

The Year 7 curriculum continues to build on the learning from year 6. There is a progression in depth and difficulty in year 7, however the key themes of Religious change are picked up again in the unit on What did people believe in the 17<sup>th</sup> Century. The theme of health is picked up again in the Terrible towns unit which looks at 19<sup>th</sup> Century public health and the Cholera epidemics. The theme of Empire and migration is continued in the unit looking at colonial rule in the 19<sup>th</sup> Century.

There are further new themes and ideas for pupils which extend their substantive and disciplinary knowledge: Theme 1 is the changes in peoples' beliefs during the reign of the Stuart Kings, the Republic and the Interregnum, this includes a local study on Witchcraft in the Selwood Forest. Theme 2 includes technology, protest and revolution; in the units on Britain's Industrial revolution and the public health crisis. Finally theme 3 on Empire in India, Australia and Ireland. Pupils will explore British history in its place as part of a global narrative.

| <b>Year 7 Programme of study for History</b> | <b>Autumn 1</b>                            | <b>Autumn 2</b>                           | <b>Spring 1</b>   | <b>Spring 2</b>                  | <b>Summer 1</b>                               | <b>Summer 2</b>  |
|--|--|---|---|----------------------------------|---|--|
| <b>Topic</b>                                 | <b>What did people believe in the 17th</b> | <b>What was so special about Baghdad?</b> | <b>Why was there a Witch Craze In the 17th Century?</b> | <b>Why was Britain the First</b> | <b>Terrible Towns. How did the government</b> | <b>What did British Colonial rule look like in the 19th Century?</b> |

|                        | Century? Religion and Democracy  |   |  | To have an Industrial Revolution?   | react to the public health crisis?  | India, Australia, Ireland.  |
|------------------------|--|---|--|---|---|---|
| Content and objectives | To what extent was Charles I to blame for the English Civil War 1642-1648?   | Examine the spread of Islam and the creation of the City of Baghdad                               | Outline why Witchcraft was so widely believed in the 17 <sup>th</sup> Century                            | Explain how factories caused the population of towns to increase  | Investigate what life was like for ordinary people in towns and cities in the 19 <sup>th</sup> Century          | Explain the terms 'Empire' 'Colonialism' how did Britain create an Empire 1776-1916   |
|                        | Explain the other main causes of the ECW 1642.<br><br>Examine which sections of society supported each side during the Civil War | Analyse the role of Al Mansur in the creation of Baghdad  | Identify how and why people were accused of Witchcraft   | Evaluate the impact of steam power on factories   | Discover why disease was so common in the 19 <sup>th</sup> Century  | Explain how Britain used the following to create her Empire; Political dominance, Economic exploitation, Culturalism: Racism. |
|                        | Explain why a group of Catholics wanted to blow up King James and his Parliament   | Summarise what ideas and goods were brought to Baghdad in the 8 <sup>th</sup> and Ninth Centuries | Use evidence from local Historian to explain why people were accused of Witchcraft in the Selwood Forest | Describe the working conditions for children in the factories   | Use primary sources to explain why there were successive Cholera epidemics in Britain                           | Investigate Settler colonialism in Australia  |
|                        | Summarise why Parliament needed to improve its army<br><br>Examine why King Charles I was put on trial and sentenced to death    | Apply key information about Baghdad to create a set of treasure cards.                            | Explain what sort of people were likely to be accused and by whom, in the Selwood Forest area            | Use primary sources to assess why it is difficult to find out what life was really like for children working in the factories | Explain why the Government was slow to improve public health  | Use sources to develop understanding of how the East India Company took control of India                                      |
|                        | Define the terms 'Republic' and 'Interregnum'. Explain how Oliver changed England after 1649                                     | Describe five ways in which Muslim minds changed the World  | Investigate the trials of accused Witches in the Selwood Forest  | Explain why work for children in the mines was so dangerous during the 19 <sup>th</sup> Century                               | Evaluate the contribution of key individuals: John Snow, Joseph Bazalgette, Florence Nightingale, Mary Seacole. | Identify ways in which the Indian people resisted British rule  |

|                         |  |   |  |   |   |   |
|-------------------------|--|---|--|---|---|---|
|                         | Use primary and secondary evidence to judge whether Oliver Cromwell was a Hero or Villain  |   | Explain the role of Witch Hunters in the 17 <sup>th</sup> Century 'Witch Craze'  | Examine reforms and explain why some factory owners were reluctant to change working conditions   | Identify whose role it was to catch criminals in 1800. Explain the terms 'Capital crime' and 'Transportation'   | Assess the views of modern historians and interpretations of what British colonialism looked like in Ireland in the nineteenth century?               |
| Assessment              | <b>Historical Interpretations:</b><br><b>Use Historiography through time to decide if Oliver Cromwell was a hero or villain</b>  | <b>Historical Significance:</b> Explain why Baghdad was so special.   | <b>Source analysis,</b> use evidence to explain the views of James I on 'Divine Right' and 'Witchcraft'  | <b>Cause and consequence:</b> Essay assessment, to what extent did British entrepreneurs cause the Industrial revolution  | <b>Historical Significance:</b> Explain the significance of Florence Nightingale in the development of nursing  | <b>Compare and contrast:</b> Write an essay assessment which describes and explains the different ways that Britain created and maintained her Empire |
| Progression from Year 6 | <b>Pupils recognise that Historians have different views of the past and the same events and begin to make judgements about why Historians might have differing views and how those views change over time</b> | <b>Pupils can use subject specific knowledge and can make judgements on the significance. Pupils can apply substantive facts on the development of Islam to create a disciplinary argument.</b> | <b>Pupils can explain differing types of sources and look for their limitations. Pupils understand Bias, reliability and utility when using primary sources. Pupils begin to use primary and secondary sources to create narratives of the past. Pupils can use inference skills to understand meaning</b> | <b>Pupils can recognise and explain a number of causes. They can make links between some of the causes and apply substantive knowledge to create narratives</b> | <b>Pupils can use subject specific knowledge and can make judgements on the significance. They can compare and contrast Historical individuals to explain their significance. They can begin explain range of criteria used to decide if someone is significant</b> | <b>Pupils can compare and contrast Historical individuals and events and apply the substantive knowledge to create narratives</b>                     |

Year 8 programme of study builds on the previous learning and themes. The topics become progressively more rigorous and more disciplinary knowledge has to be applied. The themes of power and conquest are picked up again as is the theme of Democracy and Historiography using the views and opinions of contemporary and modern historians. The theme of Agency is also revisited when pupil's study the Holocaust and the lost voices of the Millions who were murdered

| Year 8 Programme of study for History | Autumn 1   | Autumn 2  | Spring 1   | Spring 2  | Summer term   |
|---------------------------------------|--|---|--|---|---|
| Topic                                 | Why was there a 'Great War'?<br>Was Historian Niall Ferguson right to blame Britain? | What was life like in Nazi Germany?                               | Did the Treaty of Versailles make Second World War inevitable?                     | How and why did the Holocaust happen?   | What were some of the most Significant Events of the Second World War?                  |
| Content and objectives                | Identify the short and long term causes of the Great War                             | Assess how life changed for Germans under Nazi rule               | Examine the build up to outbreak of war in 1939                                    | Introduction: What was the Holocaust? Define a meaning.<br>Examining a family in the Holocaust. Who murdered Barny Greenman?                      | Identify reasons why the Dunkirk evacuation could be seen as both a success and Failure |
|                                       | Explain how the assassination of Archduke Ferdinand triggered the War                | Explain how the Nazis justified the way they ruled                | Assess the views of modern historians relating to the outbreak of war              | Examine the lives of Jewish people in Europe before the Second World War<br>Analyse the prejudice faced by Jews.                                  | Examine the German plan to invade Britain in 1940 and the Battle of Britain             |
|                                       | Outline reasons why men from Britain and the Empire chose to fight.                  | Analyse the role of women in Nazi Germany                         | Interpretation analysis: Use cartoons to assess the differing views of appeasement | Explain how the Nazis encouraged Germans to hate their Jewish neighbours?<br>Examine; what was a ghetto and why did the Nazis create them?        | Identify key turning points in the War: Stalingrad, El Alamein and D-Day                |
|                                       | Examine the typical experiences of a British soldier in the trenches                 | Explain how the lives of young people changed during the Nazi era | Outline the sequence of main events of the Second World War                        | Interpret evidence to decide; how do we know what the Nazis and their collaborators did in Russia 1941-1942?<br>Analyse the Holocaust by bullets. | Was the bombing of Dresden justified?   |
|                                       | Examine some of the key battles of the First World War                               | Describe and explain Nazi attitudes to disabled people in Germany | Define the terms Blitz and Blitzkrieg, explain the                                 | Investigate; what was the Final Solution? When and why did the Nazis decide   | Examine the contribution played by soldiers from the British Empire                     |

|                         |  |  |  |   |  |
|-------------------------|--|--|--|---|--|
|                         |  |  | early success of the Axis forces   | to murder every Jewish person in Europe?  |  |
|                         | How did the First World War change medicine?<br>Explain the links between war and medical progress   | Explain how education changed during the Nazi era  | Explain the success of German attacks on the West using the Blitzkrieg tactic  | Investigate death marches and the end of the war.<br>Analyse ways in which Jewish people tried to resist the Holocaust  | Why did the USA drop the Atomic bomb?  |
|                         | Explain how the war ended and the consequences for European Nations  | Explain Nazi race theory 'Eugenics' and how it was used during the Nazi era  |  | What happened to the victims and the perpetrators at the end of the Holocaust?  |  |
| Assessment              | <b>Source analysis: Use primary sources to judge whether the British army were Lions led by Donkeys</b>  | <b>Historical Interpretation: How have historian's interpreted Nazi propaganda?</b>  | <b>Source analysis: Use a range of primary sources to explain different views of the Treaty of Versailles</b>  | <b>Causation: How and Why did the Holocaust happen?</b>   | <b>Historical Significance: How and why do we remember D-Day?</b>  |
| Progression from Year 7 | Pupils can explain different types of sources and look for their limitations. Pupils understand Bias, reliability and utility when using primary sources. Pupils can confidently use primary and secondary sources to create narratives of the past. Pupils confidently use inference skills to understand meaning | Pupils recognise that Historians have different views of the past and the same events and begin to make judgements about why Historians might have differing views and how those views change over time. Pupils can apply their knowledge to understand four different historical perspectives | Pupils can explain different types of sources and look for their limitations. Pupils understand Bias, reliability and utility when using primary sources. Pupils can confidently use primary and secondary sources to create narratives of the past. Pupils confidently use inference skills to understand meaning | Pupils can recognise and explain a number of causes. They can make links between some of the causes and apply substantive knowledge to create narratives. Pupils can recognise multi- casual factors and analyse which are more important | Pupils can use subject specific knowledge and can make judgements on significance. They can compare and contrast Historical individuals to explain their significance. They can begin explain range of criteria used to decide if someone is significant. Pupils can use case studies to form their own criteria and apply substantive knowledge to explain why an event is historically significant |



# Languages

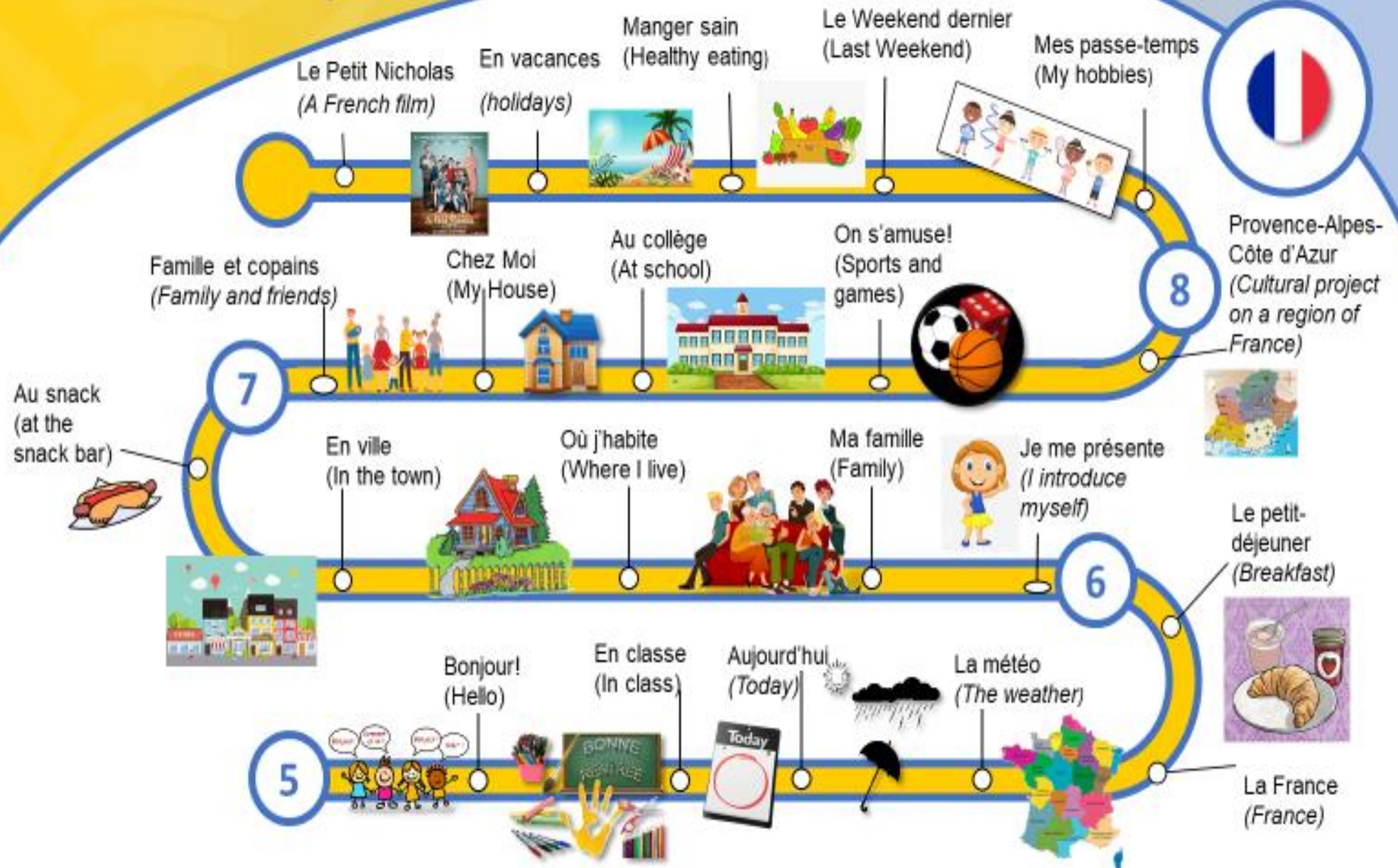
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At Selwood, we believe that learning a foreign language provides a valuable educational, social and cultural experience for pupils. Pupils develop communication and literacy skills that lay the foundation for future language learning. They develop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



# Selwood Academy

## French



|                      | TERM 1   | TERM 2   | TERM 3  | TERM 4  | TERM 5   | TERM 6  |
|----------------------|--|--|---|---|--|---|
| Year 5               | Bonjour!<br>Hello  | En classe<br>In class  | Aujourd'hui<br>Today  | La météo<br>The weather   | La France<br>France  | Le petit-déjeuner<br>Breakfast                |
| <b>Learning foci</b> | Greetings and farewells<br>How are you?<br>Name<br>Alphabet                        | Classroom objects<br>Numbers 1-12<br>Age                     | Days of the week<br>Numbers 1-31<br>Months<br>Giving the date | Weather expressions<br>Weather and days of the week<br>Weather and months of the year | Map of France (link to weather and points of the compass)<br>Learning about France | French breakfast<br>Opinions<br>Numbers 1-100 |
| <b>Grammar</b>       | Using <i>je</i> and <i>tu</i><br>Asking questions<br>Accents<br>Phonics and sounds | Using <i>j'ai</i><br>Nouns<br>Masculine, feminine and plural | Using <i>c'est</i>  | Using <i>il y a</i> , <i>il</i> and <i>il fait</i>                                    |  | Using <i>je voudrais</i>                      |
| <b>Enrichment</b>    |  | Christmas in France  |   | Easter in France  |  | French breakfast                              |
| <b>Assessment</b>    | Reading from linguascope<br>Spellings<br>Google forms quiz                         | Listening from linguascope                                   | Reading and writing<br>Google forms quiz                      | Listening   | Quiz on google forms   | Dialogue with partner - le petit déjeuner     |

|                      | TERM 1  | TERM 2                  | TERM 3                                       | TERM 4  | TERM 5 | TERM 6  |
|----------------------|---|-------------------------|--|---|--------|---|
| Year 6               | Je me présente<br>I introduce myself  | Ma famille<br>My family | Où j'habite<br>Where I live                  | En ville<br>In the town   | SATS   | Au snack<br>At the snack bar                      |
| <b>Learning foci</b> | Greetings and farewells<br>How are you<br>Name<br>Alphabet<br>Numbers 1-20<br>Age<br>Days of the week | Pets<br>Family          | Where you live<br>Countries<br>Nationalities | Saying what there is in your area<br>Asking about places in the town<br>Asking for directions |        | Ordering drinks and snacks<br>Ordering ice creams |

|                   |   |  |   |   |  |                          |
|-------------------|---|--|---|---|--|--------------------------|
|                   | Numbers 1-31<br>Months<br>Giving the date and<br>your birthday  |  |   |   |  |                          |
| <b>Grammar</b>    | Using <i>je, tu, il, elle</i><br>Asking questions<br>Accents<br>Phonics and sounds<br>Using <i>j'ai</i><br>Using <i>c'est</i> | Using <i>mon, ma, mes</i><br>Using <i>j'ai</i><br>Plurals<br>Masculine and<br>feminine | <i>à, en, au</i><br>Using the verb<br><i>habiter</i><br>Using <i>je suis</i><br>Adjectival<br>agreement | Using <i>Est-ce qu'il y a...?</i><br>Understanding the<br>difference between<br><i>tu</i> and <i>vous</i> |  | Using <i>je voudrais</i> |
| <b>Enrichment</b> |   | Christmas in France  |   | Une visite à Paris<br>Virtual tour up the<br>Eiffel Tower   |  |                          |
| <b>Assessment</b> | Reading<br>comprehension<br>Quiz  | listening  | Reading<br>Writing  | Speaking  |  | Quiz                     |

|                      | TERM 1  | TERM 2  | TERM 3   | TERM 4  | TERM 5   | TERM 6                        |
|----------------------|---|---|--|---|--|-------------------------------|
| <b>Year 7</b>        | Moi, ma famille et<br>copains                         | Chez moi  | Au collège   | On s'amuse  | On s'amuse   | Provence-Alpes<br>Côte d'Azur |
| <b>Learning foci</b> | Family<br>Pets<br>Physical description<br>Personality | Where you live<br>Countries<br>Nationalities<br>Types of house<br>Location<br>Rooms in the<br>house<br>Describing my<br>bedroom | Daily routine<br>School subjects<br>Opinions<br>Reasons<br>Telling the time<br>Timetable | Sports you play<br>Sports you do<br>Additional verbs – I<br>go, I watch, I listen,<br>I read<br>Opinions<br>Reasons | Weather phrases<br>Linking the<br>weather to your<br>hobbies | Studying an area of<br>France |
| <b>Grammar</b>       | Using <i>je, tu, il, elle</i><br>Asking questions     | <i>à, en, au</i>  | Using reflexive<br>verbs   | Using opinion<br>phrases  | Using <i>quand</i> and <i>si</i>                             |                               |

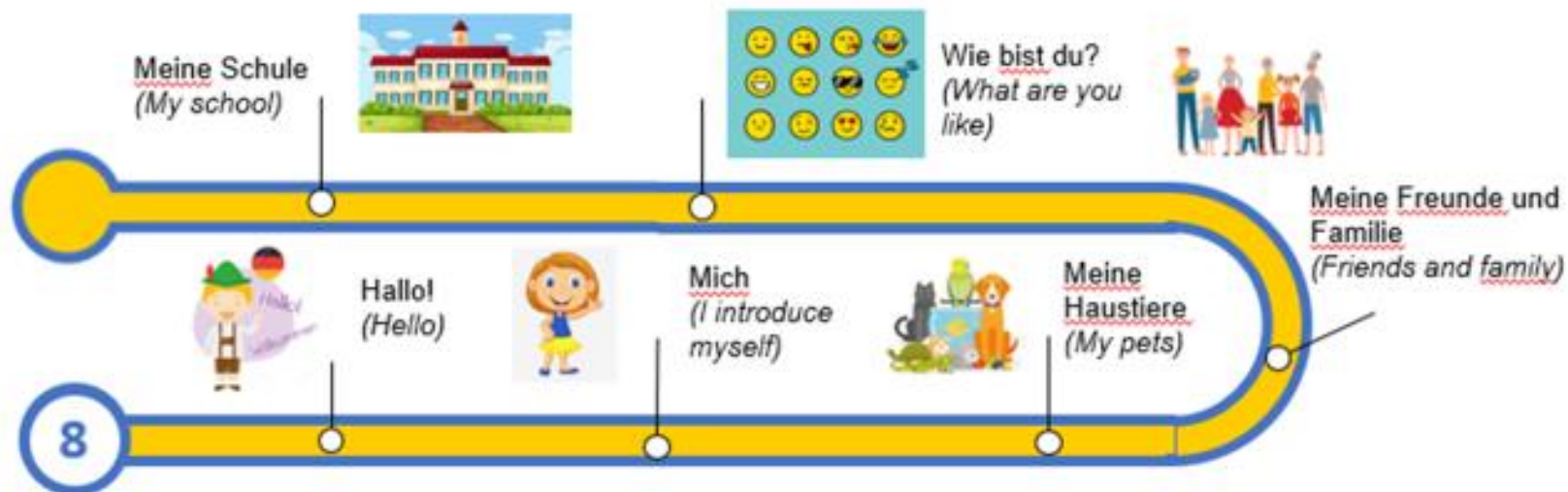
|                      |   |   |  |  |   |  |
|----------------------|---|---|--|--|---|--|
|                      | Using <i>avoir</i> and <i>être</i><br>Using negatives<br>Masculine, feminine, plural<br>Intensifiers<br>Using the comparative | Using the verb <i>habiter</i><br>Using prepositions<br>Adjectival agreement           | Using <i>nous</i><br>Giving opinions<br>Using intensifiers and connectives | The verbs <i>jouer</i> and <i>faire</i>                          |   |  |
| <b>Enrichment</b>    |   |   | Talking about a French school  |  |   | Studying the history, geography, art and music of a region |
| <b>Assessment</b>    | Writing and listening   | Reading   | Reading and listening  | Speaking   | Writing   | Quiz on google forms                                       |
|                      | TERM 1  | TERM 2  | TERM 3   | TERM 4   | TERM 5  | TERM 6   |
| <b>Year 8</b>        | Moi et ce que j'aime  | Le week-end dernier   | Le week-end dernier  | Manger sain  | En vacances   | Le Petit Nicolas   |
| <b>Learning foci</b> | Revision of <i>moi et ma famille</i><br>Hobbies<br>Opinions and reasons<br>At the leisure centre                              | Last weekend with hobbies<br>TV programmes and opinions                               | Last weekend with hobbies  | Food<br>French meals<br>Eating at a restaurant<br>Healthy eating | Describing what you usually do on holiday, a past holiday and a holiday destination in the future | Studying a French film – Le Petit Nicolas                  |
| <b>Grammar</b>       | Using opinion phrases with the infinitive<br>Using <i>on peut</i><br>Using <i>aller + infinitive</i>                          | Using <i>avoir</i> for the past tense<br>Irregular past participles with <i>avoir</i> | Using <i>être</i> for the past tense                                       | Using <i>aimer</i> and <i>preferer, manger and boire</i>         | Using the three main time frames<br>Using different verbs and the infinitive                      |  |
| <b>Enrichment</b>    |   | Virtual visits to theme parks   |  |  |   |  |



|            |                    |                     |         |           |         |                         |
|------------|--------------------|---------------------|---------|-----------|---------|-------------------------|
| Assessment | Reading<br>Writing | Translation<br>Quiz | Writing | Listening | Writing | Quiz on google<br>forms |
|------------|--------------------|---------------------|---------|-----------|---------|-------------------------|

# Selwood Academy

## Languages



|                      | TERM 1   | TERM 2  | TERM 3   | TERM 4  | TERM 5  | TERM 6                       |
|----------------------|--|---|--|---|---|------------------------------|
| Year 8               | Hallo!<br>Hello  | Mich!<br>Me   | Meine Familie<br>My family                       | Wie bist du?<br>What are you like?                          | Wie bist du?<br>What are you like?                          | Meine Schule                 |
| <b>Learning foci</b> | Greetings and farewells<br>How are you<br>Name<br>Alphabet   | Numbers 1-31<br>Age<br>Months<br>Giving your birthday | Pets<br>Family                                   | Describing yourself and others – appearance and personality | Describing yourself and others – appearance and personality | School subjects and opinions |
| <b>Grammar</b>       | Using <i>ich</i> and <i>du</i><br>Asking questions<br>Phonics and sounds<br>The verb <i>heißen</i> | The verbs <i>sein</i> and <i>haben</i>                | Nouns<br>Masculine, feminine, neutral and plural | Using connectives <i>und, aber, oder,</i>                   | Using connectives <i>weil, obwohl</i>                       | Using <i>opinion phrases</i> |
| <b>Assessment</b>    |  | Vocabulary test                                       |  | Reading test  |   | Writing test                 |

# Maths

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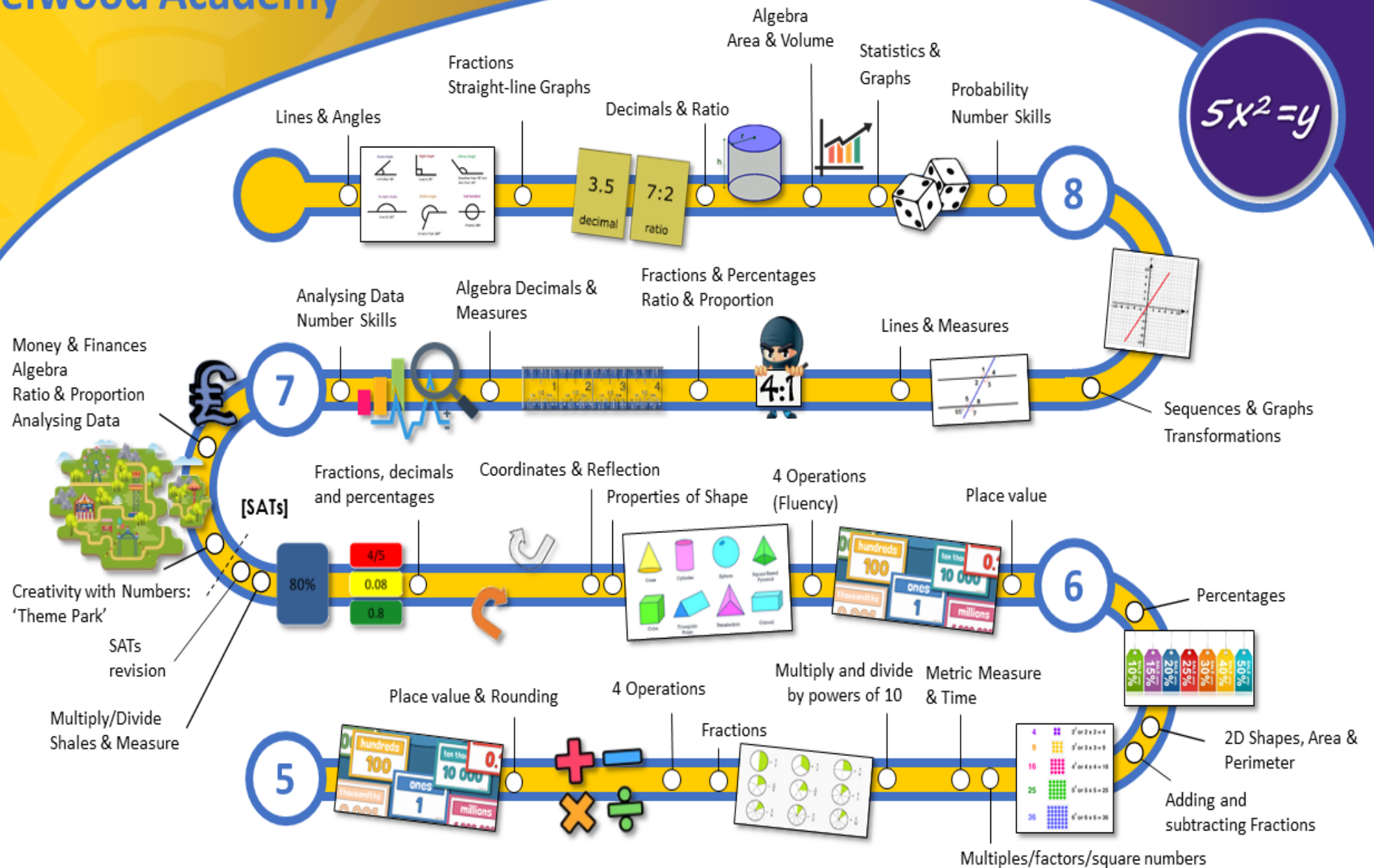
In Maths, our curriculum follows a mastery approach where children study topics in detail and build on these throughout their time at our school. They are challenged to build upon prior knowledge and work through fluency, reasoning and problem-solving questions that ensure all learners are challenged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



$$5x^2 = y$$



$$5x^2 = y$$



| MATHS                         |   |  |  |   |   |                        |
|-------------------------------|---|--|--|---|---|------------------------|
| Year 5                        | 1. Place Value<br>2. Addition and subtraction<br>3. Multiplication and Division<br>4. Negative numbers  | 1. Multiplication and Division<br>2. Fractions   | 1. Fractions<br>2. FDP<br>3. Perimeter and area  | 1. Converting units<br>2. Shape<br>3. Volume  | 1. Position and direction   | End of year Assessment |
| Skills and Knowledge Assessed | 1. Read, write and compare whole number and decimals, up to 5 digits and 3 d.p.<br>2. Count forward/backward in powers of 10.<br>3. Round whole numbers and decimals to 1 d.p.<br>4. Use column addition and subtraction with whole numbers.<br>5. Use mental addition and subtraction, including fluency of number bonds, to solve problems.<br>6. Explore methods for formal multiplication: grid method, column method<br>7. Solve problems involving negative numbers | 1. Calculate with short division, one-digit divisor.<br>2. Recognise prime numbers and solve problems that include multiples, factors, primes and squares<br>3. Multiply/divide whole numbers and decimal numbers by 10/100/100<br>4. Explore what a fraction is, represent pictorially and abstractly.<br>5.. Create and recognise equivalent fractions. pictorially, and through multiplying or dividing<br>6. Order and compare fractions, especially through pictorial methods.<br>7. Fluently convert between improper fractions and mixed numbers.<br>8. Add and subtract with fractions, including finding common denominators. | 1. Multiply and divide fractions by integers<br>2. Convert between decimals and fractions.<br>3. Represent decimals as fractions (at least tenths)<br>4. Equivalent Fractions, Decimals and Percentages.<br>5. Solve problems using area and perimeter of rectangles, and compound shapes. | 1. Convert between metric measures including length, weight, and time.<br>2. Measure and draw angles with a protractor.<br>3. Classify angles and calculate angles around a point and on a straight line.<br>4. Calculate missing angles in shapes<br>5. Recognise properties of 2-D and 3-D shapes.<br>6. Identify volume and capacity | 1. Solve problems involving position on a grid and translation.<br>2. Solve problems using reflection and symmetry.<br>3. Use and interpret line graphs |                        |



| MATHS                               |  |  |   |  |  |   |
|-------------------------------------|--|--|---|--|--|---|
| Year 6                              | 1. Place Value-<br>including decimals<br>2. 4 Operations<br>3. Measures  | 1. Fractions<br>2. Fractions, decimals<br>and percentages  | 1. Area and Perimeter<br>2. Shape<br>3. Position and<br>Direction   | 1. Ratio & Proportion<br>2. Algebra<br>MOCK SATS week  | 1. SATs<br>2. Money & Finances   | 1. Sequences<br>2. Algebraic notation   |
| Skills and<br>Knowledge<br>Assessed | 1. Read, write and compare whole numbers, decimal numbers up to 8 digits and 3 d.p<br>2. Solve problems involving rounding of whole numbers and decimals.<br>3. Solve problems involving negative numbers<br>4. Solve problems using column addition and subtraction, including multi-step problems<br>5. Recognise prime numbers and solve problems that include multiples, factors, primes and squares<br>6. Consolidate preferred method of multiplication and solve problems.<br>7. Solve problems involving short division, including 2-digit divisors<br>8. Solve problems involving the order of operations (BIDMAS)<br>9. Solve problems requiring metric conversions. | 1. Recognise and calculate with equivalent fractions.<br>2. Compare and order fractions, using knowledge of equivalent fractions and common denominators.<br>3. Add and subtract fractions and mixed numbers.<br>4. Multiply and divide fractions: by whole numbers and by fractions.<br>5. Calculate fractions of an amount.<br>6. Calculate percentages of amounts<br>7. Solve problems using FDP equivalence, especially in a reasoning context | 1. Solve problems calculating area and perimeter – including area of a triangle.<br>2. Calculate volume of cuboids.<br>3. Identify nets of 3D shapes<br>4. Calculate missing angles on a straight line, around a point and within shapes such as triangles.<br>5. Draw shapes accurately including 3D nets.<br>6. Solve problems involving translation and reflection.<br>7. Read and interpret line graphs<br>8. Identify parts of a circle.<br>9. Draw and interpret pie charts | 1. Recognise ratios, simplify them, and divide quantities into a ratio.<br>2. Solve problems involving similar shapes and scale factors<br>3. Use substitution.<br>4. Satisfy an equation using reasoning and trial and improvement<br>5. Solve multi-step equations<br><br>MOCK SATs week with revision sessions. | REVISION WEEKS and SATs Tests.<br><br>Financial learning including:<br>1. Budgeting<br>2. Bills<br>3. Mortgages<br>4. Purchasing a home. | Beginning KS3 curriculum: Generate data, and then organise and analyse it to solve problems.<br><br>1. Describing and continuing sequences<br>2. Linear and non-linear sequences<br>3. Explaining term-to-term rules<br>4. Using function machines – both 1 and 2 step<br>5. Substituting values into 2 step expressions<br>6. Represent functions graphically. |



| MATHS                         |  |   |   |   |  |   |
|-------------------------------|--|---|---|---|--|---|
| Year 7                        | <b>1. Equality and Equivalence</b><br><b>2. Place Value and ordering integers and decimals</b><br><b>3. Addition and subtraction</b>   | <b>1. Addition and subtraction</b><br><b>2. Multiplication and division</b><br><b>3. Area</b><br><b>3. FDP equivalence</b>  | <b>1. Fractions &amp; Percentages of amounts</b>  | <b>1. Operations &amp; equations with directed number</b><br><b>2. Addition and subtraction of fractions</b>  | <b>1. Constructing, measuring and using geometric notation</b><br><b>2. Develop geometric reasoning</b>  | <b>1. Sets and probability</b><br><b>2. Prime numbers and proof</b><br><b>End of year Assessment</b>  |
| Skills and Knowledge Assessed | 1. Understand and use fact families, numerically and algebraically<br>2. Solve one-step linear equations involving +/- using inverse operations<br>3. Simplify algebraic expressions by collecting like terms, using the $\equiv$ symbol<br>4. Recognise place value up to 1 billion<br>5. Round integers to nearest power of 10<br>6. Compare and order numbers to 1 billion.<br>7. Write positive integers in the form $A \times 10^n$ (H)<br>8. Write decimals in the form $A \times 10^n$ (H)<br>9. Use formal methods of addition and subtraction including decimals. | 1. Solve problems with frequency trees.<br>2. Solve problems with bar charts and line charts.<br>3. Add and subtract numbers given in standard form (H)<br>4. Use formal methods for multiplication and division including decimals.<br>5. Solve problems using the area of rectangles, triangles and trapezia.<br>6. Convert between fractions and decimals<br>7. Convert between fractions, decimals and percentages. | 1. Explore fractions above one, decimals and percentages (H)<br>2. Find fractions of given amounts<br>3. Find percentages using mental methods<br>4. Find percentages using a calculator<br>5. Solve problems with fractions greater than 1 and percentages greater than 100% (H) | 1. Understand and use representations of directed numbers<br>2. Add, subtract and multiply with directed numbers<br>3. Evaluate algebraic expressions with directed number<br>4. Use order of operations with directed numbers<br>5. Explore higher powers and roots (H)<br>6. Add and subtract fractions with same and different denominators.<br>7. Use fractions in algebraic contexts<br>8. Add and subtract simple algebraic fractions (H) | 1. Measure and draw angles up to 360 degrees.<br>2. Identify perpendicular and parallel lines<br>3. Recognise different types of triangles, quadrilaterals and other polygons up to a decagon.<br>4. Construct triangles<br>5. Draw pie charts<br>6. Understand the sum of angles on a line and around a point<br>7. Understand vertically opposite angles<br>8. Find and use the angle sum in any polygon (H) | 1. Identify and represent sets<br>2. Understand and use the intersection of sets<br>3. Calculate probabilities of single events<br>4. Know that the sum of probabilities for all possible outcomes is 1.<br>5. Recognise and identify prime numbers<br>6. Recognise square and triangular numbers<br>7. Write numbers as a product of their prime factors.<br>8. Make and test conjectures. |

| MATHS                         |   |   |   |  |   |   |
|-------------------------------|---|---|---|--|---|---|
| Year 8                        | Number (Unit 1) Assessment;   | Area & Volume (Unit 2) Assessment<br>Statistics & Graphs (Unit 3) Assessment  | Algebra (Unit 4) Assessment<br>Real-life Graphs (Unit 5) Assessment; Units 1-4 Assessment   | Decimals & Ratio (Units 6) Assessment<br>Lines and Angles (Unit 7) Assessment  | Fractions (Unit 8) Assessment<br>Straight-line Graphs (Unit 9) Assessment   | Fractions, Decimals and Percentages (Unit 10) Assessment<br>End of year assessment  |
| Skills and Knowledge Assessed | <b>Unit 1</b><br>1. Use mental methods of doubling/halving and rounding/adjusting to multiply.<br>2. Solve problems using the rules of divisibility.<br>3. Apply knowledge of division to solve problems involving finances.<br>4. Calculate more complex problems with negative numbers, including multiplying and dividing.<br>5. Calculate squares and cubes and roots.<br>6. Use the priority of operations involves brackets, powers, roots and fractions.<br>7. Write numbers in index form.<br>8. Calculate with prime factor decomposition and use this to find HCF and LCM of two or more numbers. | <b>Unit 2</b><br>1. Calculate the area of a triangle, parallelogram and trapezium.<br>2. Calculate volume of cubes and cuboids.<br>3. Recognise and name 3D shapes and use terminology to describe them.<br>4. Draw 3D shapes on isometric paper.<br>5. Recognise and draw plans and elevations.<br>6. Calculate the surface area of cubes and cuboids.<br>7. Solve problems using metric conversions, including square units for area.<br>8. Calculate conversions between metric and imperial units of measure<br><b>Unit 3</b><br>1. Draw and interpret pie charts.<br>2. Draw and interpret tables, and use charts and tables to compare data.<br>3. Draw and interpret stem and leaf diagrams.<br>4. Draw and interpret scatter graphs.<br>5. Interpret real life graphs including conversion graphs, D/T graphs, line graphs. | <b>Unit 4</b><br>1. Understand and simplify algebraic powers. 2. Expand single brackets and then solve problems with multiple single brackets and negative numbers.<br>3. Write and simplify algebraic expressions involving the four operations.<br>4. Factorise expressions into a single bracket.<br>5. Solve one and two step equations, including using the balancing method.<br>6. Apply method of solving equations to contextual problems.<br><b>Unit 5</b><br>1. Use conversion graphs<br>2. Use distance time graphs<br>3. Construct and interpret line graphs<br>4. Solve problems involving real life graphs, | <b>Unit 6</b><br>1. Round decimals to 3 decimal places and to a given number of significant figures.<br>2. Round numbers to an appropriate degree of accuracy.<br>3. Compare and order decimals.<br>4. Multiply and divide numbers by 0.1 and 0.01 and using this to estimate calculations.<br>5. Multiply and divide with decimal numbers.<br>6. Divide a decimal quantity, especially money, into a ratio of two or three parts.<br>7. Simplify ratios with decimal numbers and solve problems.<br><b>Unit 7</b><br>1. Recall properties of quadrilaterals, using this to classify shapes and solve problems.<br>2. Identify alternate and corresponding angles in parallel lines.<br>3. Understand what a proof is, in terms of solving problems with angles.<br>4. Calculate the sum of interior and exterior angles in a polygon. | <b>Unit 8</b><br>1. Compare and order fractions.<br>2. Add/subtract fractions, finding common denominators first.<br>3. Multiply and divide with fractions.<br>4. Calculate with mixed numbers using all four operations.<br><b>Unit 9</b><br>1. Identify and calculate with direct proportion graphically.<br>2. Calculate gradients.<br>3. Recall the equation of straight-line graphs.<br>4. Plot straight-line graphs using the equation. | <b>Unit 10</b><br>1. Identify equivalent fractions and decimals.<br>2. Recognise equivalent proportions<br>3. Write percentages<br>4. Calculate percentages of amounts. |

# Music

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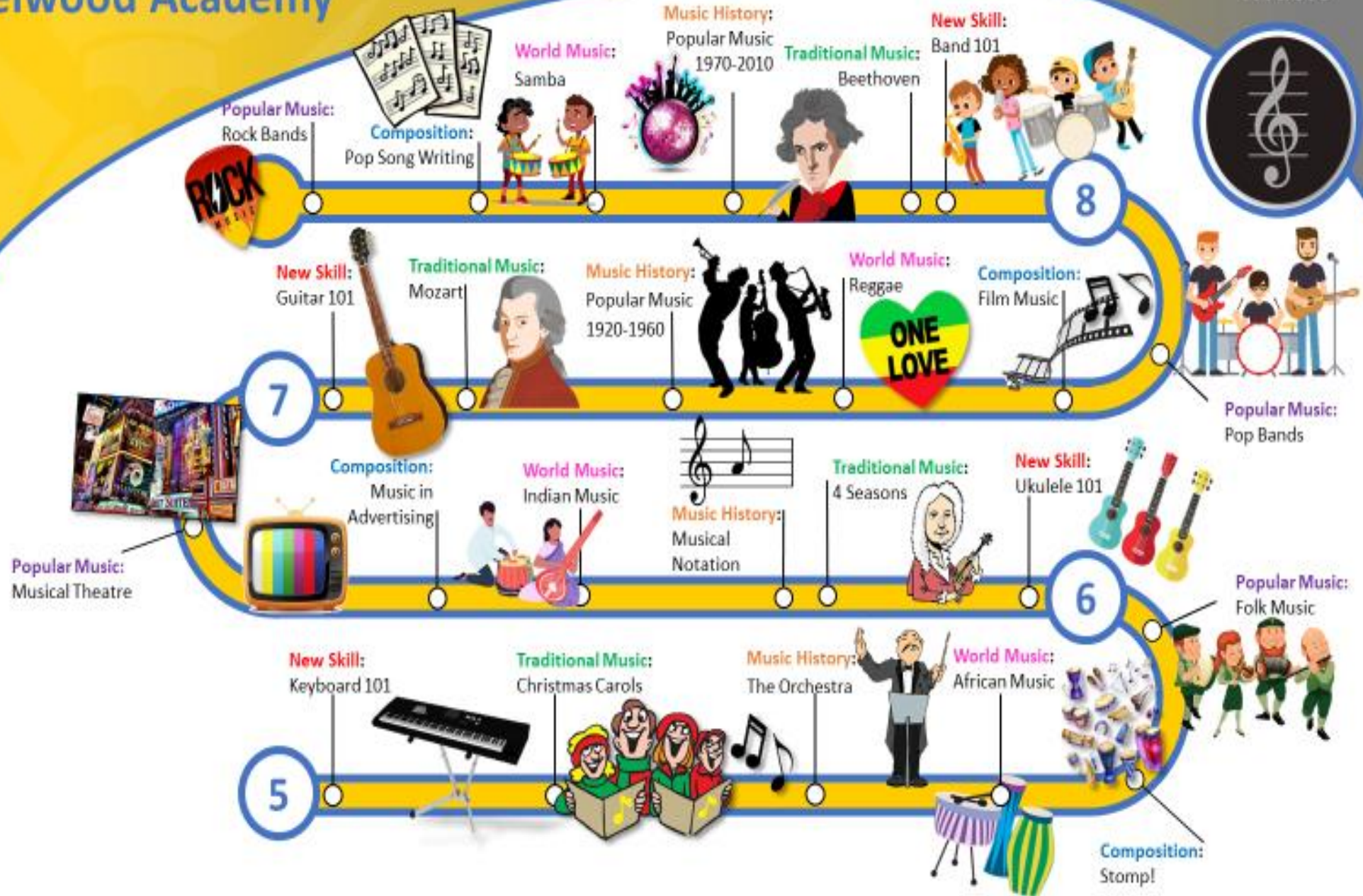
Music is something that can inspire and motivate everyone and at Selwood Academy we aspire to create an environment where the pupils can explore a wide range of musical experiences. Our knowledge-rich curriculum ensures a balance of performing, listening, composition and theory. We believe music is for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





# Selwood Academy

## Music



| MUSIC                            | TERM 1<br>NEW SKILL  | TERM 2<br>TRADITIONAL   | TERM 3 HISTORY/THEORY  | TERM 4<br>WORLD   | TERM 5<br>COMPOSITION   | TERM 6<br>POPULAR   |
|----------------------------------|--|---|--|---|---|---|
| <b>5</b>                         | <b>Keyboard 101</b>  | <b>Christmas Carols</b>   | <b>The Orchestra</b>   | <b>African Music</b>  | <b>Stomp!</b>   | <b>Folk</b>   |
| Learning Foci:                   | <ul style="list-style-type: none"> <li>-Learn the fundamentals of using a piano/ keyboard and create a performance.</li> <li>- Learn and use practical musical vocabulary</li> </ul>   | <ul style="list-style-type: none"> <li>-Use instruments and voice to perform a Christmas Carol as a class and in small groups</li> <li>-Understand fundamentals of reading and following sheet music</li> </ul>             | <ul style="list-style-type: none"> <li>-Learn about instruments of the orchestra</li> <li>-Practise listening skills and familiarise pupils with key musical terms linked to specific instruments</li> </ul>                   | <ul style="list-style-type: none"> <li>-Study facts and key words about African music, focusing on the history of this musical style and perform excerpts.</li> <li>-Complete listening assessment to show understanding of the musical style.</li> </ul> | <ul style="list-style-type: none"> <li>-Understand note values and how to recognise these</li> <li>-Compose a piece of music in groups using percussion instruments</li> </ul>                                | <ul style="list-style-type: none"> <li>-Understand vocabulary and practise listening skills based around folk music</li> <li>-Perform a piece of folk music using keyboard or voice</li> </ul>  |
| National Curriculum links:       |  |   |  |   |   |   |
| <b>6</b>                         | <b>Ukulele 101</b>   | <b>Baroque</b>  | <b>Reading Music</b>   | <b>Bhangra</b>  | <b>Music in Advertising</b>   | <b>Musical Theatre</b>  |
| Learning Foci:                   | <ul style="list-style-type: none"> <li>Learn the fundamentals of using a ukulele</li> <li>- Learn fundamentals of reading and following music written for ukulele and perform using this</li> </ul>                                      | <ul style="list-style-type: none"> <li>-Understand vocabulary and practise listening skills based around Baroque Music</li> <li>-Perform a piece of Baroque Music by Vivaldi on ukulele or keyboard.</li> </ul>             | <ul style="list-style-type: none"> <li>-Learn how to read music on the stave and different musical symbols</li> <li>-Create short performances using this understanding</li> </ul>   | <ul style="list-style-type: none"> <li>-Study facts and key words about Bhangra music, focusing on the history of this musical style and perform excerpts.</li> <li>-Complete listening assessment to show understanding of the musical style.</li> </ul> | <ul style="list-style-type: none"> <li>-Study how music is used in the media and practise analytical skills</li> <li>-Compose music for an advert including background music and a jingle.</li> </ul>         | <ul style="list-style-type: none"> <li>-Understand vocabulary and practise listening skills based on musical theatre</li> <li>-Perform a piece of music from a musical using keyboard or voice</li> </ul>                                 |
| National Curriculum links:       |  |   |  |   |   |   |
| <b>7</b>                         | <b>Guitar 101</b>  | <b>Classical</b>  | <b>Popular Music 1920-1960</b>   | <b>Reggae</b>   | <b>Film Music</b>   | <b>Pop Band</b>   |
| Learning Foci:                   | <ul style="list-style-type: none"> <li>-Learn the fundamentals of using an acoustic guitar</li> <li>- Learn fundamentals of reading and following music written for guitar and perform using this</li> </ul>                             | <ul style="list-style-type: none"> <li>-Understand vocabulary and practise listening skills based around Classical Music</li> <li>-Perform a piece of Classical Music by Mozart on guitar, ukulele or keyboard.</li> </ul>  | <ul style="list-style-type: none"> <li>-Study facts and key words about music from these decades and perform excerpts from each decade.</li> <li>-Complete listening assessment to show understanding of the style.</li> </ul> | <ul style="list-style-type: none"> <li>-Study facts and key words about Reggae music, focusing on the history of this musical style and perform excerpts.</li> <li>-Complete listening assessment to show understanding of the musical style.</li> </ul>  | <ul style="list-style-type: none"> <li>-Understand vocabulary and practise listening skills based on film music</li> <li>-Compose a piece of film music for a short clip using key features</li> </ul>        | <ul style="list-style-type: none"> <li>-Select a piece of music to perform in groups using a combination of voice, keyboard, ukulele and guitar</li> <li>-Compete in year groups for a performance slot at the summer concert.</li> </ul> |
| National Curriculum/ GCSE links: |  |   |  |   |   |   |
| <b>8</b>                         | <b>Band 101</b>  | <b>Romantic</b>   | <b>Popular Music 1970-2010</b>   | <b>Samba</b>  | <b>Pop Song Writing</b>   | <b>Rock Band</b>  |
| Learning Foci:                   | <ul style="list-style-type: none"> <li>Select a piece of music to perform in groups using a combination of voice, keyboard, ukulele and guitar</li> <li>-Compete in year groups for a performance slot at the summer concert.</li> </ul> | <ul style="list-style-type: none"> <li>-Understand vocabulary and practise listening skills based around Romantic Music</li> <li>-Perform a piece of Romantic Music by Beethoven on guitar, ukulele or keyboard.</li> </ul> | <ul style="list-style-type: none"> <li>-Study facts and key words about music from these decades and perform excerpts from each decade.</li> <li>-Complete listening assessment to show understanding of the style.</li> </ul> | <ul style="list-style-type: none"> <li>-Study facts and key words about Samba music, focusing on the history of this musical style and perform excerpts.</li> <li>-Complete listening assessment to show understanding of the musical style.</li> </ul>   | <ul style="list-style-type: none"> <li>-Understand the key elements of writing your own song in preparation for GCSE Music</li> <li>- Work in ensembles to compose a song in a popular music style</li> </ul> | <ul style="list-style-type: none"> <li>-Select a piece of music to perform in groups using a combination of voice, keyboard, ukulele and guitar</li> <li>-Compete in year groups for a performance slot at the summer concert.</li> </ul> |
| National Curriculum/ GCSE links: |  |   |  |   |   |   |

# PASHE

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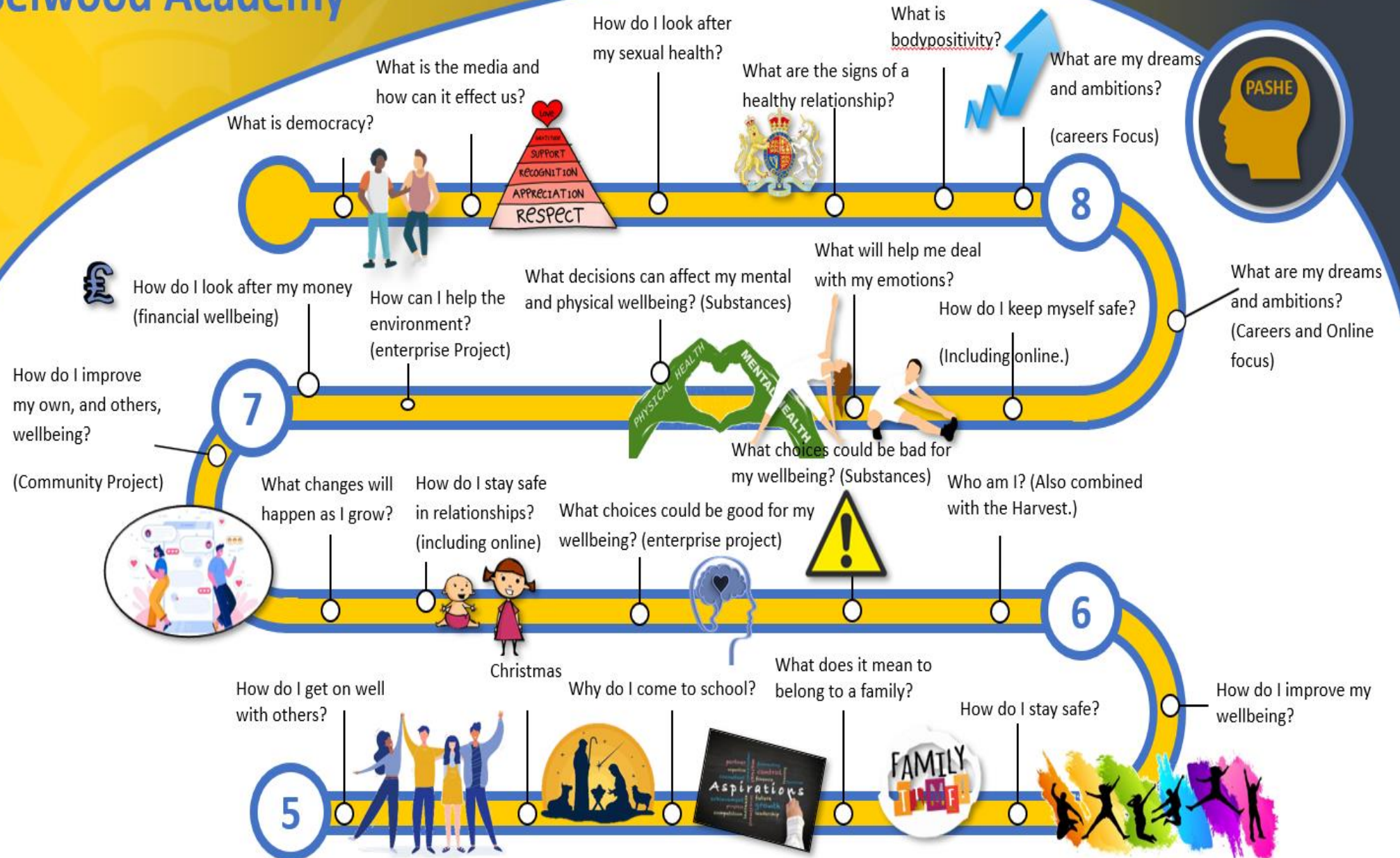
PASHE at Selwood is centred around supporting pupils in becoming healthy, independent and emotionally-mature individuals. As well as empowering pupils to have a range of knowledge and techniques to look after their mental, physical and financial wellbeing. We also foster a desire to learn about, and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





# Selwood Academy

PASHE



| 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</li> </ul> | <p><b>Summer 1 – How do I stay safe?</b></p> <p>Pupils will learn:</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> </ul> | <p><b>Summer 2– 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> <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</li> </ul> |

| PASHE          | TERM 1  | TERM 2   | TERM 3  | TERM 4  | TERM 5   | TERM 6   |
|----------------|---|--|---|---|--|--|
|                |   | *Ways of responding to it if witnessed or experienced  |   | a crime; and how to receive support if needed.<br>*To recognise and respect that there are different types of family structures.<br>*How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice.                       |  | infection; the wider importance of personal hygiene and how to maintain it<br>*How medicines, when used responsibly, contribute to health; that some diseases can be prevented by vaccinations and immunisations; how allergies can be managed                     |
| <b>6</b>       |   |  |   |   |  |  |
| Learning Foci: | <b>Autumn 1 – The Harvest Festival</b><br><br>It is a tradition that Year 6 pupils create and perform a Harvest Festival for their parents/carers as well as collecting produce for the local foodbank. This teaches them to:<br>*Reflect on where our food comes from.<br>*Learn about the History of Harvest Festivals. | <b>Autumn 2 - What choices could be bad for my infinite wellbeing?</b><br><br>Pupils will learn:<br>*About the risks and effects of legal drugs such as cigarettes, e-cigarettes/vaping, alcohol and medicines.)<br>*That some drugs are illegal.<br>*About why people choose to use or not use drugs (including | <b>Spring 1 – How do I look after my mental wellbeing? (Enterprise Project)</b><br><br>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 money for, inspired by the Beatitudes. Following this, they will explore signs and methods to manage stress. They will then set about creating a | <b>Spring 2 – How do I look after my wellbeing online?</b><br><br>This topic covers a range on safety and online topics such as:<br>>What does it mean to have a positive digital footprint?<br>>How can I spot fake things online?<br>>How do I protect 'my stuff' online? | <b>Summer 1 and Summer 2 – What changes will happen as I grow?</b><br><br>Pupils will learn:<br>*What is does the term "personal identity" mean.<br>*That for some people gender identity does not correspond with their biological sex. (This will only be covered briefly at this stage.)<br>*To identify internal reproductive organs in males and females and how the process of puberty | <b>Summer 2 part a– How do I look after my wellbeing? In this topic Yr 6 teach Yr 4 pupils from First Schools about 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><br><br>Pupils will learn: |

| PASHE | TERM 1  | TERM 2  | TERM 3  | TERM 4   | TERM 5  | TERM 6  |
|-------|---|---|---|--|---|---|
|       | <p>*Consider environmental issues that are connected to Harvesting the land and sea.</p> <p>*Think about wider world issues linked to food such as Fairtrade.</p> | <p>nicotine, alcohol and medicines)</p> <p>*Support they can receive if they are concerned about their own, or someone's use of substances.</p> | <p>Wellbeing Product (e.g. stress balls, scented sock toys, worry dolls.) They will learn about enterprise while creating adverts and carrying out market research. This will lead to a final Wellbeing Market! This topic has been positioned here to arrive just before SATS.</p> | <p>&gt;How can I protect myself online?</p> <p>&gt;How can I be respectful to others online?</p> | <p>relates to human reproduction</p> <p>*About the physical and emotional changes that happen when approaching and during puberty</p> <p>*Key facts about the menstrual cycle and menstrual wellbeing, erections and wet dreams.</p> <p>*About the processes of reproduction and birth, how babies are conceived and born (and that there are ways to prevent a baby being made.)</p> <p>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>*Strategies and behaviours that support mental health</p> <p>*About everyday things that affect feelings and the importance of expressing feelings</p> <p>*To recognise warning signs about mental health and wellbeing and how to seek support for</p> <p>*Ways to respond to difficult experiences such as grief and loss.</p> <p>*How to live a healthy and balanced lifestyle.</p> <p>*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</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> |

| PASHE          | TERM 1  | TERM 2   | TERM 3   | TERM 4  | TERM 5   | TERM 6   |
|----------------|---|--|--|---|--|--|
|                |   |  |  |   |  | <p><b>Summer 2 part b – (This is a short project to end the year.) All About Me</b></p> <p>Pupils will:</p> <ul style="list-style-type: none"> <li>*Recognise their individuality.</li> <li>*Identify personal strengths, skills, achievements.</li> <li>*Learn how to manage setbacks and perceived failures.</li> <li>*Reflect on their progress this year and their hopes and ambitions for the coming year.</li> </ul> |
| <b>7</b>       |   |  |  |   |  |  |
| Learning Foci: | <p><b>Autumn 1 – How do I look after my 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</li> </ul> | <p><b>Autumn 2 – Enterprise Project (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.</p> | <p><b>Spring 1 – What decisions can affect my mental and physical wellbeing? (Substances)</b></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> </ul> | <p><b>Spring 2 - What will help me deal with my emotions?</b></p> <p>This is a topic involves exploring issues arising, particular in puberty, and offers pupils suggestions to support them with the various</p> | <p><b>Summer 1 – How do I keep myself safe and well?</b></p> <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</li> </ul> | <p><b>Summer 1- What are my dreams and ambitions?</b></p> <p>In this topic pupils will begin to explore their future dreams and ambitions. There will be a strong focus on your digital footprint and future careers in this topic and other relevant issues, which will</p>   |



| PASHE | TERM 1  | TERM 2  | TERM 3  | TERM 4  | TERM 5   | TERM 6  |
|-------|---|---|---|---|--|---|
|       | <p>emotions in relation to money</p> <p>*Evaluate social and moral dilemmas about the use of money, including the influence of advertising and peers on financial decisions</p> | <p>They will then create adverts and carry out market research. Following this, a Christmas Eco-Marketplace will be held in the hall.</p> | <p>*Information about alcohol, nicotine and other legal and illegal substances, including the short-term and long-term health risks associated with their use.</p> <p>*About the concepts of dependence and addiction including awareness of help to overcome addictions.</p> | <p>situations that they may find difficult to navigate.</p> | <p>oral health, and prevention of infection</p> <p>*How to access health services when appropriate.</p> <p>*How to identify risk and manage personal safety.</p> <p>*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.)</p> <p>*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.</p> <p>*Where to seek emotional help if required (including any issues relating to gender identity or sexuality.)</p> <p>*The benefits and positive use of social media, including how it can offer opportunities to engage</p> | <p>prepare them for the Autumn 1 PASHE topic in Year 8.</p> |

| PASHE          | TERM 1  | TERM 2  | TERM 3   | TERM 4  | TERM 5   | TERM 6   |
|----------------|---|---|--|---|--|--|
|                |   |   |  |   | with a wide variety of views on different issues<br>*the risks associated with gambling.   |  |
| 8              |   |   |  |   |  |  |
| Learning Foci: | <b>What are my dreams and ambitions? (Careers)</b><br><br>Pupils will:<br>*Learn about the options available to them at the end of key stage 3, sources of information, advice and support, and the skills to manage this decision-making process<br>*Learn about routes into work, training and other vocational and academic opportunities<br>*Explore a variety of careers that are open to them using the program Start Profile (C.C with Computing.)<br>*Review their year and consider their dreams | <b>Autumn 2 – Bodypositivity</b><br><br>Pupils will explore key terms such as: body image; body shaming; appearance ideal and bodypositivity. They will go on to explore the negative impact preoccupation with body image can have on a person's life and the role that social media and advertising play. This will lead them into creating a portrait which contains the message that "the | <b>Spring 1 – What are the signs of a healthy relationship?</b><br><br>Pupils will:<br>*Explore indicators of healthy and non-healthy relationships.<br>*Learn that there are different types of relationships.<br>*Learn the difference between biological sex, gender identity and sexual orientation<br>*Understand how to create and maintain healthy relationships with others.<br>*Gauge readiness for sexual intimacy<br>*Learn that intimate relationships should be pleasurable<br>*Be presented with the importance of stable, long- | <b>Spring 2 – How do I look after my sexual health?</b><br><br>Pupils will:<br><br>*Learn that consent is freely given and how to seek help if boundaries are violated.<br>*How to seek, give, not give and withdraw consent (in all contexts, including online)<br>*The impact of sharing sexual images of others without consent<br>*How to manage any request or pressure to share an image of | <b>Summer 1- What is the media and how can it affect us?</b><br><br>This will be a cross-curricular project with R&P.<br><br>Pupils will explore the current movements such as Black Lives Matter. They will then investigate how prejudice can impart 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.<br>This will lead into an exploration of other forms of prejudice and discrimination with links | <b>Spring 2 – Democracy</b><br><br>Pupils will create their own political party and hold a Hustings. This topic will cover the following:<br>What are British values?<br>Why are they important for the members of our society?<br>What is the importance of democracy?<br>How is democracy carried out in the UK? |

| PASHE | TERM 1                                    | TERM 2   | TERM 3  | TERM 4  | TERM 5  | TERM 6 |
|-------|---|--|---|---|---|--------|
|       | and ambitions for the coming school year. | 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. | term relationships (including marriage and civil partnerships) for family life and bringing up children.)<br><br>Strategies to manage the physical and mental changes during puberty. | themselves or others, and how to get help<br>*That the need for peer approval can generate feelings of pressure and lead to increased risk-taking; strategies to manage this. | being made to History as well.<br><br><b>Summer 1 – Healthy and Unhealthy Relationships</b><br><br>Pupils will:<br>*Explore indicators of healthy and non-healthy relationships.<br>*Learn that there are different types of relationships.<br>*Learn the difference between biological sex, gender identity and sexual orientation<br>*Understand how to create and maintain healthy relationships with others.<br>*Gauge readiness for sexual intimacy<br>*Learn that intimate relationships should be pleasurable<br>*Be presented with the importance of stable, long-term relationships (including marriage and civil partnerships) for family life and bringing up children.) |        |

| PASHE | TERM 1 | TERM 2 | TERM 3 | TERM 4 | TERM 5  | TERM 6 |
|-------|--------|--------|--------|--------|---|--------|
|       |        |        |        |        | <p>Strategies to manage the physical and mental changes during puberty.</p> <p>The purpose, importance and different forms of contraception; how and where to access contraception and advice.</p> <p>that certain infections can be spread through sexual activity (STIs)</p> <p>Be presented with the positives of a stable, long-term relationships.</p> |        |

# PE

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

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

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

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

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

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





# Selwood Academy

## Concepts of learning



PE



End

Wellbeing in sport and Physical activity

How to be your best

small change...  
**BIG** difference!



Marginal gains and tactics

Leadership skills



Understanding rules and officials



Discipline &amp; coordination



Start

Team building and social skills



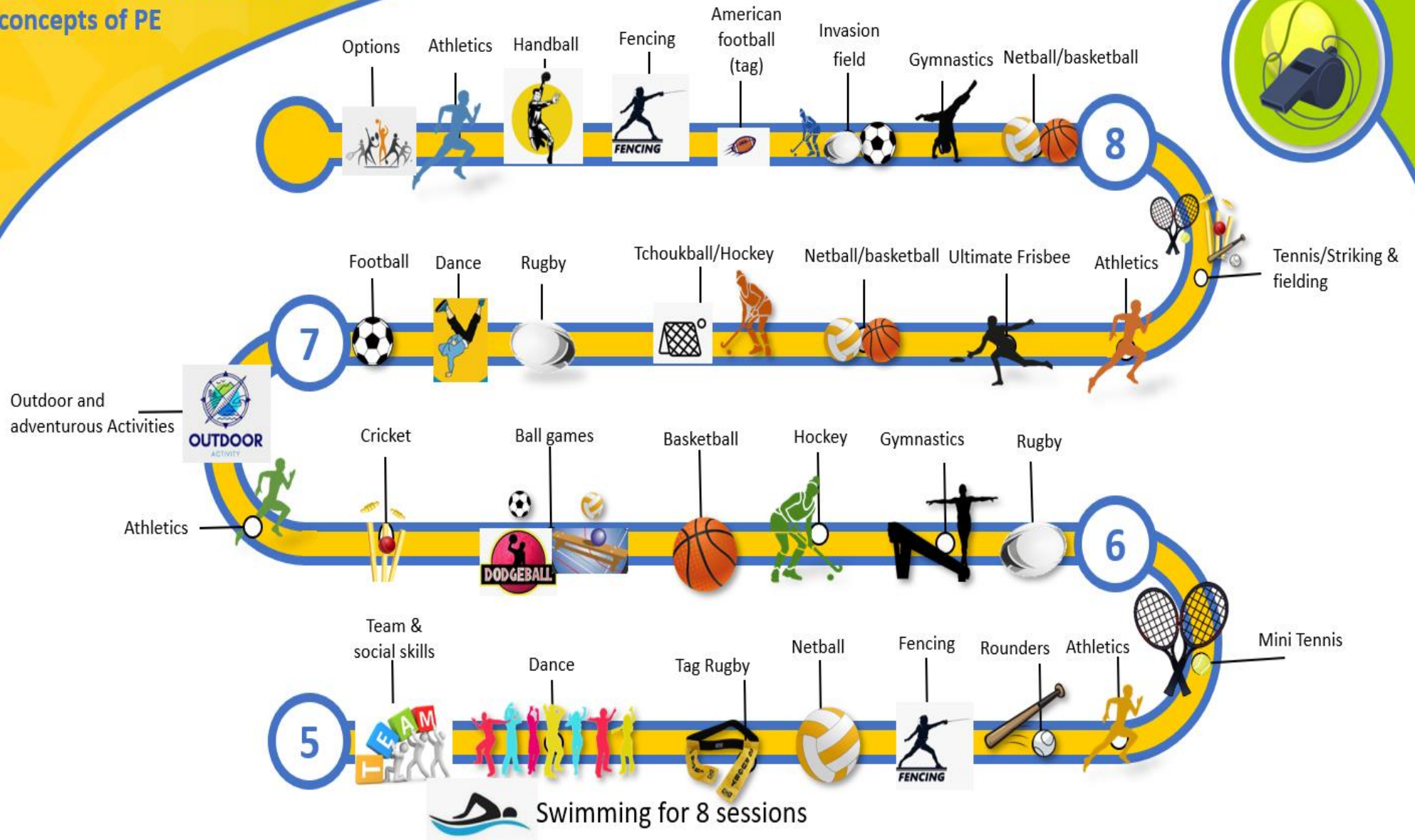
Self confidence and rhythm

Each year group will learn the following concepts throughout the year using different sports as a vehicle to enhance their learning.

# Selwood Academy

Sports used to help learn  
concepts of PE

PE



## Progressions in PE – Year 5

| Autumn Term   |  |   | Spring Term  |   |  | Summer Term   |  | Taught throughout the year   |
|---|--|---|--|---|--|---|--|--|
| Concept or theme that is taught through the sport or Physical activity  |  |   |  |   |  |   |  |  |
| Team building and social skills   | Self-confidence and rhythm   | Discipline & coordination skills  | Understanding rules and officials  | Marginal gains and tactics  | Leadership skills  | How to be your best (not the best)  | Wellbeing in sport and Physical activity   | Diet in sport  |
| Sport/physical activity that the students will be taking part in  |  |   |  |   |  |   |  |  |
| Different team sport/PA each lesson   | Dance  | Tag Rugby   | Netball  | Fencing   | Rounders   | Athletics   | Mini tennis  | Taught throughout the year.  |
| During this unit pupils learn the basics to help improve working in a team and creating the best environment for all to prosper. This will be taught through a different activity each lesson, using random teams. The lesson structure is as follows:<br>1: How good are you as a member of a team? Hoop games.<br>2: Knowing your team mates. (bench/end ball activity)<br>3: Having a plan. (dodgeball activity)<br>4: Communication. Tchoukball.<br>5: Motivation and encouragement. Kabaddi. | Develop knowledge (head), skills (hands) and understanding (heart) of dance from around the world and different cultures, including:<br>-explore different levels & methods of travel<br>- memorise and perform a planned routine<br>-move the body to music with timing & rhythm<br><br><b>Conclusion:</b> Choreograph and perform a short, small group routine to some of the class to help build confidence and show pride in work. This will be to a theme/music | Develop knowledge (head), skills (hands) and understanding (heart) of tag rugby including:<br>-basic rules<br>-passing & receiving<br>-tagging technique<br>-basic attacking & defending strategies<br>-running effectively with the ball.<br>-Scoring a try<br><br><b>Conclusion:</b> play in a 4-team tag rugby games. Also have the opportunity to take part in tag rugby as part of the inter form competition. | Develop knowledge (head), skills (hands) and understanding (heart) of netball, including:<br>-basic rules<br>-passing & receiving<br>-footwork<br>-marking<br>-shooting<br>-basic attacking & defending strategies<br>- basics of rules.<br><br><b>Conclusion:</b> The unit will finish by playing a 4-team netball festival. Also have the opportunity to take part in tag netball as part of the inter form competition. | Develop knowledge (head), skills (hands) and understanding (heart) of fencing rules and techniques. Thee will include:<br>-Rules<br>- movement<br>- Identifying little things that make a big difference.<br>-changing little things that make a big difference.<br>- relate this to other areas of life and school.<br><br>Other areas to be added after staff training. | Develop knowledge (head), skills (hands) and understanding (heart) of rounders including:<br>-basic rules<br>-catching & throwing<br>-batting<br>-bowling<br>-long barrier<br>-basic batting and fielding strategies<br>Pupils will also be given the chance to take part in a leadership role each week to enhance the responsibility of being a leader.<br><br><b>Conclusion:</b> playing a rounders against another team. With leadership roles in place. | Develop knowledge (head), skills (hands) and understanding (heart) of :<br>-running<br>-jumping<br>-throwing<br>Learn how to:<br>-start and time a race<br>- measure a throw or jump<br><br><b>Conclusion:</b> Look at their personal best and know how to improve these. They will have the opportunity to take part in these during sports day. | Develop knowledge (head), skills (hands) and understanding (heart) of tennis, including:<br>-setting up the net<br>-basic rules<br>-the 'ready' position<br>-footwork<br>-holding the racket correctly<br>-basic ground strokes<br>-underarm serving<br>- how to score a game<br><br><b>Conclusion:</b> playing others of similar ability in a game. Understanding the benefits of playing sport on wellbeing. | Taught throughout the year included in lessons:<br><br>- When to eat<br>- Timing of eating<br>- Benefits of the correct food.<br>- Drawbacks of the wrong foods.<br>- How to change. |

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| 6: Resilience.<br>Volleyball.<br>7: Role in a team.<br>Capture the flag.<br>8: Fair play and<br>equality. Football.<br>9: Patience. Danish<br>longball.<br>10: Confidence.<br>Create your own<br>team game.<br><b>Conclusion:</b><br><b>Year 5 adventure<br/>day trip.</b> |  |  |  |  |  |  |  |  |
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## Progressions in PE – Year 6

| Autumn Term  |  |  | Spring Term   |   |   | Summer Term   |   | Taught throughout the year   |
|--|--|--|---|---|---|---|---|--|
| Concept or theme that is taught through the sport or Physical activity   |  |  |   |   |   |   |   |  |
| Team building and social skills  | Self-confidence and rhythm   | Discipline & coordination skills   | Understanding rules and officials   | Marginal gains and tactics  | Leadership skills   | How to be your best (not <b>the</b> best)   | Wellbeing in sport and Physical activity  | Safety in sport  |
| Sport/physical activity that the students will be taking part in   |  |  |   |   |   |   |   |  |
| Rugby  | Gymnastics   | Hockey   | Basketball/ Netball   | Ball Games  | Cricket   | Athletics   | OAA   | Taught throughout the year.  |
| Develop and build on knowledge (head), skills (hands) and understanding (heart) of tag rugby<br>They will look at how improving their individual skills can benefit their teams overall play:<br>- be able to clarify basic rules, including touch and ruck.<br>-passing & receiving on the move.<br>- drawing a defender (2v1, 3v2).<br>- playing games at pace.<br>- Knowing how working on improving individual skills can benefit the whole team.<br><br><b>Conclusion:</b> play in a 4-team tag rugby games. Also have the opportunity to | Develop and build on knowledge (head), skills (hands) and understanding (heart) of gymnastics, including:<br>-Revising basic shapes.<br>-Individual balances.<br>-Balances with a partner.<br>-Basic 5 rotations.<br>- Forms of travel.<br>-Routine creation.<br><br><b>Conclusion:</b> Choreograph and perform a short, small pair floor routine to music to the class including all elements learnt. This will show that they have built confidence. | Develop and build on knowledge (head), skills (hands) and understanding (heart) of Hockey including:<br>- How to move with the ball.<br>-basic passing, push pass.<br>-how to receive the ball.<br>-Tackling techniques. Block and jab.<br>- Rules of small games.<br>- playing in different positions. Defence, midfield, attack.<br><br><b>Conclusion:</b> Play in small sided games against others of same ability. This will test their discipline of match play and also staying to a certain | Develop and build on knowledge (head), skills (hands) and understanding (heart) of the game including:<br>- Develop knowledge, skills & understanding of, including:<br>-basic rules & court markings.<br>-passing & receiving on the move.<br>- Moving at pace with the ball.<br>-marking. P2P and positional.<br>-shooting accuracy %.<br>-Attacking & defending strategies as a team.<br>- gain confidence in how to officiate and respect for officials.<br><br><b>Conclusion:</b> The unit will finish by playing 4 team competition | Develop and build on knowledge (head), skills (hands) and understanding (heart) of small changes that can have a large effect on the outcome. Using Dodgeball /benchball/football.<br>-efficient throwing skills.<br>-efficient catching skills.<br>- Effects of good tactics.<br>- Individual improvements.<br>- planning for different circumstances.<br>- Using marginal gains fairly.<br><br><b>Conclusion:</b> Take part in a final event in one of the ball games. Taking | Develop and build on knowledge (head), skills (hands) and understanding (heart) of Cricket including:<br>-basic rules<br>-catching & throwing over different distances.<br>development<br>-batting stance/defensive<br>-bowling knowledge of no balls and wides.<br>-long barrier and pickups.<br>- Pupils will also be given the chance to take part in a captain role each week to enhance the responsibility of being a leader.<br><br><b>Conclusion:</b> Playing a mini pairs | Develop and build on knowledge (head), skills (hands) and understanding (heart) of :<br>-running different distances.<br>-jumping LJ/HJ<br>-throwing. Turbo javelins.<br>Develop:<br>-Timing of races<br>- Measure a throw or jump<br><br><b>Conclusion:</b> Look at their personal best and know how to improve these. They will have the opportunity to take part in these during sports day. | Develop and build on knowledge (head), skills (hands) and understanding (heart) of OAA activities:<br>- Map reading<br>-work as a team<br>- Map orientation and referencing<br><br>Assault course<br>Take part in and help design a class assault course.<br><br>Create your own team OAA activity.<br><br><b>Conclusion:</b> Take on another teams OAA activity that they have designed. Showing that physical activity can be fun | Taught throughout the year included in lessons:<br><br>- How to carry out a warm up.<br>- Why we warm up.<br>- Benefits of warming up and cooling down.<br>- What to do if there is an injury.<br>- Checking areas for risks.<br>- How to handle and look after equipment. |



|   |  |   |   |  |   |  |                                     |  |
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| take part in tag rugby as part of the inter form competition. |  | position. They will also show coordination when playing as speed. | with officials against others in the group. | everything into account regarding how they can win both tactically and using marginal gains. | cricket match with full rules and captains choosing who bowls and bats. |  | and doesn't have to be traditional. |  |
|---|--|---|---|--|---|--|-------------------------------------|--|

## Progressions in PE Year 7

| Autumn Term   |  |  | Spring Term  |  |  | Summer Term   |  | Taught throughout the year  |
|---|--|--|--|--|--|---|--|---|
| Concept or theme that is taught through the sport or Physical activity  |  |  |  |  |  |   |  |   |
| Team building and social skills   | Self-confidence and rhythm   | Discipline & coordination skills   | Understanding rules and officials  | Marginal gains and tactics   | Leadership skills  | How to be your best (not <b>the</b> best)   | Wellbeing in sport and Physical activity   | First aid   |
| Sport/physical activity that the students will be taking part in  |  |  |  |  |  |   |  |   |
| Football  | Dance  | Rugby  | Tchoukball/ Hockey   | Netball/ Basketball  | Ultimate Frisbee   | Athletics   | Tennis/ Striking & fielding  | Taught throughout the year.   |
| <p>During this unit pupils continue to develop working in a team at their confidence level, and creating the best environment for their team to flourish. They will work together to help whole team improvement of basic skills:</p> <ul style="list-style-type: none"><li>- Passing</li><li>- Dribbling</li><li>- Shooting</li><li>-laws of the game</li></ul> <p>Officiating as a team</p> <ul style="list-style-type: none"><li>-How to referee</li><li>- how to be an assistant.</li></ul> <p><b>Conclusion:</b><br/>Mini tournament or 9v9 match with full sets of officials.</p> | <p>Develop and build on prior knowledge (head), skills (hands) and understanding (heart) of different types of dance, learning a complex street routine.</p> <ul style="list-style-type: none"><li>-moving to the beat and count.</li><li>- memorise and perform a planned routine</li><li>- choreograph their own group routines using different levels and techniques learnt during previous lessons. .</li></ul> <p><b>Conclusion:</b><br/>Choreograph and perform a routine to other group</p> | <p>Develop and build on prior knowledge (head), skills (hands) and understanding (heart) of rugby including:</p> <ul style="list-style-type: none"><li>-How to fall</li><li>- Tower of power</li><li>- Tackling rules and basics</li><li>-passing &amp; receiving on the move.</li><li>- 3 man scrums.</li><li>- Understanding the importance of discipline when playing sport and what may happen if rules are broken. i.e safety of players.</li></ul> <p><b>Conclusion:</b> Play in small contact games with rules including scrums. This will need discipline to</p> | <p>Develop knowledge, skills &amp; understanding of Either sport working on their understanding of how rules and officials are important to the game.</p> <ul style="list-style-type: none"><li>-Take it in turns for each group to officiate.</li><li>- Learn all the rules and why they are important.</li></ul> | <p>Develop and build on knowledge (head), skills (hands) and understanding (heart) of the game including based on looking at little changes that can make a big difference:</p> <ul style="list-style-type: none"><li>- Full rules &amp; court positions.</li><li>-passing &amp; receiving on the move at pace.</li><li>-Positional tactics and movement.</li><li>-Decision making.</li><li>-Interceptions.</li><li>- Jump catches.</li></ul> <p><b>Conclusion:</b> The unit will finish by playing 4 team</p> | <p>Develop and build on knowledge (head), skills (hands) and understanding (heart) of leadership through Ultimate Frisbee including:</p> <ul style="list-style-type: none"><li>-Characteristics of a good leader/ coach/official &amp; team captain</li><li>- Planning and leading warm ups and drills.</li><li>- officiating and leading matches.</li><li>- Being an effective team member.</li><li>- Making others feel valued.</li></ul> <p><b>Conclusion:</b><br/>Pupils will plan, score, officiate &amp; participate in an</p> | <p>Develop and build on knowledge (head), skills (hands) and understanding (heart) of</p> <ul style="list-style-type: none"><li>-Differences between track and field.</li><li>-how other events relate to each other. E.g sprinting and jumping.</li><li>-Pacing</li><li>- Resilience</li><li>- How to use feedback effectively.</li></ul> <p><b>Conclusion:</b><br/>Look at their personal best and know how to improve these. They will have the opportunity to</p> | <p>Develop and build on prior knowledge (head), skills (hands) and understanding (heart) of tennis, rounders,cricket including:</p> <ul style="list-style-type: none"><li>- How can I get the most out of the activity?</li><li>- Revise footwork, grip.</li><li>- Control hitting games.</li><li>- expand on hitting techniques.</li><li>- bowling/serving.</li><li>-basic rules (how can you make it more fun?)</li></ul> <p>- how to score a game</p> | <p>Taught throughout the year included in lessons:</p> <ul style="list-style-type: none"><li>- Basic first aid</li><li>- Lifesaving skills</li><li>- Sprains and strains</li><li>- Fractures.</li><li>- What to do in an emergency.</li></ul> |

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|--|--|--|--|---|------------------------------|---|---|--|
| Enabling them to put all their team work skills into practice. | members based on the dances and techniques learnt throughout the term. | abide by the rules and the positions they find themselves in. They will also require and understanding of coordination and balance to perform skills at speed. |  | competition with officials against others in the group. Identifying during tactical time outs marginal gains that they could work on to gain an advantage in the match. | ultimate Frisbee tournament. | take part some of these events competitively during sports day. | <b>Conclusion:</b> playing a others of similar ability in a games with adapted rules so that you all get to enjoy the game. Understanding the benefits of playing sport on wellbeing. |  |
|--|--|--|--|---|------------------------------|---|---|--|

## Progressions in PE Year 8

| Autumn Term   |   |  | Spring Term   |                                       |  | Summer Term  |   | Taught throughout the year  |
|---|---|--|---|---------------------------------------|--|--|---|---|
| Concept or theme that is taught through the sport or Physical activity  |   |  |   |                                       |  |  |   |   |
| Team building and social skills   | Self-confidence and rhythm  | Discipline & coordination skills   | Understanding rules and officials   | Marginal gains and tactics            | Leadership skills  | How to be your best (not <b>the</b> best)  | Wellbeing in sport and Physical activity  | Find your sport/Physical activity   |
| Sport/physical activity that the students will be taking part in  |   |  |   |                                       |  |  |   |   |
| Basketball/ Netball (Teachers choice to suit the group)   | Gymnastics  | Rugby/Hockey (Teachers choice to suit the group)   | Tag American Football   | Fencing                               | Handball   | Athletics  | Options find your sport/physical activity   | Taught throughout the year.   |
| Develop and build on knowledge (head), skills (hands) and understanding (heart) of the game and the importance of team play making sure that the <b>whole team</b> improve the following:<br>- Full Rules (-shot clocks) & court markings.<br>-passing & receiving as a team. (3 man weave).<br>- Moving off the ball as a team.<br>- Defending as a team.<br>-Improving your whole teams shooting consistency. | Develop and build on knowledge (head), skills (hands) and understanding (heart) of gymnastics, including:<br>-Advanced shapes.<br>-advanced balances.<br>Head/handstands.<br>-Balances as a group.<br>-Rotation revision<br>- Forms of travel revision.<br>- jumping/Landing technique.<br>- Vaulting technique<br>- Vaulting over apparatus.<br>-Routine creation. | Develop and build on knowledge (head), skills (hands) and understanding (heart) of Hockey/Rugby looking to improve discipline and coordination. including:<br>Hockey:<br>- How to move with the ball at speed.<br>- How to receive the ball on both sides.<br>-Tackling on the move.<br>- Types of pass over distances.<br>- Rules of the game, including feet rule.<br>- Tactics when playing in different positions.<br>Rugby: | Develop knowledge (head), skills (hands) and understanding (heart) of the game using new knowledge to help them and team members develop vital skills of a new sport:<br>-How to throw an American football.<br>- Basic offensive and defensive positions.<br>-Blocking<br>-Set play designs.<br>- ways to gain ground.<br>-rules of the game and roles of the officials.<br>- Small sided games.<br>- Large games.<br><br><b>Conclusion:</b> | To be confirmed after staff training. | Develop and build on knowledge (head), skills (hands) and understanding (heart) of handball. Teams are picked and kept for the whole unit of work. They each have a role within their team:<br>-team manager<br>-team captain<br>-warm up coach<br>-skills coach<br>-physio<br>-results and analyst coach. They also all take part in the sessions. The emphasis is on them learning their | Develop and build on knowledge (head), skills (hands) and understanding (heart) of :<br>-How to deal with competition and losing.<br>- Developing throwing techniques with a run up.<br>- Increasing pace through techniques and changes.<br>- Using video analysis to help improve.<br><br><b>Conclusion:</b><br>Look at their personal best with a partner and | During this unit they will have options of which sports they choose to take part in. Pupils will need to make independent decision based on what will make them happy.<br>-wellbeing techniques<br>-Eating well<br>-sleeping well.<br>- who you work well with.<br>- Environment (competitive or relaxed).<br>- Win or participate.<br><b>Conclusion:</b><br>To take part in a PA that they enjoy and forget the stresses | Taught throughout the year included in lessons:<br><br>- What physical activity do you do outside of school hours.<br>- how can you plan to get 60 mins PA per day?<br>- Keep a diary of what you have done this year.<br>- What does the future look like? |

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| <p>-Attacking &amp; defending strategies as a team.<br/>- officiating as a pair. They will stay in the same teams (of mixed ability) for the whole unit, to enable them to work together to improve each player.</p> <p><b>Conclusion:</b><br/><b>4 team tournament working together to try and produce a well-planned performance. Winners are congratulated but teams who work together the best are rewarded.</b></p> | <p><b>Conclusion:</b><br/>Choreograph and perform a group routine to music using floor and apparatus. Perform to the class including all elements learnt. This will show that they have built confidence.</p> | <p>-Contact tackling<br/>- rucking<br/>- mauls<br/>- kicking and catching a high ball.<br/>- Decision making in a game situation.<br/>- scrummaging.</p> <p><b>Conclusion:</b> Play in small sided games against others of same ability. This will test their discipline of match play and also staying to a certain position. They will also show coordination when playing as speed.</p> | <p>To play a role as part of a team in a big game of tag American football.<br/>This involves many roles:<br/>Officials:<br/>10 yard markers.<br/>Referees<br/>Coaches<br/>Set piece specialists<br/>Players.<br/>Pupils can choose which role they play with the emphasis on the importance that everyone is important and that the game cannot be played without them.</p> |  | <p>role and other understanding the roles and what they entailed. Points are gathered throughout the sessions for good leadership and added to the tournament points at the end.</p> <p><b>Conclusion:</b><br/>Playing a tournament at the end of the unit with all the points added on to see who wins. The team who have the best players in the roles normally come out on top.</p> | <p>know how to improve these. Using iPads to help show others how to improve. They will have the opportunity to take part in events during sports day.</p> | <p>of life being a teenager. This also gives them a chance to plan for the future.</p> |  |
|--|---|--|--|--|--|--|--|--|



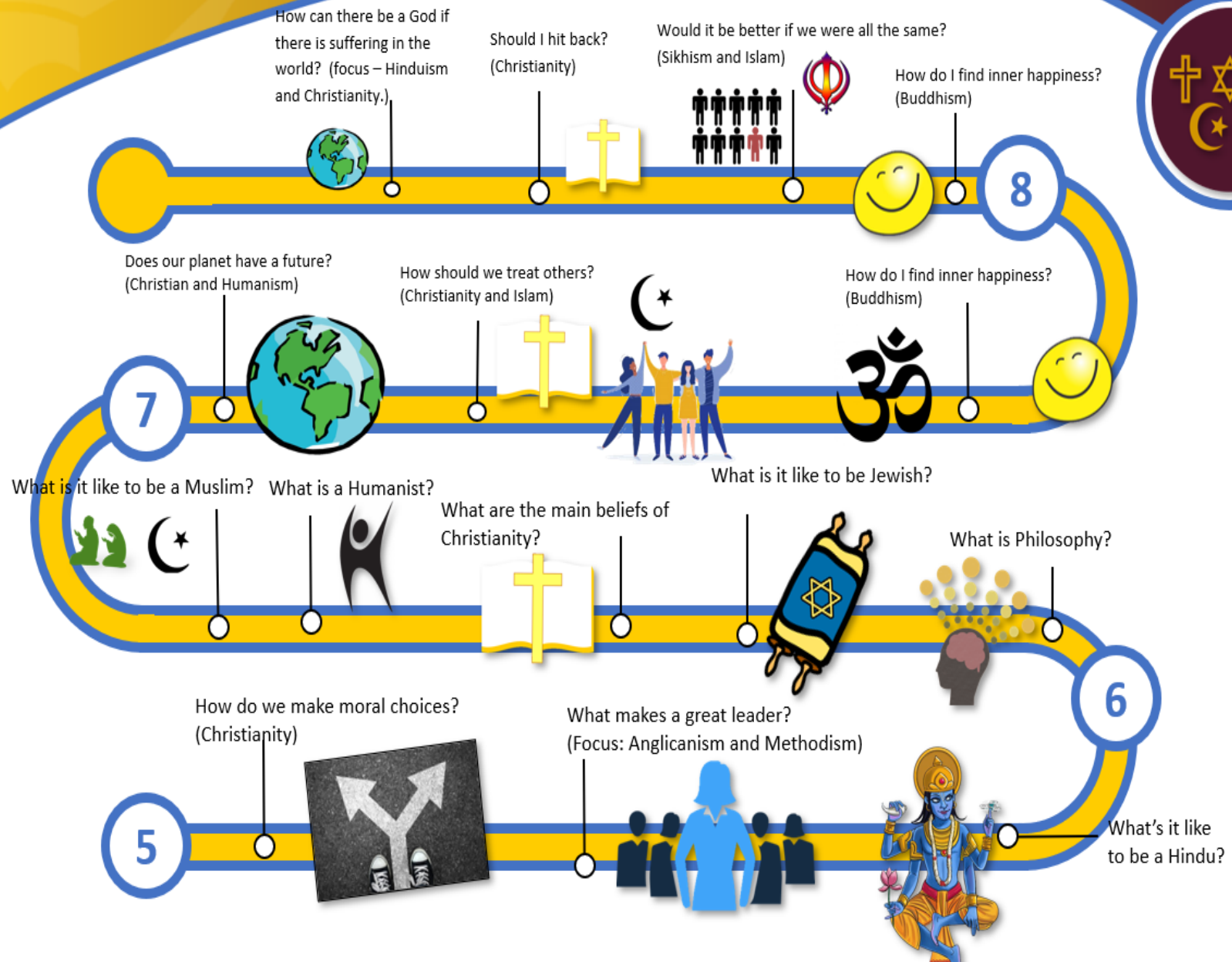
# Religion and Philosophy

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





| Religion and Philosophy | 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><br/> <b>(Focus Christianity)</b><br/>           &gt;I know what the term <b>moral dilemma</b> means.<br/>           &gt;I understand that the decision I make, when faced with a moral dilemma, will lead to a <b>consequence</b>.<br/>           &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.<br/>           &gt;I can suggest an <b>important lesson</b> this teaches someone reading their story.<br/>           &gt;I know that <b>Christians</b> believe God gave Moses the <b>ten commandments</b>.<br/>           &gt;I know <b>why</b> God gave these to <b>Moses</b>.<br/>           &gt;I can say which you think is <b>the most important commandment and why</b>.</p> | <p><b>How do I make the right decision?</b><br/> <b>(Focus Christianity)</b><br/>           &gt;I know <b>Jesus' golden rule</b> and what he means when he uses the word <b>love (agape)</b>.<br/>           &gt;I know what Jesus' story of <b>The Lost Son</b> might teach about agape<br/>           &gt;I can suggest what a <b>Christian</b> would do when faced with a certain moral dilemmas.<br/>           &gt;I can suggest the rule they would follow when making this decision<br/>           &gt;I can suggest why it may be <b>difficult</b> to follow these rules<br/>           &gt;I can suggest why a Christian may follow these rules even if difficult</p> | <p><b>What makes a great leader?</b><br/> <b>(Focus Christianity)</b><br/>           &gt;I know that Christians believe Jesus is God in human form (the incarnation of God.)<br/>           &gt;I know what the term miracle means.<br/>           &gt;I can retell stories from the bible in which Jesus works a miracle (the feeding of the 5000, the calming of the storm.)<br/>           &gt;I can find evidence to suggest this story shows Jesus was a good leader.<br/>           &gt;I can find evidence in the bible to show Jesus is a caring leader.</p> | <p><b>What makes a great leader?</b><br/> <b>(Focus Christianity)</b><br/> <b>ANGLICANISM AND METHODISM)</b><br/>           &gt;I can retell the story of Jesus and the tax collector (Zacchaeus.)<br/>           &gt;I can find evidence to suggest this story shows Jesus was a good leader.<br/>           &gt;I can explain how this story shows that Jesus believes that people can change for the better.<br/>           &gt;I can say whether I think the following things make a good leader and why:<br/>           a) stays calm under pressure b) works miracles c) is caring.<br/>           &gt;I can compare another great leader with Jesus (focus John Wesley.)</p> | <p><b>What's it like to be a Hindu?</b><br/> <b>(Focus Hinduism)</b><br/>           &gt;I know Hinduism describes a religion which began in India.<br/>           &gt;I can describe their belief in God as one being called Brahman who exists everywhere in everything.<br/>           &gt;I know why Aum is an important symbol in Hinduism.<br/>           &gt;I can explain their belief in the many sides of Brahman, known as gods/goddesses or deities.<br/>           &gt;I can suggest why someone may pray to certain deities based on their powers.<br/>           &gt;I can describe how Hindus pray using a form of worship called puja.<br/>           &gt;I can explain why Hindus do certain things when praying and why it's considered important.<br/>           &gt;I know what the "atman" means.<br/>           &gt;I can explain the greeting "Namaste" used by Hindus.<br/>           &gt;I can explain the dharma, karma, reincarnation and moksha.<br/>           &gt;I can suggest why someone may disagree with the belief in reincarnation.</p> | <p><b>What's it like to be a Hindu?</b><br/> <b>(Focus Hinduism)</b><br/>           &gt;I know Hinduism describes a religion which began in India.<br/>           &gt;I can describe their belief in God as one being called Brahman who exists everywhere in everything.<br/>           &gt;I know why Aum is an important symbol in Hinduism.<br/>           &gt;I can explain their belief in the many sides of Brahman, known as gods/goddesses or deities.<br/>           &gt;I can suggest why someone may pray to certain deities based on their powers.<br/>           &gt;I can describe how Hindus pray using a form of worship called puja.<br/>           &gt;I can explain why Hindus do certain things when praying and why it's considered important.<br/>           &gt;I know what the "atman" means.<br/>           &gt;I can explain the greeting "Namaste" used by Hindus.<br/>           &gt;I can explain the dharma, karma, reincarnation and moksha.<br/>           &gt;I can suggest why someone may disagree with the belief in reincarnation.</p> |
| 6                       |  |  |  |   |  |  |

| Religion and Philosophy | TERM 1   | TERM 2   | TERM 3  | TERM 4  | TERM 5   | TERM 6  |
|-------------------------|--|--|---|---|--|---|
| Learning Foci:          | <p><b>What is Philosophy?</b><br/> <b>What's it like to be Jewish?</b><br/> <b>(Focus: Judaism)</b></p> <ul style="list-style-type: none"> <li>&gt; I know who began the religion called Judaism.</li> <li>&gt; I know the story of Abraham, Sarah and Isaac.</li> <li>&gt; I can select evidence in this story to show God (G-d) is only one, and omnibenevolent.</li> <li>&gt; I can find evidence in this story to show God (G-d) is omnipotent, omnipresent and omniscient.</li> <li>&gt; I know why this story, and the story of Moses, may encourage Jews not to draw God (G-d.)</li> <li>&gt; I can describe the Passover Festival and explain why it began and the symbols contained within the ritual.</li> </ul> | <p><b>What's it like to be Jewish?</b><br/> <b>(Focus: Judaism)</b><br/> <b>Re-cap Humanism and Hinduism from Yr 5.)</b></p> <ul style="list-style-type: none"> <li>&gt; I know why the Torah is important, how it is treated and that it is important because it's the second covenant.</li> <li>&gt; I can describe the bar/bat mitzvah and its connection to the Torah.</li> <li>&gt; I know how Jewish and Christian beliefs about Jesus differ.</li> <li>&gt; I can recognise other important festivals such as Shabbat and Hanukkah based on homework research tasks.</li> <li>&gt; 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.</li> </ul> | <p><b>What's it like to be a Christian?</b><br/> <b>(Focus: Christianity)</b><br/> <b>Cross-curricular PASHE/Charity/Wellbeing project.)</b></p> <ul style="list-style-type: none"> <li>&gt; I know what the word "nativity" means and that there are two versions in the gospels Matthew and Luke.</li> <li>&gt; I can select evidence from the stories which suggest Jesus was the incarnation of God and came for everyone.</li> <li>&gt; I can identify evidence from the New Testament which shows Jesus was omnipotent, omniscient and loving.</li> <li>&gt; I know what the term beatitudes means and identify who Jesus said would be blessed from a range of suggestions.</li> <li>&gt; I can select one of the blessed actions and suggest how I, or someone I know, has done this in everyday life.</li> <li>&gt; I can select one of the blessed actions and explain, in some detail, how a Christian charity is influenced by this.</li> <li>&gt; I know what the term atonement means.</li> <li>&gt; I can describe how humans are believed to be affected by Adam and Eve's disobedience.</li> <li>&gt; I can describe what the Jews used to do in order to atone for their sins.</li> </ul> | <p><b>What is a Humanist?</b><br/> <b>(Focus Humanism)</b></p> <ul style="list-style-type: none"> <li>&gt; I know what the terms "theist" "atheist" and "agonistic" mean.</li> <li>&gt; I know what the terms "religious" "secular" and "material world" mean.</li> <li>&gt; I know that Humanists don't believe in anything that is supernatural.</li> <li>&gt; I can explain that the difference between Humanism and a religion.</li> <li>&gt; I know that Humanists rely on science and reason to find truth.</li> <li>&gt; I know how Humanists make decisions between what is right or wrong.</li> <li>&gt; I can suggest what a Humanist would do when faced with a moral dilemma and why.</li> <li>&gt; I know what Humanists believe about life after death and explain why Humanists value life.</li> <li>&gt; I can suggest why someone may believe in the afterlife.</li> <li>&gt; I can compare Humanist and religious ceremonies such as funerals.</li> </ul> | <p><b>What's it like to be a Muslim?</b><br/> <b>(Focus Islam)</b></p> <ul style="list-style-type: none"> <li>&gt; I know the meaning of important key words linked to Islam.</li> <li>&gt; I can retell the story of the Muhammad receiving messages from Allah, through the angel Gabriel.</li> <li>&gt; I can explain why the Qur'an is important for Muslims and why it is called the "straight path."</li> <li>&gt; I can explain the deeper meaning of "Islam" and "Muslim."</li> <li>&gt; I know the story of Bilal and what his life teaches Muslims.</li> </ul> | <p><b>What's it like to be a Muslim?</b><br/> <b>(Focus Islam)</b></p> <ul style="list-style-type: none"> <li>&gt; I can describe the first and second pillar of Islam.</li> <li>&gt; I can explain how these pillars help Muslims to "surrender to Allah's straight path."</li> <li>&gt; I can suggest the challenges a British Muslim faces when praying (second pillar.)</li> <li>&gt; I can describe the third, fourth and fifth pillar of Islam.</li> <li>&gt; I can explain how these pillars help them to be khalifah.</li> <li>&gt; I know which prophets and which texts the Qur'an instructs Muslims to respect.</li> <li>&gt; I can compare my own views with Christian and Islamic views on the identity of Jesus using reasons to support my views.</li> </ul> |

| Religion and Philosophy | TERM 1  | TERM 2   | TERM 3  | TERM 4  | TERM 5  | TERM 6   |
|-------------------------|---|--|---|---|---|--|
|                         |   |  | <p>&gt;I can explain why Christians believe Jesus is a saviour, dying for our sins.</p> <p>&gt; I can suggest the effect this belief has on Christians and give a real example.</p>   |   |   |  |
| <b>7</b>                |   |  |   |   |   |  |
| Learning Foci:          | <p><b>Does our planet have a future?</b><br/> <b>(Focus Christianity)</b><br/> <b>(Cross-curricular PASHE project.)</b></p> <p>&gt;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?)</p> <p>&gt;I know the difference between a creationist and a theistic evolutionist.</p> <p>&gt;I can identify some of the important messages that could be contained in the story of creation.</p> <p>&gt;I can explain the term <b>stewardship</b>.</p> <p>&gt;I understand and can explain extracts from the bible that encourage <b>stewardship</b>.</p> | <p><b>Does our planet have a future?</b><br/> <b>(Focus Humanism)</b><br/> <b>(Cross-curricular PASHE project.)</b></p> <p>&gt; I know key terms which link to Humanism.</p> <p>&gt; I can describe how the roots of Humanism can be found in the teachings of the ancient world.</p> <p>&gt; I can recall, from previous knowledge, Humanist 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,</p> | <p><b>How should we treat others?</b><br/> <b>How can Christianity help us decide?</b><br/> <b>(Easter Service created in this term)</b></p> <p>&gt;I am able to recall the terms “moral dilemma” “decision” and “consequence.”</p> <p>&gt;I can describe how certain stories from the Old Testament may influence the way a Christian treats others.</p> <p>&gt;Understand the different ways Christian understand that God created humans in His image and the effect this will have on the way they treat themselves and others.</p> <p>&gt;I can describe how the two accounts of Jesus’ birth may influence the way Christians treat others e.g. evidence that Jesus came for everyone. &gt;I also know how these stories are interpreted differently.</p> | <p><b>How should we treat others?</b><br/> <b>How can Christianity help us decide?</b><br/> <b>(Easter service created in this term.)</b></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</p> | <p><b>How do I find inner happiness?</b><br/> <b>(Focus Buddhism/(Christianity briefly)</b><br/> <b>(Cross-curricular PASHE project.)</b></p> <p>&gt;I can explain how Christianity can enhance the wellbeing of its believers.</p> <p><b>Describe and reflect on the ways that they believe this relationship is deepened through worship, prayer, reading the Bible, reflection and service.</b></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><b>How do I find inner happiness?)</b><br/> <b>(Focus Buddhism)</b></p> <p>&gt;I know the differences and similarities between The Eightfold Path and The Five Precepts.</p> <p>&gt;I can describe at least two guidelines from The 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 bhikkhu means and briefly describe their history.</p> |



| Religion and Philosophy | TERM 1   | TERM 2   | TERM 3   | TERM 4  | TERM 5   | TERM 6  |
|-------------------------|--|--|--|---|--|---|
|                         | <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>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>&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>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. Understand what different Christians believe about ‘heaven’, ‘hell’ and ‘purgatory’.</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 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                       |  |  |  |   |  |   |

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

| Religion and Philosophy | TERM 1 | TERM 2  | TERM 3 | TERM 4 | TERM 5 | TERM 6 |
|-------------------------|--------|---|--------|--------|--------|--------|
|                         |        | <p>found in the Mul Mantra (the opening section of the morning prayer japji.)</p> <p>&gt;“Sikh children should be allowed to wear the 5 Ks to school in Britain.” I can state my view about this using the method PEEL.</p> |        |        |        |        |

# Bible Stories

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Bible stories form an important part of our curriculum at Selwood Academy. Every year our pupils listen to and reflect upon a variety of bible stories linked to our School Christian values and our weekly theme. Below is a map of when our central bible stories are taught over the year. These are linked to our biblical underpinning of 'Let your Light Shine' and core Christian values of Hope, Wisdom, Community and Joy. In addition to this we learn about key stories at monumental points in the Christian Calendar such as Easter and Christmas and stories that relate to our weekly theme in collective worship.



# Selwood Academy

## Bible Stories

Noah and the great flood



The resurrection of Jesus



The crucifixion



The creation story



Jesus is tempted in the desert



The Last Supper



Judas betrays Jesus



The Birth of Jesus



The miraculous catch of fish



Feeding the five thousand



The wise man who build his house upon a rock



The sermon on the mount



The Good Samaritan



Jesus heals a paralysed man





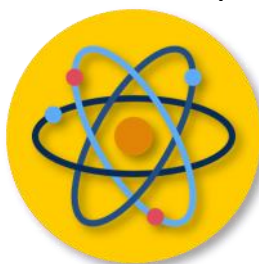
# Science

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

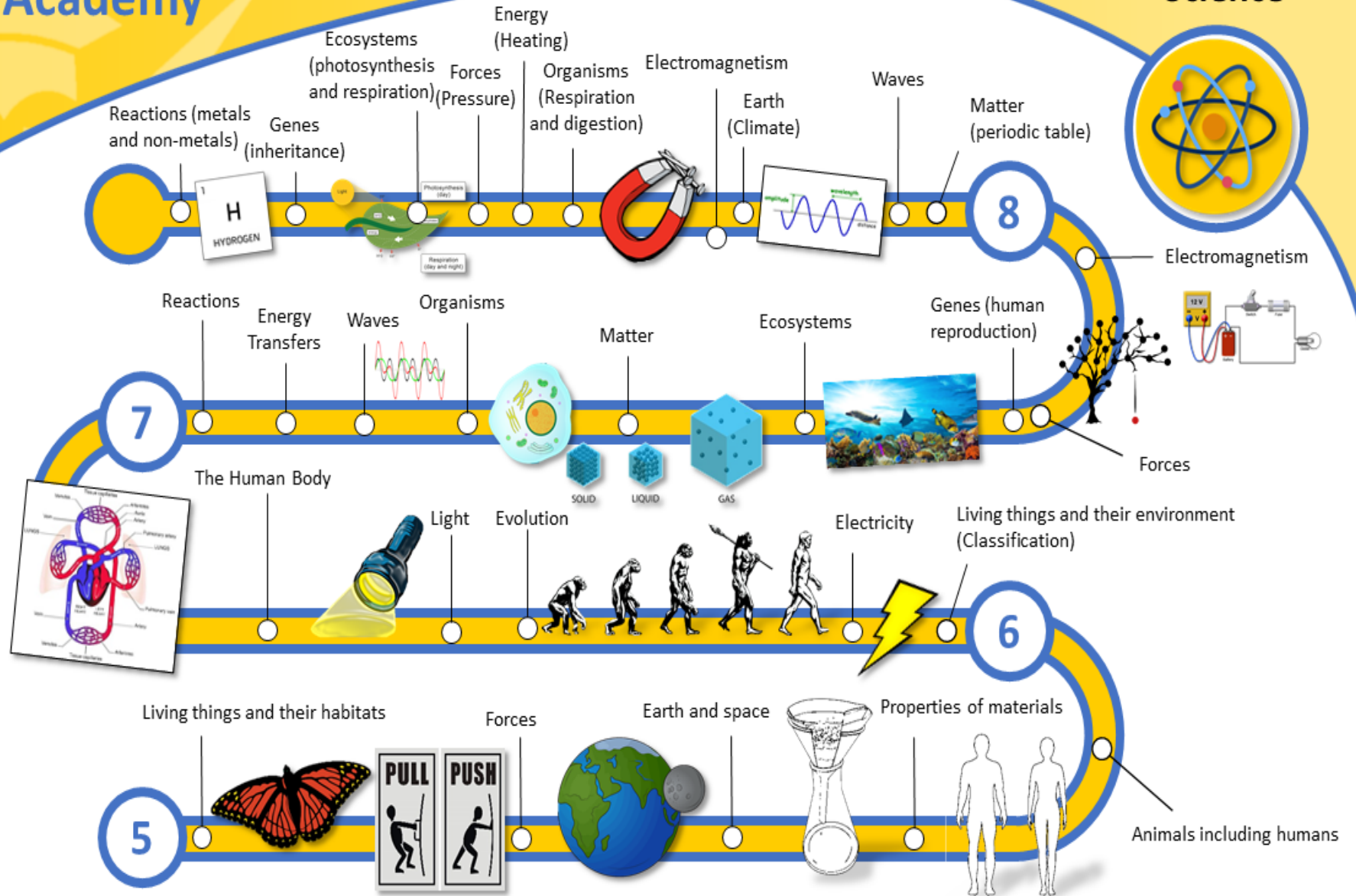
We achieve all this through the following:

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



# Selwood Academy

## Science



| Science  | Topic 1   | Topic 2   | Topic 3   | Topic 4   | Topic 5   |
|--|---|---|---|---|---|
| 5  | Living things and their habitats  | Forces  | Earth and space   | Properties of materials   | Animals including humans  |
| <b>Links to prior learning</b> <ul style="list-style-type: none"> <li>Year 4</li> <li>recognise that living things can be grouped in a variety of ways</li> <li>explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment</li> <li>recognise that environments can change and that this can sometimes pose dangers to living things.</li> </ul> | <ul style="list-style-type: none"> <li>Year 4</li> <li>recognise that living things can be grouped in a variety of ways</li> <li>explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment</li> <li>recognise that environments can change and that this can sometimes pose dangers to living things.</li> </ul> | <ul style="list-style-type: none"> <li>Year 3</li> <li>know that pushes and pulls are examples of forces.</li> <li>know vocabulary describing simple forces and movements.</li> <li>Year 4</li> <li>know vocabulary describing simple forces and movements and use friction as an example.</li> </ul>   | <ul style="list-style-type: none"> <li>Year 1</li> <li>observe changes across the four seasons</li> <li>observe and describe weather associated with the seasons and how day length varies.</li> </ul>  | <ul style="list-style-type: none"> <li>Year 4</li> <li>compare and group materials together, according to whether they are solids, liquids or gases</li> <li>compare and group materials together, according to whether they are solids, liquids or gases</li> <li>observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C)</li> <li>identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.</li> </ul> | <ul style="list-style-type: none"> <li>Year 4</li> <li>describe the simple functions of the basic parts of the digestive system in humans</li> <li>identify the different types of teeth in humans and their simple functions</li> <li>construct and interpret a variety of food chains, identifying producers, predators and prey.</li> </ul>  |
| <b>Learning Foci:</b> <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>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> <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  |
| <b>Links to prior learning</b> <ul style="list-style-type: none"> <li>Year 5 Topic – Living things</li> <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>Year 5 Topic – Living things</li> <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>Year 4</li> <li>identify common appliances that run on electricity</li> <li>construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers</li> <li>identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery</li> <li>recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit</li> </ul> | <ul style="list-style-type: none"> <li>Year 3</li> <li>Describe in simple terms how fossils are formed when things that have lived are trapped within rock.</li> <li>Year 5 topic – Animals including humans</li> </ul>   | <ul style="list-style-type: none"> <li>Year 3</li> <li>recognise that they need light in order to see things and that dark is the absence of light</li> <li>notice that light is reflected from surfaces</li> <li>recognise that light from the sun can be dangerous and that there are ways to protect their eyes</li> <li>recognise that shadows are formed when the light from a light source is blocked by a solid object</li> <li>find patterns in the way that the size of shadows change.</li> </ul>   | <ul style="list-style-type: none"> <li>Year 3</li> <li>Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat</li> <li>Identify that humans and some animals have skeletons and muscles for support, protection and movement</li> <li>Year 4</li> <li>Describe the simple functions of the basic parts of the digestive system in humans</li> </ul> |

| Science        | Topic 1  | Topic 2  | Topic 3  | Topic 4  | Topic 5   |
|----------------|--|--|--|--|---|
|                |  | <ul style="list-style-type: none"> <li>recognise some common conductors and insulators, and associate metals with being good conductors.</li> </ul>  |  |  | <ul style="list-style-type: none"> <li>Identify the different types of teeth in humans and their simple functions</li> <li>Construct and interpret a variety of food chains, identifying producers, predators and prey.</li> <li>Year 5 Topic – animals including humans</li> </ul>               |
| 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   |
|-------------------------|--|--|--|---|--|---|---|--|---|
| Links to prior learning | Year 5 Properties of Materials topic<br>Explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda. | Year 4 Electricity topic<br>identify common appliances that run on electricity | Year 4 Sound topic<br>Use the idea that sounds are associated with vibrations, and that they require a medium to travel through, to explain how sounds are made and heard<br>Describe the relationship between the pitch of a sound and the features of its source; and between the volume of a sound, the strength of the vibrations and the distance from its source<br>Year 6 Light topic | Year 5 Animals including humans topic<br>Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood<br>Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function<br>Describe the ways in which nutrients and water are transported within animals, including humans. | Year 5 Properties of materials<br>Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating<br>Know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution | Year 5 Living things and their environment topic<br>Describe the life process of reproduction in some plants and animals.<br>Year 6 Living things and their environment topic<br>Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals<br>Give reasons for classifying plants and | Year 6 Living Things and their Habitats topic<br>describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird<br>describe the life process of reproduction in some plants and animals.<br>Year 6 Evolution and inheritance topic<br>recognize that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents. | Year 5 Forces topic<br>explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object<br>identify the effects of air resistance, water resistance and friction, that act between moving surfaces<br>recognise that force and motion can be transferred through mechanical devices such as gears, pulleys, levers and springs, allow a smaller force to have a greater effect. | Year 6 Electricity topic<br>associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit<br>compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches<br>use recognised symbols when representing a simple circuit in a diagram |

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|----------------|---|---|--|--|--|---|---|---|---|
|                |   |   | <p>Recognise that light appears to travel in straight lines</p> <p>Use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye</p> <p>Explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes</p> <p>Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.</p>    |  |  | animals based on specific characteristics   |   |   |   |
| Learning Foci: | <p>Metals and non-metals react with oxygen to form oxides which are either bases or acids. Metals can be arranged as a reactivity series in order of how readily they react with other substances.</p> <p>Some metals react with acids to produce salts and hydrogen.</p> <p>The pH of a solution depends on the strength of the acid: strong acids have lower pH values than weak acids.</p> <p>Mixing an acid and alkali produces a chemical reaction, neutralisation, forming a chemical</p> | <p>We pay for our domestic electricity usage based on the amount of energy transferred.</p> <p>Electricity is generated by a combination of resources which each have advantages and disadvantages.</p> <p>We can describe how jobs get done using an energy model where energy is transferred from one store at the start to another at the end.</p> <p>When energy is transferred, the total is conserved, but some energy is dissipated, reducing the useful energy.</p> | <p>Sound consists of vibrations which travel as a longitudinal wave through substances.</p> <p>The denser the medium, the faster sound travels.</p> <p>The greater the amplitude of the waveform, the louder the sound.</p> <p>The greater the frequency (and therefore the shorter the wavelength), the higher the pitch.</p> <p>When a light ray meets a different medium, some of it is absorbed and some reflected. For a mirror, the angle of incidence equals the angle of reflection.</p> | <p>The parts of the human skeleton work as a system for support, protection, movement and the production of new blood cells.</p> <p>Antagonistic pairs of muscles create movement when one contracts and the other relaxes.</p> <p>Multicellular organisms are composed of cells which are organised into tissues, organs and systems to carry out life processes.</p> <p>There are many types of cell. Each has a different structure or feature so it can do a specific job.</p> | <p>Properties of solids, liquids and gases can be described in terms of particles in motion but with differences in the arrangement and movement of these particles: closely spaced and vibrating (solid), in random motion but in contact (liquid), or in random motion and widely spaced (gas).</p> <p>Observations where substances change temperature or state can be described in terms of particles gaining or losing energy.</p> <p>A pure substance consists of only one type of element or compound and has a</p> | <p>Organisms in a food web (decomposers, producers and consumers) depend on each other for nutrients. So, a change in one population leads to changes in others.</p> <p>The population of a species is affected by the number of its predators and prey, disease, pollution and competition between individuals for limited resources such as water and nutrients.</p> <p>Plants have adaptations to disperse seeds using wind, water or animals.</p> | <p>There is variation between individuals of the same species. Some variation is inherited, some is caused by the environment and some is a combination.</p> <p>Variation between individuals is important for the survival of a species, helping it to avoid extinction in an always changing environment.</p> <p>Multicellular organisms are composed of cells which are organised into tissues, organs and systems to carry out life processes.</p> <p>The menstrual cycle prepares the female</p> | <p>If the overall, resultant force on an object is not zero, its motion changes and it slows down, speeds up or changes direction.</p> <p>Mass and weight are different but related. Mass is a property of the object; weight depends upon mass but also on gravitational field strength.</p> <p>Every object exerts a gravitational force on every other object.</p> <p>The force increases with mass and decreases with distance.</p> <p>Gravity holds planets and moons in orbit around larger bodies.</p> | <p>We can model voltage as an electrical push from the battery, or the amount of energy per unit of charge transferred through the electrical pathway.</p> <p>In a series circuit, voltage is shared between each component. In a parallel circuit, voltage is the same across each loop.</p> <p>Components with resistance reduce the current flowing and shift energy to the surroundings</p> <p>Current is a movement of electrons and is the same everywhere in a series circuit.</p> |



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|  | called a salt and water. |  | The ray model can describe the formation of an image in a mirror and how objects appear different colours.<br>When light enters a denser medium it bends towards the normal; when it enters a less dense medium it bends away from the normal. |  | fixed melting and boiling point.<br>Mixtures may be separated due to differences in their physical properties.<br>The method chosen to separate a mixture depends on which physical properties of the individual substances are different. | Plants reproduce sexually to produce seeds, which are formed following fertilisation in the ovary. | for pregnancy and stops if the egg is fertilised by a sperm.<br>The developing foetus relies on the mother to provide it with oxygen and nutrients, to remove waste and protect it against harmful substances. |  | Current divides between loops in a parallel circuit, combines when loops meet, lights up bulbs and makes components work.<br>Around a charged object, the electric field affects other charged objects, causing them to be attracted or repelled.<br>The field strength decreases with distance. |
|--|--------------------------|--|--|--|--|--|--|--|--|

| 8                              | Matter   | Waves  | Earth  | Electro-magnetism   | Organisms   | Energy   | Forces   | Ecosystems   | Genes   | Reactions  |
|--------------------------------|--|--|--|---|---|--|--|--|---|--|
| <b>Links to prior learning</b> | Year 5 Properties of Materials topic <ul style="list-style-type: none"> <li>Explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda.</li> <li>use knowledge of solids, liquids and gases to decide how mixtures</li> </ul> | Year 6 Light topic <ul style="list-style-type: none"> <li>Recognise that light appears to travel in straight lines</li> <li>Use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye</li> <li>Explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes</li> </ul> | <ul style="list-style-type: none"> <li>Sedimentary, igneous and metamorphic rocks can be inter converted over millions of years through weathering and erosion, heat and pressure, and melting and cooling. The Rock cycle</li> </ul> Year 7 Earth topic | <ul style="list-style-type: none"> <li>Year 7 Electromagnetism topic</li> <li>Components with resistance reduce the current flowing and shift energy to the surroundings</li> </ul> Current is a movement of electrons and is the same everywhere in a series circuit.<br>Current divides between loops in a parallel circuit, combines when loops meet, lights | Year 7 topic Organisms <ul style="list-style-type: none"> <li>Structure of plant and animal cells including specialised cells</li> </ul> Year 8 topic Ecosystems <ul style="list-style-type: none"> <li>Respiration is a series of chemical reactions, in cells, that breaks down glucose to provide energy and form new molecules.</li> </ul> Year 7 Organisms topic | Year 7 Energy <ul style="list-style-type: none"> <li>We can describe how jobs get done using an energy model where energy is transferred from one store at the start to another at the end.</li> <li>When energy is transferred, the total is conserved, but some energy is dissipated, reducing the useful energy.</li> </ul> Year 7 Energy topic | Year 5 Forces topic <ul style="list-style-type: none"> <li>Explain that unsupported objects fall towards the Earth because of 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>Recognise that force and motion can be transferred through mechanical devices such</li> </ul> | Year 7 topic Organisms <ul style="list-style-type: none"> <li>Structure of plant and animal cells</li> </ul> Year 7 Ecosystems topic | Year 6 Evolution and inheritance topic <ul style="list-style-type: none"> <li>Recognize that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents.</li> <li>Recognize that living things have changed over time.</li> <li>Identify how animals are adapted to suit their environment in different ways and that adaptation</li> </ul> | Year 5 Properties of Materials topic <ul style="list-style-type: none"> <li>Explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda.</li> </ul> Year 7 Reactions topic |

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|                | might be separated, including through filtering, sieving and evaporating<br>Year 7 Matter topic   | <ul style="list-style-type: none"> <li>Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.<br/>Year 7 Waves topic</li> </ul>  |   | <ul style="list-style-type: none"> <li>up bulbs and makes components work.</li> <li>Around a charged object, the electric field affects other charged objects, causing them to be attracted or repelled. The field strength decreases with distance.<br/>Year 7 Earth topic</li> </ul>   |  |   | as gears, pulleys, levers and springs, allow a smaller force to have a greater effect.<br>Year 7 Forces topic   |  | may lead to evolution.<br>Year 7 Genes topic   |  |
| Learning Foci: | <ul style="list-style-type: none"> <li>The elements in a group all react in a similar way and sometimes show a pattern in reactivity.</li> <li>As you go down a group and across a period the elements show patterns in physical properties.</li> <li>Most substances are not pure elements, but compounds or mixtures containing atoms of</li> </ul> | <ul style="list-style-type: none"> <li>When a wave travels through a substance, particles move to and fro. Energy is transferred in the direction of movement of the wave. Waves of higher amplitude or higher frequency transfer more energy.</li> <li>A physical model of a transverse wave demonstrates it moves from place to place, while the material it travels through does not, and describes the</li> </ul> | <ul style="list-style-type: none"> <li>Carbon is recycled through natural processes in the atmosphere, ecosystems, oceans and the Earth's crust (such as photosynthesis and respiration) as well as human activities (burning fuels).</li> <li>Greenhouse gases reduce the amount of energy lost from the Earth through radiation and therefore the temperature has been rising as the</li> </ul> | <ul style="list-style-type: none"> <li>An electromagnet uses the principle that a current through a wire causes a magnetic field. Its strength depends on the current, the core and the number of coils in the solenoid.</li> <li>Magnetic materials, electromagnets and the Earth create magnetic fields which can be described by drawing field lines to show the strength and direction.</li> </ul> | <ul style="list-style-type: none"> <li>In gas exchange, oxygen and carbon dioxide move between alveoli and the blood.</li> <li>Oxygen is transported to cells for aerobic respiration and carbon dioxide, a waste product of respiration, is removed from the body.</li> <li>Breathing occurs through the action of muscles in the ribcage and diaphragm.</li> <li>The amount of oxygen</li> </ul> | <ul style="list-style-type: none"> <li>Work is done and energy transferred when a force moves an object. The bigger the force or distance, the greater the work. Machines make work easier by reducing the force needed. Levers and pulleys do this by increasing the distance an object depends upon its mass, temperature and what it's made of.</li> </ul> | <ul style="list-style-type: none"> <li>When the resultant force on an object is zero, it is in equilibrium and does not move, or remains at constant speed in a straight line.</li> <li>One effect of a force is to change an object's form, causing it to be stretched or compressed.</li> <li>In some materials, the change is proportional to the force applied.</li> <li>Pressure acts in a fluid in all directions. It increases with depth</li> </ul> | <ul style="list-style-type: none"> <li>Respiration is a series of chemical reactions, in cells, that breaks down glucose to provide energy and form new molecules.</li> <li>Most living things use aerobic respiration but switch to anaerobic respiration, which provides less energy, when oxygen is unavailable.</li> <li>Plants and algae do not eat, but use energy from light, together with carbon dioxide and</li> </ul> | <ul style="list-style-type: none"> <li>Natural selection is a theory that explains how species evolve and why extinction occurs.</li> <li>Biodiversity is vital to maintaining populations.</li> <li>Within a species variation helps against environment changes, avoiding extinction.</li> <li>Within an ecosystem, having many different species ensures resources are available for other</li> </ul> | <ul style="list-style-type: none"> <li>During a chemical reaction bonds are broken (requiring energy) and new bonds formed (releasing energy). If the energy released is greater than the energy required, the reaction is exothermic. If the reverse, it is endothermic.</li> <li>Combustion is a reaction with oxygen in which energy is transferred to the surroundings as heat and light.</li> </ul> |

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|  | different elements. They have different properties to the elements they contain. | properties of speed, wavelength and reflection. | <p>concentration of those gases has risen.</p> <ul style="list-style-type: none"> <li>Scientists have evidence that global warming caused by human activity is causing changes in climate.</li> <li>There is only a certain quantity of any resource on Earth, so the faster it is extracted, the sooner it will run out.</li> <li>Recycling reduces the need to extract resources.</li> <li>Most metals are found combined with other elements, as a compound, in ores. The more reactive a metal, the more difficult it is to separate it from its compound. Carbon displaces less reactive metals, while electrolysis is needed for more</li> </ul> | <ul style="list-style-type: none"> <li>The stronger the magnet, and the smaller the distance from it, the greater the force a magnetic object in the field experiences.</li> </ul> | <p>required by body cells determines the rate of breathing.</p> <ul style="list-style-type: none"> <li>The body needs a balanced diet with carbohydrates, lipids, proteins, vitamins, minerals, dietary fibre and water, for its cells' energy, growth and maintenance.</li> <li>Organs of the digestive system are adapted to break large food molecules into small ones which can travel in the blood to cells and are used for life processes.</li> </ul> | <p>When there is a temperature difference, energy transfers from the hotter to the cooler object.</p> <ul style="list-style-type: none"> <li>Thermal energy is transferred through different pathways, by particles in conduction and convection, and by radiation.</li> </ul> | <p>due to the increased weight of fluid, and results in an upthrust.</p> <ul style="list-style-type: none"> <li>Objects sink or float depending on whether the weight of the object is bigger or smaller than the upthrust.</li> <li>Different stresses on a solid object can be used to explain observations where objects scratch, sink into or break surfaces.</li> </ul> | <p>water to make glucose (food) through photosynthesis is.</p> <ul style="list-style-type: none"> <li>Plants and algae use the glucose as an energy source, to build new tissue, or store it for later use.</li> <li>Plants have specially-adapted organs that allow them to obtain resources needed for photosynthesis.</li> </ul> | <p>populations, like humans. Inherited characteristics are the result of genetic information, in the form of sections of DNA called genes, being transferred from parents to offspring during reproduction.</p> <ul style="list-style-type: none"> <li>Chromosomes are long pieces of DNA which contain many genes. Gametes, carrying half the total number of chromosomes of each parent, combine during fertilisation.</li> </ul> | <ul style="list-style-type: none"> <li>Thermal decomposition is a reaction where a single reactant is broken down into simpler products by heating.</li> <li>Chemical changes can be described by a model where atoms and molecules in reactants rearrange to make the products and the total number of atoms is conserved.</li> </ul> |
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|  |  |  | reactive<br>metals. |  |  |  |  |  |  |  |
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# Technology

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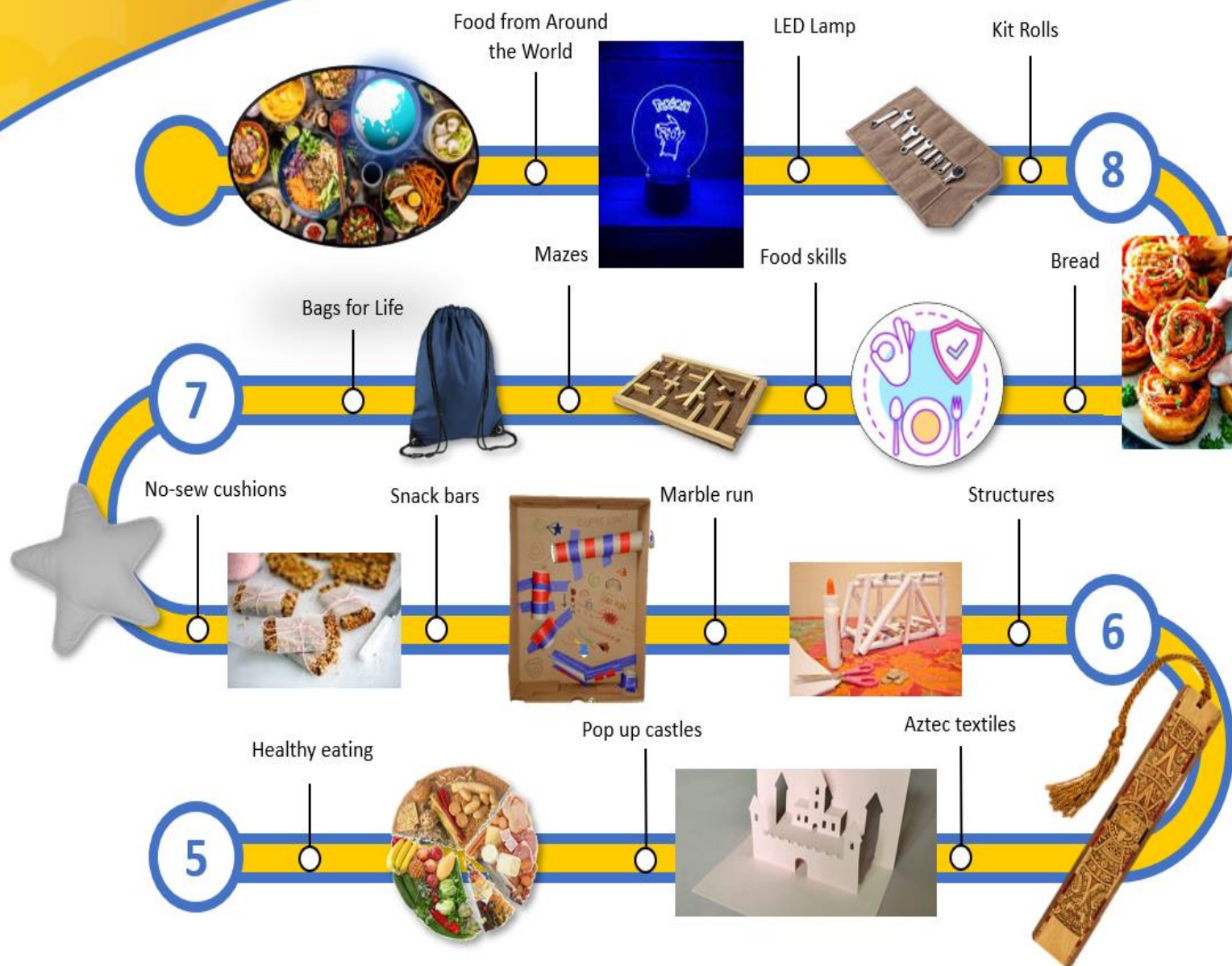
Students are taught in mixed ability tutor groups and during their time at Selwood Academy. They develop their design and practical skills using a range of materials including Food and Nutrition, Textiles and Product Design. We encourage a variety of responses in students such as curiosity, and exploration,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





# Selwood Academy

## Technology



| Technology     | Topic order   |  |   |   |   |
|----------------|---|--|---|---|---|
| 5              | Healthy Eating  |  | Aztec bookmarks   |   | Pop-up Castles  |
| Learning foci: | The importance of a healthy and varied diet to make healthy snacks.<br><b>Students can:</b><br>Understand a healthy diet is made up from a variety and balance of different food and drink, as depicted in The Eatwell plate<br>Use a range of techniques such as peeling, chopping, slicing and grating. |  | Joining fabrics using a variety of stitches securely.<br><b>Students can:</b><br>Students can select tools and equipment suitable for the task.<br>They can measure, mark out, cut and shape materials and components with some accuracy. |   | Discuss card images and pop-up with peers<br>Use the views of other to improve design work.<br><b>Students can:</b><br>Share and clarify ideas through discussion.<br>They can develop and communicate their ideas to improve the outcome.                                |
| 6              | Structures  | Marble run   | Healthy snack   | Torches   | Cushions  |
| Learning foci: | Understand how to strengthen, stiffen and reinforce a bridge structure to hold weights.<br><b>Students can:</b><br>Understand how to make strong, stiff shell structures  | Evaluate ideas and products against criteria that is given<br><b>Students can:</b><br>Identify the strengths and areas for development in their ideas and products and consider the views of others, including intended users, to improve their work | Understand seasonality and growth of ingredients.<br><b>Students can:</b><br>Understand that seasons may affect the food available.<br>Understand how food is processed into ingredients that can be eaten or used in cooking             | Use specialist tools to cut and join components for torch.<br><b>Students can:</b><br>Share and clarify ideas through discussion.<br>They can develop and communicate their understanding of an electrical circuit. | Investigate and analyse existing cushions.<br><b>Students can:</b><br>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. |
| Progression    | To understand how to make 3D structures from a range of 2D materials  | Looking at the aesthetics of a product from a designers point of view – does it function well and does it appeal to the end user?  | Building on knife skills from Year 5 to include hob safety and handling the oven safely   | Revisiting 2D materials and using hand tools to cut out materials safely. Link to Science curriculum and understand how electronic circuits work.   | To build on the skills taught in Year 5 and decorate fabrics using new stitches and join fabrics together   |

**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: | <ul style="list-style-type: none"> <li>Joining materials, stitching and fastenings.</li> <li>Variety of approaches to create ideas.</li> </ul> <b>Students can:</b><br>Use a broad range of material joining techniques including stitching.<br>Select appropriately from specialist tools, techniques, processes, equipment and machinery. | <ul style="list-style-type: none"> <li>Use a variety of approaches to create ideas.</li> </ul> Appraising designs<br><b>Students can:</b><br>Use their design to create a working maze. Select the correct tools from a range of equipment. Accurately cut and join materials. | Understand the principles of health and nutrition in food. <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> <b>Students can:</b><br>Use taste, texture and smell to decide how to season dishes and combine ingredients<br>Adapt and use their own recipes<br>Cook a repertoire of predominantly savoury dishes to feed themselves and others a suitable snack for a packed lunch. |

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| Progression    | Build on skills taught in KS2 learn how to use a sewing machine   | Develop skills on designing a product for an end user. Learning how to use the workshop tools  | Build on using the hob and oven safely. To use knife to learn how to chop different food stuffs correctly and safely. To learn skills such as rubbing in. And to follow a recipe from scratch  |
| 8              | <b>Tool roll – Textiles project</b>   | <b>Shine your light – Resistant materials project</b>  | <b>Food around the world</b>   |
| Learning foci: | <ul style="list-style-type: none"> <li>Joining materials, stitching and fastenings.</li> <li>Variety of approaches to create ideas.</li> </ul> <b>Students can:</b><br>Use a broad range of material joining techniques including stitching.<br>Select appropriately from specialist tools, techniques, processes, equipment and machinery. | <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> <b>Students can:</b><br>Use 2D and begin to use 3D prototyping to model their ideas<br>Know about an increasing range of designers, engineers, technologists and manufacturers and be able to relate their products to their own designing and making. | Understand the principles of health and nutrition.<br><ul style="list-style-type: none"> <li>Cook variety of savoury dishes.</li> <li>Competent in a range of techniques</li> </ul> <b>Students can:</b><br>Use taste, texture and smell to decide how to season dishes and combine ingredients<br>Adapt and use their own recipes, understanding food safety and allergens.<br>Cook a repertoire of predominantly savoury dishes to feed themselves and others a healthy and varied diet. |
| Progression    | Carrying on with working with a sewing machine – learning how to thread the machine yourself<br>Using Heat transfer to add a logo to their product<br>Revisiting design functionality and introducing CAD to pupils   | Building on our torch project in year 6 we look at resistant materials and use pf plastics.<br>We build on our CAD skill to then programme the laser cutter  | Building on the knife skills and the other basic kitchen skills learnt in year 7 we build on the complexity of the recipes used including how to mix spices and herbs to build up flavour profiles in dishes.<br>We also cover using high risk food such as raw meats in cooking   |