



**SELWOOD ACADEMY**  
ANGLICAN/METHODIST FOUNDATION SCHOOL

# Curriculum Guide

## 2024-2025

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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:

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

# 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



Figure-Anthony Gormley's/  
Giacometti



Eyes



Natural Forms



8

1 AND 2 Point  
Perspective and  
Impressionism



7



Still life



Michael Craig-Martin  
Still-life-Shapes in and out of  
proportion.



Portraits Julian Opie/ Wire



Wire  
Portraits

Collage  
Seascapes



Still-life, White  
shapes and Morandi



Kitchen Utensils (cutlery)  
Mono-printing



Patterned Tiles  
(Arts & Crafts)



line and wire  
Bugs/ Insects



6



Clay  
landscape

Changes



Sunsets and Trees



Graphics-  
1 Point Perspective



Land Art



David Hockney  
landscapes

5

Drawing techniques/Landscapes



Concept	<b>Visual Literacy</b> (Artist Research, historical content, social content)	<b>Generate Ideas</b> (Exploring mediums, materials, tools and techniques, developing skills, generating ideas.)	<b>Create</b> (Planning, making, refining, adapting)	<b>Present</b> (Evaluating, critiquing, displaying, analysing)	
Why are we learning this?	So that students can create and mix colours using paint and oil pastels. Students can use a variety of mark making to create links to their environment.	So that students can create a landscape and understand depth in their work. Background, Mid, Foreground. Paint cool/warm blending, silhouette.	So that students can turn shapes into 3D shapes, add tone to create form then use perspective to create depth.	So that they can take their knowledge of colour and shape and create a personal response using their knowledge.	So that students can create personal responses in 3D forms using a range of media. Explore sculpture and introduce clay slab and impress.
	TERM 1	TERM 2	TERM 3	TERM 4	TERM 5 AND 6
<b>Year 5</b>	Seasons - Autumn	Seasons - Autumn	One Point Perspective	Land Art	Landscape
Key Concept	Formal Elements	Landscape	Perspective	Site Specific Art	Clay
Learning Focus	<b>Learn basic skills on the Formal Elements Line / Tone / Colour. They will also look at the artist Georgia O’Keeffe.</b> To learn how to use a range of lines to create artwork, shade using different tones in pencil, create secondary colours using the colour wheel and use the paints correctly. Students will also	<b>Learn skills linked to landscape by exploring back, middle and foreground. Colour mixing warm and cool colours. They will also look at the artist JMW Turner.</b> To learn how to create a landscape using the three elements of back, middle and foreground. Blend colours using paint	<b>Learn basic skills on the Formal Elements Shape. Development of shape into 3D shapes them creating a piece of work in perspective.</b> To learn how to create shapes into three dimensional objects, then use these objects to create a cityscape response.	<b>Learn skills in working collaboratively to create artwork using found materials. Focusing on shape and texture.</b> To learn how to create shapes using found objects linked to the environment. Learn how to add tone and shading to objects to make them look more realistic in paint	<b>Learn skills in using clay to create a three-dimensional piece of artwork. They will cover the Formal Element Pattern and explore a range of media to create patterns in the environment.</b> To learn how to create layers of slabs in clay apply pattern using impress and relief to create the landscape layers learnt in term 2. They will also learn more about combining materials to create different effects as sgraffito and resist using wax crayons.

	explore using white to create tints of colour in paint. Students will respond to the artist Georgia O'Keeffe and link their knowledge of the Formal Elements to her work exploring coloured pastels.	to create backgrounds linking their work to the work of JMW Turner.		while exploring the work of Andy Goldsworthy.	
Substantive Knowledge (Knowledge)	<ol style="list-style-type: none"> <li>1. Understand who Georgia O'Keeffe is and her connection to Nature.</li> <li>2. Know how to paint correctly.</li> </ol>	<ol style="list-style-type: none"> <li>1. Know the name JMW Turner and his Seascape paintings.</li> <li>2. Know the elements of the landscape.</li> </ol>	<ol style="list-style-type: none"> <li>1. Know the work of Georgia O'Keeffe buildings.</li> <li>2. Know how to use watercolour paints.</li> </ol>	<ol style="list-style-type: none"> <li>1. Know the name of Andy Goldsworthy and Site-Specific Art.</li> <li>2. Know how to select and apply materials within artwork.</li> </ol>	<ol style="list-style-type: none"> <li>1. Know the name of David Hockney and his artwork linking his landscape work.</li> <li>2. Know the names of the clay tools and what they do.</li> </ol>
Disciplinary knowledge (Skills)	<ol style="list-style-type: none"> <li>1. Know how to mix secondary colour using wet paint.</li> <li>2. Know how to create tones in pencil</li> <li>3. Know how to use a pencil to create a range of lines.</li> <li>4. Know how to change the tint of a colour.</li> </ol>	<ol style="list-style-type: none"> <li>1. Know cool and warm colours.</li> <li>2. Know how to blend wet paint.</li> <li>3. Know how to layer up the elements of landscape.</li> </ol>	<ol style="list-style-type: none"> <li>1. Know how to apply pen over paint.</li> <li>2. Know how to create washes in watercolour.</li> <li>3. Know how to add coloured pencil over paint.</li> </ol>	<ol style="list-style-type: none"> <li>1. Know how important it is to work as a team.</li> <li>2. Know how to select and apply found objects into shapes.</li> <li>3. Know how to combine media pencil and watercolour.</li> </ol>	<ol style="list-style-type: none"> <li>1. Know how to make a slab in clay.</li> <li>2. Know how to impress into clay.</li> <li>3. Know how to layer up clay slabs.</li> <li>4. Know how to mix watercolour and oil pastels to create wax resist.</li> </ol>

	5. Know how to mix and blend oil pastels.				
Enrichment	Home Learning	Lantern Parade	Afterschool Club Painting stage sets	Afterschool Club	Afterschool Club
Assessment	Formative: Questioning & verbal feedback including group and personalised demonstrations. Summative: Written Assessment sheet.	Formative: Questioning & verbal feedback including group and personalised demonstrations. Summative: Written Assessment sheet.	Formative: Questioning & verbal feedback including group and personalised demonstrations. Summative: Written Assessment sheet.	Formative: Questioning & verbal feedback including group and personalised demonstrations. Summative: Written Assessment sheet.	Formative: Questioning & verbal feedback including group and personalised demonstrations. Summative: Written Assessment sheet.

Concept	<b>Visual Literacy</b> (Artist Research, historical content, social content)	<b>Generate Ideas</b> (Exploring mediums, materials, tools and techniques, developing skills, generating ideas.)	<b>Create</b> (Planning, making, refining, adapting)	<b>Present</b> (Evaluating, critiquing, displaying, analysing)	
Why are we learning this?	Students will be able to create single line drawings and develop their drawings into a 3D form of wire.	Students will be able to analysis the Day of the Dead culture using the formal elements and create a personal clay response.	Students will creative their own prints linked to the work of Andy Warhol, they will explore his life and work.	Students will look at other Pop Artists and create their own work in response changing their styles to link with the work of the artist.	Students will look at the art movement Surrealism, they will study key concepts, of dreams, be able to link their previous landscape learning to create new and exciting artwork.
	TERM 1	TERM 2	TERM 3	TERM 4	TERM 5 AND 6
<b>Year 6</b>	Insects	Day of the Dead	Pop Art	Pop Art	Surrealism
Key concept	Formal Elements	Clay Sculpture	Printing	Artist Research	Artist Research



<p><b>Learning Focus</b></p>	<p><b>Extending skills on the Formal Elements Line / Shape / Colour. They will also look at the artist Kirt Jackson.</b> To learn how to use a range of lines to create artwork including 3D sculpture and collage. Students will explore continuous line firstly in 2D then 3D, explore shapes within line then build into a 3D sculpture. Students will respond to the artist Kirt Jackson and link their knowledge of the Formal Elements to his work exploring line.</p>	<p><b>Learning how to create a pinch pot in clay. Using the Formal Elements to analysis the festival Day of the Dead.</b> To learn how to create a pinch pot in clay and create patterns by impressing objects into their sculptures. The students will learn how to use the Formal Elements to analyse artwork to support their own understanding of the festival Day of the Dead. They will also learn how to apply acrylic paints into a dried clay.</p>	<p><b>Learning how to create mono and polyboard prints linking their work and analyse to the art movement Pop Art.</b> To learn how to create Mono prints and polyboard repeat pattern prints linking their work to the work of Andy Warhol. They will also look at the movement as a whole and Roy Lichtenstein.</p>	<p><b>Learning how to create blending and tone in oil pastels linking their work to Wayne Thiebaud. Learning about the artwork of Roy Lichtenstein to create their own artwork.</b> To learn how to use oil pastels to blend colours and create 3d shapes to make a chocolate box linking their work to the Pop Artist Wayne Thiebaud. Use poster paints to create flat painting and create a Pop Art painting inspired by their studies,</p>	<p><b>Extending knowledge of art movements by studying Surrealism. Developing drawing skills extending tone and texture within the work. Considering tone in colour using collage to create.</b> To learn how to create tones in collage using magazines to create surreal landscapes. To learn how to add texture to objects to change the mood a piece of artwork. Students explore a range of Surreal artists and create outcomes extending their skills in tone and texture.</p>
<p><b>Substantive Knowledge (knowledge)</b></p>	<ol style="list-style-type: none"> <li>1. Know the work of Kirt Jacksons insect work.</li> <li>2. Know how to create poster paint wash.</li> </ol>	<ol style="list-style-type: none"> <li>1. Know the festival Day of the Dead.</li> <li>2. Know what a festival is and link to local work.</li> </ol>	<ol style="list-style-type: none"> <li>1. Know what an art movement is and how Pop links to art history.</li> <li>2. Study when is a print artwork.</li> </ol>	<ol style="list-style-type: none"> <li>1. Know the work of Wayne Thiebaud and Roy Lichtenstein.</li> <li>2. Explore the role of art in society.</li> </ol>	<ol style="list-style-type: none"> <li>1. Know the art movement Surrealism, Salvador Dali, Meret Oppenheim and Rene Magritte.</li> <li>2. Explore the role of dreams and the subconscious in our artwork.</li> </ol>

Disciplinary knowledge (skills)	<ol style="list-style-type: none"> <li>How to use continuous line to create shapes.</li> <li>How to use shapes in paper to collage.</li> <li>How to use continuous line to create 3D work in wire.</li> <li>Safe ways to use wire to make artwork.</li> </ol>	<ol style="list-style-type: none"> <li>How to create a pinch pot.</li> <li>How to add relief to clay.</li> <li>How to apply acrylic paint to dry clay.</li> <li>How to use the Formal Elements to analyse artwork.</li> </ol>	<ol style="list-style-type: none"> <li>How to make a mono print from an image.</li> <li>How to create a polyboard print.</li> <li>How to add layers of colour into different prints.</li> </ol>	<ol style="list-style-type: none"> <li>How to blend oil pastels and add tone.</li> <li>How to paint in flat colour using poster paint.</li> </ol>	<ol style="list-style-type: none"> <li>How to add texture to a drawing.</li> <li>How to add tone to a piece of work to create a mood.</li> <li>How to paint tints and tones.</li> </ol>
Enrichment	Home Learning	Lantern Parade	Afterschool Club Painting stage sets	Afterschool Club	Afterschool Club
Assessment	Formative: Questioning & verbal feedback including group and personalised demonstrations. Summative: Written Assessment sheet.	Formative: Questioning & verbal feedback including group and personalised demonstrations. Summative: Written Assessment sheet.	Formative: Questioning & verbal feedback including group and personalised demonstrations. Summative: Written Assessment sheet.	Formative: Questioning & verbal feedback including group and personalised demonstrations. Summative: Written Assessment sheet.	Formative: Questioning & verbal feedback including group and personalised demonstrations. Summative: Written Assessment sheet.
Progression from previous learning	Students build on their 3D knowledge by exploring different media. Students build on their Formal Element knowledge in line by using continuous line to develop into new work.	Students use their knowledge of the Formal Elements to learn how to analyse artwork. They extend their knowledge of clay to create more sculptural forms.	Students build on their analysis skills to understand what is an art movement. They build on their colour knowledge to transfer into print.	Students build on their blending oil pastels knowledge to create tonal work, combining tone and tint. Students build on painting knowledge by flat painting.	Students use their landscape knowledge as a base to create their Surreal response building into their work other skills. Students use their tone knowledge as a base to apply shading to work to create 3D shapes in objects.

Concept	<b>Visual Literacy</b> (Artist Research, historical content, social content)	<b>Generate Ideas</b> (Exploring mediums, materials, tools and techniques, developing skills, generating ideas.)	<b>Create</b> (Planning, making, refining, adapting)	<b>Present</b> (Evaluating, critiquing, displaying, analysing)	
Why are we learning this?	Students will be able to create landscapes in both one and two point perspectives. Adding tone to create depth.	Students will be able to create buildings using two point perspective, link their work to the work of Van Gogh, paint in the style of work use complementary colours.	Students will understand what is still life and how Michael Craig Martin approaches his work. They will use media to create their own piece.	Students will learn how to use clay to create a 3D sculpture inspired by the work of Julian Opie. They will understand how Julian Opie uses line, shape and colour in his work in different media. They will be able to mix a basic skin tone in acrylic paint and create a personal portrait. They will be able to draw some facial features.	
	TERM 1	TERM 2	TERM 3	TERM 4	TERM 5 AND 6
<b>Year 7</b>	Perspective	Van Gogh	Still Life	Still Life	Portraits
Key concept	Perspective	Artist Research	Still Life	Composition	Portraits
Learning Focus	<b>Learn to create cityscapes using one and two point perspective. Looking at Van Gogh's bedroom as a point to explore the concepts within the artworld.</b> Students learn how to draw using one and two point	<b>Learn how to paint in tints and tones in a more expressive way and using two point perspective create the school as a focus. They learn about Van Gogh and how to analysis more in depth.</b>	<b>Learn about the still life work of Michael Craig Martin. They also learn about abstract perspective.</b> Students explore the artist's work and consider using perspective in a more abstract way. They create work in	<b>Learn how to paint in tone. They extend their painting skills into a tonal piece of work using layers. They explore adding texture in paint.</b> Students learn about more traditional still life painting and learn how to use	<b>Learn how to create portraits. They extend their drawing, painting and 3D skills using portraits as the focus. The create skin tones, 3D sculptures, portrait drawings.</b> Students look at the work of Julian Opie and his learn about his use of colour and line to create his work. They learn basic face proportions and how to add tone in the face. They then learn how to mix tints and tones in skin tones. They also learn how to add more fine detail in wire.

	perspective both outside in a city scape form and inside. They relate their work to other artists in art history who have used perspective as a base for their work.	Students learn how to use acrylic paints using Van Gogh as inspiration, exploring expressive mark making to create mood in a piece of art. They apply their knowledge into a final outcome of the school. Introduction of more in depth analysis – Describe – Analyse – Interpret – Judge.	collage and line then develop a more personal piece of work using different media including oil pastels and paint.	acrylic paints to layer up washes to create tone and texture.	
Substantive Knowledge (knowledge)	<ol style="list-style-type: none"> <li>Students look at a range of work for the outside including Van Gogh, Canaletto and more contemporary artists.</li> <li>To understand why perspective is used in art.</li> </ol>	<ol style="list-style-type: none"> <li>Know the work of Van Gogh his life and work including his impact on the artworld.</li> <li>Post-impressionist knowledge and expressive artwork.</li> </ol>	<ol style="list-style-type: none"> <li>Know Michael Craig Martins still life work.</li> <li>Question 'What is Still Life art.'</li> </ol>	<ol style="list-style-type: none"> <li>Students look at still life of Northern Europe 1600-1800.</li> <li>Understand how you can have different still life paintings.</li> </ol>	<ol style="list-style-type: none"> <li>Know Julian Opie's artwork.</li> <li>Explore what is a portrait.</li> </ol>
Disciplinary knowledge (skills)	<ol style="list-style-type: none"> <li>Vanishing point.</li> <li>Horizon line.</li> <li>Adding tone to show depth.</li> </ol>	<ol style="list-style-type: none"> <li>How to analyse using Describe – Analyse – Interpret – Judge.</li> </ol>	<ol style="list-style-type: none"> <li>How to paint flat. Colour.</li> <li>How to use mix media to create different styles.</li> </ol>	<ol style="list-style-type: none"> <li>How to paint in layers.</li> <li>How to add texture in washes.</li> <li>How to create tints and</li> </ol>	<ol style="list-style-type: none"> <li>How to paint skin tones.</li> <li>How to apply flat tertiary colours.</li> <li>Basic face proportions.</li> <li>Adding tone to the face, smudge.</li> <li>Create face shape in wire.</li> </ol>

	<p>4. Draw using one point perspective outside and inside.</p> <p>5. Draw using two point perspective.</p>	<p>2. How to use acrylic paint.</p> <p>3. How to create creative expressive mark making to create mood.</p>	<p>3. How to collage in layers.</p>	<p>tones in washes.</p>	
Enrichment	Afterschool Club	Afterschool Club	Afterschool Club Painting stage sets Art Gallery Trip	Afterschool Club	Afterschool Club
Assessment	<p>Formative: Questioning &amp; verbal feedback including group and personalised demonstrations.</p> <p>Summative: Written Assessment sheet.</p>	<p>Formative: Questioning &amp; verbal feedback including group and personalised demonstrations.</p> <p>Summative: Written Assessment sheet.</p>	<p>Formative: Questioning &amp; verbal feedback including group and personalised demonstrations.</p> <p>Summative: Written Assessment sheet.</p>	<p>Formative: Questioning &amp; verbal feedback including group and personalised demonstrations.</p> <p>Summative: Written Assessment sheet.</p>	<p>Formative: Questioning &amp; verbal feedback including group and personalised demonstrations.</p> <p>Summative: Written Assessment sheet.</p>
Progression from previous learning	<p>Students develop and extend their perspective knowledge started in Y5 creating 3D shapes. Students develop their shading skills adding shading to create tone which will show depth.</p>	<p>Students covered two point perspective in term 1, they apply their knowledge to create their own work. Using colour mixing knowledge from previous lessons extend into acrylic paint. Students extend their knowledge and use of materials in wet paint.</p>	<p>Students extend their understanding of drawing from observation into a more abstract form. They extend their collage skills by collaging by layers. They develop their painting skills by applying the paint to create flat colour.</p>	<p>Students learn how to create tertiary colours in acrylic paint. They complete the 100 colour challenge mixing as many colours using just primary plus black white, this extends all colour mixing work previously.</p>	<p>Students use their colour knowledge from term 4 to learn about tints and tones in paint and create skin tones. Using wire they explored in year six they extend this to create more complicated work focused on detail.</p>

Concept	<b>Visual Literacy</b> (Artist Research, historical content, social content)	<b>Generate Ideas</b> (Exploring mediums, materials, tools and techniques, developing skills, generating ideas.)	<b>Create</b> (Planning, making, refining, adapting)	<b>Present</b> (Evaluating, critiquing, displaying, analysing)	
Why are we learning this?	Students will be able to link their work to the industry Surface Pattern. Be able to create repeat pattern.	Students will be able to start to create artist pages, take photos considering colour and shape.	Students will be able to draw in a different and more expressive way and respond in their sketchbooks.	Students will be able to create artist pages, using their skills and knowledge if the artists.	Students will be able to use carbon paper to create figure images showing personal interests and link to Gustav Klimt. They will use pen and pencil to create figure tone drawing. Use watercolour pencil to create neat tone to add to their painting work.
	TERM 1	TERM 2	TERM 3	TERM 4	TERM 5 AND 6
<b>Year 8</b>	Natural Forms	Natural Forms	Contemporary Artists		Figure & Pattern - EXAM
Key concept	Drawing observation	Photography	Expressive drawing		Figure Proportions, Pattern
Learning Focus	<p><b>Learn how to create tonal texture in a still life drawing from observation. They learn about the Surface Pattern Industry and the Art &amp; Crafts work of William Morris. They learn how to create repeat pattern prints.</b></p> <p>Students analyse the work of William Morris and learn how to use polyboard to create a print. They learn how the surface pattern industry works and create a</p>	<p><b>Learn how create photographs using lighting and focus. They learn about composition and how to create high quality artist pages.</b></p> <p>Students learn about the photographer Dennis Wojtkiewicz. They create their own work in a response and create an artist page showing their findings. They may extend into using the SLR camera and explore using</p>	<p><b>Learn how contemporary artists create work and how they sell work. They look at different ways of mark making using more expressive use of materials. They learn about being an artist and what artists are creating currently.</b></p> <p>Students create a series of artist pages looking at a range of contemporary artists. Each artist uses different ways of working, students respond then use their response to create a page of written and visual analysis. They are taught high quality composition and given freedom of materials. The focus is independence and expression.</p>	<p><b>Learn how to draw a figure in proportion. They learn about different use of colour in tone to create different effects in oil pastel. They learn how to use carbon paper and create a personal piece of artwork inspired by their studies. They learn about the work of Gustav Klimt.</b></p> <p>Students will be learning about how to create a figure drawing in proportion. They will learn how to add tone to create form and add paint to create depth in their painting. They will also learn how to refine work using coloured pencil. They will be able to present a range of personal final pieces linked to their analysis of the artist Gustav Klimt. Their final outcomes will be created in exam conditions so they have experience of working in that way.</p>	

	design for commercial use.	national forms as a focus.		
Substantive Knowledge (knowledge)	<ol style="list-style-type: none"> <li>1. Know about the Surface Pattern Industry.</li> <li>2. Know about the work of William Morris and the Art &amp; Crafts movement.</li> </ol>	<ol style="list-style-type: none"> <li>1. Know the work of Dennis Wojtkiewicz fruit images.</li> <li>2. To consider the role of photography in art.</li> </ol>	<ol style="list-style-type: none"> <li>1. Know about the work of contemporary artist and local contemporary artists. This includes Arsenic Junior and Alphonso Dunn.</li> <li>2. Know about the art industry local to them including Black Swan and Studio work.</li> </ol>	<ol style="list-style-type: none"> <li>1. Know the artist Gustav Klimt and his work focusing on figure and pattern.</li> <li>2. Know how art exams work.</li> </ol>
Disciplinary knowledge (skills)	<ol style="list-style-type: none"> <li>1. How to create a repeat print.</li> <li>2. How to create collaged backgrounds.</li> <li>3. How to develop artwork into a product.</li> </ol>	<ol style="list-style-type: none"> <li>1. How to use the ipad to take photographs.</li> <li>2. How to use light and composition to create high quality images.</li> <li>3. How to create good composition in sketchbook pages.</li> </ol>	<ol style="list-style-type: none"> <li>1. How to create scribble portraits.</li> <li>2. How to create tone in depth in line in faces.</li> <li>3. How to create Face layers in clay.</li> <li>4. How to paint skin tone on clay.</li> </ol>	<ol style="list-style-type: none"> <li>1. How to draw a figure in proportion.</li> <li>2. How to blend expressive colours in oil pastels.</li> <li>3. How to use carbon paper.</li> <li>4. How to add tone to a figure.</li> <li>5. How to refine paint work using pencil.</li> </ol>
Enrichment	Afterschool Club, display on line winning work (Idrewthis)	Afterschool Club	Afterschool Club Painting stage sets Trip - TBA Artist Visit to discuss how they sell work.	Afterschool Club
Assessment	Formative: Questioning & verbal feedback including group and	Formative: Questioning & verbal feedback including group and	Formative: Questioning & verbal feedback including group and personalised demonstrations. Summative: Written Assessment sheets.	Formative: Questioning & verbal feedback including group and personalised demonstrations. Summative: Written Assessment sheets.

	personalised demonstrations. Summative: Written Assessment sheet.	personalised demonstrations. Summative: Written Assessment sheet.		
Progression from previous learning	Students extend their art history knowledge and understanding of art and design. Extending printing knowledge by developing work into a repeat print and creating backgrounds. Students consider artwork as a product.	Students extend their art history knowledge by exploring the use of photography in art. They extend their use of colours used to create mood to consider what colours they will be using.	Students extending line drawing into expressive forms, building on feature drawings studied in year 7. Developing on from term 2s work in composition and artist pages they develop skills in presentation. Extending knowledge of the artworld and working as an artist.	Students will be use their knowledge of analysis from year 7, composition skills from term 3 to respond to the artist Gustav Klimt. They will extend their tonal skills to use on drawings of figures. They will extend their painting skills by combining with watercolour pencils. Responding to work in a more independent way which follows on from term 3 & 4.



# Computing

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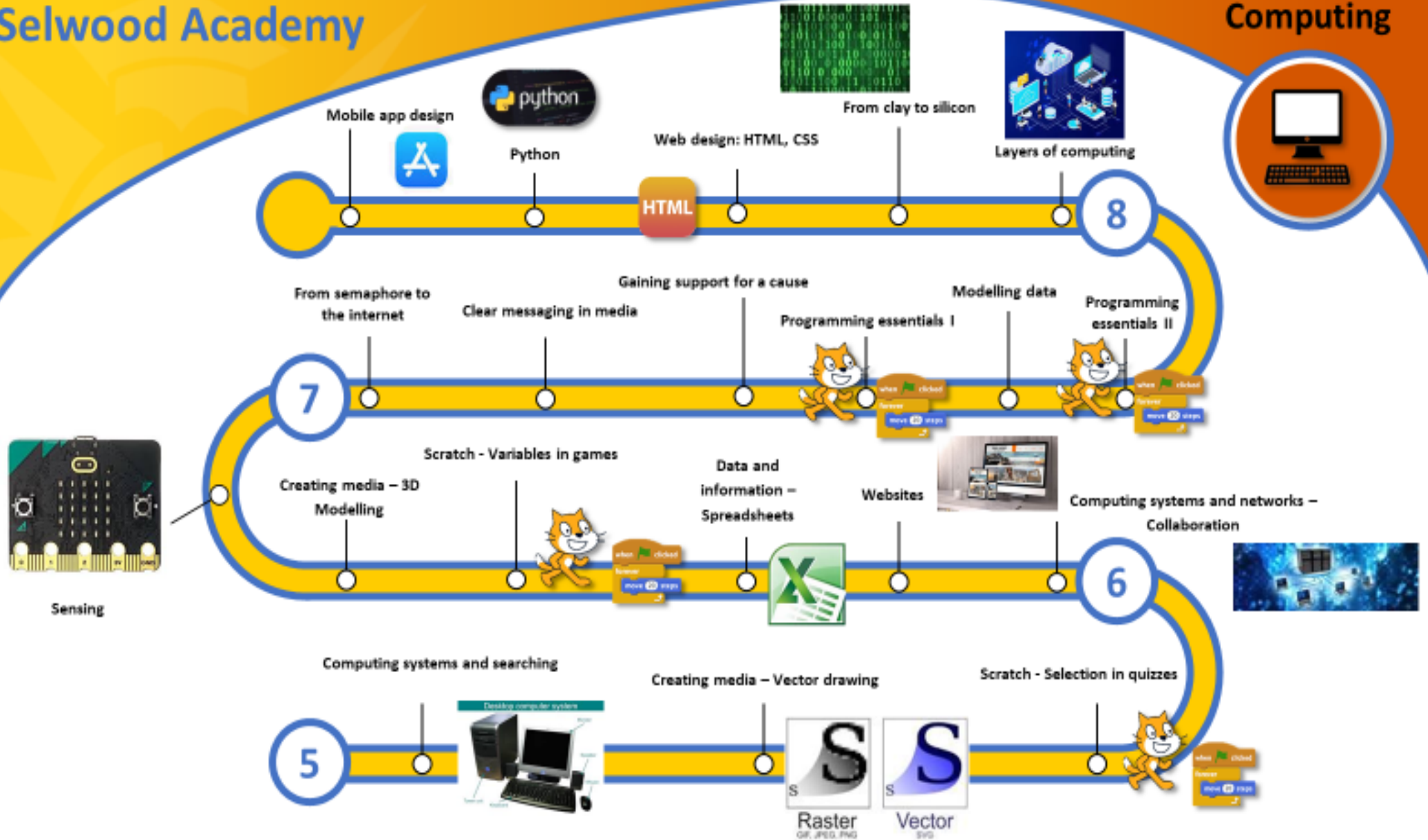
Our intention when planning and delivering the national curriculum, is to provide a high-quality computing education that equips pupils to use computational thinking and creativity to understand and change the world.

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.





Year 5	Topic 1	Topic 2	Topic 3
Concept	<b>Digital literacy</b> <b>Computer science</b> <b>Information technology</b>	<b>Information technology</b> <b>Digital literacy</b>	<b>Computer science</b>
Why are we learning this?	So that we understand the computers we are using and can name the main components and what their role is and also to understand how we share information on across the internet	So that we can create meaningful and useful digital media to use in a range of media to improve our work	So that we can understand the language computers use to build programmes and use conditional statements to create a working quiz
Learning Focus	Systems and searching	Creating media - Creating vector drawings	Programming – Selection in quizzes
Substantive Knowledge (Knowledge)	<ul style="list-style-type: none"> <li>To recognise that a system is a set of interconnected parts which work together</li> <li>To recognise that search engines are examples of large IT systems</li> <li>To explain why the order of results is important and to whom</li> </ul>	<ul style="list-style-type: none"> <li>To identify that a vector drawing comprises separate objects</li> <li>To recognise that each object in a drawing is in its own layer</li> <li>To recognise that vector images can be scaled without impact on quality</li> </ul>	<ul style="list-style-type: none"> <li>To explain that when a condition is met a loop will complete a cycle before it stops</li> <li>To explain that a condition-controlled loop will stop when a condition is met</li> <li>To explain that a loop can be used to repeatedly check whether a condition has been met</li> <li>To explain the importance of instruction order in 'if... then... else...' statements</li> </ul>
Disciplinary knowledge (Skills)	<ul style="list-style-type: none"> <li>To demonstrate that different search terms produce different results</li> <li>To evaluate the results of search terms</li> </ul>	<ul style="list-style-type: none"> <li>To add an object to a vector drawing</li> <li>To move objects between the layers of a drawing</li> <li>To create a vector drawing for a given purpose</li> </ul>	<ul style="list-style-type: none"> <li>To use 'if... then... else...' to switch program flow in one of two ways</li> <li>To create a condition-controlled loop</li> </ul>
Progression from previous learning			
E-safety	<ul style="list-style-type: none"> <li><b>Online Identity:</b> Understand the concept of personal identity online and how to create passwords. Learn the importance of protecting personal information.</li> <li><b>Privacy and Security:</b> Identify what constitutes personal data and why it needs to be protected. Introduction to privacy settings.</li> <li><b>Digital Footprint:</b> Recognise that what is shared online can last forever. Begin to understand the concept of a digital footprint.</li> <li><b>Social Media Awareness:</b> Learn the risks of sharing information on social media platforms and what constitutes appropriate behaviour.</li> <li><b>Cyberbullying:</b> Recognise different forms of cyberbullying and know how to report them.</li> </ul>		
Enrichment			
Assessment	Google quiz assessment	Teacher assessment	Google quiz assessment

Year 6	Topic 1	Topic 2	Topic 3	Topic 4	Topic 5	Topic 6
Concept	Digital literacy Computer science	Digital literacy Computer science	Information technology	Computer science	Digital literacy Information technology	Computer science
Why are we learning this?	So that we understand how data is transferred over the internet and how to communicate responsibly	So that we understand what makes a good website and how we choose content to share on the internet and how to do this respectfully	So that we can understand how spreadsheets can be used to help us plan everyday events and give us ways to show the data it produces	So that we can understand how programmers use variables to make games more playable and compelling. Looking at what is needed before designing and then coding our own game	So that we understand how objects can be designed and created using modelling software saving time and money in the design process when making new objects	So that we can see how computer programming can be used to control physical devices all around us in everyday life
Learning Focus	Communication and collaboration	Web page creation	Introduction to spreadsheets	Variables in games	3D Modelling	Sensing
Substantive Knowledge (Knowledge)	<ul style="list-style-type: none"> <li>To describe how computers use addresses to access websites</li> <li>To explain that all data transferred over the internet is in packets</li> <li>To decide when I should and should not share information online</li> <li>To explain how to report inappropriate content online</li> </ul>	<ul style="list-style-type: none"> <li>To know that websites are written in HTML</li> <li>To know why I should use copyright-free images</li> <li>To explain the implication of linking to content owned by others</li> </ul>	<ul style="list-style-type: none"> <li>To construct a formula in a spreadsheet</li> <li>To calculate data using different operations</li> <li>To create a range of formulas</li> <li>To produce a chart from data in a spreadsheet</li> </ul>	<ul style="list-style-type: none"> <li>To define a 'variable' as something that is changeable</li> <li>To explain why a variable is used in a program</li> <li>To choose how to improve a game by using variables</li> </ul>	<ul style="list-style-type: none"> <li>To recognise that you can work in three dimensions on a computer</li> <li>To recognise that objects can be combined in a 3D model</li> <li>To identify that digital 3D objects can be modified</li> </ul>	<ul style="list-style-type: none"> <li>To create a program to run on a controllable device</li> <li>To use an conditional statement to compare a variable to a value</li> <li>To develop a program to use inputs and outputs on a controllable device</li> <li></li> </ul>
Disciplinary knowledge (Skills)	<ul style="list-style-type: none"> <li>To choose methods of internet communication and collaboration for given purposes</li> </ul>	<ul style="list-style-type: none"> <li>To review an existing website (navigation bars, header)</li> </ul>	<ul style="list-style-type: none"> <li>To explain why data should be organised in a spreadsheet</li> </ul>	<ul style="list-style-type: none"> <li>To design a project that builds on a given example</li> </ul>	<ul style="list-style-type: none"> <li>To create a 3D model for a given purpose</li> </ul>	<ul style="list-style-type: none"> <li>To design a project that uses inputs and outputs on a controllable device</li> </ul>

	<ul style="list-style-type: none"> <li>To decide what you should and should not share online</li> </ul>	<ul style="list-style-type: none"> <li>To embed media in a web page</li> <li>To insert hyperlinks to another site</li> </ul>	<ul style="list-style-type: none"> <li>To choose suitable ways to present spreadsheet data</li> </ul>	<ul style="list-style-type: none"> <li>To evaluate a project</li> </ul>		<ul style="list-style-type: none"> <li>To decide where in a program to set a variable</li> </ul>
Progression from previous learning	This topic builds on the year 5 topic <b>Systems and searching</b> first by showing how data is transferred and how to communicate responsibly by sharing their own projects.	Pupils have been introduced to the internet in previous topics. In this topic pupils will create their own website whilst looking at copyright and how to be respectful online.	Pupils will be introduced to spreadsheets in this unit and will be taught the importance of formatting and organising their data to help create simple formulas to complete calculations. Pupils will then learn how spreadsheets can help plan future events.	Pupils have worked with scratch in <b>Selection in quizzes</b> . Pupils explore the concept of variables in programming through games in Scratch and look to change variables to make the games more playable.	Pupils used software to create 2D images in <b>Creating media</b> and will develop their knowledge and understanding of using a computer to produce 3D models. They will then create hollow objects using placeholders and combine multiple objects to create a model of a desk tidy.	This unit builds on the previous programming units <b>variables in games</b> and <b>selection in quizzes</b> and uses the knowledge and skills learned in to a new physical environment – the micro:bit
E-safety	<ul style="list-style-type: none"> <li><b>Managing Online Information:</b> Understand the difference between true and false information, including evaluating the reliability of online sources.</li> <li><b>Password Security:</b> Develop skills in creating secure, memorable passwords and the importance of keeping them safe.</li> <li><b>Digital Consent:</b> Learn what consent means in an online context and how to set boundaries for sharing information.</li> <li><b>Online Communication:</b> Learn to communicate responsibly online, including understanding the impact of tone and word choice.</li> <li><b>Reporting Concerns:</b> Know the appropriate ways to report suspicious activity or concerning behaviour online.</li> </ul>					
Enrichment						
Assessment	Google quiz assessment	Teacher assessment	Google quiz assessment	Google quiz assessment	Teacher assessment	Google quiz assessment

Year 7	Topic 1	Topic 2	Topic 3	Topic 4	Topic 5	Topic 6
Concept	<b>Digital literacy Computer science</b>	<b>Digital literacy Information technology</b>	<b>Digital literacy Information technology</b>	<b>Computer science</b>	<b>Information technology</b>	<b>Computer science</b>
Why are we learning this?	So that we can define a network and understand the benefits of networking and show how data is transmitted across networks using protocols.	So that we can use networks safely and respectfully, be able to recognise risk and provide suggestions as to how to avoid risk.	So that we can use the knowledge and skills learned so far on respectfully and responsibly using the internet to understand how we as well as influencers can create blogs.	So that we have a greater understanding of how the computer games that surround us are developed and constructed using programming.	So that we can manipulate data that we come across in every day life and be confident in extracting key information from the data.	So that we have a greater understanding of how more complex computer programs are developed and constructed so that we can better understand the digital world around us.
Learning Focus	From semaphores to the internet	Clear messaging in digital media	Gaining support for a cause	Programming essentials (part I)	Modelling data	Programming essentials (part II)
Substantive Knowledge (Knowledge)	<ul style="list-style-type: none"> <li>Define what a computer network is and explain how data is transmitted between computers across networks</li> <li>List examples of the hardware necessary for connecting devices to networks</li> <li>Explain the difference between the internet, its services, and the World Wide Web</li> <li>Describe components (servers, browsers,</li> </ul>	<ul style="list-style-type: none"> <li>Identify key features of a good poster focusing on online safety</li> <li>Modify a logo using a graphic editing program</li> <li>Explain the risks of online activity</li> <li>Recognise the difference between appropriate and inappropriate content</li> </ul>	<ul style="list-style-type: none"> <li>Identify the key features of a word processor</li> <li>Understand the licensing issues involving online content</li> <li>Construct a blog using appropriate software</li> </ul>	<ul style="list-style-type: none"> <li>Define a sequence as instructions performed in order, with each executed in turn</li> <li>Define a variable as a name that refers to data being held by the computer</li> <li>Define a condition as an expression that will be evaluated as either true or false</li> <li>Define iteration as a group of instructions that are repeatedly executed</li> </ul>	<ul style="list-style-type: none"> <li>Use basic formulas with cell references to perform calculations in a spreadsheet</li> <li>Explain the difference between data and information</li> <li>Explain the difference between primary and secondary sources of data</li> <li>Use the functions SUM, COUNTA, MAX, and MIN in a spreadsheet</li> </ul>	<ul style="list-style-type: none"> <li>Identify and Implement condition-controlled iteration in a program</li> <li>Define a list as a collection of related elements that are referred to by a single name</li> </ul>

	pages, HTTP and HTTPS protocols, etc.) and how they work together					
Disciplinary knowledge (Skills)	<ul style="list-style-type: none"> <li>Compare wired to wireless connections and list examples of specific technologies currently used to implement such connections</li> <li>Be aware of the capacity for connected devices ('Internet of Things') to collect and share information about me with or without my knowledge</li> </ul>	<ul style="list-style-type: none"> <li>Modify content to suit the purpose of a different digital artefact</li> <li>Use verified websites to source appropriate content</li> </ul>	<ul style="list-style-type: none"> <li>Apply the key features of a word processor to format a document</li> <li>Apply techniques to identify whether or not a source is credible</li> <li>Apply referencing techniques that credit authors appropriately</li> </ul>	<ul style="list-style-type: none"> <li>Predict the outcome of a simple sequence that includes variables</li> <li>Identify where selection statements can be used in a program that include comparison and logical operators</li> <li>Detect and correct errors in a program (debugging)</li> </ul>	<ul style="list-style-type: none"> <li>Identify how conditional formatting provides information</li> <li>Combine a range of tools to answer given questions</li> </ul>	<ul style="list-style-type: none"> <li>Evaluate which type of iteration is required in a program</li> <li>Identify when lists can be used in a program</li> <li>Apply appropriate constructs to solve a problem</li> </ul>
Progression from previous learning	Pupils have looked at the internet in <b>Systems and searching and communication and collaboration</b> . Here pupils build on this to learn how networks have evolved over time and how to keep themselves safe whilst connected to the internet of things.	Pupils will be using a range of different skills from the topics such as <b>Systems and searching and communication and collaboration</b> . They will use several pieces of software to create an effective poster on the theme of E-safety.	Pupils will build on the previous topics to further their knowledge and understanding of licensing and legal issues surrounding the use of online sources of information. They will also gain an understanding of how to apply techniques to help determine the reliability of a source.	Pupils have used scratch in the units <b>variables in games, selection in quizzes and sensing</b> . Here they will build on these skills used and use simple boolean logic to create scratch dance videos.	Pupils will have seen spreadsheets in Y6 <b>introduction to spreadsheets</b> . Here, pupils will be able to confidently model data with a spreadsheet and build on basic formulas to writing their own COUNTIF statements.	Pupils will build on the work they did in <b>Programming essentials (part I)</b> and will build on their understanding of the control structures' sequence, selection, and iteration (the big three), and develop their problem-solving skills. Pupils will learn how to create their own subroutines,





Year 8	Topic 1	Topic 2	Topic 3	Topic 4	Topic 5	Topic 6
Concept	Computer science	Computer science	Computer science	Digital literacy Information technology	Computer science	Computer science
Why are we learning this?	So that we can understand how computer systems work together and how AI will affect us all in the future.	So that we can understand the basic language of computers – 1s and 0s and how computers store anything as binary code.	Learning new languages is important whether that's French or a computer programming language. The web is all around us, to know how it's written gives us a better understanding of how it works.	Vectors are used to create images and are found all over the internet. Understanding how these objects are developed means we can create better vectors ourselves.	There is an App for everything nowadays. If we can understand how they are created and built we can go on to build our own.	Learning new languages is important whether that's French or a computer programming language. Whilst scratch is easy to use it is limited by the blocks. Python builds on those first steps of scratch
Learning Focus	Layers of computing	From clay to silicon	Developing for the web	Vector graphics	Mobile app design	Introduction to python
Substantive Knowledge (Knowledge)	<ul style="list-style-type: none"> <li>Explain the difference between a general-purpose computing system and a purpose-built device</li> <li>Describe how the hardware components used in computing systems work together in order to execute programs</li> <li>Define what an operating system is, and recall its</li> </ul>	<ul style="list-style-type: none"> <li>Understand that representations are used to store, communicate, and process information</li> <li>Measure the length of a representation as the number of symbols that it contains</li> <li>Explain what binary digits (bits) are, in terms of familiar symbols such as digits or letters</li> </ul>	<ul style="list-style-type: none"> <li>Describe what HTML is</li> <li>Display images within a web page</li> <li>Explain how search engines 'crawl' through the World Wide Web and how they select and rank results</li> <li>Create hyperlinks to allow users to navigate between multiple web pages</li> </ul>	<ul style="list-style-type: none"> <li>Explain how z-order determines what is visible</li> <li>Explain how grouping can be used to work with several objects at once</li> <li>Explain that vector graphics are made up of paths</li> <li>Explain key differences between vector and bitmap images</li> </ul>	<ul style="list-style-type: none"> <li>Understand key online safety concepts and their importance in app development.</li> <li>Recognise how hardware capabilities influence app functionality and user experience.</li> <li>Understand the importance of user privacy and consent in app design and development.</li> <li>Understand the app development</li> </ul>	<ul style="list-style-type: none"> <li>Describe what algorithms and programs are and how they differ</li> <li>Write simple Python programs that display messages, assign values to variables, and receive keyboard input</li> <li>Use binary selection (if, else statements) to control the flow of program execution</li> <li>Use multi-branch selection (if, elif, else statements)</li> </ul>

	<p>role in controlling program execution</p> <ul style="list-style-type: none"> <li>Describe how hardware is built out of increasingly complex logic circuits</li> </ul>				<p>process and tools used in mobile app development.</p>	<p>to control the flow of program execution</p>
Disciplinary knowledge (Skills)	<ul style="list-style-type: none"> <li>Use logic gates to construct logic circuits, and associate these with logical operators and expressions</li> <li>Identify examples of artificial intelligence and machine learning in the real world</li> </ul>	<ul style="list-style-type: none"> <li>Convert a decimal number to binary and vice versa</li> <li>Convert between different units and multiples of representation size</li> </ul>	<ul style="list-style-type: none"> <li>Modify HTML tags using inline styling to improve the appearance of web pages</li> <li>Apply HTML tags to construct a web page structure from a provided design</li> <li>Implement navigation to complete a functioning website</li> </ul>	<ul style="list-style-type: none"> <li>Change the position and rotation shapes</li> <li>Combine two shapes using union, intersection, and difference</li> <li>Change shapes to paths and edit them</li> <li>Evaluate which image type best suits which uses</li> </ul>	<ul style="list-style-type: none"> <li>Explore the ethical considerations related to online safety in app development and identify ways to address them.</li> <li>Build the core features of an app with the end user in mind</li> </ul>	<ul style="list-style-type: none"> <li>Use an IDE to write and execute a Python program.</li> <li>Locate and correct common syntax errors</li> </ul>
Progression from previous learning	<p>Pupils will have learnt about networks in <b>from semaphores to the internet</b>. In this topic pupils will look at the different layers of computing systems: from programs and the operating system, to the physical components that store and execute these programs, to the fundamental binary building blocks that</p>	<p>Pupils are introduced to the concept of representations in <b>layers of computing</b>. This topic will build on their knowledge relating to binary representations and how binary digits can be used to represent text and numbers.</p>	<p>Pupils have been introduced to the Web in previous topics <b>from semaphores to the internet, communication and collaboration, web page creation and Systems and searching</b>. Here pupils will explore the technologies that make up the internet and World Wide Web. Learning to program in</p>	<p>Pupils have previously been introduced to vector graphics in <b>creating vector drawings</b>. Here they will use a vector graphic editing software (inkscape) to investigate how layers affect the object shown and compare vectors against bitmaps.</p>	<p>Pupils will advance their understanding of programming concepts and computational thinking learnt in previous topics such as <b>Developing for the web and Programming essentials</b>. Here pupils will transition from basic coding tasks to designing and implementing functional apps. They will develop project</p>	<p>Pupils have learnt a range of programming skills and languages from the block based scratch topics to an introduction of text based programming in HTML. This unit introduces pupils to another text-based programming language – Python. Pupils will gradually move from simple input, output programs through</p>



# Drama

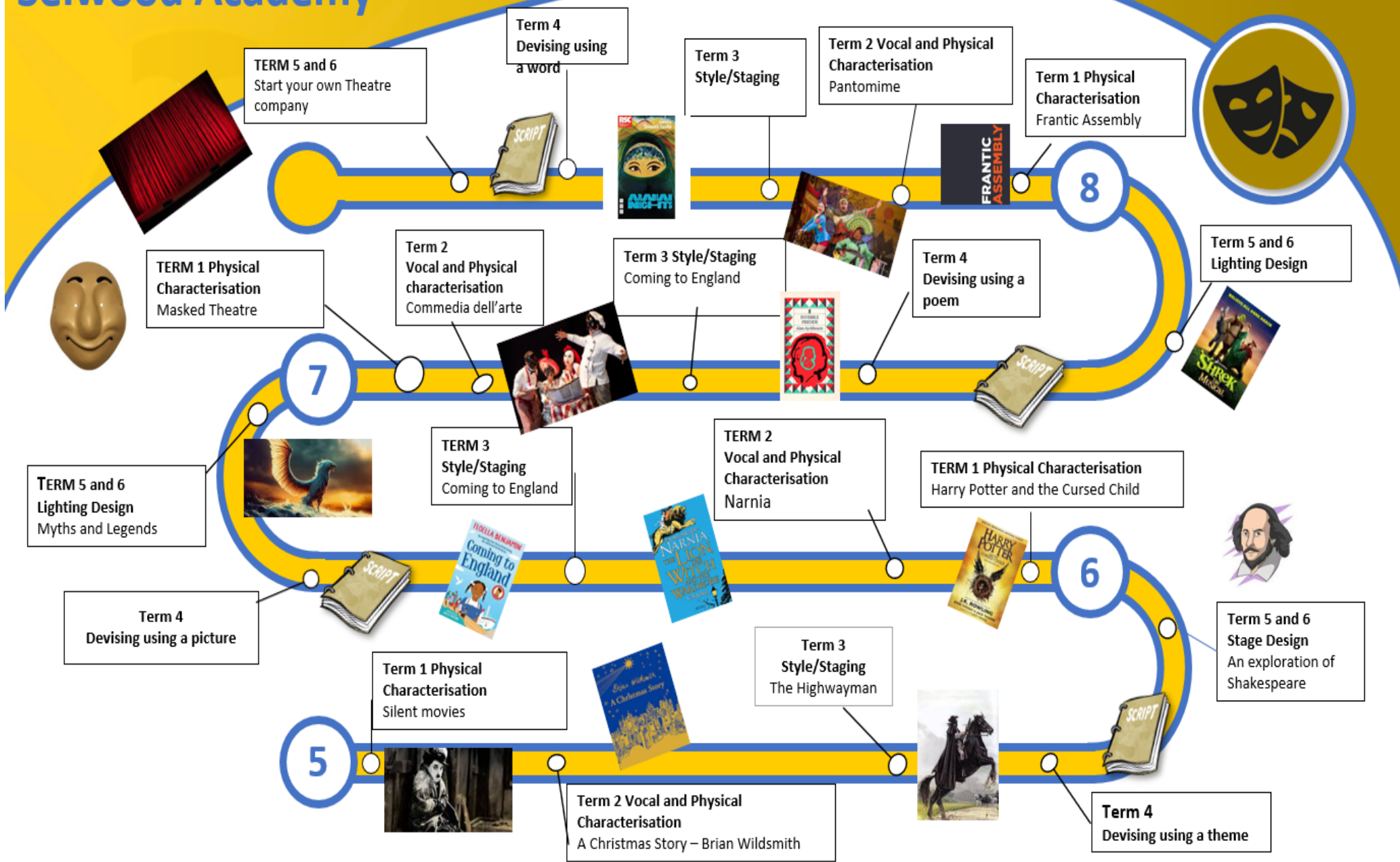
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At Selwood Academy, we believe that every pupil has the capacity for creativity. We aim to develop our pupils' understanding of dramatic theory and practice whilst enhancing their life skills, through a broad and varied Drama curriculum. Through our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



Concept	Physical Characterisation	Vocal and Physical Characterisation	Style and Staging	Devising	How to stage a show
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 and producing theatre using all the theatre components
	TERM 1	TERM 2	TERM 3	TERM 4	TERM 5 AND 6
<b>Year 5</b>	Mime	A Christmas Story	The Highwayman (Poetry)	Using a theme	Stage and Set Design An Introduction to Shakespeare
Key Concept	To engage with the technique of non-verbal communication in Drama	To understand how physical and vocal characterisation are used by the actor	To explore the use of space and staging on a proscenium arch stage	To devise a piece of drama based on a <b>THEME</b>	To explore the works of Shakespeare and to learn about set design
Learning Focus	An introduction to Drama through the medium of mime Using mime to tell a story	Understanding characterisation through the Christmas story	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
Substantive Knowledge (Knowledge)	<ul style="list-style-type: none"> <li>Developing ideas into short scenes</li> <li>Using the basics of mime</li> <li>Basic physical characterisation</li> </ul>	<ul style="list-style-type: none"> <li>Using the Christmas story to introduce how physical and vocal characteristics bring a character to life.</li> <li>Use of vocal techniques</li> </ul>	<ul style="list-style-type: none"> <li>Use literature as a springboard for a performance</li> <li>Text analysis</li> </ul>	<ul style="list-style-type: none"> <li>Use stimulus to inform practical work</li> <li>Creating and developing ideas to communicate meaning</li> </ul>	<ul style="list-style-type: none"> <li>Design of set on proscenium arch stage</li> <li>Design fundamentals such as colour, shape, texture and scale</li> <li>Students will explore Shakespearean texts through vocal and physical practical work, creating the opportunity to bring extracts from selected plays to life using explorative strategies and script work</li> </ul>

<b>Disciplinary knowledge (Skills)</b>	<ul style="list-style-type: none"> <li>• Facial expressions</li> <li>• Thought tracking</li> <li>• Tableau</li> <li>• Group work</li> </ul>	<ul style="list-style-type: none"> <li>• Thought Tracking</li> <li>• Tableau</li> <li>• Conscience Corridor</li> <li>• Narration</li> <li>• Devising spontaneous improv</li> </ul>	<ul style="list-style-type: none"> <li>• Physical skills</li> <li>• Vocal Skills</li> <li>• Interpret text</li> <li>• Thought tracking</li> <li>• Tableau</li> <li>• Group Work</li> </ul>	<ul style="list-style-type: none"> <li>• Develop own ideas</li> <li>• Collaborate with others</li> <li>• Rehearse, refine and amend their work in progress</li> </ul>	<ul style="list-style-type: none"> <li>• Carry out research</li> <li>• Develop own ideas</li> <li>• Collaborate with others</li> <li>• Rehearse, refine and amend.</li> </ul>
<b>Enrichment</b>	<ul style="list-style-type: none"> <li>★ Whole School Production</li> </ul>	<ul style="list-style-type: none"> <li>★ Visiting Pantomime Company</li> <li>★ Nativity performance</li> <li>★ Whole School Production</li> </ul>	<ul style="list-style-type: none"> <li>★ Whole School Production</li> </ul>	<ul style="list-style-type: none"> <li>★ Whole School Production</li> </ul>	<ul style="list-style-type: none"> <li>★ Careers Day</li> <li>★ Creative Arts Festival</li> <li>★ Drama club</li> </ul>
<b>Assessment</b>	<p>Students are continuously assessed in every lesson using key performance indicators. Their teachers will ask questions, provide retrieval tasks and watch performances to ensure that students are on track. At the end of the topic, students will be assessed on their knowledge and understanding of the content and their ability to apply their skills in performance.</p>	<p>Students are continuously assessed in every lesson using key performance indicators. Their teachers will ask questions, provide retrieval tasks and watch performances to ensure that students are on track. At the end of the topic, students will be assessed on their knowledge and understanding of the content and their ability to apply their skills in performance.</p>	<p>Students are continuously assessed in every lesson using key performance indicators. Their teachers will ask questions, provide retrieval tasks and watch performances to ensure that students are on track. At the end of the topic, students will be assessed on their knowledge and understanding of the content and their ability to apply their skills in performance.</p>	<p>Students are continuously assessed in every lesson using key performance indicators. Their teachers will ask questions, provide retrieval tasks and watch performances to ensure that students are on track. At the end of the topic, students will be assessed on their knowledge and understanding of the content and their ability to apply their skills in performance.</p>	<p>Students are continuously assessed in every lesson using key performance indicators. Their teachers will ask questions, provide retrieval tasks and watch performances to ensure that students are on track. At the end of the topic, students will be assessed on their knowledge and understanding of the content and their ability to apply their skills.</p>

<b>Performance of a mimed scene</b>	<b>Performance</b>	<b>Performance</b>	<b>Performance</b>	<b>Script/Performance</b>	<b>A comprehensive, annotated set design</b>
Feedback sheet that allows for Pupil reflection on what they have learnt	Feedback sheet that allows for Pupil reflection on what they have learnt	Feedback sheet that allows for Pupil reflection on what they have learnt	Feedback sheet that allows for Pupil reflection on what they have learnt	Feedback sheet that allows for Pupil reflection on what they have learnt	Feedback sheet that allows for Pupil reflection on what they have learnt

Concept	Physical Characterisation	Vocal and Physical Characterisation	Style and Staging	Devising	How to stage a show
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 and producing theatre using all the theatre components
	TERM 1	TERM 2	TERM 3	TERM 4	TERM 5 AND 6
<b>Year 6</b>	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 Myths and Legends
Key concept	To explore the use of physical theatre with soundscapes	To develop vocal and physical characteristics to become non-human characters	To explore the use of space and staging on a thrust stage	To devise a piece of drama based on a <b>picture</b>	To explore the theatre component of light design through myths and legends
Learning Focus	To build on the drama skills learnt in Year 5 and explore the use of soundscapes within mime	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



Substantive Knowledge (knowledge)	<ul style="list-style-type: none"> <li>• Developing ideas into short scenes</li> <li>• Effective use of space</li> <li>• Performing to an audience</li> </ul>	<ul style="list-style-type: none"> <li>• Introduction to The Lion, The Witch and the Wardrobe</li> <li>• Actors portraying animals</li> </ul>	<ul style="list-style-type: none"> <li>• Using literature as a springboard for a performance</li> <li>• Text analysis</li> </ul>	<ul style="list-style-type: none"> <li>• Use stimulus to inform practical work</li> <li>• Creating and developing ideas to communicate meaning</li> </ul>	<ul style="list-style-type: none"> <li>• The design of lighting such as direction, colour, intensity, special effects</li> <li>• Creating and developing ideas to communicate atmosphere and emotion</li> </ul>
Disciplinary knowledge (skills)	<ul style="list-style-type: none"> <li>• Facial Expressions</li> <li>• Gestures</li> <li>• Movement</li> <li>• Space</li> <li>• Soundscapes</li> </ul>	<ul style="list-style-type: none"> <li>• Thought Tracking</li> <li>• Tableau</li> <li>• Devising</li> <li>• Spontaneous Improvisation</li> <li>• Conscience Corridor</li> </ul>	<ul style="list-style-type: none"> <li>• Physical skills</li> <li>• Vocal skills</li> <li>• Accent work</li> <li>• Interpreting a character</li> <li>• Blocking</li> </ul>	<ul style="list-style-type: none"> <li>• Develop own ideas</li> <li>• Collaborate with others</li> <li>• Rehearse, refine and amend their work in progress</li> </ul>	<ul style="list-style-type: none"> <li>• Spatial awareness</li> <li>• Proxemics</li> <li>• Blocking</li> <li>• Lighting terminology</li> </ul>
Enrichment	★ Whole School Production	<ul style="list-style-type: none"> <li>★ Visiting Pantomime Company</li> <li>★ Whole School Production</li> </ul>	★ Whole School Production	★ Whole School Production	<ul style="list-style-type: none"> <li>★ Careers Day</li> <li>★ Drama Club</li> <li>★ Creative Arts Festival</li> </ul>
Assessment	Students are continuously assessed in every lesson using key performance indicators. Their teachers will ask questions, provide retrieval tasks and watch performances to ensure that students are on track. At the end of the topic, students will be assessed on their	Students are continuously assessed in every lesson using key performance indicators. Their teachers will ask questions, provide retrieval tasks and watch performances to ensure that students are on track. At the end of the topic, students will be assessed on their knowledge and understanding of the	Students are continuously assessed in every lesson using key performance indicators. Their teachers will ask questions, provide retrieval tasks and watch performances to ensure that students are on track. At the end of the topic, students	Students are continuously assessed in every lesson using key performance indicators. Their teachers will ask questions, provide retrieval tasks and watch performances to ensure that students are on track. At the end of the topic, students	Students are continuously assessed in every lesson using key performance indicators. Their teachers will ask questions, provide retrieval tasks and watch performances to ensure that students are on track. At the end of the topic, students will be assessed on their knowledge and understanding of the content and their ability to apply their skills.

	<p>knowledge and understanding of the content and their ability to apply their skills in performance.</p> <p><b>Performance</b></p> <p>Feedback sheet that allows for Pupil reflection on what they have learnt</p>	<p>content and their ability to apply their skills in performance.</p> <p><b>Performance</b></p> <p>Feedback sheet that allows for Pupil reflection on what they have learnt</p>	<p>will be assessed on their knowledge and understanding of the content and their ability to apply their skills in performance.</p> <p><b>Performance</b></p> <p>Feedback sheet that allows for Pupil reflection on what they have learnt</p>	<p>will be assessed on their knowledge and understanding of the content and their ability to apply their skills in performance.</p> <p><b>Script/Performance</b></p> <p>Feedback sheet that allows for Pupil reflection on what they have learnt</p>	<p><b>A comprehensive, annotated lighting design</b></p> <p>Feedback sheet that allows for Pupil reflection on what they have learnt</p>
<p><b>Progression from previous learning</b></p>	<p>Pupils will continue to develop their mime skills from Year 5 focussing on characterisation through the play 'Harry Potter and the Cursed Child'</p> <p>Pupil will have studied Harry Potter and the Philosopher's stone in their English lessons in the summer term of Year 5</p>	<p>Pupils will build on their skills learnt in Year 5 using vocal and physical characterisation to explore non-human characters. Focusing on movement and sounds.</p>	<p>Pupils build on their knowledge of staging by looking at a Thrust stage and how this affects the audience experience.</p> <p>Introduce the concept of blocking on stage</p>	<p>Pupils revisit the idea of devising using a stimulus. Pupils will continue to work and develop their ideas and imagination inspired by a specific stimulus which is more focussed than the previous year.</p>	<p>Pupils continue to explore the technical side of theatre introduced in Year 5 with a focus on lighting design.</p>

Concept	Physical Characterisation	Vocal and Physical Characterisation	Style and Staging	Devising	How to stage a show
	<i>20% of GCSE Drama grade is based on performing or designing</i>	<i>20% of GCSE Drama grade is based on performing or designing</i>		<i>40% of GCSE Drama grade is based on devising</i>	<i>20% of GCSE Drama grade is based on performing or designing</i>
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 and producing theatre using all the theatre components
	TERM 1	TERM 2	TERM 3	TERM 4	TERM 5 AND 6
<b>Year 7</b>	The 7 states of tension (masks)	Commedia dell'arte (masks)	Imaginary friends (Play by Alan Ayckbourn)	Using a poem	Costume and Make-up design Shrek
Key concept	To explore the seven states of tension through physical theatre	To use physical and vocal characteristics to explore and understand commedia dell'arte	To explore the use of space and staging in a round	To devise a piece of drama based on a <b>POEM</b>	To explore the theatre component of costume design
Learning Focus	To exaggerate movement and gestures in a masked performance.	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.
Substantive Knowledge (knowledge)	<ul style="list-style-type: none"> <li>Effective use of space</li> <li>Performing to an audience</li> </ul>	<ul style="list-style-type: none"> <li>Students study key characters from the genre and learn</li> </ul>	<ul style="list-style-type: none"> <li>Students will explore, rehearse and perform</li> </ul>	<ul style="list-style-type: none"> <li>Use stimulus to inform practical work</li> </ul>	<ul style="list-style-type: none"> <li>The history of costume design</li> <li>How costume designers research and design a costume</li> </ul>

	<ul style="list-style-type: none"> <li>To develop physical skill and control</li> <li>To raise confidence when performing</li> <li>To develop understanding of masked performance</li> <li>To develop exaggerated characterisation skills</li> <li>To relate masked performance to theatre history and traditions</li> </ul>	techniques associated with it.	<p>extracts from the play.</p> <ul style="list-style-type: none"> <li>To understand the implications of staging 'in the round' and how this affects the direction and the audience</li> <li>An introduction to Stanislavski and naturalism</li> </ul>	<ul style="list-style-type: none"> <li>Creating and developing ideas to communicate meaning</li> <li>Developed and creative response to the stimulus</li> </ul>	<ul style="list-style-type: none"> <li>Understanding of the importance of research in costume design</li> </ul>
Disciplinary knowledge (skills)	<ul style="list-style-type: none"> <li>Gestures</li> <li>Movement</li> <li>Body positions</li> <li>Space (proxemics)</li> <li>Masks (no facial expressions)</li> </ul>	<ul style="list-style-type: none"> <li>Exaggeration</li> <li>Clocking the audience</li> <li>Stock characters</li> <li>Lazzi</li> <li>Comedic timing</li> </ul>	<ul style="list-style-type: none"> <li>Interpret texts</li> <li>Create and communicate meaning</li> <li>Melodrama</li> <li>Blocking</li> </ul>	<ul style="list-style-type: none"> <li>Develop own ideas</li> <li>Collaborate with others</li> <li>Rehearse, refine and amend their work in progress</li> </ul>	<ul style="list-style-type: none"> <li>Moodboards</li> <li>Costume terminology</li> </ul>
Enrichment	<ul style="list-style-type: none"> <li>★ Musical Trip</li> <li>★ Whole School Production</li> </ul>	<ul style="list-style-type: none"> <li>★ Visiting Pantomime Company</li> </ul>	<ul style="list-style-type: none"> <li>★ Whole School Production</li> </ul>	<ul style="list-style-type: none"> <li>★ Whole School Production</li> </ul>	<ul style="list-style-type: none"> <li>★ Careers Day</li> <li>★ Drama Club</li> <li>★ Creative Arts Festival</li> </ul>

		★ Whole School Production			
Assessment	<p>Students are continuously assessed in every lesson using key performance indicators. Their teachers will ask questions, provide retrieval tasks and watch performances to ensure that students are on track. At the end of the topic, students will be assessed on their knowledge and understanding of the content and their ability to apply their skills in performance.</p> <p><b>Performance</b></p> <p>Feedback sheet that allows for Pupil reflection on what they have learnt</p>	<p>Students are continuously assessed in every lesson using key performance indicators. Their teachers will ask questions, provide retrieval tasks and watch performances to ensure that students are on track. At the end of the topic, students will be assessed on their knowledge and understanding of the content and their ability to apply their skills in performance.</p> <p><b>Performance</b></p> <p>Feedback sheet that allows for Pupil reflection on what they have learnt</p>	<p>Students are continuously assessed in every lesson using key performance indicators. Their teachers will ask questions, provide retrieval tasks and watch performances to ensure that students are on track. At the end of the topic, students will be assessed on their knowledge and understanding of the content and their ability to apply their skills in performance.</p> <p><b>Performance</b></p> <p>Feedback sheet that allows for Pupil reflection on what they have learnt</p>	<p>Students are continuously assessed in every lesson using key performance indicators. Their teachers will ask questions, provide retrieval tasks and watch performances to ensure that students are on track. At the end of the topic, students will be assessed on their knowledge and understanding of the content and their ability to apply their skills in performance.</p> <p><b>Script /Performance</b></p> <p>Feedback sheet that allows for Pupil reflection on what they have learnt</p>	<p>Students are continuously assessed in every lesson using key performance indicators. Their teachers will ask questions, provide retrieval tasks and watch performances to ensure that students are on track. At the end of the topic, students will be assessed on their knowledge and understanding of the content and their ability to apply their skills.</p> <p><b>Costume and make up design for 2 characters that appear in SHREK</b></p> <p>Feedback sheet that allows for Pupil reflection on what they have learnt</p>
Progression from previous learning	<p>Pupils will build on their characterisation work through mime and are introduced to the idea of proxemics. Pupils will</p>	<p>Pupils build on their physical and vocal characterisation from Year 5 along with their mask work from Term 1.</p>	<p>Pupils continue to develop their knowledge on different types of staging and</p>	<p>Pupils revisit the idea of devising using a stimulus. Pupils will continue to work and develop their ideas and</p>	<p>Pupils continue to explore the technical side of theatre studied in Year 5 and 6</p>

	need to rely on physical characterisation to convey emotion as they will be using trestle masks	They develop the vocal technique of 'gromalot' to convey emotion and mood	how this affects the audience experience. Pupils build on their use of proxemics for this particular stage.  Pupils are introduced to the theatre practitioner, Stanislavski	imagination inspired by a specific stimulus which is more focussed than the previous year.	
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Concept	Physical Characterisation	Vocal and Physical Characterisation	Style and Staging	Devising	How to stage a show	
	<i>20% of GCSE Drama grade is based on performing or designing</i>	<i>20% of GCSE Drama grade is based on performing or designing</i>		<i>40% of GCSE Drama grade is based on devising</i>	<i>40% of GCSE Drama grade is based on devising</i>	
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 and producing theatre using all the theatre components	
	<b>TERM 1</b>	<b>TERM 2</b>	<b>TERM 3</b>	<b>TERM 4</b>	<b>TERM 5 AND 6</b>	
<b>Year 8</b>	Frantic Assembly	Pantomime	Arabian Nights (RSC adaptation by Dominic Cooke)	Using a word	Create a theatre company	

Key concept	To develop physical characterisation with music to tell a story	To use physical and vocal characteristics to create a scene for a pantomime	To explore the use of space and staging on a traverse stage	To devise a piece of drama based on a <b>WORD</b>	To recall and use knowledge and skills about performance and theatre components to put on a show.	
Learning Focus	<ul style="list-style-type: none"> <li>Communicating a story through movement and music using the key skills learnt through years 5 - 7</li> </ul>	<ul style="list-style-type: none"> <li>To understand the many elements that are used to create a successful pantomime.</li> <li>Use of Voice and physicality</li> </ul>	<ul style="list-style-type: none"> <li>Traverse/ in the round</li> <li>Immersive</li> <li>Understanding how actors adapt their skills for an audience who are in close proximity to the actors.</li> </ul>	<ul style="list-style-type: none"> <li>Generating a script and stage design based on a <b>WORD</b></li> </ul>	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	
Substantive Knowledge (knowledge)	<ul style="list-style-type: none"> <li>Developing ideas into short scenes</li> <li>Effective use of space</li> <li>Performing to an audience</li> <li>To develop physical skill and control</li> <li>To work on precision of movement</li> <li>To convey meaning through physical theatre</li> </ul>	<ul style="list-style-type: none"> <li>Students will explore the acting and technical elements of the Pantomime genres.</li> </ul>	<ul style="list-style-type: none"> <li>Develop own ideas</li> <li>Collaborate with others</li> <li>Rehearse, refine and amend their work in progress</li> <li>Interpret texts</li> <li>Create and communicate meaning</li> <li>Realise artistic intention in text-based drama</li> </ul>	<ul style="list-style-type: none"> <li>Create and communicate meaning</li> <li>Use stimulus to inform practical work</li> <li>Creating and developing ideas to communicate meaning</li> <li>Developed and creative response to the stimulus</li> <li>Refinement of skills</li> </ul>	<ul style="list-style-type: none"> <li>The design of lighting such as direction, colour, intensity, special effects</li> <li>The design of advertising</li> <li>The development and revision of a devised piece of theatre</li> <li>The design of props and the design of sets such as revolves, trucks,</li> </ul>	

					<p>projection, multimedia, pyrotechnics, smoke machines, flying</p> <ul style="list-style-type: none"> <li>• The design of costume including hair and make-up, the design of lighting such as direction, colour, intensity, special effects</li> <li>• The design of sound such as direction, amplification, music, sound effects both live and recorded</li> </ul>	
<p>Disciplinary knowledge (skills)</p>	<ul style="list-style-type: none"> <li>• Frantic Assembly skills</li> <li>• Levels</li> <li>• Proxemics</li> <li>• Use of music to tell a story</li> <li>• Lyricism</li> </ul>	<ul style="list-style-type: none"> <li>• Stock characters</li> <li>• Moral stories</li> <li>• Costume</li> <li>• Lighting</li> <li>• Set design</li> <li>• Sound</li> <li>• Directing</li> <li>• Breaking the 4<sup>th</sup> wall</li> </ul>	<ul style="list-style-type: none"> <li>• Set design for an immersive show</li> <li>• Blocking</li> <li>• Script reading</li> <li>• Immersive acting</li> <li>• Proxemics</li> <li>• Rehearse, refine and amend.</li> </ul>	<ul style="list-style-type: none"> <li>• Develop own ideas</li> <li>• Collaborate with others</li> <li>• Rehearse, refine and amend their work in progress</li> </ul>	<ul style="list-style-type: none"> <li>• Communicate and collaborate within a group setting.</li> <li>• Design sound for a production</li> <li>• Understand the role of a producer</li> <li>• Rehearse, refine and amend</li> <li>• Costume</li> <li>• Set design</li> <li>• Sound design</li> <li>• Lighting design</li> </ul>	



					<ul style="list-style-type: none"> <li>• Directing</li> </ul>	
Enrichment	<ul style="list-style-type: none"> <li>★ Local theatre trip</li> <li>★ Whole School Production</li> </ul>	<ul style="list-style-type: none"> <li>★ Visiting Pantomime Company</li> <li>★ Whole School Production</li> </ul>	<ul style="list-style-type: none"> <li>★ Whole School Production</li> </ul>	<ul style="list-style-type: none"> <li>★ London Theatre Trip</li> <li>★ Whole School Production</li> </ul>	<ul style="list-style-type: none"> <li>★ Careers Day</li> <li>★ Drama Club</li> <li>★ Creative Arts Festival</li> </ul>	
Assessment	<p>Students are continuously assessed in every lesson using key performance indicators. Their teachers will ask questions, provide retrieval tasks and watch performances to ensure that students are on track. At the end of the topic, students will be assessed on their knowledge and understanding of the content and their ability to apply their skills in performance.</p> <p><b>Performance</b></p> <p>Feedback sheet that allows for Pupil</p>	<p>Students are continuously assessed in every lesson using key performance indicators. Their teachers will ask questions, provide retrieval tasks and watch performances to ensure that students are on track. At the end of the topic, students will be assessed on their knowledge and understanding of the content and their ability to apply their skills in performance.</p> <p><b>Performance/Costume Design</b></p>	<p>Students are continuously assessed in every lesson using key performance indicators. Their teachers will ask questions, provide retrieval tasks and watch performances to ensure that students are on track. At the end of the topic, students will be assessed on their knowledge and understanding of the content and their ability to apply their skills in performance.</p> <p><b>Performance/ Set Design</b></p>	<p>Students are continuously assessed in every lesson using key performance indicators. Their teachers will ask questions, provide retrieval tasks and watch performances to ensure that students are on track. At the end of the topic, students will be assessed on their knowledge and understanding of the content and their ability to apply their skills in performance.</p> <p><b>Script/Performance</b></p>	<p>Students are continuously assessed in every lesson using key performance indicators. Their teachers will ask questions, provide retrieval tasks and watch performances to ensure that students are on track. At the end of the topic, students will be assessed on their knowledge and understanding of the content and their ability to apply their skills in performance.</p> <p><b>Presentation of work completed this term</b></p> <p><b>End of year knowledge assessment</b></p>	

	reflection on what they have learnt	Feedback sheet that allows for Pupil reflection on what they have learnt	Feedback sheet that allows for Pupil reflection on what they have learnt	Feedback sheet that allows for Pupil reflection on what they have learnt		
<b>Progression from previous learning</b>	<p>Pupils use the skills they have learnt through mime to create a choreographed storyline with music. This is smaller group work as it is performed as duet.</p>	<p>Pupils develop the stock characters learnt in Year 7 from Commedia Dell'Arte (the precursor to Pantomime) into the stock pantomime characters and building on the audience experience</p>	<p>Pupils continue to develop their knowledge on different types of staging and how this affects the audience with the use of immersive theatre.</p> <p>Pupils build on their use of proxemics for this particular stage.</p>	<p>Pupils revisit the idea of devising using a stimulus. Pupils will continue to work and develop their ideas and imagination inspired by a specific stimulus which is more focussed than the previous year.</p>	<p>Pupils will use the knowledge and skills learnt over the 4 years to develop their devised script from Term 4. They will become independent learners making decisions and designing all aspects of their play.</p>	

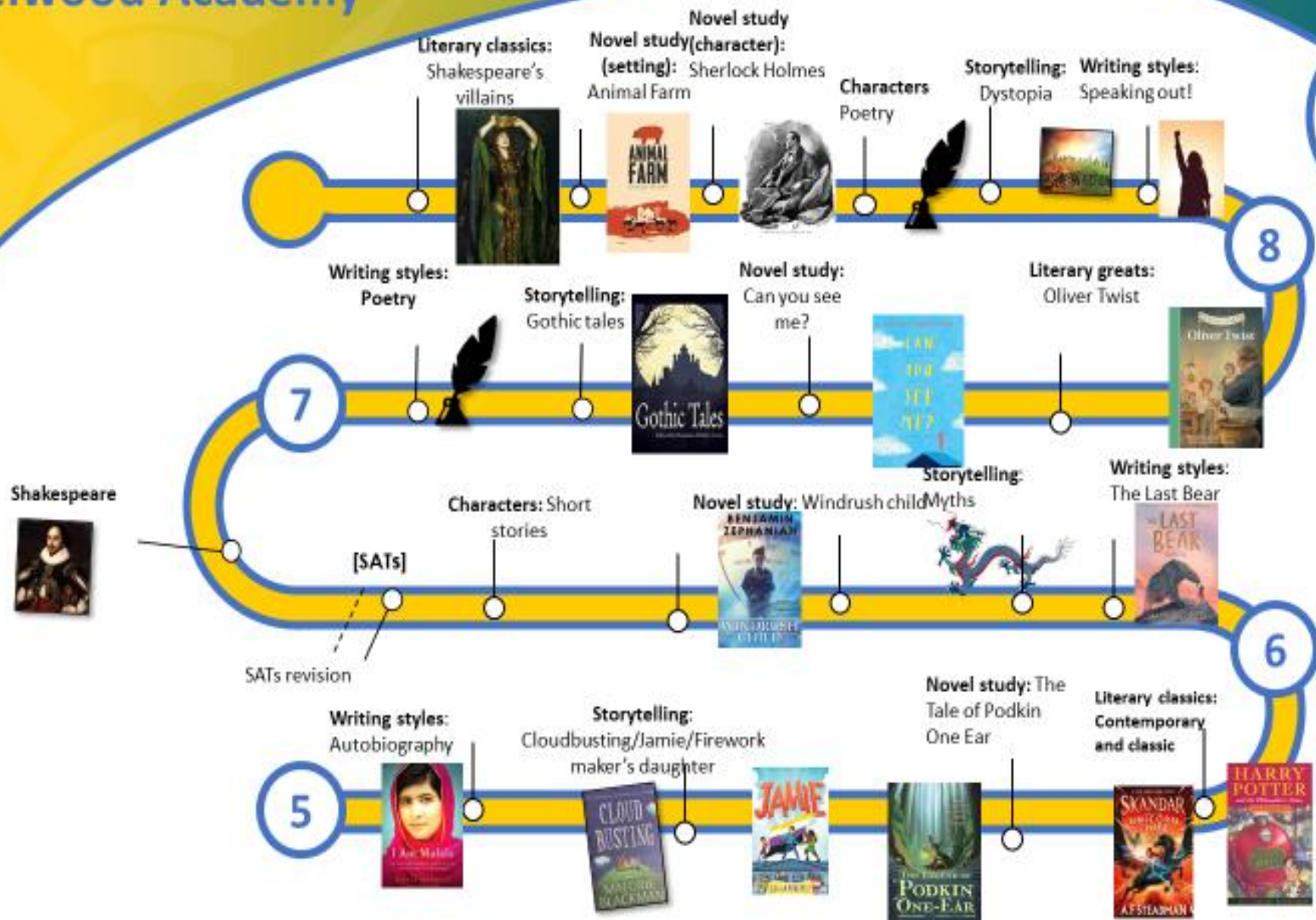
# English

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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.





SATs revision

	TERM 1	TERM 2	TERM 3	TERM 4	TERMS 5 and 6
Concept	<b>Writing styles</b>	<b>Storytelling</b>	<b>Novel study: Character</b>	<b>Novel study: Setting</b>	<b>Literary greats: Contemporary and classic</b>
Why are we learning this?	To give students a solid foundation in understanding the difference between fiction and non-fiction	To understand the general structure of stories and be able to name the purpose of different sections	To explore the tools a writer uses to create an effective character	To explore the tools a writer uses to create an effective setting	To explore contemporary written works and look at how they fit into the literary canon
Year 5	<b>Autobiography</b>	<b>Class novel: Clodbusting/Jamie/Firework Maker's Daughter</b>	<b>Podkin One Ear</b>	<b>Podkin One Ear</b>	<b>Harry Potter/Skandar and The Unicorn Thief</b>
Learning Focus	Students will explore how to write an autobiography by looking at various examples before beginning to write their own.	Students will explore what we mean by storytelling structure. They will then look at how this maps on to a novel.	Using the novel 'Podkin One Ear', students will look at how writers can create effective, believable and exciting characters.	Using the novel 'Podkin One Ear', students will look at how writers can create effective settings for the characters in the world to inhabit.	Pupils will explore a modern classic by studying either 'Skandar and The Unicorn Thief' or 'Harry Potter and the Philosopher's Stone' pulling together their knowledge of storytelling, character and setting.
Substantive Knowledge (Knowledge)	What is the difference between fiction and non-fiction? How to identify different writing styles. The key features of an autobiography. How to spot purpose, audience and format.	What is structure? Do stories all follow the same structures? How do we make story structure effective? Storytelling structure: Freytag's pyramid. What is the difference between narrative and descriptive writing? Identifying key quotations.	How is an effective character created? What is effective character description? What is show-don't-tell? Use of adjectives, adverbs and metaphor. Using dialogue to build character.	How is an effective setting created? What are effective writing tools to use for setting? What is show-don't-tell? Use of adjectives, adverbs and metaphor. Using suspense and tension.	What are the differences between first and third person? How can we tell the difference between a character and author voice? What makes an effective fantasy world? How do writers create effective characters? What is a topic sentence? What is a quotation?
Disciplinary knowledge (Skills)	<b>Reading:</b> Give / explain the meaning of words in context <b>KS2 writing criteria:</b>	<b>Reading:</b> Retrieve and record information / identify key details from fiction and non-fiction <b>KS2 writing criteria:</b>	<b>Reading:</b> Summarise main ideas from more than one paragraph <b>KS2 writing criteria:</b>	<b>Reading:</b> Make inferences from the text / explain and justify inferences with evidence from text	<b>Reading:</b> Predict what might happen from details stated and implied. <b>KS2 writing criteria:</b>

	<p>Writing for purpose. Use devices to structure writing and support ideas. Use capital letters, full stops, question marks, commas for lists and apostrophes for contraction mostly correctly. Using modal verbs correctly.</p> <p><b>Grammar:</b> Word classes (Verbs, Adjectives, Conjunctions, Pronouns, Possessive Pronouns, Relative pronouns, Adverbs, Adverbials, Prepositions, Determiners, Subject and object)</p>	<p>Write for a range of purposes. Use paragraphs to organise ideas. In narratives, describe setting, characters and atmosphere. Use capital letters, full stops, question marks, commas for lists and apostrophes for contraction mostly correctly. Spell correctly most words from the year 3 / year 4 spelling list, and some words from the year 5 / year 6 spelling list. Use a range of devices to build cohesion. Use contracted forms in dialogue.</p> <p><b>Grammar:</b> Functions of sentences (Statements, Questions, Commands, Exclamations)</p>	<p>Use paragraphs to organise ideas. In narratives, describe characters effectively. Use capital letters, full stops, question marks, commas for lists and apostrophes for contraction mostly correctly. Using dialogue to convey character. Use contracted forms in dialogue.</p> <p><b>Grammar:</b> 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)</p>	<p><b>KS2 writing criteria:</b> Use paragraphs to organise ideas. In narratives, describe setting and atmosphere effectively. Use a range of punctuation techniques. Using a range of features to build cohesion.</p> <p><b>Grammar:</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 )</p>	<p>Use paragraphs to organise ideas. In narratives, describe setting and atmosphere effectively. Use a range of punctuation techniques. Using a range of features to build cohesion Write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on models read in class (e.g. literary language, characterisation, structure). Integrate dialogue in narratives to convey character and advance the action</p> <p><b>Grammar: Term 5 -</b> Combining words, phrases and clauses (Sentences and clauses. Relative clauses. Noun phrases. Co-ordinating conjunctions. Subordinating conjunctions and subordinate clauses)</p> <p><b>Term 6 – Vocabulary</b> (Synonyms and antonyms, prefixes, suffixes, word families)</p>
Progression from previous learning	Build on students understanding of fiction and non-fiction by exploring different	Build on students' prior understanding of stories to explore how different writers will use similar	Build on previous novel studies to help students understand the techniques a writer	Build on previous novel studies to help students understand the techniques a writer might	Build on knowledge developed throughout the year to look at how structure, character, setting

	styles and looking at how a chosen writing format might use different writing techniques.	structures to help guide their reader's understanding.	might use to develop believable characters.	use to develop realistic characters.	and writing techniques can be used to create an effective and exciting piece of fiction. Explore links between these modern classics and other texts students might have explored.
Enrichment	<p>Library lesson exploring autobiography.</p> <p>Author visits to take place around the year.</p> <p>Students' caving trip will be used as the inspiration for an autobiographical piece of writing</p>	<p>Exploring similar fiction in library lesson. Author visits to take place around the year.</p> <p>Warner Bros Studio Tour focussed on storytelling.</p>	<p>Opportunity to read a novel in full and explore how it fits understanding of other similar novels.</p> <p>Exploring similar fiction in library lesson. Author visits to take place around the year.</p>	<p>Library lesson exploring similar novels.</p> <p>Author visits to take place around the year.</p>	<p>Library lesson exploring similar lessons.</p> <p>Author visits to take place around the year.</p>
Assessment	<p><b>Mid point:</b> Write about a time in your life that was scary OR exciting.</p> <p><b>End point:</b> To create a piece of autobiographical writing about the caving trip.</p>	<p><b>Mid point:</b> Diary entry re-capping the novel up until this point.</p> <p><b>End point:</b> Write an additional chapter for the novel.</p>	<p><b>Mid point:</b> Description of a character</p> <p><b>End point:</b> Write a description of an encounter with a bad guy – focus on the character description.</p>	<p><b>Mid point:</b> Write a section of a chapter, focussed on building suspense and tension.</p> <p><b>End point:</b> Write the next chapter OR re-tell a chapter from a different perspective.</p>	<p><b>Term 5</b></p> <p><b>Mid point:</b> Write a character summary of a chosen character from the novel.</p> <p><b>End point:</b> Answer the question: 'What impression do we get of the character of _____?'</p> <p><b>Term 6:</b></p> <p><b>Mid point:</b> Create a new wizard for Harry Potter? Create a new unicorn and rider for Skandar? (Descriptive paragraph for each)</p> <p><b>End point:</b> Write a description of your</p>

					character's first day at school.
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	TERM 1	TERM 2	TERM 3	TERM 4	TERM 5 & TERM 6
Concept	<b>Writing styles</b>	<b>Storytelling</b>	<b>Novel study: Character</b>	<b>Novel study: Setting</b>	<b>Literary greats: Contemporary and classic</b>
Why are we learning this?	To build on students' understanding of non-fiction writing styles and look at features of two specific formats	To look at how classic stories make use of the story writing structure students have been introduced to	To be able to analyse how effectively a writer has presented a chosen character	To be able to analyse how effectively a writer has presented setting in a novel	<b>Short stories:</b> To introduce students to a wider range of fiction and to explore why short story writing is different to that of a novel. <b>Shakespeare:</b> To give students a foundational understanding of who Shakespeare was and why he is a part of the literary canon
Year 6	The Last Bear – Persuasive writing and non-chronological reports	Myths and Legends	Windrush Child	Windrush Child	SATs, Short stories and Shakespeare
Learning Focus	Using the story of 'The Last Bear' as a basis – students will respond to the issues within the story by writing in a	Students will look at a range of myths and legends, looking at how the story structure they've analysed fits with ancient tales	Building on their understanding of how effective characters are created, students will study 'Windrush Child' and explore the	Building on their understanding of how effective settings are created, students will study 'Windrush Child' and explore the	In short stories, students will explore how writers effectively use language and structure to write short stories before



	variety of non-fiction forms		presentation of Leonard	presentation of both Jamaica and the UK	producing their own as part of their SATs writing  For the Shakespeare unit, students will look at a background to William Shakespeare and explore his life in London, as well as researching some of his plays and producing a short presentation on his life and work
<b>Substantive Knowledge (Knowledge)</b>	How do different forms of non-fiction writing (writing to persuade and writing to inform) use different language features and writing tools? What does it mean to be able to write for purpose effectively? How can understanding purpose, audience and format help me in my own writing?	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? Descriptive writing skills: Sensory language. Personification. Varying paragraph lengths. Use of minor sentences for impact.	What was the Windrush Generation? (Context). What is sympathy and empathy? How do writers create empathy? What is the difference between the language of speech and the narrative voice? Why is it important to understand context in a piece of writing?	How do writers present difficult situations in a sensitive manner? How can tone and atmosphere be created? How does understanding context help understand descriptions of setting?	How do short stories differ from full novels? Why is vocabulary choice so important in a short story? <b>Post-SATs</b> Who was William Shakespeare? What was life like in Elizabethan and Jacobean London? What were some of Shakespeare's plays? What about his poetry?
<b>Disciplinary knowledge (Skills)</b>	<b>Reading:</b> Identify and / or explain how information or narrative content is related and contributes to meaning as a whole.	<b>Reading:</b> Identify and / or explain how meaning is enhanced through choice of words and phrases. <b>KS2 writing criteria:</b> Use verb tenses consistently and correctly throughout their writing	<b>Reading:</b> Make comparisons within the text. <b>KS2 writing criteria:</b> Use paragraphs to organise ideas.	<b>Reading:</b> Make inferences from the text / explain and justify inferences with evidence from text <b>KS2 writing criteria:</b>	<b>Reading:</b> Summarise main ideas from more than one paragraph <b>Re-cap and revise Full KS2 writing criteria.</b>

**KS2 writing criteria:**

In non-narrative writing, use simple devices to structure the writing and support the reader (e.g. headings, sub-headings, bullet points). Select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately.

Write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader.

Use a range of devices to build cohesion.

Exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this.

**Grammar:**

Standard English and formality (Formal and informal vocabulary, Formal and informal structures, The subjunctive)

Use the range of punctuation taught at key stage 2 mostly correctly^ (e.g. inverted commas and other punctuation to indicate direct speech). Use the range of punctuation taught at key stage 2 correctly (e.g. semi-colons, dashes, colons, hyphens) and, when necessary, use such punctuation precisely to enhance meaning and avoid ambiguity.

**Grammar:**

**Revise** Grammatical terms, word classes and functions of sentences.

In narratives, describe setting and atmosphere effectively. Use a range of punctuation techniques.

Using a range of features to build cohesion

Write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on models read in class (e.g. literary language, characterisation, structure).

Integrate dialogue in narratives to convey character and advance the action

**Grammar:**

**Revise** Verb forms, tense and consistency and punctuation.

Use verb tenses consistently and correctly throughout their writing

Use the range of punctuation taught at key stage 2 mostly correctly (e.g. inverted commas and other punctuation to indicate direct speech). Use the range of punctuation taught at key stage 2 correctly (e.g. semi-colons, dashes, colons, hyphens) and, when necessary, use such punctuation precisely to enhance meaning and avoid ambiguity.

Using dialogue to convey character. Use contracted forms in dialogue.

**Grammar:**

**Revise** Standard English and formality.

<p><b>Progression from previous learning</b></p>	<p>Build on general knowledge about non-fiction writing styles to look at writing for specific purposes. Students should be able to pick out the different features that non-fiction text forms should show. Build on knowledge of different structural features texts might employ. Introduce the idea that vocabulary choices and structures might differ depending on the purpose, audience and format.</p>	<p>Students should be able to identify specific features of each section of Freytag's pyramid and be able to map these onto a story.</p> <p>Begin to be able to identify the differences in storytelling structure between a short story (such as the myths and legends studied) and a novel (Cloudbusting/Jamie/Firework Maker's Daughter)</p>	<p>Students will begin to explore and track how a character changes over the course of a novel. Introduce the idea of characterisation.</p> <p>Look at exploring characters from a different cultural and historical context than their own.</p>	<p>Begin to explore how description of a setting might be introduced by character. Develop understanding that familiar contexts (school, home, the park) might be experienced in a way that is different to their own.</p>	<p>Culmination of the KS2 reading, grammar and writing skills explored throughout the year. SATs tests will draw together these skills into one series of tasks.</p> <p>Short stories will begin to explore the idea of genre, which will provide a bridge between KS2 and KS3.</p> <p><b>Post SATs:</b> Building on students' knowledge of William Shakespeare and preparing them for study of Shakespeare's poetry in Year 7 and Shakespeare's villains in Year 8.</p>
<p><b>Enrichment</b></p>	<p>Author visits throughout the year. Induction into the library and exploration of linked texts.</p>	<p>Author visits throughout the year. Induction into the library and exploration of linked texts.</p>	<p>Author visits throughout the year. Induction into the library and exploration of linked texts.</p>	<p>Author visits throughout the year. Induction into the library and exploration of linked texts.</p>	<p>Author visits throughout the year. Induction into the library and exploration of linked texts.</p> <p>Portsmouth trip to be used as the stimuli for several pieces of writing.</p> <p>Students to be given the opportunity to</p>

					practice oracy through their study of William Shakespeare.
Assessment	<p><b>Midpoint 1:</b> Write the opening of a persuasive letter.</p> <p><b>Endpoint 1:</b> Write a persuasive letter to the prime minister about helping to save the polar bear.</p> <p><b>Midpoint 2:</b> Write a section of a fact sheet on a subject of your choice.</p> <p><b>Endpoint 2:</b> Write a fact sheet about bear island or the polar bear.</p>	<p><b>Midpoint:</b> Write a description of a mythical beast.</p> <p><b>Endpoint:</b> EITHER Write the opening of a myth OR Write the climax of the story where your hero encounters the mythical creature.</p>	<p><b>Midpoint:</b> Write a paragraph describing a journey.</p> <p><b>Endpoint:</b> Slow-write task – describe Leonard’s journey to Kingston.</p>	<p><b>Midpoint:</b> Write a descriptive paragraph about a setting given in the novel – Leonard’s school, Maroon Town or the detention centre at the end.</p> <p><b>Endpoint:</b> Write a descriptive piece from the perspective of a character who has had to leave their home for somewhere new.</p>	<p><b>Students’ reading, grammar and writing will be assessed through the SATs tests.</b></p> <p>Post-SATs, students will complete an oral presentation on William Shakespeare’s life.</p>

	TERM 1	TERM 2	TERM 3	TERM 4	TERM 5 & TERM 6
Concept	<b>Writing styles</b>	<b>Storytelling</b>	<b>Novel study: Character</b>	<b>Novel study: Setting</b>	<b>Literary greats: Contemporary and classic</b>
Why are we learning this?	To explore an alternative form of story-telling and expression through the study of poetry	To explore the concept of genre and look at how writers can use genre to meet or subvert our expectations	To explore the importance of sympathy and empathy when creating characters	To explore how a writer can use familiar settings to create effective description	To begin to have an understanding of the literary canon – explore how it may have influenced other pieces of fiction. To begin to explore 19 <sup>th</sup> Century literature
Year 7	Poetry	Genre study: Gothic	'Can You See Me?'	'Can You See Me?'	Oliver Twist
Learning Focus	Students will look at poetry as a writing style, exploring a range of types of poetry and how to analyse them	Students will be introduced to the genre of gothic – looking at how gothic stories use the 'exposition' section of Freytag's pyramid	Students will study 'Can You See Me?' focussing on the methods used to create sympathy/empathy with a character who is different to us	Using the descriptions of setting and specific events in 'Can You See Me?' as a basis for their own work – students will explore how to create an effective setting	Students will learn about Charles Dickens and Victorian England before using a mix of the original text of 'Oliver Twist' and a contemporary, abridged version to explore the literary classic
Substantive Knowledge (Knowledge)	What is poetry? What are the differences between poetry and prose? The difference between narrative/poetic voice and authorial voice?	What is a literary canon? What is gothic as a concept (historical and in terms of writing)? What are the features of gothic writing? Where does gothic literature fit in the literary canon? Bram Stoker and Dracula (context)	How does a writer create sympathy/empathy in their writing? How can characterisation be tracked across a whole novel? How does a writer create a believable character? What is neurodiversity?	Key terms: Protagonist, antagonist, perspective and conflict. Can we empathise with an antagonist? Can protagonists be flawed?	Historical context: Charles Dickens, Victorian Era, poverty, the poor law. Understanding archaic language and concepts. Why and how do we need to understand context to help us understand a 19 <sup>th</sup> Century novel. What differences might a contemporary audience to a historical novel have to a more modern audience.
Disciplinary knowledge (Skills)	<b>Reading:</b> Understanding explicit and implicit meaning. Analysing language and structure effects.	<b>Writing:</b> Varying vocabulary. Varying sentence structure.	<b>Reading:</b> Understanding a whole text and developing a personal response.	<b>Writing:</b> Varying vocabulary. Varying sentence structure. Accuracy of spelling, punctuation and grammar.	<b>Reading:</b> Understanding historical context of a novel. Evaluating writer's methods.

	<p>Evaluating writer's methods.</p> <p>Using topic sentences. Using annotation. Quotation selection. Using subject terminology accurately.</p> <p>Comments on effect of writer's choices.</p>	<p>Accuracy of spelling, punctuation and grammar.</p> <p>Vocabulary choices, including use of literary devices such as simile, metaphor and personification. Using sentence lengths and varied sentence openings for effect. Use of: full stops, commas, semi-colons, exclamation marks, brackets, dashes.</p> <p>How to proof read effectively.</p>	<p>Analyse language and structure effects. Track ideas, attitudes and perspectives.</p> <p>Using topic sentences. Selecting a range of quotations. Developing and extending explanation in response to a question. Comments on effect of writer's choices. Develop an argument.</p>	<p>Vocabulary choices, including use of literary devices such as simile, metaphor and personification. Using sentence lengths and varied sentence openings for effect. Use of: full stops, commas, semi-colons, exclamation marks, brackets, dashes.</p>	<p>Analyse language and structure effects. Understanding a whole text and developing a personal response.</p> <p>Using topic sentences. Selecting a range of quotations. Developing and extending explanation in response to a question. Comments on effect of writer's choices. Develop an argument. Make thoughtful links between historical context and the novel.</p> <p><b>Oracy:</b> Engage in discussion through a variety of well-chosen contributions based on critical listening. Develop reasoning using analysis and select appropriate evidence to back up ideas. Summarise and evaluate others' contributions. Demonstrate a wider vocabulary, including specialist terms.</p>
<p>Progression from previous learning</p>	<p>Students will move from forming opinions on characters/themes into constructing an argument and using topic sentences. They will move from simple reference to the text, toward supporting their</p>	<p>Students will move from writing for purpose into writing for purpose within a genre and specific style. They will move from using Freytag's pyramid to map stories to looking at how different genres</p>	<p>Students will continue develop their ability to construct an argument and use topic sentences into being able to comment on how a writer has helped them develop this opinion. They will begin to develop the ability to embed</p>	<p>Building on their knowledge of non-fiction writing styles, they will look at how purpose, audience and format can affect language choices and structure. They will also look at expanding their knowledge of language devices and</p>	<p>This unit will build on their knowledge of Freytag's pyramid, character and setting but apply it to a novel written in the 19<sup>th</sup> Century. They will develop their ability to analyse language but using vocabulary that is unfamiliar/archaic.</p>

	points with accurate quotation.	use and adapt this structure.	quotations and be more precise with language choices.	being more precise with their choices. The unit will also develop their ability to develop an argument using their own opinions (rather than based around a piece of literary fiction)	
Enrichment	Students introduced to poetry with opportunities for students to write and perform their own poems provided	Introduction to different genres with linked texts provided	Opportunities for students to explore neurodiversity more widely	Library visits and linked fiction provided	Students introduced to the literary canon – wider reading offered as part of this
Assessment	<p><b>Mid-term:</b> Analyse and respond to the question: How does Audre Lorde present the theme of identity in 'A Litany For Survival'?</p> <p><b>End term:</b> Analyse and respond to the question: How does WH Auden present the theme of grief in the poem 'Funeral Blues'? OR How is identity presented in the poem 'Island Man'?</p>	<p><b>Mid-term:</b> Write a description of a Gothic location which could be used in a gothic story.</p> <p><b>End term:</b> Write the opening of a gothic story in which the protagonist arrives at the gothic location.</p>	<p><b>Mid-term:</b> Write a paragraph responding to: How effectively does Libby Scott present the chapter set at the fair?</p> <p><b>End term:</b> Write an essay response about how effectively Libby Scott presents Tally as a character who can overcome adversity.</p>	<p><b>Mid-term:</b> Persuasive paragraph: Why should someone read 'Can You See Me?'</p> <p><b>End term:</b> Writing to argue: Why is diversity in literature so important?</p>	<p><b>Mid term:</b> How is the character of Noah presented? (1 paragraph)</p> <p><b>End term:</b> How does Dickens present the character of Bill Sikes?</p> <p><b>Throughout the term there will also be a series of opportunities for students to take part in oral debates</b></p>

	TERM 1	TERM 2	TERM 3	TERM 4 & TERM 5	TERM 6
Concept	<b>Writing styles</b>	<b>Storytelling</b>	<b>Novel study: Character</b>	<b>Novel study: Setting</b>	<b>Literary greats: Contemporary and classic</b>
Why are we learning this?	To understand how we can be influenced by rhetoric and to prepare students for the wider-world by looking at how we can use it ourselves	To explore the concept of genre and look at how writers can use genre to meet or subvert our expectations – comparing how dystopic differs from gothic	To explore how a late 19 <sup>th</sup> Century/early 21 <sup>st</sup> Century novelist uses character and to explore the differences between a contemporary novel	To explore how setting can be used to reflect contemporary real-world issues by using allegorical fiction	To give students a wider grounding in Shakespeare and begin to explore a range of his writing
Year 8	Speak Out! Rhetoric and speech writing	Genre study: Dystopia	The Adventures Of Sherlock Holmes (Selected short stories)	Animal Farm	Shakespeare's villains
Learning Focus	Students will be introduced to the concept of rhetoric – exploring various speeches before writing their own	Students will be introduced to dystopic as a genre– looking at how gothic stories use the 'exposition' section of Freytag's pyramid and comparing this to how gothic used dystopia	Students will be introduced to the character of Sherlock Holmes and explore his presentation in a range of short stories by Arthur Conan Doyle	Students will study the historical background to Animal Farm and learn about how allegory can be used to explore contemporary fears and world-issues	Students will be introduced to a range of Shakespearean villains – studying the plot of a range of Shakespeare's plays and looking at individual speeches.
Substantive Knowledge (Knowledge)	What is rhetoric? What is the Aristotelian triad (Ethos, Pathos, Logos)? What are the skills of a good speaker? How to support out points with evidence and a range of language devices.	What do the terms dystopia and utopia mean? Why do writers use dystopia to explore contemporary fears and issues? What are the features of a dystopian novel?	Who is Arthur Conan Doyle? What was the historical context to Sherlock Holmes? How can we relate to a character who is so different to us?	Historical context for Animal Farm? What is allegory and allegorical writing? How are the animals in Animal Farm used to represent real people? Who was George Orwell?	Historical context for Shakespeare? How has Shakespeare influenced contemporary writers? How does writing a play differ from writing prose or poetry? What makes a compelling villain?



		How has the genre of dystopia developed?	How has Sherlock influenced contemporary crime fiction?		
<b>Disciplinary knowledge (Skills)</b>	<p><b>Writing:</b> Varying tone and form depending on purpose and audience. Effectively use structural features and organisation. Varying vocabulary.</p> <p><b>Oracy:</b> Listen critically and make contributions at appropriate times. Ask and answer complex questions. Chair discussions and bring others into conversations.</p>	<p><b>Writing:</b> Varying tone and form depending on purpose and audience. Varying vocabulary. Varying sentence structure.</p>	<p><b>Reading:</b> Understanding historical context of a novel. Evaluating writer's methods. Analyse language and structure effects. Understanding a whole text and developing a personal response.</p>	<p><b>Reading:</b> Understanding historical context of a novel. Evaluating writer's methods. Analyse language and structure effects. Tracking a writer's ideas, attitudes and perspectives.</p>	<p><b>Writing:</b> Understanding historical context of a novel. Evaluating writer's methods. Analyse language and structure effects. Understanding a whole text and developing a personal response.</p>
<b>Progression from previous learning</b>	Building on students' prior learning of non-fiction, they will look at speeches as a particular writing style. They will also build on their understanding of persuasive writing to explore the art of rhetoric and the use of ethos, pathos and logos	Builds on students understanding of genre – compares dystopia to gothic. Students will also use their understanding of Freytag's pyramid (developed previously) and language techniques	Builds on students' exposure to non-contemporary fiction (through their study of Oliver Twist and Dracula). Links to 'Can You See Me?' with exploring how we can build empathy with a character whose life is different to our own	Links to study of dystopia by exploring a novel which uses fiction to explore real-world issues. Links with Sherlock, Oliver Twist and Dracula by exploring how we can understand and study non-contemporary fiction. Builds on students' ability to apply context to their writing. Students also develop their ability to write in an analytical style – developing into writing full essay responses	Builds on students previous understanding of Shakespeare. Explores how Shakespeare's villains may have influenced more contemporary villains students have looked at previously (Sikes, Voldemort, The Weaver, The Gorm)
<b>Enrichment</b>	Opportunities for students to write and perform their own speeches.	Introduce students to a specific genre and give them the opportunity to read	Opportunities to explore how Sherlock Holmes has influenced contemporary	Library visits and linked fiction provided	Performance opportunities – students able to act out scenes from Shakespeare as well as

	Research into topics students are passionate about	more widely within that genre. Explore the influence of that genre on contemporary media	crime fiction, including YA crime novels		write and perform their own villain speeches
Assessment	<p><b>Mid-point:</b> Write a paragraph responding to an issue presented in one of the speeches we have studied (climate change/feminism)</p> <p><b>End-point:</b> Write and perform a speech on a topic of the student's choice.</p>	<p><b>Mid-point:</b> Write a paragraph describing their own Dystopian worlds.</p> <p><b>End-point:</b> Write the opening of a story set within the dystopian world they have created</p>	<p><b>Mid-point:</b> Analytical paragraph exploring how the character of Sherlock is presented</p> <p><b>End-point:</b> Essay response tracking how Sherlock is presented across a whole story</p>	<p><b>Mid-point:</b> Paragraph exploring the theme of change in Animal Farm.</p> <p><b>End-point:</b> Full essay response – explain how and why the farm fails in 'Animal Farm'</p>	<p><b>Mid-Point:</b> Modernise a and perform section of one a speech by a Shakespearean villain.</p> <p><b>End-point:</b> Write and perform a monologue/soliloquy in the style of a Shakespearean villain</p>

# Geography

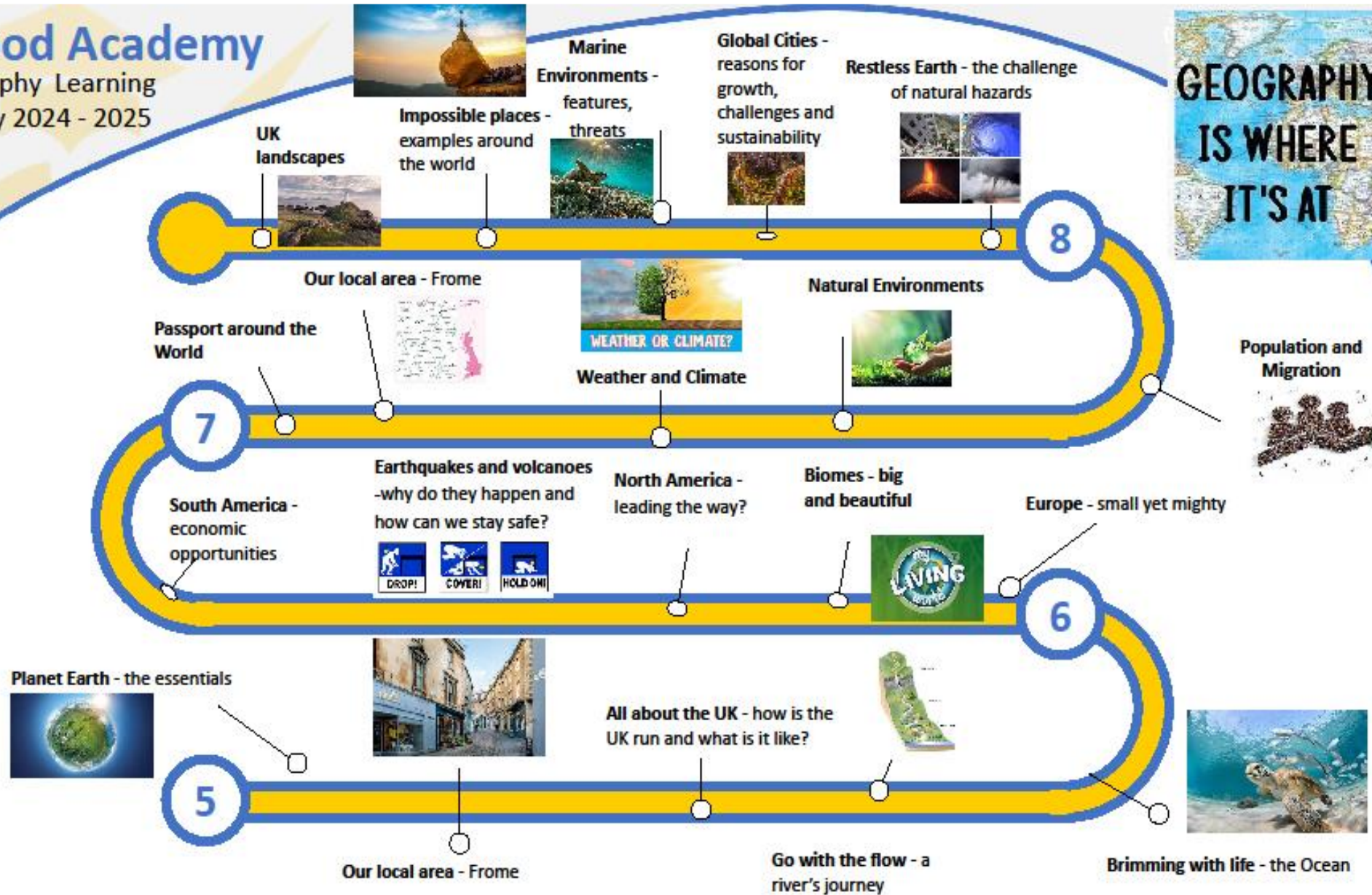
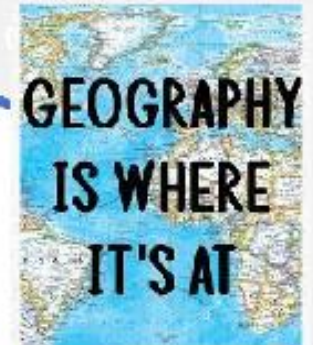
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Geography at Selwood Academy helps to provoke and answer questions about the natural and human worlds, encouraging children to develop a greater understanding of their world and their place in it. It helps to develop a range of investigation and problem-solving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



# Selwood Academy

Geography Learning  
Journey 2024 - 2025



	TERM 1	TERM 2	TERM 3	TERM 4	TERM 5	TERM 6
Concept	Place, Space and Sustainable Development	Place, Processes and Environmental Interaction	Place, Scale, Culture & Processes	Place, Processes and Environmental interaction	Place, processes and environmental interaction	Place, Processes and Sustainable Development
Why are we learning this?	This topic will help our children to understand planet Earth a lot more, day & night, time zones and why it is the only planet suitable for habitation.	This topic will allow our children to experience some local fieldwork and develop their geographical skills. It will also equip them with an understanding of their local area.	Building on our local area this will introduce them to their island nation and regional differences.	This will be our first physical Geography topic and will explore processes in detail.	As 75% of planet Earth is water, an understanding of the oceans is essential.	The children will discover why the UK receives the rain it does and why their home region is so wet.
Year 5	Planet Earth – the essentials	Our local area	All about the United Kingdom	Go with the flow – a river's journey	Oceans – brimming with life	Why does it always rain on me?
Learning Focus	Children be taken on a journey to find out what geography is and the difference between human and physical features. This topic will help you to understand the Earth a lot more, time zones and why currently it is the only planet in our Solar System which can sustain life	Children will be learning about our local area and how the land is used in and around Frome and how to classify settlements. They will explore the link between settlement size and services. We will become more confident in our map skills and be able to recognise some OS map symbols and find places using grid references.	This topic will allow learners a deeper understanding of the UK – how it is run, its physical geography, farming and what type of farming happens in the UK and why. It will conclude by comparing the SW of England (our region) to another region of the UK.	The topic will start with the water cycle as this is what gets the river started. We will then learn how the river changes from source to mouth, the 3 section of a river and how 2 erosional landforms are made. We will conclude by looking at a recent example of river flooding in the UK.	This topic focuses on the Blue Planet; the 5 oceans of the world and how they are connected and contain almost all the water in the world. We will look at the various zones and the animals that live in each. We will then move on to learn how the oceans enable us to live on Earth – phytoplankton, ocean currents. The children will finally explore a coastal biome.	Building on the children's knowledge of the water cycle from term 4, we will learn why the UK is so wet and in particular why the SW is so wet.
Substantive Knowledge (Knowledge)	The names and locations of the 7	Different types of settlement – city,	What the UK is. What the UK is like physically	The water cycle – precipitation, surface storage,	The names of the 5 oceans How things change as you go deeper in the ocean.	The water cycle The air masses which affect the UK

	<p>continents and the 5 oceans.</p> <p>Why there is day and night.</p> <p>Time zones and how to calculate time differences.</p> <p>Why Earth is currently the only planet to support life.</p>	<p>town, village, hamlet etc.</p> <p>Land uses – residential, industrial, retail.</p> <p>How places and people make money (economic activity and jobs)</p> <p>Type of house – detached, semi, terraced, bungalow, flat</p>	<p>(main rivers, mountains etc.).</p> <p>The 10 largest cities. Types of farming.</p>	<p>evaporation and condensation.</p> <p>The 3 sections of a river – upper, middle and lower.</p> <p>What erosion is and how it makes physical landforms.</p> <p>The causes of flooding.</p>	<p>The processes which happen – photosynthesis and ocean currents and the latter's impact on climate.</p> <p>What a coastal biome is like and in particular what a mangrove is like.</p>	<p>How relief and coastal proximity lead to rain</p> <p>Water audit</p> <p>Strategies to save water</p>
<b>Disciplinary knowledge (Skills)</b>	<p>Atlas skills.</p> <p>Giving a latitude and longitude reading to locate places.</p>	<p>Recognition of map symbols</p> <p>Using an OS map and giving direction and a 4 figure grid reference.</p> <p>How height is shown on a map (contours)</p> <p>Conducting fieldwork safely</p>	<p>Atlas skills – relief and rivers and urban centres</p> <p>Oracy skills – through group work</p>	<p>Sketching and sequencing of a landform</p>	<p>Locating the oceans on a world map</p>	<p>Designing a rain gauge to collect water at home</p>
<b>Progression from previous learning</b>	<p>Some substantive and disciplinary knowledge may have been acquired in KS1 and in the earlier parts of KS2.</p>	<p>Exploring human features and physical features in our local area</p>	<p>Build on knowledge of physical and human features to understand that relief and physical features affect the location of major cities and type of farming.</p>	<p>From the previous topic children should know rivers often begin in high land and many cities are built on rivers and therefore this places people at risk.</p>	<p>Some knowledge may exist from KS1 and from earlier KS2 lessons</p>	<p>The water cycle will be reviewed once again.</p>
<b>Enrichment</b>		<p>All will go on a fieldtrip to investigate what the</p>		<p>In future years (2026 ff) the children will visit the</p>		<p>The children will make a DIY rain gauge and collect rain at home for a period of 2 weeks.</p>

		most common housing type is close to school. All will visit the Cheese Showfield to investigate who uses it and consider how it could be improved.		river Holford in the Quantock Hills and walk a stretch of the river to see how it changes and carry out some fieldwork.		
Assessment	Will assess progress made in knowledge of planet Earth and some skills.	Assessment made up of knowledge and skills tasks.	Extended writing task to compare and contrast the SW with another UK region		End of Year assessment on topics 1-5	

	TERM 1	TERM 2	TERM 3	TERM 4	TERM 5 and 6
<b>Concept</b>	Place, cultural understanding & diversity	Scale, Place, Environmental Interaction & Sustainable Development	Place, cultural understanding and diversity	Place, processes	Place, cultural understanding and diversity. Environmental interaction and sustainable development
<b>Why are we learning this?</b>	Europe is the second smallest continent in the world and their land mass. A common misconception is that in 2016 the UK left Europe, we left the EU NOT Europe.	A clear grasp of how climate affects living and non living things is crucial as Geographers. From this comes the understanding that conservation is important.	North America is the third largest continent in size and the fourth largest in population. It is a continent of contrasts.	Earthquakes and volcanoes are perhaps one of the most exciting aspects of Geography. Approx 55 earthquakes happen every day and about 20 eruptions happen. This is a fascinating phenomenon and one that can prove deadly and destructive.	South America might not be the largest continent in the world (in fact, it's the 4 <sup>th</sup> largest) but it has so much to offer. From unique wildlife to diverse cultures this vast land mass is home to some of the most amazing wonders of the world.
<b>Year 6</b>	Europe – small yet mighty	Biomes – big and beautiful	North America – a continent with it all	Terrifying Tectonics	What a wonderful world - South America
<b>Learning Focus</b>	The children will learn all about Europe, their continent. They will explore its climates and biomes before turning attention to the 6 regions of Europe and what they are like. There will be a comparison of England and Russia, the largest country on planet Earth and we will discuss the invasion of Ukraine. We will conclude with a cooperating theme	Our living planet is the focus of this great topic. The children will learn why biomes exist in distinct zones before moving on to learn about grasslands in detail. They will then extend their knowledge of aquatic biomes by learning about the beauty of coral reefs. The topic should give instil in them a feeling of awe for our Earth and may drive them to protect it.	The diversity of North America is explored in this topic. Human and physical features will be our focus as these are integral to tourism which is a key earner along with fossil fuels and farming.	The topic will begin by studying the layers of the Earth and tectonic plates and their movement. We will then move onto learn about the causes of earthquakes and volcanoes and will look at two examples to see their impacts. We will consider too if the impacts can be managed.	In this topic we will look at the majesty of South America. We will begin by looking at its waterfalls : Angel Falls (the world's highest uninterrupted waterfall) in Venezuela and Kaieteur Falls in Guyana. We will then move on to study the Amazon river (the largest river by volume) and the rainforest before looking at the Andes (the world's longest mountain range). We will look at Machu Picchu, one of the seven wonders of the world and the Torres del Paine National Park.



<b>Substantive Knowledge (Knowledge)</b>	Know the main climates of Europe. Know climate impacts plants and animals and creates biomes. Know the main European biomes. Know some physical & human features of Europe. Gain some understanding of Russia and recent events.	Climate creates biomes and that is why they are in strips (latitude) How living things adapt to survive in their respective environments. What tropical and temperate grasslands are like. Aquatic biomes. Threats to these biomes. What can be done.	23 countries make up N.America. Canada is the largest country, St Kitts and Nevis is the smallest. Mexico City is the largest city. Greenland is the largest island. Missouri river is the longest in the continent. Many tourist attractions are in North America are an important part of the economy as are oil, coal and farming.	What an earthquake is and why they happen. How earthquakes are measured – the Richter Scale. What people can do to stay safe during an earthquake – drop, cover and hold. What a volcano is and why they erupt. The 2 types of volcano and their characteristics. Examples of both.	How a waterfall is made. Cruising down the Amazon – sights, settlements and animals. How the forest is organised and who lives in it. The formation of mountains. Why Machu Picchu is considered to be so special. What you can do in Torres del Paine National Park.
<b>Disciplinary knowledge (Skills)</b>	Mapskills.	Interpreting climate graphs Labelling photos to show adaptations	Mapskills	Sketching from a photo Understanding how tectonic plates move and why they move	Using Google Earth. Group work to create a wall display on the Amazon rainforest. Research skills Being an independent learner
<b>Progression from previous learning</b>	The final topic of Y5 teaches them that the UK has a temperate climate, this will extend that knowledge to polar and Mediterranean	Building on their knowledge of climate zones from Topic 1 of Y6 and Topic 5 & 6 of Y5 they will learn about other climates and more biomes.		This may have been touched on in KS1 or earlier in KS2	The Amazon rainforest may have been studied at KS1/2. This extends their knowledge of Biomes from earlier in the year.
<b>Enrichment</b>	Children's holiday experiences will be sought.				From 2026 Living Rainforest trip to be offered
<b>Assessment</b>	Although there is no assessment this topic, Y6 homework will extend their research skills as they will plan a family holiday to a Europe destination	An assessment which will assess both topic 1 and 2		A poster on 'Beat the Quake' divided into 3 sections before, during and after the earthquake.	End of Year exam on topics 1-4

	TERM 1	TERM 2	TERM 3	TERM 4	TERM 5 and 6
<b>Concept</b>	Place, Scale and Culture	Place	Processes	Sustainability, Interdependence, Place, Scale and Processes and Systems	Place, Scale, Processes and Systems
Why are we learning this?	This topic will help our pupils to understand the world and the differences between countries and continents.	This topic will look at the local area and the physical and human geography. There will be a focus on Frome and we will use fieldwork to learn more about our local area.	Meteorology is an important but complex field of Geography. The children will find out how the weather is measured and why our weather is becoming more extreme.	Awareness of our environment is essential if we are to appreciate how things are interlinked and dependent on other things. The fragility of biomes may instil in our children a passion to make a difference and help.	Demography is a key aspect of human Geography and this topic will equip our children with an understanding of the 3 components of population – birth, death and migration.
<b>Year 7</b>	Passport around the world <b>(this topic will carry on into term 2)</b>	Complete Passport around the World Our local area <b>(this topic will need 1 week in term 3 to be concluded)</b>	Our local area Weather and Climate <b>(this topic will need a week of term 4 to be completed)</b>	Weather and Climate Natural environments <b>(will need time to complete in term 5)</b>	Natural environments Revision, EoY exam and improvements Population and Migration will continue into term 6
<b>Learning Focus</b>	Children will be taken on a journey using a geography passport to the continents. In each continent they will explore a geographical aspect or skill.	This topic focuses on Frome and its physical and human features. The children will use OS maps to find features. The economy of Frome is explored as is crime. The topic will also include fieldwork where the children will map	The children will learn how weather and climate differ and the factors that affect climate. They will be able to explain the three types of rainfall and link this to the hydrological	This topic explores the distribution of global biomes and the biotic (living) and abiotic (non living) elements. We will explore the value of various biomes and the impact climate change will have on living things. The topic has a closer focus on the UK deciduous	This topic will look at where people live (population distribution) and why they live where they do, we will compare places with different population densities. The DTM will be explored and we will learn how to draw and interpret a population pyramid. We will conclude by investigating the causes and types of migration.

		the land-use and conduct traffic and pedestrian surveys.	cycle. They will have a clear understanding of Britain's weather and appreciate that our weather is becoming more extreme. Through climate graphs we will learn the main climate types.	forest, deserts and tropical rainforests.	
<b>Substantive Knowledge (Knowledge)</b>	The 7 continents and 5 oceans of the world The difference between a country and a continent, and human and physical features. A broad understanding of each of the continents.	Human and physical features. Economic activity and sectors – primary, secondary, tertiary and quaternary. Land uses - residential, industrial, retail, commercial and recreational. Urban and rural.	Definitions of weather and climate. The 3 types of rain – relief, frontal and convectional. The 5 air masses which affect the UK. How	Distribution of the main biomes Food chains and food webs Impact of climate change on some named biomes The characteristics of a temperate deciduous forest. The impacts of tropical deforestation (social, economic and environmental).	The factors that affect population distribution and density. How birth and death rates change over time and as a result of economic development (the DTM) Why people move (push and pull factors)
<b>Disciplinary knowledge (Skills)</b>	How to use an atlas. Giving a latitude and longitude reading. Interpreting contours.	Using an OS map – grid references (4 and 6 figure), scale and direction.	How to construct and interpret a climate graph.	Annotation of plants and animals to show adaptations.	Interpreting choropleth maps. Constructing and annotating population pyramids. The Jelly Baby Game
<b>Progression from previous learning</b>	In Y6 the children looked at 3 continents in detail – North and South America and Europe. Their passport will expose them to the other 4. In Y5 they did some map work – symbols, 8 point compass and 4	In Y5 the children undertook a local area study focussing on house types and recreational areas and who uses them and how they could be improved. This unit will look at the economic opportunities in	In Y5 the children found out about the UK's climate and why the UK is such a wet place. This topic will teach them the three types of rainfall and depressions and anticyclones.	At KS2 they looked at one land biome (grassland) and one aquatic biome (coral reefs) in detail. This topic will look at the deciduous forest biome, the polar, desert and tropical rainforest and focus on how the living things have adapted and how these biomes	Population has featured in each of the human topics – Our local area, the UK, and each of the topics focussing on place. This topic will look at the 3 components of population, the DTM and how demography changes as a result of development and policies. We will then look at migration and the reasons why people move and the impacts of this movement.

	figure grid references. Now they will do scale, a 32 point compass and 6 figure grid references.	Frome and the crime rate.		are being threatened by humanity. Earlier in Y7 they looked at climate types.		
<b>Enrichment</b>	Travel experiences will be sought throughout the topic where possible.	A local study will be done in Frome – land-use and pedestrian survey, traffic count and EQS.	A micro climate study of climate in the school grounds will be conducted.	A trip to Heaven's Gate could feature from 2025		
<b>Assessment</b>	An end of unit assessment will be conducted.		Fieldwork report		EoY exam on topics 1-5	

	<b>TERM 1</b>	<b>TERM 2</b>	<b>TERM 3</b>	<b>TERM 4</b>	<b>TERM 5</b>	<b>TERM 6</b>
<b>Concept</b>	<b>Place, Processes and Systems and Mitigation and Adaptation</b>	<b>Sustainability, Place and Development</b>	<b>Interdependence, Sustainability, Global Responsibility, Scale, Place and Processes and Systems</b>	<b>Place and Scale</b>	<b>Place, Processes and Systems</b>	<b>Sustainability, Processes and Systems, Mitigation and Adaptation</b>
	Natural Hazards are a fascinating and frightening aspect of Geography. This topic will give our children the understanding that our actions may exacerbate some hazards. It will help them should they continue with their Geography journey into GCSE.	Most of the world's population are urban dwellers and Asian cities will grow at a phenomenal rate in their lifetime. This will create opportunities and challenges and an awareness of this will help them understand their place in the world.	Overlooking our water world would be a tragedy as 75% of planet Earth is water. An understanding of the value of marine environments is as essential as the land biomes as they are interlinked.	Currently there is no other planet than Earth which can support and sustain human life. There are some places in the world which are inhospitable and this topic will explore some of these and allow children the opportunity to consider if this will always be the case.	The children should be able to look at the national landscape and have a good understanding of why it is there and how it was made.	Being alive in the 21 <sup>st</sup> century all should be aware of what global warming is; the evidence, the causes (physical and human), the impacts and what can be done as we move forward.

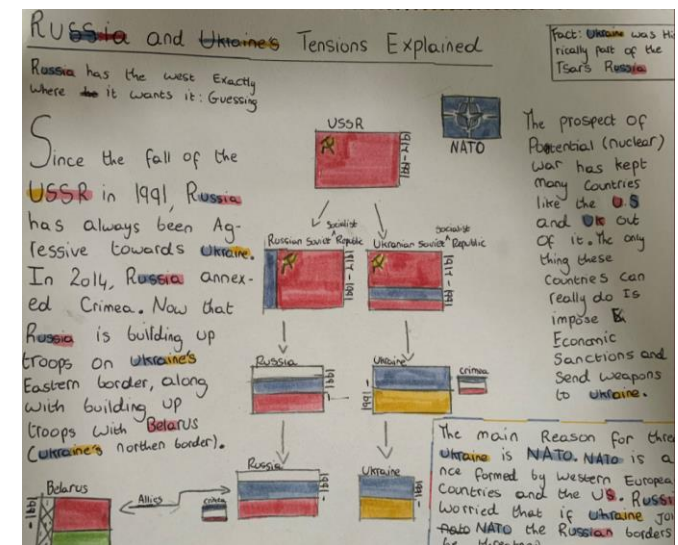
<b>Year 8</b>	<b>Restless Earth</b>	<b>Global Cities (this topic will run into term 3)</b>	<b>Marine Environments (this topic will run into term 4)</b>	<b>Impossible Places</b>	<b>EoY exam and feedback UK landscapes</b>	<b>Climate Change – our greatest priority</b>
<b>Learning Focus</b>	The children will look at tectonic hazards in detail and learn about cause, impacts and responses through examples . The topic will conclude with hurricanes and we will consider how climate change will affect tropical storms	They will learn about how cities have grown and developed over time and the different functions and how they have changed. Features of cities are explored globally with a comparison of HIC and LIC cities.	This topic looks at the marine environment and the importance of these global ecosystems. The topic focuses on the importance of coral reefs, the deep ocean and the impacts of humans on this vast ecosystem.	This topic explores those places which are deemed impossible places for humans to live. The causes of the factors influencing the reasons why they are impossible are explored, both physical and human factors.	To conclude Y8 we explore the UK landscape in detail, looking at how glaciers shaped the landscape, fluvial landforms and coastal landforms,	There is widespread recognition of the globe warming up and this topic will equip our children with essential knowledge and understanding. Rather than adopting a pessimistic stance we will look at what can be done to make a difference to planet Earth and its living aspects.
<b>Substantive Knowledge (Knowledge)</b>	Categories of hazard The structure of the Earth How plates move How tropical storms form How climate change will impact the frequency and distribution of tropical storms	HIC LIC How settlement sites were chosen Functions and Settlement Hierarchy Burgess and Hoyt Models Slums	Be able to describe the distribution of marine environments. Know what they are like and what threatens them. Have a clear understanding of how they can be protected.	The physical reasons a place could be viewed as impossible – lack of water, food, steep terrain, high altitude, extreme climate. Human reasons – war, invasion, accident.	Glacier formation and extent of the UK which was ice. How climate change is affecting this. Rivers with a focus on the middle course landforms as these are more complex than the upper ones. Coastal erosion and associated landforms.	The Greenhouse Effect and The Enhanced Greenhouse Effect The evidence for climate change – ice cores, extreme weather, sea level rise etc. The causes (human and physical) The predicted impacts on the UK and the wider world Strategies to tackle it
<b>Disciplinary knowledge (Skills)</b>	Annotation of diagrams Cross section of a tropical storm	A Decision Making Exercise which requires justification and numeracy	Map work. Annotation of diagrams. Graphing skills.	Map annotation Categorisation of social, economic and environmental	Sequencing of landform formation	
<b>Progression from previous learning</b>	In Y6 the children identified what earthquakes and volcanoes are and what the impacts are. This topic will extend their knowledge and understanding to understand why these events occur and impacts will	In Y5 the children learnt how different settlements can be, this topic explores what cities are like around the world and their challenges and opportunities.	In the final terms of Y5 the children looked at life under the sea and specifically looked at coastal biomes and coral reefs. This topic will extend this knowledge to encompass mangroves,	In Y5 and earlier this year we explored what makes a good site, this topic looks at some of the most inhospitable places on planet Earth and asks the question what makes them impossible?	In Y5 the children looked at how a river changes from source to mouth and in a topic on South America they have looked at the formation of a waterfall. They will review this and find out about middle course landforms; meanders, oxbow lakes and floodplains. They will then	Climate change may have been touched on in the Weather and Climate topic in Y7, Biomes in Y6, Y7 and Y8 but this is a topic dedicated to what many view as our greatest contemporary challenge.

	be categorised into primary and secondary and social, economic and environmental.				turn their attention to the coast and find out how erosional landforms are made – headlands and bays and caves, arches, stacks and stumps. Spits will be looked at and there may be an opportunity to visit Hengistbury Head. Glaciation will feature in this unit as it has forged our landscape.	
<b>Enrichment</b>		All will attend a fieldtrip to Wells (England's smallest city).			A trip to Hengistbury Head or Lulworth Cove and Durdle door will feature from 2026.	
<b>Assessment</b>	An assessment will be completed after plate boundaries		A teacher assessment – short and long questions	Newspaper article on Chernobyl	EoY exam	

# History

History fires pupils' curiosity more about Britain's past and to ask questions and know 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.



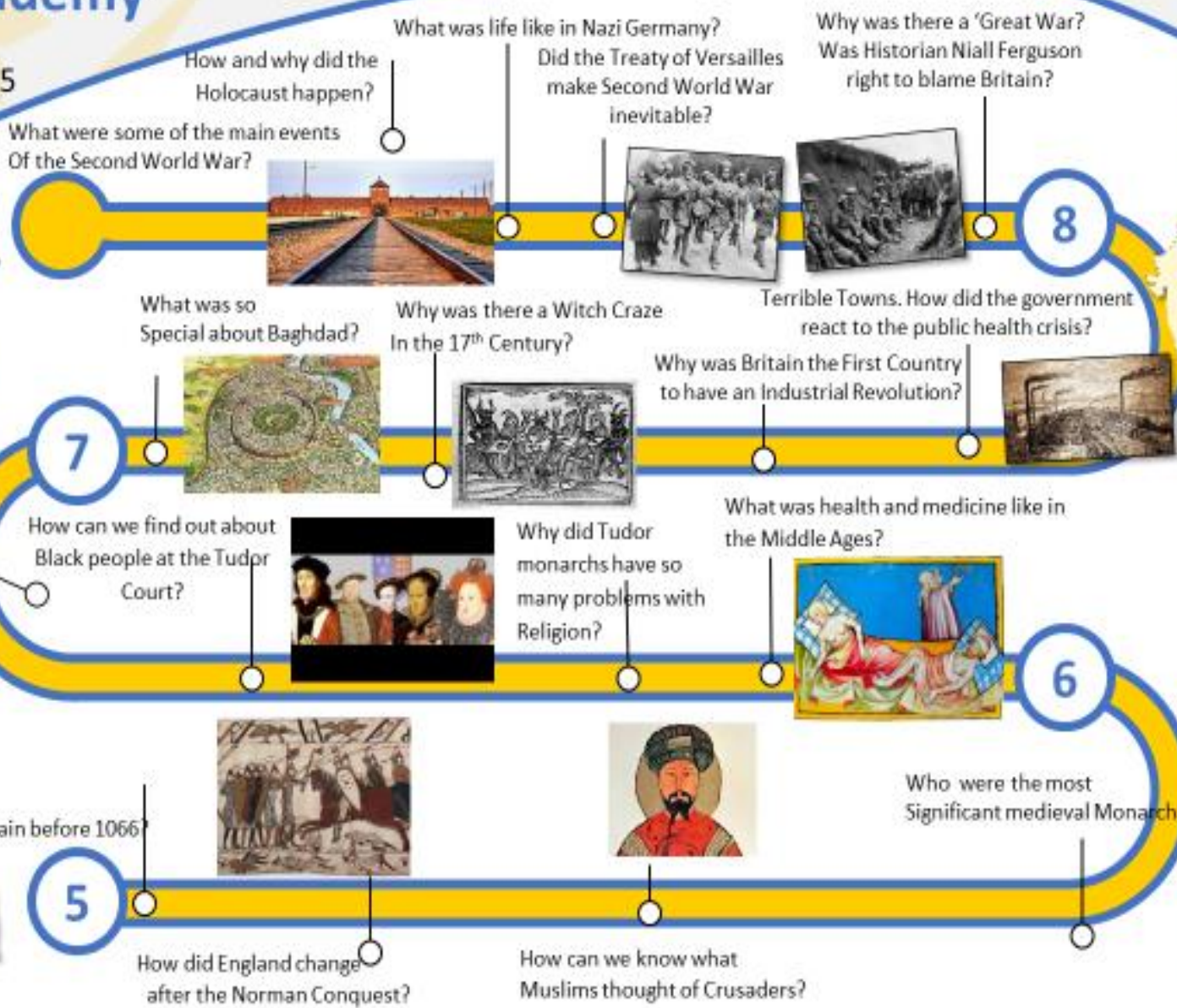
# Selwood Academy

## History Learning Journey 2024 - 2025

# History



What did people believe in the 17<sup>th</sup> Century?  
Religion and Democracy



Who settled in Britain before 1066?



How did England change after the Norman Conquest?



How can we know what Muslims thought of Crusaders?



Who were the most Significant medieval Monarchs?



7

How can we find out about Black people at the Tudor Court?



Why did Tudor monarchs have so many problems with Religion?



6

What was health and medicine like in the Middle Ages?



Why was Britain the First Country to have an Industrial Revolution?



What was so Special about Baghdad?



Why was there a Witch Craze In the 17<sup>th</sup> Century?

What were some of the main events Of the Second World War?



Did the Treaty of Versailles make Second World War inevitable?



Why was there a 'Great War'? Was Historian Niall Ferguson right to blame Britain?



Terrible Towns. How did the government react to the public health crisis?



What did British Colonial rule look like in the 19<sup>th</sup> Century? India, Australia, Ireland.



	TERM 1	TERM 2 and 3	TERM 4	TERM 5 and 6
Concept	Causation, Chronology, Source Analysis	Causation, Chronology, Source Analysis, Historical Interpretations	Source Analysis, Continuity and Change	Historical Significance, Similarities and Differences
Why are we learning this?	To understand why Britain is historically a multi racial society	To understand the development of British society from the time of the Norman conquest To understand the changes from Anglo-Saxon society to Norman	To understand the views of different religious groups during the crusades and how they shaped modern views	To understand the place of Monarchy in British society and the Significance of key historical individuals
Year 5				
Learning Focus	Who settled in Britain before 1066?	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?
Substantive Knowledge (Knowledge)	<ul style="list-style-type: none"> <li>• Use evidence to support arguments.</li> <li>• Describe similarities and differences between some people.</li> <li>• Describe how some of the things studied from the past affect/influence life today.</li> <li>• Make links between some of the features of past societies. <ul style="list-style-type: none"> <li>• Organise early British history in to chronological time periods</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Use evidence to support arguments.</li> <li>• Describe similarities and differences between some people, events and artefacts studied.</li> <li>• Describe how some of the things studied from the past affect/influence life today.</li> <li>• Make links between some of the features of past societies.</li> <li>• Organise early British history in to chronological time periods</li> </ul>	<ul style="list-style-type: none"> <li>• Use evidence to support arguments.</li> <li>• Describe similarities and differences between some people, events.</li> <li>• Describe how some of the things studied from the past affect/influence life today.</li> <li>• Make links between some of the features of past societies.</li> </ul>	<ul style="list-style-type: none"> <li>• Use evidence to support arguments.</li> <li>• Describe similarities and differences between some people.</li> <li>• Describe how some of the things studied from the past affect/influence life today.</li> <li>• Make links between some of the features of past societies.</li> </ul>
Disciplinary knowledge (Skills)	<ul style="list-style-type: none"> <li>• Order significant events and dates on a timeline.</li> <li>• Identify and compare changes within and across different periods. <ul style="list-style-type: none"> <li>• Choose reliable sources of information to find out about the past.</li> </ul> </li> </ul>	<p>Evaluate evidence to choose the reliable forms.</p> <ul style="list-style-type: none"> <li>• Know that people both in the past have a point of view and that this can affect interpretation.</li> <li>• Give clear reasons why there may be different accounts of history, linking this to factual understanding of the past.</li> </ul>	<p>Give reasons why some things change in history while some things remain the same e.g. Monarchy has remained in Britain from almost 11 Centuries, while in Europe and elsewhere Monarchy has disappeared.</p>	<ul style="list-style-type: none"> <li>• Identify why an individual or event is significant in History</li> <li>• Identify and compare changes within and across different periods.</li> <li>• Understand how some historical events occurred concurrently in different locations</li> </ul>

<b>Progression from previous learning</b>	<ul style="list-style-type: none"> <li>• Show developing appropriate use of historical terms</li> <li>• Provide an account of a historical event based on more than one source.</li> <li>• Construct informed responses that involve thoughtful selection and organisation of relevant historical information.</li> </ul>	<ul style="list-style-type: none"> <li>• Make use of a variety of sources.</li> <li>• Begin to understand that source of information can be Primary or Secondary.</li> <li>• Begin to recognise that sources are useful to historians.</li> </ul>	<p>Understand that some evidence from the past is propaganda, opinion or misinformation, and that this affects interpretations of history.</p> <ul style="list-style-type: none"> <li>• Give reasons why there may be different accounts of history.</li> <li>• Understand that the type of information available depends on the period of time studied.</li> </ul>	<p>Understand that Significance is not simply judging importance but using various criteria to substantiate their judgment.</p>
<b>Enrichment</b>	<p>Cause and consequence; explain how invaders and settlers made an impact of English society</p>	<p>Source Analysis extension History mystery How did King Harold die?</p>	<p>Historical Interpretations; use a range of Interpretations to gain an understanding of Islamic views of their invaders</p>	<p>Extension task: History mystery Who killed the Princes in the Tower?</p>
<b>Assessment</b>	<p>Write a narrative causation account of the Battle of Hastings</p>	<p>Explaining why William won at Hastings</p>	<p>Source analysis: How did Muslims view crusaders and invaders?</p>	<p>Significance question: Who was the most significant medieval Monarch?</p>

	TERM 1	TERM 2 and 3	TERM 4	TERM 5 and 6
Concept	Source Analysis, Continuity and Change, Causation	Causation, Chronology, Source Analysis, Historical Interpretations, Similarities and Differences	Source Analysis, Continuity and Change, Causation	Historical Significance, Similarities and Differences, Historical Interpretations
Why are we learning this?	To understand how medicine, health and hygiene were different and the same as they are today	To understand the different types of Christianity and why they were in conflict in the 16 <sup>th</sup> Century	To understand how religious changes have impacted our society today	To understand the place of Monarchy in British society and the Significance of key historical individuals
Year 6				
Learning Focus	What was health and medicine like in the Middle Ages?	Why did Tudor monarchs have so many problems with Religion?	How did Queen Elizabeth deal with the problems of Tudor Monarchs?	How can we find out about Black people at the Tudor Court?
Substantive Knowledge (Knowledge)	<p>Identify how and why standards of health and cleanliness were very different than they are today</p> <p>Identify the main symptoms of Black Death</p> <p>Explain what people thought caused disease at the time and how they tried to protect themselves. Examine the impact of Black Death on Britain</p> <p>Identify the variety of medical treatments in the Middle Ages</p> <p>Assess the theories behind the causes of disease and the treatments for them</p>	<p>Investigate the life of Henry VII Assess the tactics of Henry VII to become more powerful</p> <p>Recall why Henry VIII argued with the Pope Examine how this affected the life of Henry and religion in England</p> <p>Explain why some people began to criticise the Church</p> <p>Examine how Protestants got their name</p> <p>Explain and analyse the marriages of Henry VIII and his wives</p> <p>Explain how and why King Edward changed the religion in England</p>	<p>Examine the circumstances in which Elizabeth became Queen</p> <p>Analyse how Elizabeth tried to end religious chaos in England.</p> <p>Explain the consequences of Elizabeth's Middle Way</p> <p>Examine the threat posed by Mary Queen of Scots</p> <p>Discover the events surrounding the Babbington plot</p> <p>Examine why the King of Spain decided to invade England</p> <p>Judge the reasons why the Spanish Armada failed</p>	<p>Identifying challenges too and methods of exploring the lives of people long ago. Examine the presence of Africans up to the Tudor period.</p> <p>Investigate the lives of two black Tudors; Mary Fillis and John Blanke</p>

		Examine how and why Mary Tudor got her nickname and whether she deserved it		
<b>Disciplinary knowledge (Skills)</b>	<p>Identify and compare changes within and across different periods.</p> <p>Knowledge and Understanding: What did medieval people believe caused infection?</p> <p>Source analysis: Use various sources to explain what people at the time believed caused Black Death.</p>	<p>Evaluate evidence to choose the reliable forms.</p> <p>Know that people both in the past have a point of view and that this can affect interpretation.</p> <p>Give clear reasons why there may be different accounts of history, linking this to factual understanding of the past.</p>	<p>Similarities and differences: Examine and explain the main differences between the English and Spanish fleets.</p> <p>Make judgements on who had the best Navy and who was likely to win the battle.</p>	<p>Examine historiography: Investigate the historical interpretations of Miranda Kaufman</p> <p>Know that people both in the past have a point of view and that this can affect interpretation.</p> <p>Give clear reasons why there may be different accounts of history.</p>
<b>Progression from previous learning</b>	<p>Pupils show developing appropriate use of historical terms Provide an account of a historical event based on a range of sources.</p> <p>Pupils begin to develop informed responses that involve thoughtful selection and organisation of relevant historical information.</p>	<p>Pupils show developing knowledge of inference and are able to apply this to a range of different sources.</p> <p>Pupils can give reasons why there may be different accounts of history.</p> <p>Pupils are introduced to different historiography</p>	<p>Understand that some evidence from the past is opinion or misinformation, and that this affects interpretations of history.</p> <p>Pupils begin to understand that the type of information available depends on the period of time studied.</p>	<p>Pupils begin to understand the term historiography and that Historians write history as a career.</p> <p>Pupils give some reasons why there may be different accounts of history.</p>
<b>Enrichment</b>	<p>Continuity and Change: Explain ways in which medical treatment was the same in 1800 as they were in the Middle Ages.</p>	<p>Similarity and differences: Explain the main differences Catholic and Protestant religion</p>	<p>Historical Interpretation: Why did the Spanish Armada fail?</p>	<p>Historical Interpretation: How useful is the source by Septimus Severus to historians studying Africans in Europe in the 16<sup>th</sup> Century?</p>
<b>Assessment</b>	<p>Cause and consequence: Use a range of sources to explain the impact of the Black Death on Medieval England</p>	<p>Using Inference (Source Analysis) Use a Portrait of Henry VIII to assess inference skill</p>	<p>Using Inference and source analysis. Decode a portrait of Queen Elizabeth I</p>	<p>Write a short Biography of the life of John Blanke</p>

	TERM 1	TERM 2	TERM 3	TERM 4	TERM 5	Term 6
Concept	Causation, Chronology, Source Analysis, Historical Interpretations	Causation, Chronology, Source Analysis, Historical Interpretations	Causation, Source Analysis, Historical Interpretations	Source Analysis, Continuity and Change, Historical Interpretations	Causation, Continuity and Change, Source Analysis Historical Interpretations,	Causation, Chronology, Source Analysis, continuity and change, Historical Interpretations
Why are we learning this?	To understand why people had different beliefs many years ago. Religion, democracy and natural and supernatural worlds existed	To understand that our democracy was established 400 years ago and that we are the one of the oldest democracies in the World	To understand that peoples' beliefs were very different than our beliefs today	To understand why Britain became the most powerful nation in the World in the 19 <sup>th</sup> Century	To understand that modernity led to public health crisis and that new medicines treatments and vaccines were discovered at this time	To understand that Britain created the largest Empire in History by taking over other peoples and their countries and why this is now a controversial historical period
Year 7						
Learning Focus: Historical Enquiry	What did people believe in the 17th Century? Religion and Democracy	What did people believe in the 17th Century? Religion and Democracy	Why was there a Witch Craze In the 17th Century?	What was life like for Children during the Industrial Revolution, 19 <sup>th</sup> Century?	How did the government react to the public health crisis; 19 <sup>th</sup> Century?	What did British Colonial rule look like in the 19th Century?
Substantive Knowledge (Knowledge)	<p>Explain why the throne of England passed to the Scottish Royal family.</p> <p>What did the Scottish King believe about 'Divine Right'</p> <p>Why do Americans speak English?</p> <p>Explain why Catholics plotted to blow up the House of Parliament</p> <p>Recall the accepted facts about the Gun Powder Plot.</p> <p>Identify the key individuals involved in the plot.</p>	<p>Define the term 'Civil War' Examine the causes of the English Civil War 1642.</p> <p>Examine which sections of society supported each side in the Civil War.</p> <p>Describe the different types of soldiers and how they fought.</p> <p>Describe who were the New Model Army?</p> <p>Explain why Parliament needed a New army and who led and trained it.</p>	<p>Explain why witchcraft was so widely believed</p> <p>Identify how people were accused and punished for being a witch</p> <p>Justify whether witch trials were fair</p> <p>Explain why James I wrote a book on how to identify witches</p> <p>Use sources to understand why there was a Witch Craze in the 17<sup>th</sup> Century.</p>	<p>Explain what is meant by the term 'Industrial Revolution'</p> <p>Analyse the causes of the Industrial revolution.</p> <p>Explain why so many children worked in factories</p> <p>Describe working conditions in some factories</p> <p>Describe conditions for children working in coal mines</p>	<p>Investigate what life was like for ordinary people in the newly created towns.</p> <p>Discover why disease was so common at the time</p> <p>Explain why the Government was slow to improve public health</p> <p>Evaluate the contribution of Joseph Bazalgette, Dr John Snow, Florence Nightingale and Edwin Chadwick to improving public health</p>	<p>Define the terms 'Empire' and 'Colony'</p> <p>Explain how and why Britain gained and Empire</p> <p>Describe what India was like before the British</p> <p>Examine why India became the 'Jewel in the Crown'</p> <p>Why did Britain become involved in the slave trade</p> <p>Explain what the 'Triangular trade was'</p> <p>Examine conditions on board a Slave Ship</p>

<p><b>Disciplinary knowledge (Skills)</b></p>	<p>Interpretation analysis: Use primary sources to view opinions of King James I Assess evidence that the plotters may have been framed. Make considered judgement on whether the plotters were set up</p>	<p>Causation: Examine the main causes and record them making links between them.  Discover how and why King Charles I was put on trial. Analyse the key events of the trial.  Source analysis: Examine the details of Charles I execution.  Interpretation analysis: Was Oliver Cromwell a hero or villain?</p>	<p>Source analysis: What can historians learn from 17<sup>th</sup> Century woodcuts on Witchcraft?  Historiography: Historical Interpretations: How does modern historian Andrew Pickering explain the evidence of a Coven in Selwood Forest?</p>	<p>Source analysis: Examine a range of sources on factory and mine workers  Historical interpretations: Why is it difficult to be sure about sources on children's work?</p>	<p>Source analysis: Explain how John Snow managed to discover the cause of Cholera.  Source analysis: Why did many people believe in the theory of Miasma and discount the theory of contagion</p>	<p>Continuity and Change: Explain why the Battle of Plassey was/or was not a turning point in the colonisation of India.  Interpretation Analysis: Give reasons for Nehru's view of the British Raj  Source analysis: How were Africans sold into slavery?  Causation: Explain why the slave trade was so profitable.</p>
<p><b>Progression from previous learning</b></p>	<p>Pupils can study a range of sources, compare information. They can evidence, reliability, utility and bias. They can recognise what a primary and secondary sources.</p>	<p>Pupils show appropriate use of historical terms Provide an account of a historical event based on a range of sources.  Pupils can give several reasons why there may be different accounts of history.  Pupils understand that some evidence from the past is opinion or misinformation, and that this affects interpretations of history and can apply this knowledge to answer key questions.</p>	<p>Pupils begin to develop informed responses that involve thoughtful selection and organisation of relevant historical information to create essay style answers.  Pupils can use Point, evidence and explain to answer key questions.  Pupils are introduced to different historiography and make judgements on the utility of their work</p>	<p>Pupils confidently use inference and are able to apply this to a range of different sources, checking utility, reliability, historical bias and interpretations.</p>	<p>Pupils understand that some evidence from the past is opinion or misinformation, and that this affects interpretations of history and can apply this knowledge.  Pupils begin to understand that the type of information available depends on the period of time studied. Pupils have a clear understanding of the Similarities and differences between health and hygiene in the 19<sup>th</sup> Century and today.</p>	<p>Pupils begin to understand the term historiography and that Historians write history as a career.  Pupils give some reasons why there may be different accounts of history and apply that to modern events, such as the removal of Edward Colston's statue in Bristol</p>

<b>Enrichment</b>	Source analysis: Why was there religious decent in the 16 <sup>th</sup> Century?	Source Analysis: New Model Army Rules and Laws.	Historical Interpretations: Examine the trial of Elizabeth Spicer from the Witches of Selwood.	Historical Significance: Use set criteria to assess how important coal mining was for Britain	Cause and consequence: Define, contamination, epidemic, back-to-back housing. Describe two consequences of the rapid growth of towns and cities in the 19 <sup>th</sup> Century	Historical Interpretations: Who was Edward Colston? Was it right to pull down his statue in Bristol?
<b>Assessment</b>	Source analysis: What did King James believe?	Causation Essay: Why was there a Civil War in 1642?	Causation: Write a essay that explains why there was a Witch Craze in the Seventeenth Century?	Source analysis: Why is it difficult to be sure about sources on children's work?	Historical Significance: Use set criteria to judge who was the greatest public health hero of the 19 <sup>th</sup> Century	Causation: Who was most responsible for the abolition of Slavery?

	TERM 1	TERM 2	TERM 3	TERM 4	TERM 5	TERM 6
<b>Concept</b>	Causation, Chronology, Source Analysis, Historical Interpretations, Continuity and Change	Causation, Chronology, Source Analysis, Historical Interpretations	Causation, Chronology, Source Analysis, continuity and change	Source Analysis, Continuity and Change	Causation, Chronology, Source Analysis, Historical Interpretations, Continuity and Change	Causation, Chronology, Source Analysis, Historical Interpretations, Continuity and Change
<b>Why are we learning this?</b>	To understand why Britain became involved in the First World War. To understand the impact of the war on modern Britain.	To understand the changes that occurred in the shaping of the European map after the First World War and the impact on modern Europe.	To understand the economic conditions in Europe after the First World War and how this led to extremism.	To understand how dictatorship can change society.	To understand how extremism and racism can lead to prejudice and hatred and eventually genocide.	To understand how two World Wars shaped the British Nation in modern times.
<b>Year 8</b>						
<b>Learning Focus</b>	Why was there a Great War in 1914?	What was Europe like in the aftermath of the First World War?	How did Adolf Hitler gain power in Germany in 1933?	What was life like in Nazi Germany?	How and why did the Holocaust happen?	Why was there a Second World War in 1939? An overview of the main events.
<b>Substantive Knowledge (Knowledge)</b>	<p>Identify Short- and Long-Term Causes of the First World War.</p> <p>Use modern historiography to assess the causes.</p> <p>Explain how an assassination led to the outbreak of the war.</p> <p>Judge why the war on the Western Front ended in a stalemate.</p> <p>Describe the experience of British Soldiers in the trenches.</p> <p>Outline reasons why men chose to fight.</p>	<p>Examine if the Treaty of Versailles made a Second World War inevitable.</p> <p>Describe the changes that took place in Germany in the 1920's.</p> <p>Examine attempts to take over by force by Spartacists, Frei Korps and the Nazis.</p> <p>Investigate how Mussolini became the Fascist Dictator in Italy</p> <p>Assess the events that led to the rebellion in Ireland</p> <p>Explain why Ireland became a Republic and why the North of</p>	<p>What was Europe like after the First World War?</p> <p>Describe the main differences between Democracy and Dictatorship.</p> <p>Define Fascism and Communism and explain how and where these two extreme political beliefs took hold.</p> <p>Explain the growth of the Nazi Party in the late 1920's early 1930's.</p> <p>Examine key factors in Hitler's rise in popularity</p>	<p>Assess how life changed in Germany under Nazi rule.</p> <p>Explain how the Nazis justified the way they ruled.</p> <p>Assess how life changed in Germany under the Nazis.</p> <p>Explain how the Nazis used propaganda.</p> <p>Explain how the Nazis justified the way they ruled.</p> <p>Investigate how the Nazis controlled education and young peoples' lives.</p>	<p>Introduction: What was the Holocaust? Define a meaning.</p> <p>Examine the lives of Jewish people in Europe before the Second World War.</p> <p>Analyse the prejudice faced by Jews define Anti-Semitism.</p> <p>Investigate who was responsible for the Holocaust.</p> <p>Examine; what was a ghetto and why did the Nazis create them?</p> <p>Interpret evidence to decide; how do we know what the Nazis and their collaborators did in Russia 1941-1942?</p> <p>Analyse the Holocaust by bullets.</p>	<p>Examine the build up to the war in 1938 – 1939.</p> <p>Use modern historiography to assess the causes.</p> <p>Define terms 'Blitzkrieg' and 'Blitz'</p> <p>Identify key turning points of the war.</p> <p>Outline the sequence of the main events of the war.</p> <p>Examine different opinions about the evacuation from Dunkirk.</p> <p>Assess why Hitler was unable to invade Britain in 1940.</p>



	<p>Examine why soldiers from the British Empire chose to fight for Britain.</p> <p>Assess the impact of the First World War on Medical progress, surgery, health and medicine.</p>	<p>Ireland remained part of the UK.</p> <p>Define the roaring twenties.</p> <p>Examine the state of Britain in the decade after the First World War ended.</p>		<p>Identify how the Nazi state was built on Racism.</p>	<p>Investigate; what was the Final Solution? When and why did the Nazis decide to murder every Jewish person.</p> <p>Investigate death marches and the end of the war.</p> <p>Analyse ways in which Jewish people tried to resist the Holocaust.</p> <p>What happened to the Jews at the end of the Holocaust?</p>	
<p><b>Disciplinary knowledge (Skills)</b></p>	<p>Interpretation Analysis: Use the source to explain if the assassination of the Archduke was the main cause of the war.</p> <p>Causation: Explain why men joined up to fight in the war.</p> <p>Cause and Consequence: Explain the part played by soldiers of the British Empire.</p> <p>Source Analysis: Use inference to examine a source on the Treaty of Versailles.</p> <p>Continuity and Change: Examine ways in which life changed for people at home during the First World War.</p>	<p>Continuity and Change: Explain how women's lives changed after the First World War.</p> <p>Interpretation Analysis: Use historical sources to describe British Industry in the 1930's.</p> <p>Similarity and Difference: Explain key differences between Democracy and Dictatorship.</p> <p>Similarity and Difference: Explain the main differences between Fascism and Communism.</p> <p>Causation: Explain why Mussolini became so popular in the 1920's.</p>	<p>Causation: What problems did the German Government face in Germany in 1919 – 1923?</p> <p>Causation: Describe the causes of problems faced by ordinary Germans 1919-1923.</p> <p>Change and Continuity: In what ways did Germany change in the 1920's?</p>	<p>Causation: Take notes on the main reasons for Hitler gaining popularity in the 1930's.</p> <p>Change and continuity: It ways did life change for workers in Nazi Germany?</p> <p>Source analysis: Use inference to assess the Meeting between Hitler and David Lloyd George.</p> <p>Interpretation analysis: Explain what life was like for boys joining the Hitler youth.</p>	<p>Interpretation analysis: Use personal memories of Jewish people to explain Jewish life and culture before the Holocaust.</p> <p>Historical significance: Define the terms, Holocaust and Genocide.</p> <p>Source analysis: Assess traditional and Nazi Anti-Semitism using historical sources and Nazi Propaganda.</p> <p>Historical Interpretations: Investigate a series of individual case studies to make judgements on who was responsible for the Holocaust.</p> <p>Continuity and Change. How did life change for Jewish people forced to live in Ghettos.</p> <p>Source analysis: Use a range of sources to explain the Holocaust by bullets in Russia.</p>	<p>Interpretation Analysis: Use modern historiography to assess why Hitler went to war.</p> <p>Causation: Explain the causes of the following; Germany use of Blitzkrieg, USA entering the war, German army' defeat at Stalingrad.</p> <p>Interpretation analysis: Why are there different views about the evacuation from Dunkirk?</p>

	In what ways was life different for women during the First World War?					
<b>Progression from previous learning</b>	<p>Pupils can apply knowledge from source analysis to argue their point of view.</p> <p>Pupils can use historical interpretations confidently, recognising, bias reliability and utility.</p> <p>Pupils make judgements on historical arguments that go beyond simply choosing one side.</p>	<p>Pupils can make informed responses that involve thoughtful selection and organisation of relevant historical information to create essay style answers.</p> <p>Pupils can confidently use Point, evidence and explain to answer key questions.</p>	<p>Pupils can study a range of sources, compare information. They can evidence, reliability, utility and bias and use this knowledge to answer disciplinary history questions.</p> <p>Pupils can recognise primary and secondary sources and apply this knowledge to greater depth questions.</p>	<p>Pupils show appropriate use of historical terms and apply these to greater depth questions.</p> <p>Pupils can Provide an account of a historical event based on a range of sources, developing and applying them in greater depth.</p> <p>Pupils understand that some evidence from the past is opinion or misinformation, and that this affects interpretations of history and can apply this knowledge to answer questions in greater depth.</p>	<p>Pupils can use empathy to understand the situation that enemies of the Nazis were put in.</p> <p>Pupils can use historical interpretations confidently, recognising, bias reliability and utility.</p> <p>Pupils can use ethical and moral judgements to understand difficult questions on the Holocaust.</p>	<p>Pupils can give several reasons why there may be different accounts of history and apply this knowledge to answer disciplinary knowledge questions.</p> <p>Pupils are introduced to different historiography and make judgements on the utility of the historians work, applying their knowledge in greater depth.</p>
<b>Enrichment</b>	<p>Cause and Consequence: Explain the main Medical advances during the First world War.</p> <p>Pupils take part in a Battlefields trip to Belgium and France.</p>	<p>Source analysis: Use a range of sources to explain why none of the Big Three were happy with the Treaty of Versailles</p>	<p>Cause and Consequences: Write a essay style answer on the problems facing the Weimar Republic.</p>	<p>Source analysis: In what ways did life change for women in Nazi Germany?</p>	<p>Pupils create a memorial for the victims of the Holocaust using personal survivor testimony.</p> <p>Pupils take part in an assembly to commemorate the end of the Holocaust in 1945.</p>	<p>Source analysis: Analyse propaganda posters to understand why children were evacuated to the countryside.</p>
<b>Assessment</b>	<p>Source Analysis: Use a range of sources to describe conditions for British Soldiers in the Trenches.</p>	<p>Interpretation analysis: Explain the impact of the Great depression on Britain using historical sources.</p>	<p>Use sources to explain the reasons why Hitler managed to gain power in 1933</p>	<p>Historiography: Pupils use the views of two historians to suggest reasons why Hitler went to war.</p>	<p>Pupils will be assessed through the term without a summative question.</p>	<p>Interpretation Analysis: Explain the different views of two historians on Winston Churchill.</p>

# 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.





Le Petit Nicholas  
*(A French film)*

En vacances  
*(holidays)*

Manger sain  
*(Healthy eating)*

Le Weekend dernier  
*(Last Weekend)*

Mes passe-temps  
*(My hobbies)*



Famille et copains  
*(Family and friends)*

Chez Moi  
*(My House)*

Au collège  
*(At school)*

On s'amuse!  
*(Sports and games)*

8

Provence-Alpes-Côte d'Azur  
*(Cultural project on a region of France)*



Au snack  
*(at the snack bar)*

7

En ville  
*(In the town)*

Où j'habite  
*(Where I live)*

Ma famille  
*(Family)*

Je me présente  
*(I introduce myself)*

Le petit-déjeuner  
*(Breakfast)*



6

Bonjour!  
*(Hello)*

En classe  
*(In class)*

Aujourd'hui  
*(Today)*

La météo  
*(The weather)*

La France  
*(France)*

5



	TERM 1	TERM 2	TERM 3	TERM 4	TERM 5	TERM 6
<b>Concept:</b>	<b>Myself</b>	<b>School</b>		<b>Travel &amp; Tourism</b>	<b>Culture</b>	<b>Lifestyle</b>
Why are we learning this?	So we can communicate clearly and develop confidence	To think clearly and look for patterns and logic	To improve our memories and recall key information	To practice pronunciation and sounds	So we can develop a positive attitude to other cultures and expand our world views	So we can communicate clearly and develop confidence
<b>Year 5</b>	<b>Bonjour! Hello</b>	<b>En classe In class</b>	<b>Aujourd'hui Today</b>	<b>La météo The weather</b>	<b>La France France</b>	<b>Le petit-déjeuner Breakfast</b>
<b>Learning foci</b>	To have a short dialogue in French	To describe what is in the classroom. So that we know what masculine and feminine nouns are	To give the date	To describe what the weather is like and link it to days of the week and the months. In Year 7 & 8 we will link it to hobbies and holidays	To understand more about the country whose language we are learning and	So that we can order food in French
<b>Substantive Knowledge (Content)</b>	Greetings and farewells How are you? Name Alphabet	Classroom objects Numbers 1-12	Days of the week Numbers 1-31 Months Giving the date	Weather expressions Weather and days of the week Weather and months of the year	Map of France (link to weather and points of the compass) Learning about France Colours	French breakfast items
<b>Disciplinary knowledge (Grammar and phonics)</b>	Using <i>je</i> and <i>tu</i> Asking questions Accents <b>Phonics and sounds:</b> bonsoir, ça va, salut, au revoir	Using <i>j'ai</i> Nouns Masculine, feminine and plural <b>Phonics and sounds:</b> stylo, deux, cinq	Using <i>c'est</i> <b>Phonics and sounds:</b> jeudi, février, lundi, dimanche, vendredi, mai	Using <i>il y a, il</i> and <i>il fait</i> <b>Phonics and sounds:</b> y, pleut, neige	<b>Phonics and sounds:</b> bleu, noir, blanc, jaune, rouge, gris, orange	Using <i>je voudrais</i> <b>Phonics and sounds:</b> voudrais
<b>Enrichment</b>		Christmas in France		Easter in France Trip to Paris		French breakfast in the hall
<b>Assessment</b>	Reading comprehension	Listening comprehension of items in the classroom	Reading and writing Multiple choice quiz	Listening	Multiple choice quiz Homework project on Montpellier	Spellings

Spellings of key greetings and how you are feeling Multiple choice quiz					
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	TERM 1	TERM 2	TERM 3	TERM 4 & 5	TERM 6
<b>Concept:</b>	Myself, family & friends		Home, town & region		Lifestyle
Why are we learning this?	So we can improve our memories and recall key information	To think clearly and look for patterns and logic	To practice pronunciation and sounds	So we can communicate clearly and develop confidence So we can improve our memories	So we can communicate clearly and develop confidence
<b>YEAR 6</b>	Moi et ma Famille Me and my family	Ma famille My family	Où j'habite Where I live	En ville In the town	Au snack At the snack bar
Learning foci	To talk and write about ourselves	To add more detail about our family	To write in detail about ourselves, adding where we live	To describe what we have in our town and ask for directions	To order food in French
Substantive Knowledge (Content)	Greetings Name Alphabet Numbers 1-20 Age Days of the week Numbers 1-31 Months Giving the date and your birthday	Pets Family members	Where you live Countries Nationalities	Saying what there is in your area Asking about places in the town Asking for directions	Ordering drinks and snacks Ordering ice creams
Disciplinary knowledge (Grammar and phonics)	Using <i>je, tu</i> , Asking questions Accents Using <i>j'ai</i> and <i>c'est</i> <b>Phonics and sounds:</b> bonsoir, ça va, salut, <b>au revoir, deux, cinq, jeudi, février, lundi, dimanche, vendredi, mai</b>	Using <i>mon, ma, mes</i> Using <i>j'ai</i> Plurals Masculine and feminine <b>Phonics and sounds:</b> <b>chien, chat, cheval, serpent, tortue</b>	<i>à, en, au</i> Using the verb <i>habiter</i> Using <i>je suis</i> Adjectival agreement <b>Phonics and sounds:</b> <b>à, en, au</b>	Using <i>Est-ce qu'il y a...?</i> Understanding the difference between <i>tu</i> and <i>vous</i> <b>Phonics and sounds:</b> <b>y, café, banque, magasins, tournez, droite,</b>	Using <i>je voudrais</i> <b>Phonics and sounds:</b> <b>gaufre</b>

<b>Progression from previous learning</b>	Link from Year 5 numbers and months - giving your age and birthday rather than just the date	Using <i>il, elle</i> as well as <i>je</i> and <i>tu</i>		Using <i>il y a</i> and the negative form	More food items learned – longer dialogue with prices
<b>Enrichment</b>		Christmas in France		Une visite à Paris Virtual tour up the Eiffel Tower	
<b>Assessment</b>	Reading comprehension Quiz	Listening comprehension	Reading comprehension Writing about yourself	Spelling tests Homework project on twin town: Château Gontier	Quiz on the year

	TERM 1	TERM 2	TERM 3	TERM 4	TERM 5	TERM 6
<b>Concept:</b>	<b>Myself, family &amp; friends</b>	<b>Home, town &amp; region</b>	<b>School</b>	<b>Lifestyle</b>		<b>Culture</b>
<b>Why are we learning this?</b>	So we can improve our memories and recall key information	To think clearly and look for patterns and logic	To improve our language with opinions and reasons To develop our spoken and written responses To communicate confidently	So we can improve our memories and recall key information		So we can develop a positive attitude to other cultures and expand our world views
<b>Year 7</b>	Moi, ma famille et copains Me, my family and friends	Chez moi Where I live	Au Collège At school	On s’amuse My hobbies	On s’amuse My hobbies	Provence-Alpes Côte d’Azur
<b>Learning foci</b>	To write in detail about ourselves and our family, adding in personality and appearance	To describe our house and bedroom in detail	To give opinions and reasons about school	To use opinions and reasons relating to sport	To extend our sentences by saying what hobbies we do in certain weather	To understand more about the country whose language we are learning

Substantive Knowledge (Content)	Family Pets Physical description Personality	Where you live Countries Nationalities Types of house Location Rooms in the house Describing my bedroom	Daily routine School subjects Opinions Reasons Telling the time Timetable	Sports you play Sports you do Additional verbs – I go, I watch, I listen, I read Opinions Reasons	Weather phrases Linking the weather to your hobbies	Studying an area of France
Disciplinary knowledge (Grammar and phonics)	Using <i>je, tu, il, elle</i> Asking questions Using negatives Masculine, feminine, plural <b>Phonics and sounds:</b> <b>cheveux, yeux</b>	<i>à, en, au</i> Using the verb <i>habiter</i> <b>Phonics and sounds:</b> <b>lit, jardin, montagne, fenêtre, maison</b>	Using reflexive verbs Using nous <b>Phonics and sounds:</b> <b>dessin, lève, histoire, l'anglais, facile, dent</b>	The verbs <i>jouer</i> and <i>faire</i> <b>Phonics and sounds:</b> <b>joue, vais, lis</b>	Using <i>quand</i> and <i>si</i> <b>Phonics and sounds:</b> <b>y, pleut, neige</b>	
Progression from previous learning	Using all of <i>avoir</i> and <i>être</i> Adding intensifiers and descriptions to describe ourselves Using the comparative	Adding more detail from Year 6 Using prepositions Adjectival agreement	Giving opinions Using intensifiers and connectives	Using opinion phrases and reasons. Link from school.	Using weather phrases from Year 5 to add detail to hobbies	Building on facts learnt in Year 5
Enrichment			Talking about a French school	Trip to Paris		Studying the history, geography, art and music of a region
Assessment	Writing and listening comprehension	Reading comprehension	Reading and listening comprehension	Speaking test about hobbies	Writing test about hobbies	Quiz on google forms



	TERM 1	TERM 2 & 3		TERM 4	TERM 5	TERM 6
<b>Concept:</b>	Lifestyle				Travel & tourism	Culture
Why are we learning this?	To think clearly and look for patterns and logic So we can improve our memories and recall key information	To think clearly and look for patterns and logic		To improve our language with opinions and reasons To communicate confidently	To think clearly and look for patterns and logic	So we can develop a positive attitude to other cultures and expand our world views
<b>Year 8</b>	Moi et ce que j'aime My likes and dislikes	Le week-end dernier Last weekend		Manger sain	En vacances	Le Petit Nicolas
Learning foci	To talk and write about our likes and dislikes relating to hobbies To form the future tense	To talk and write in a second tense, including opinions and higher-level phrases		To give opinions and reasons relating to food and drink	To talk and write in three different tenses	To understand more about the country whose language we are learning
Substantive Knowledge (Content)	Revision of <i>moi et ma famille</i> Hobbies Opinions and reasons At the leisure centre	Last weekend with hobbies TV programmes and opinions	Last weekend with hobbies	Food French meals Eating at a restaurant 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
Disciplinary knowledge (Grammar and phonics)	Using <i>on peut</i> Using <i>aller + infinitive</i> <b>Phonics and sounds:</b> peut, jouer, amusant	Using <i>avoir</i> for the past tense Irregular past participles with <i>avoir</i> <b>Phonics and sounds:</b> bu, joué,	Using <i>être</i> for the past tense <b>Phonics and sounds:</b> être,	Using <i>aimer</i> and <i>preferer</i> , <i>manger</i> and <i>boire</i> <b>Phonics and sounds:</b> l'eau pain, champignon, oeuf, poisson, gâteau	Using the three main time frames Using different verbs and the infinitive <b>Phonics and sounds:</b> joue, jouer, joué	
Progression from previous learning	Using opinion phrases with the infinitive verb – link to future tense	Link from Year 7 hobbies but new tense	Link from Year 7 hobbies but new tense	Using more specific reasons rather than those learnt for school and hobbies in Year 7	Being able to talk and write in 3 different tenses with connectives, higher level phrases,	

					intensifiers, opinions and reasons!	
Enrichment		Virtual visits to theme parks in France			Trip to Normandy	French film
Assessment	Reading comprehension Writing	Translation activity Quiz	Writing	Listening comprehension	Writing	Quiz on google forms

# 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.



$$5x^2 = y$$



# Selwood Academy

# Maths

$$5x^2 = y$$

3.5 decimal  
7:2 ratio

Working in the cartesian plane

Multiply & Divide Fractions

$$\frac{3}{4} \times \frac{2}{3} = \frac{1}{2}$$

Ratio & Scale

Representing Data



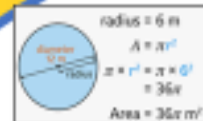
Probability



Fractions Standard index form

Angles in Parallel lines & Polygons

Line symmetry & reflection



Area of trapezia and circles

Sequences & Algebra

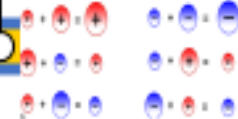
Equality & Equivalence Place Value

4 Operations



Fractions, decimals and percentages

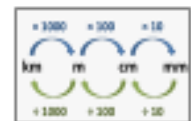
Directed numbers



Sets & Probability



Constructing, Measuring and geometric reasoning



7

Money & Finances Sequences Algebraic notation

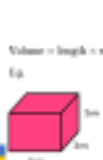


Creativity with Numbers: 'Theme Park'

SATs revision

Angles in shapes

Volume



Ratio and Algebra

Area & Perimeter Fractions, decimals and percentages

4 Operations (Fluency)



Place value

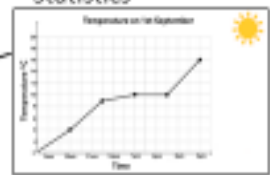


Shape

6

Convert units

Statistics



5

Position & Direction

Place value & Rounding

4 Operations



Fractions and percentages



Decimals and percentages



Area & Perimeter

Multiples/factors/square numbers

Maths	TERM 1	TERM 2	TERM 3	TERM 4	TERM 5	TERM 6
Concept	Position and Direction Place Value	Addition and subtraction Multiplication and Division	Fractions Fractions, Decimals and Percentages	Area and Perimeter Statistics	Converting units Shape	Shape Volume
Why are we learning this? Careers video links	<a href="#">Position and Direction Place Value</a>	<a href="#">Four operations</a>	<a href="#">Fractions</a> <a href="#">Decimals</a> <a href="#">Percentages</a>	<a href="#">Area</a> <a href="#">Perimeter</a> <a href="#">Statistics</a>	<a href="#">Measurement</a> <a href="#">2D Shapes</a> <a href="#">3D Shapes</a>	<a href="#">Volume</a>
<b>Year 5</b>						
Learning Focus	See small steps in SOW:	<a href="#">Year 5 - SOW</a>	<a href="#">Year 5 - SOW</a>	<a href="#">Year 5 - SOW</a>	<a href="#">Year 5 - SOW</a>	<a href="#">Year 5 - SOW</a>
Substantive Knowledge (Knowledge)	<ol style="list-style-type: none"> <li>1. Reading and plotting coordinates</li> <li>2. Translating shapes</li> <li>3. Lines of symmetry</li> <li>4. Read, write and compare whole number and decimals, up to 5 digits and 3 d.p</li> <li>5. Count forward/backward in powers of 10.</li> <li>6. Round whole numbers and decimals to 1 d.p</li> <li>7. Solve problems involving negative numbers</li> </ol>	<ol style="list-style-type: none"> <li>1. Use column addition and subtraction with whole numbers.</li> <li>2. Use mental addition and subtraction, including fluency of number bonds, to solve problems.</li> <li>3. Explore methods for formal multiplication: grid method, column method</li> <li>4. Calculate with short division, one-digit divisor.</li> <li>5. Recognise prime numbers and solve problems that include multiples,</li> </ol>	<ol style="list-style-type: none"> <li>1. Explore what a fraction is, represent pictorially and abstractly.</li> <li>2.. Create and recognise equivalent fractions. pictorially, and through multiplying or dividing</li> <li>3. Order and compare fractions, especially through pictorial methods.</li> <li>4. Fluently convert between improper fractions and mixed numbers.</li> <li>5. Add and subtract with fractions, including finding common denominators.</li> <li>6. Multiply and divide fractions by integers</li> </ol>	<ol style="list-style-type: none"> <li>1. Solve problems using area and perimeter of rectangles, and compound shapes.</li> <li>2. Use and interpret line graphs</li> <li>3. Read and interpret two-way tables</li> <li>4. Read and interpret timetables</li> </ol>	<ol style="list-style-type: none"> <li>1. Convert between metric measures including length, weight, and time.</li> <li>2. Measure and draw angles with a protractor.</li> <li>3. Classify angles and calculate angles around a point and on a straight line.</li> <li>4. Calculate missing angles in shapes</li> </ol>	<ol style="list-style-type: none"> <li>1. Recognise properties of 2-D and 3-D shapes.</li> <li>2. Identify volume and capacity</li> </ol>

		factors, primes and squares 6. Multiply/divide whole numbers and decimal numbers by 10/100/100	7. Convert between decimals and fractions. 8. Represent decimals as fractions (at least tenths) 9. Equivalent Fractions, Decimals and Percentages.			
<b>Disciplinary knowledge (Skills)</b>	-Times tables -Fluency, Reasoning and Problem Solving -Mathematical communication -Representation -Connections between topics	-Times tables -Fluency, Reasoning and Problem Solving -Mathematical communication -Representation -Connections between topics	-Times tables -Fluency, Reasoning and Problem Solving -Mathematical communication -Representation -Connections between topics	-Times tables -Fluency, Reasoning and Problem Solving -Mathematical communication -Representation -Connections between topics	-Times tables -Fluency, Reasoning and Problem Solving -Mathematical communication -Representation -Connections between topics	-Times tables -Fluency, Reasoning and Problem Solving -Mathematical communication -Representation -Connections between topics
<b>Progression from previous learning</b>	-Extend place value up to 1,000,000 and interpret negative numbers in context -Extend to rounding to nearest 10,000 and 100,000- -Order and compare decimals up to 3 decimal places	-Extend to addition and subtraction of more than 4 digits and use more complex scenarios with multiple steps -Apply multiplication and division facts to more complex calculations -Develop fluency in using formal written methods for larger numbers and for multiplying and dividing by 10,100 and 1,000.	-Convert between mixed and improper fractions -Add and subtract fractions with the same denominator and those that have denominators that are multiples of the same number -Understand percentage as a fraction with a denominator of 100 and a way to compare to fractions and decimals	-Calculate and compare the area of rectangles and estimate area of irregular shapes. -Solve comparison, sum and difference problems using information presented in a line graph. -Complete, read and interpret information in timetables.	-Convert wider range of metric measures -Know angles are measured in degrees -Use a protractor to draw and measure different angles	-Identify 3D shapes from 2D representations -Distinguish between regular and irregular polygons. -Introduction to volume and capacity
<b>Enrichment</b>						
<b>Assessment</b>	Pixl Assessment		Pixl Assessment		Pixl Assessment	

Maths	TERM 1	TERM 2	TERM 3	TERM 4	TERM 5	TERM 6
Concept	Place Value Four Operations	Converting Measures Position and Direction	Fractions, Decimals and Percentages	Geometry	Statistics Ratio Algebra	Year 7 Curriculum: Sequences Algebraic notation
Why are we learning this? Careers video links	<a href="#">Place Value</a> <a href="#">Four operations</a>	<a href="#">Measurement</a> <a href="#">Position and</a> <a href="#">Direction</a>	<a href="#">Fractions</a> <a href="#">Decimals</a> <a href="#">Percentages</a>	<a href="#">Geometry</a>	<a href="#">Statistics</a> <a href="#">Ratio</a> <a href="#">Algebra</a>	<a href="#">Sequences</a> <a href="#">Algebra</a>
<b>Year 6</b>						
Learning Focus	See small steps in SOW:	<a href="#">Year 6 - SOW</a>	<a href="#">Year 6 - SOW</a>	<a href="#">Year 6 - SOW</a>	<a href="#">Year 6 - SOW</a>	<a href="#">Year 6 - SOW</a>
Substantive Knowledge (Knowledge)	<ol style="list-style-type: none"> <li>1. Read, write and compare whole numbers, decimal numbers up to 8 digits and 3 d.p</li> <li>2. Solve problems involving rounding of whole numbers and decimals.</li> <li>3. Solve problems involving negative numbers</li> <li>4. Solve problems using column addition and subtraction, including multi-step problems</li> <li>5. Recognise prime numbers and solve problems that include multiples, factors, primes and squares</li> <li>6. Consolidate preferred method of multiplication and solve problems.</li> </ol>	<ol style="list-style-type: none"> <li>1. Solve problems requiring metric conversions.</li> <li>2. Solve problems involving translation and reflection.</li> </ol>	<ol style="list-style-type: none"> <li>1. Recognise and calculate with equivalent fractions.</li> <li>2. Compare and order fractions, using knowledge of equivalent fractions and common denominators.</li> <li>3. Add and subtract fractions and mixed numbers.</li> <li>4. Multiply and divide fractions: by whole numbers and by fractions.</li> <li>5. Calculate fractions of an amount.</li> <li>6. Calculate percentages of amounts</li> </ol>	<ol style="list-style-type: none"> <li>1. Solve problems calculating area and perimeter – including area of a triangle.</li> <li>2. Calculate volume of cuboids.</li> <li>3. Identify nets of 3D shapes</li> <li>4. Calculate missing angles on a straight line, around a point and within shapes such as triangles.</li> <li>5. Draw shapes accurately including 3D nets.</li> </ol>	<ol style="list-style-type: none"> <li>1. Read and interpret line graphs</li> <li>2. Identify parts of a circle.</li> <li>3. Draw and interpret pie charts</li> <li>4. Find the mean average</li> <li>5. Recognise ratios, simplify them, and divide quantities into a ratio.</li> <li>6. Solve problems involving similar shapes and scale factors</li> <li>7. Use substitution.</li> <li>8. Satisfy an equation using reasoning and trial and improvement</li> <li>9. Solve multi-step equations</li> </ol>	<p>Beginning KS3 curriculum: Generate data, and then organise and analyse it to solve problems.</p> <ol style="list-style-type: none"> <li>1. Describing and continuing sequences</li> <li>2. Linear and non-linear sequences</li> <li>3. Explaining term-to-term rules</li> <li>4. Using function machines – both 1 and 2 step</li> <li>5. Substituting values into 2 step expressions</li> <li>6. Represent functions graphically.</li> </ol>

	7. Solve problems involving short division, including 2-digit divisors 8. Solve problems involving the order of operations (BIDMAS)		7. Solve problems using FDP equivalence, especially in a reasoning context			
<b>Disciplinary knowledge (Skills)</b>	<ul style="list-style-type: none"> <li>-Number facts</li> <li>-Arithmetic skills</li> <li>-Fluency, Reasoning and Problem solving</li> <li>-Mathematical communication</li> <li>-Representation</li> <li>-Connections between topics</li> </ul>	<ul style="list-style-type: none"> <li>-Number facts</li> <li>-Arithmetic skills</li> <li>-Fluency, Reasoning and Problem solving</li> <li>-Mathematical communication</li> <li>-Representation</li> <li>-Connections between topics</li> </ul>	<ul style="list-style-type: none"> <li>-Number facts</li> <li>-Arithmetic skills</li> <li>-Fluency, Reasoning and Problem solving</li> <li>-Mathematical communication</li> <li>-Representation</li> <li>-Connections between topics</li> </ul>	<ul style="list-style-type: none"> <li>-Number facts</li> <li>-Arithmetic skills</li> <li>-Fluency, Reasoning and Problem solving</li> <li>-Mathematical communication</li> <li>-Representation</li> <li>-Connections between topics</li> </ul>	<ul style="list-style-type: none"> <li>-Number facts</li> <li>-Arithmetic skills</li> <li>-Fluency, Reasoning and Problem solving</li> <li>-Mathematical communication</li> <li>-Representation</li> <li>-Connections between topics</li> </ul>	<ul style="list-style-type: none"> <li>-Number facts</li> <li>-Arithmetic skills</li> <li>-Fluency, Reasoning and Problem solving</li> <li>-Mathematical communication</li> <li>-Representation</li> <li>-Connections between topics</li> </ul>
<b>Progression from previous learning</b>	<ul style="list-style-type: none"> <li>-Extend to numbers up to 10,000,000 including reading, writing, ordering and comparing these numbers</li> <li>-Round any number to a required degree of accuracy</li> <li>-Solve multi-step problems in context deciding on appropriate operation and method</li> <li>-Extend to 4 by 2-digit calculations using formal written method for multiplication and division.</li> </ul>	<ul style="list-style-type: none"> <li>-Solve problems involving calculation and conversion of different units of measure, using decimal notation up to 3 d.p</li> <li>-4 quadrant coordinates</li> <li>-Draw and translate shapes on the coordinate plane and reflect them in all axes</li> </ul>	<ul style="list-style-type: none"> <li>-Compare and order fractions including those greater than 1</li> <li>-Add and subtract fractions with any denominator and mixed number fractions.</li> <li>-Solve problems involving the calculation of percentages</li> </ul>	<ul style="list-style-type: none"> <li>-Recognise angles where they meet at a point, on a straight line, or are vertically opposite, and find missing angles</li> <li>- Draw 2D shapes given dimensions and angles</li> <li>- Classify geometric shapes based on their properties and sizes</li> </ul>	<ul style="list-style-type: none"> <li>-Identify parts of a circle</li> <li>-Interpret and construct pie charts and line graphs and use these to solve problems</li> <li>-Calculate and interpret the mean as an average</li> <li>-Generate and describe number sequences</li> <li>-Find pairs of numbers to satisfy an equation with two unknowns</li> </ul>	<ul style="list-style-type: none"> <li>-Describe more complex sequences including geometric and arithmetic</li> <li>-Fibonacci sequences</li> <li>- Two-step function machines and using the inverse to find inputs</li> </ul>



Enrichment						Theme Park Project Financial education sessions
Assessment				MOCK SATs week with revision sessions.	KS2 SATS tests	

Maths	TERM 1	TERM 2	TERM 3	TERM 4	TERM 5	TERM 6
Concept	Equality & Equivalence Place Value	Addition and subtraction Multiplication & Division	Fractions, Decimals and Percentages	Directed Number Addition + Subtraction of Fractions	Constructing, measuring and using geometric notation Geometric reasoning	Sets and Probability Prime Numbers & Proof
Why are we learning this? Careers video links	<u>Equalities</u> <u>Place Value</u>	<u>Four operations</u>	<u>Fractions</u> <u>Decimals</u> <u>Percentages</u>	<u>Directed Number</u> <u>Fractions</u>	<u>Angles</u> <u>Measures</u>	<u>Probability</u>
<b>Year 7</b>						
Learning Focus	See small steps in SOW:	<a href="#">Year 7 - SOW</a>	<a href="#">Year 7 - SOW</a>	<a href="#">Year 7 - SOW</a>	<a href="#">Year 7 - SOW</a>	<a href="#">Year 7 - SOW</a>
Substantive Knowledge (Knowledge)	<ol style="list-style-type: none"> <li>Understand and use fact families, numerically and algebraically</li> <li>Solve one-step linear equations involving +/- using inverse operations</li> <li>Simplify algebraic expressions by collecting like terms, using the <math>\equiv</math> symbol</li> <li>Recognise place value up to 1 billion</li> </ol>	<ol style="list-style-type: none"> <li>Use formal methods of addition and subtraction including decimals</li> <li>Solve problems with frequency trees.</li> <li>Add and subtract numbers given in standard form (H)</li> <li>Use formal methods for</li> </ol>	<ol style="list-style-type: none"> <li>Convert between fractions and decimals</li> <li>Convert between fractions, decimals and percentages.</li> <li>Explore fractions above one, decimals and percentages (H)</li> <li>Find fractions of given amounts</li> <li>Find percentages using mental methods</li> </ol>	<ol style="list-style-type: none"> <li>Understand and use representations of directed numbers</li> <li>Add, subtract and multiply with directed numbers</li> <li>Evaluate algebraic expressions with directed number</li> <li>Use order of operations with directed numbers</li> <li>Explore higher powers and roots (H)</li> </ol>	<ol style="list-style-type: none"> <li>Measure and draw angles up to 360 degrees.</li> <li>Identify perpendicular and parallel lines</li> <li>Recognise different types of triangles, quadrilaterals and other polygons up to a decagon.</li> <li>Construct triangles</li> <li>Draw pie charts</li> </ol>	<ol style="list-style-type: none"> <li>Identify and represent sets</li> <li>Understand and use the intersection of sets</li> <li>Calculate probabilities of single events</li> <li>Know that the sum of probabilities for all possible outcomes is 1.</li> <li>Recognise and identify prime numbers</li> <li>Recognise square and triangular numbers</li> <li>Write numbers as a product of their prime factors.</li> </ol>

	5. Round integers to nearest power of 10 6. Compare and order numbers to 1 billion. 7. Write positive integers in the form $A \times 10^n$ (H) 8. Write decimals in the form $A \times 10^n$ (H)	multiplication and division including decimals. 5. Solve problems using the area of rectangles, triangles and trapezia.	6. Find percentages using a calculator 7. Solve problems with fractions greater than 1 and percentages greater than 100% (H)	6. Add and subtract fractions with same and different denominators. 7. Use fractions in algebraic contexts 8. Add and subtract simple algebraic fractions (H)	6. Understand the sum of angles on a line and around a point 7. Understand vertically opposite angles 8. Find and use the angle sum in any polygon (H)	8. Make and test conjectures.
<b>Disciplinary knowledge (Skills)</b>	-Problem solving -Reasoning and proof Mathematical communication -Fluency	-Problem solving -Reasoning and proof Mathematical communication -Fluency	-Problem solving -Reasoning and proof Mathematical communication -Fluency	-Problem solving -Reasoning and proof Mathematical communication -Fluency	-Problem solving -Reasoning and proof Mathematical communication -Fluency	-Problem solving -Reasoning and proof Mathematical communication -Fluency
<b>Progression from previous learning</b>	-Solve linear equations -Understand the use of the triple equals symbol. -Further exploration of place value, including decimals and significant figures, understanding number properties, and working with larger integers and decimals.	-Use of standard form -Introduction to trapezia and finding the area -Extend to multiplication and division of decimals	-Deepening understanding of fractions, decimals, and percentages, including more complex operations and problem-solving involving these concepts	-Extend to algebraic fractions -Using higher powers and roots with calculators -Perform operations with directed numbers	-Constructing triangles accurately using compasses -Understanding vertically opposite angles -Find angle sums both interior and exterior	-Introduction to probability and how this can be written as a Fraction, Decimal or Percentage -Calculating probability -Triangular numbers -Prime factors
<b>Enrichment</b>	Maths circles Parallels online					
<b>Assessment</b>	End of concept assessments	End of concept assessments End of Autumn assessment	End of concept assessments	End of concept assessments End of Spring assessment	End of concept assessments	End of concept assessments End of Year assessment

Maths	TERM 1	TERM 2	TERM 3	TERM 4	TERM 5	TERM 6
Concept	Ratio & Scale Multiplicative change Multiplying & dividing fractions	Working in the cartesian plane Representing data Tables & probability	Brackets, equations and inequalities Sequences Indices	Fractions & Percentages Standard Index Form Number sense	Angles in Parallel lines & Polygons Area of Trapezia and circles	Line symmetry and reflection Data Handling cycle
Why are we learning this? Careers video links	<a href="#">Ratio</a> <a href="#">Fractions</a>	<a href="#">Data</a> <a href="#">Probability</a>	<a href="#">Inequalities</a> <a href="#">Sequences</a> <a href="#">Indices</a>	<a href="#">Fractions</a> <a href="#">Indices</a>	<a href="#">Angles</a> <a href="#">Area</a>	<a href="#">Symmetry</a> <a href="#">Data Handling</a>
<b>Year 8</b>						
Learning Focus	See small steps in SOW:	<a href="#">Year 8 - SOW</a>	<a href="#">Year 8 - SOW</a>	<a href="#">Year 8 - SOW</a>	<a href="#">Year 8 - SOW</a>	<a href="#">Year 8 - SOW</a>
Substantive Knowledge (Knowledge)	<ol style="list-style-type: none"> <li>Understanding and using ratio notation</li> <li>Solve problems involving ratio</li> <li>Divide into given ratios</li> <li>Understanding Pi as a ratio</li> <li>Gradient as a ratio</li> <li>Convert between currencies</li> <li>Explore direct proportion graphs (H)</li> <li>Draw and interpret scale diagrams</li> <li>Multiply and divide any fractions</li> </ol>	<ol style="list-style-type: none"> <li>Work with coordinates in all 4 quadrants</li> <li>Recognise and use the line <math>y=x</math></li> <li>Explore the gradient of the line <math>y=kx</math></li> <li>Explore graphs with negative gradients</li> <li>Plot graphs <math>y=mx + c</math></li> <li>Explore non-linear graphs (H)</li> <li>Draw and interpret scatter graphs</li> <li>Understand and describe correlations</li> <li>Read and interpret frequency tables</li> <li>Construct and interpret 2-way tables</li> <li>Find probabilities from two-way tables Find probabilities from Venn diagrams</li> </ol>	<ol style="list-style-type: none"> <li>Multiply, factorise and expand single brackets</li> <li>Solve equations involving brackets</li> <li>Expand binomials</li> <li>Form and solve inequalities</li> <li>Identify and use formulae, expressions, identities and equations</li> <li>Generate sequences given rules including algebraic</li> <li>Find the rule for nth term of linear sequences (H)</li> <li>Add and subtract with indices</li> </ol>	<ol style="list-style-type: none"> <li>Convert fluently between FDP</li> <li>Calculate key FDP with and without a calculator</li> <li>Calculate percentage increase and decrease</li> <li>Find original amounts given percentage increase and decrease (H)</li> <li>Solve complex percentage problems</li> <li>Use standard form for both positive and negative powers of 10</li> </ol>	<ol style="list-style-type: none"> <li>Investigate angles between parallel lines and the transversal</li> <li>Identify and calculate co-interior, alternate and corresponding angles</li> <li>Construct triangles and special quadrilaterals</li> <li>Understand interior and exterior angles in any polygon</li> <li>Calculate missing interior angles in polygons</li> <li>Prove geometric facts (H)</li> <li>Construct an angle bisector (H)</li> <li>Construct a perpendicular bisector of a line segment (H)</li> </ol>	<ol style="list-style-type: none"> <li>Reflect a shape in a horizontal or vertical line</li> <li>Reflect a shape in a diagonal line</li> <li>Design and criticise questionnaires</li> <li>Draw and interpret multiple bar charts, pie charts, line graphs</li> <li>Represent and interpret grouped quantitative data</li> <li>Find and interpret the range</li> <li>Identify misleading graphs</li> </ol>

	10. Use reciprocals Multiply and divide algebraic fractions		9. Simplify expressions by multiplying and dividing indices. 10. Use addition and subtraction law for indices	7. Use the four operations with numbers in standard form 8. Use negative indices (H) Use fractional indices(H)	9. Calculate area of trapezia and compound shapes 10. Calculate area of circles with and without a calculator.	
Disciplinary knowledge (Skills)	-Problem solving -Reasoning and proof Mathematical communication -Fluency	-Problem solving -Reasoning and proof Mathematical communication -Fluency	-Problem solving -Reasoning and proof Mathematical communication -Fluency	-Problem solving -Reasoning and proof Mathematical communication -Fluency	-Problem solving -Reasoning and proof Mathematical communication -Fluency	-Problem solving -Reasoning and proof Mathematical communication -Fluency
Progression from previous learning	-Understanding pi as a ratio -Gradient as a ratio -Using reciprocals	-Exploring graph gradients and scatter graphs -Describing correlations -Building on probability knowledge to interpret from tables and diagrams	- Extending from basic algebra to expanding expressions with single and double brackets. - Introducing the reverse process of expansion. - Moving from simple linear equations to multi-step equations with brackets. - Using known values to substitute into more complex expressions -Move on to calculations with indices	-Using a calculator to find percentage increase and decreases -Using more complex calculations with numbers in standard form -Introduce negative indices and fractional indices.	-Find any interior or exterior angles in polygons -Constructing bisectors -Introduce finding area of a circle	-Using the range -Interpret more complex graphs -Reflect shapes in diagonal mirror lines.
Enrichment						Financial education sessions
Assessment	End of concept assessments	End of concept assessments End of Autumn assessment	End of concept assessments	End of concept assessments End of Spring assessment	End of concept assessments	End of concept assessments End of Year assessment

# 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



**Popular Music:** Rock Bands

**Composition:** Pop Song Writing

**World Music:** Samba

**Music History:** Popular Music 1970-2010

**Traditional Music:** Beethoven

**New Skill:** Band 101

**8**

**New Skill:** Guitar 101

**Traditional Music:** Mozart

**Music History:** Popular Music 1920-1960

**World Music:** Reggae

**Composition:** Film Music

**Popular Music:** Pop Bands

**7**

**Popular Music:** Musical Theatre

**Composition:** Music in Advertising

**World Music:** Indian Music

**Music History:** Musical Notation

**Traditional Music:** 4 Seasons

**New Skill:** Ukulele 101

**6**

**New Skill:** Keyboard 101

**Traditional Music:** Christmas Carols

**Music History:** The Orchestra

**World Music:** African Music

**Composition:** Stomp!

**Popular Music:** Folk Music

**5**

	TERM 1	TERM 2	TERM 3	TERM 4	TERM 5	TERM 6
<b>Concept</b>	<b>Solo Performance Skills</b>	<b>Understanding Traditional Music</b>	<b>Listening &amp; Notation Skills</b>	<b>Discovering World Music</b>	<b>How to Compose Music</b>	<b>Ensemble Performance Skills</b>
Why are we learning this?	To learn key skills on a range of instruments which can then be used in all performance-based work.  <i>15% of GCSE music grade is based on solo performance.</i>	To learn about the history of western music and learn to perform in a traditional style.  <i>Area of study in GCSE music listening exam- 40% of final grade.</i>	To build on listening skills used in lessons and to learn about musical history and how music has developed over time.  <i>40% of final GCSE music grade is based on listening exam.</i>	To develop understanding of music from other cultures and learn different musical vocabulary and performance techniques.  <i>Area of study in GCSE music listening exam- 40% of final grade.</i>	To learn the skills needed to compose pieces of music in a range of styles and the key concepts within each of these styles.  <i>30% of GCSE music grade is based on composition.</i>	To learn how to perform effectively as part of a group and the skills required to do this, whilst focusing on the key features of the musical style.  <i>15% of GCSE music grade is based on ensemble performance.</i>
<b>Year 5</b>	<b>Keyboard 101</b>	<b>Christmas Carols</b>	<b>The Orchestra</b>	<b>African Music</b>	<b>Stomp</b>	<b>Folk Music</b>
Learning Focus	<b>Learn basic skills on the keyboard by playing Let it Be by the Beatles.</b> To learn how to follow a melody line and perform this on the keyboard with accuracy and fluency.	<b>Learn what Christmas Carols are and how to sing/play Once in Royal David's City.</b> To develop skills in following a melody line and perform using voice and/or keyboard with accuracy and fluency.	<b>Learn what an orchestra is and about key families and instruments in the orchestra.</b> To understand what is meant by the term 'Orchestra' and be able to recognise different instruments by listening.	<b>Learn about key features in African music and perform a piece of African music using these.</b> To learn about how music is used in other cultures and use key features of the style to create a performance using voice and percussion.	<b>Use the ideas of Stomp to compose and perform a piece of music using rhythm.</b> To learn how to read different note lengths and use these to compose a polyrhythmic performance using junk percussion in the style of Stomp.	<b>Learn about key features of folk music and use these to create a group performance in this style.</b> To understand key features of Folk music and how it has influenced popular music today. Use these key features to create a sea shanty performance.
Substantive Knowledge (Knowledge)	<b>1.</b> Understand what a melody is. <b>2.</b> Know how to follow notation to play a melody on the keyboard.	<b>1.</b> Understand what a Christmas Carol is and how this differs from a Christmas song. <b>2.</b> Understand the tradition of Christmas	<b>1.</b> Understand what an orchestra is and be able to describe this. <b>2.</b> Name the 4 families of instruments in the	<b>1.</b> Learn the names of different instruments found in African music. <b>2.</b> Learn about techniques used in African music such as	<b>1.</b> To learn the definition of composition, beat, rhythm and polyrhythm.	<b>1.</b> Understand what Folk music is and the traditions and history behind this. <b>2.</b> Learn about techniques used in sea

		carols and the history of them.	orchestra and give examples of each.	call & response, polyrhythms and acapella song.	2. Understand how to read and write different note lengths in musical notation.	shanties such as call & response, repetition and acapella song.
Disciplinary knowledge (Skills)	<p><b>Performance:</b> Pupils will learn how to use the keyboard to perform, following a simple melody and trying to improve their accuracy and fluency on this instrument.</p> <p><b>Composition:</b> N/a</p> <p><b>Analysis:</b> Listening tasks based around music featuring keyboard. Focus on vocabulary linked to <i>Melody and Tempo</i>.</p>	<p><b>Performance:</b> Pupils can choose to use keyboard or sing to perform. They will develop skills in following a melody line focusing on playing with accuracy and fluency.</p> <p><b>Composition:</b> N/a</p> <p><b>Analysis:</b> Listening tasks based around Christmas Carols. Focus on vocabulary linked to <i>Melody and Structure</i>.</p>	<p><b>Performance:</b> Opportunity to look at and use instruments from String, Brass, Woodwind and Percussion families.</p> <p><b>Composition:</b> N/a</p> <p><b>Analysis:</b> Listening tasks based around music by an Orchestra or specific families in the Orchestra. Focus on vocabulary linked to <i>Instruments &amp; Dynamics</i>.</p>	<p><b>Performance:</b> Pupils will learn to sing an African song and how to play a simple rhythm on African drums. They will then try to combine these to create a group performance.</p> <p><b>Composition:</b> N/a</p> <p><b>Analysis:</b> Listening tasks based around African Music. Focus on vocabulary linked to <i>Rhythm &amp; Instruments</i>.</p>	<p><b>Performance:</b> Perform as a group to create a polyrhythm.</p> <p><b>Composition:</b> Each pupil will compose a 4-beat rhythm using musical notation and put this together with others to create a polyrhythmic composition.</p> <p><b>Analysis:</b> Listening tasks based around Junk Percussion performances. Focus on vocabulary linked to <i>Rhythm &amp; Texture</i>.</p>	<p><b>Performance:</b> Pupils can choose to use keyboard or sing to perform. They will develop skills in following a melody line and be introduced to playing chords.</p> <p><b>Composition:</b> Pupils who are singing can choose to compose lyrics to a new verse.</p> <p><b>Analysis:</b> Listening tasks based around Folk Music. Focus on vocabulary linked to <i>Structure &amp; Harmony</i>.</p>
Enrichment	Welcome Service Singing Choir Instrumental lessons	Christmas Carol Service Performance Panto Nativity Choir Instrumental lessons	Whole school production rehearsals Instrumental lessons	Whole school production Instrumental lessons	Careers Day Choir Instrumental lessons	Creative Arts Festival Choir Instrumental lessons
Assessment	<p><b>Formative:</b> Questioning &amp; verbal feedback</p> <p><b>Summative:</b> Performance Assessment</p>	<p><b>Formative:</b> Questioning &amp; verbal feedback</p> <p><b>Summative:</b> Performance Assessment</p>	<p><b>Formative:</b> Questioning &amp; verbal feedback</p> <p><b>Summative:</b> Listening Assessment</p>	<p><b>Formative:</b> Questioning &amp; verbal feedback</p> <p><b>Summative:</b> Performance Assessment</p>	<p><b>Formative:</b> Questioning &amp; verbal feedback</p> <p><b>Summative:</b> Composition Assessment</p>	<p><b>Formative:</b> Questioning &amp; verbal feedback</p> <p><b>Summative:</b> Performance Assessment</p>



	TERM 1	TERM 2	TERM 3	TERM 4	TERM 5	TERM 6
<b>Concept</b>	<b>Solo Performance Skills</b>	<b>Understanding Traditional Music</b>	<b>Listening &amp; Notation Skills</b>	<b>Discovering World Music</b>	<b>How to Compose Music</b>	<b>Ensemble Performance Skills</b>
<b>Year 6</b>	Ukulele 101	The Baroque Era	Music Theory	Indian Music	Music in Advertising	Musical Theatre
<b>Learning Focus</b>	<p><b>Learn basic skills on the ukulele by playing Little Talks by Of Monsters and Men.</b> To learn how to read chord symbols on the ukulele and perform 4 chords.</p>	<p><b>Learn key facts about the Baroque era and how to play Spring by Vivaldi.</b> To develop listening skills to be able to identify music from the Baroque era using key features and instrumentation</p>	<p><b>Learn how to read notes on the treble clef stave and what different musical symbols mean.</b> To learn how to read traditional musical notation on a stave and identify a variety of symbols</p>	<p><b>Learn about key features in Indian music and create a piece of Indian music using these features.</b> To learn about how music is used in other cultures and use key features of the style to create a performance using keyboard</p>	<p><b>Learn about how music is used in advertising and compose a piece of background music and a jingle for an advert</b> To learn about how music is used to persuade and to composed using traditional notation on a stave</p>	<p><b>Learn about key features of Musical Theatre and use these to create a group performance in this style.</b> To understand key features of Musical Theatre music and use these key features to create a musical theatre performance.</p>
<b>Substantive Knowledge (knowledge)</b>	<ol style="list-style-type: none"> <li>1. Understand what a chord is</li> <li>2. To read tab notation</li> <li>3. To be able to understand how chords accompany a melody</li> </ol>	<ol style="list-style-type: none"> <li>1. To understand where the Baroque period occurs in Western Music history</li> <li>2. To be able to recognise and explain the characteristics of Baroque music</li> <li>3. To experience performing a piece of Baroque music, reinforcing knowledge of its characteristics</li> </ol>	<ol style="list-style-type: none"> <li>1. To understand the music stave structure and the purpose and drawing of the treble clef.</li> <li>2. To understand and recognise different musical notes and rests and their values.</li> <li>3. To develop their understanding of sharp and flat symbols</li> </ol>	<ol style="list-style-type: none"> <li>1. To understand the historical development and origins of Indian music.</li> <li>2. To learn to identify various Indian musical instruments and their characteristic sounds.</li> <li>3. To understand what ragas and talas are and how they form the basis of musical composition in Indian music.</li> </ol>	<ol style="list-style-type: none"> <li>1. To understand the impact of music on advertisement effectiveness and consumer response</li> <li>2. To learn the basic techniques in melody composition suitable for advertising contexts.</li> <li>3. To understand how lyrics and musical phrases are crafted to enhance brand recall.</li> </ol>	<ol style="list-style-type: none"> <li>1. To gain an understanding of musical theatre</li> <li>2. To develop aural skills in relation to musical elements</li> <li>3. To understand how emotion is portrayed in musical theatre</li> </ol>

Disciplinary knowledge (skills)	<p><b>Performance:</b> Pupils will learn how to use the ukelele to perform, following simple chords and trying to improve their accuracy and fluency on this instrument.</p> <p><b>Composition:</b> N/a</p> <p><b>Analysis:</b> Listening tasks based around music featuring ukeleles. Focus on vocabulary linked to <i>Melody and Tempo</i>.</p>	<p><b>Performance:</b> Pupils will learn how to use the keyboard to perform. They will develop skills following a melody line and a bass line focussing on accuracy and fluency</p> <p><b>Composition:</b> N/a</p> <p><b>Analysis:</b> Listening tasks based on Baroque music. Focus on vocabulary linked to <i>Melody and Structure</i></p>	<p><b>Performance:</b> Using the keyboards to help them recognise and play traditional notation.</p> <p><b>Composition:</b> N/a</p> <p><b>Analysis:</b> Listening tasks focussed on vocabulary linked to <i>Instruments &amp; Dynamics</i></p>	<p><b>Performance:</b> Pupils will learn how to use the different Indian instrument sounds on the keyboard to perform a piece of music</p> <p><b>Composition:</b> N/a</p> <p><b>Analysis:</b> Listening tasks based around Indian music featuring <i>Rhythm and Instruments</i></p>	<p><b>Performance:</b> Pupils will use keyboards, voice and percussion instruments to perform their composition</p> <p><b>Composition:</b> Pupils compose a simple melody for an advertising jingle</p> <p><b>Analysis:</b> Listening tasks based around music featuring <i>Rhythm and Texture</i></p>	<p><b>Performance:</b> Pupils will learn how to use the</p> <p><b>Composition:</b> N/a</p> <p><b>Analysis:</b> Listening tasks based around music featuring <i>Structure and Harmony</i></p>
Enrichment	Harvest Choir Instrumental lessons	Christmas Carol Service Performance Panto Choir Instrumental lessons	Whole school production rehearsals Instrumental lessons	Whole school production Instrumental lessons	Choir Instrumental lessons	Creative Arts Festival Choir Instrumental lessons
Assessment	<p><b>Formative:</b> Questioning &amp; verbal feedback</p> <p><b>Summative:</b> Performance Assessment</p>	<p><b>Formative:</b> Questioning &amp; verbal feedback</p> <p><b>Summative:</b> Performance Assessment</p>	<p><b>Formative:</b> Questioning &amp; verbal feedback</p> <p><b>Summative:</b> Written Assessment</p>	<p><b>Formative:</b> Questioning &amp; verbal feedback</p> <p><b>Summative:</b> Performance Assessment</p>	<p><b>Formative:</b> Questioning &amp; verbal feedback</p> <p><b>Summative:</b> Composition Assessment</p>	<p><b>Formative:</b> Questioning &amp; verbal feedback</p> <p><b>Summative:</b> Performance Assessment</p>
Progression from previous learning	Pupils build on their knowledge of reading music from traditional notation to tab notation using 4 strings	Pupils use their knowledge of traditional music to help build their understanding of Baroque music	Pupils continue to build their music theory knowledge based on traditional notation to be able to read a melody line fluently	Pupils continue to build their knowledge on music from other cultures around the world adding in melody and harmony alongside rhythm	Pupils build on their composition skills in year 5 by introducing a melody line	Pupils work in a larger ensemble to perform a song.

	TERM 1	TERM 3	TERM 4	TERM 5	TERM 5	TERM 6
<b>Year 7</b>	Guitar 101	The Classical Era	Musical Timeline 1920-1960	Reggae	Film Music	Pop Music
Key concept	Learn basic skills on the guitar by playing Wonderwall by Oasis.	Learn key facts about the Classical era and how to play Eine Kleine Nacht Musik by Mozart.	Learn key facts about 5 different popular music genres between 1920-1960 and how music developed during this time.	Learn about key features in Reggae music and perform 3 Little Birds by Bob Marley using these features.	Learn about how music is used in film and compose a piece of background music for a film clip using this knowledge.	Analyse key features of pop music and use this information to create a group performance in this style.
Learning Focus	To learn how to read chord symbols on the guitar and perform 4 chords with strumming pattern.	To develop listening skills to be able to identify music from the Classical era using key features and instrumentation	To develop listening skills to be able to identify how music has developed from 1920 -1960 and what were the contributing factors	To learn about how music is used in other cultures and use key features of the style to create a performance using voice, guitar and keyboard	To learn how to composed music to reflect mood and atmosphere in a scene from a film using both major and minor chords	To understand key features of pop music and how it has influenced other genres today. Use these key features to perform a pop song performance.
Substantive Knowledge (knowledge)	<ol style="list-style-type: none"> <li>1. Identify parts of the guitar and how to look after a guitar</li> <li>2. Learn how to form and transition between basic chords</li> <li>3. Understand the basics of reading a guitar tab</li> <li>4. Learn various strumming patterns and apply them in context to chords</li> </ol>	<ol style="list-style-type: none"> <li>1. Understand the time period and style of Classical music</li> <li>2. Identify instruments and ensembles from the Classical period</li> <li>3. Practical experience in playing classical music and application of previously learned notation reading skills.</li> <li>4. Insights into the enduring legacy of classical music and its impact on various modern musical genres.</li> </ol>	<ol style="list-style-type: none"> <li>1. Understand the roots of Jazz and its fundamental musical traits.</li> <li>2. Identify key features of Blues music and names of influential Blues artists.</li> <li>3. Understand why Rock 'n' Roll was culturally significant and developed into early pop music</li> <li>4. Articulate an understanding of the diversity in music between 1920-1960.</li> </ol>	<ol style="list-style-type: none"> <li>1. Understanding of Reggae's Jamaican roots and its cultural importance.</li> <li>2. Identification of key musical features in Reggae music.</li> <li>3. Ability to sing "Three Little Birds" and understand its lyrical themes.</li> <li>4. Performance skills in Reggae music, reflecting understanding of the genre.</li> </ol>	<ol style="list-style-type: none"> <li>1. To understand how music can reflect a specific scene</li> <li>2. To develop an understanding of more advanced musical devices</li> <li>3. To use the musical elements to compose and perform a piece of music</li> <li>4. To reflect , edit and improve a composition</li> </ol>	<ol style="list-style-type: none"> <li>1. Historical development and influences shaping pop music.</li> <li>2. Characteristics and roles of typical instruments in pop music.</li> <li>3. Understanding of various song structures and their components.</li> <li>4. Performance skills in pop music, reflecting the understanding of the genre</li> </ol>

Disciplinary knowledge (skills)	<p><b>Performance:</b> Pupils will learn how to use the guitar to perform, following simple chords and trying to improve their accuracy and fluency on this instrument.</p> <p><b>Composition:</b> N/a</p> <p><b>Analysis:</b> Listening tasks based around music featuring guitars. Focus on vocabulary linked to <i>Melody and Tempo</i>.</p>	<p><b>Performance:</b> Pupils will learn how to use the keyboard to perform. They will focus on accuracy and fluency when following a melody and bass line</p> <p><b>Composition:</b> N/a</p> <p><b>Analysis:</b> Listening tasks based around Classical music. Focus on vocabulary linked to <i>Melody and Structure</i></p>	<p><b>Performance:</b> Pupils use the guitars and keyboards to practise excerpts from the eras studied.</p> <p><b>Composition:</b> N/a</p> <p><b>Analysis:</b> Listening tasks focussed on vocabulary linked to <i>Instruments &amp; Dynamics</i></p>	<p><b>Performance:</b> Pupils will learn how to use guitar/keyboard/ukelele/voice to perform a piece of Reggae music</p> <p><b>Composition:</b> N/a</p> <p><b>Analysis:</b> Listening tasks based around music featuring <i>Rhythm and Instruments</i></p>	<p><b>Performance:</b> Pupils will perform their composition with the scene from the film</p> <p><b>Composition:</b> Pupils compose a piece of music to accompany a scene from a film</p> <p><b>Analysis:</b> Listening tasks based around film music featuring <i>Rhythm and Texture</i></p>	<p><b>Performance:</b> Pupils will learn how to use instruments to perform a piece of pop music</p> <p><b>Composition:</b> N/a</p> <p><b>Analysis:</b> Listening tasks based around pop music music featuring <i>Structure and Harmony</i></p>
Enrichment	Choir Instrumental lessons	Christmas Carol Service Performance Panto Choir Instrumental lessons	Theatre trip Whole School Production Rehearsals Instrumental lessons	Easter Whole school production Instrumental lessons	Choir Instrumental lessons	Creative Arts Festival Choir Instrumental lessons
Assessment	<p><b>Formative:</b> Questioning &amp; verbal feedback</p> <p><b>Summative:</b> Performance Assessment</p>	<p><b>Formative:</b> Questioning &amp; verbal feedback</p> <p><b>Summative:</b> Performance Assessment</p>	<p><b>Formative:</b> Questioning &amp; verbal feedback</p> <p><b>Summative:</b> Listening Assessment</p>	<p><b>Formative:</b> Questioning &amp; verbal feedback</p> <p><b>Summative:</b> Performance Assessment</p>	<p><b>Formative:</b> Questioning &amp; verbal feedback</p> <p><b>Summative:</b> Composition Assessment</p>	<p><b>Formative:</b> Questioning &amp; verbal feedback</p> <p><b>Summative:</b> Performance Assessment</p>
Progression from previous learning	Pupils build on their knowledge of reading music using tab notation from 4 to 6 strings	Pupils continue to develop their musical history knowledge by looking how music changed from the Baroque era to the Classical era.	Pupils use their basic knowledge of music notation to look at chord progressions within 20 <sup>th</sup> century music looking at how conventions such as 12 bar blues fed into Rock and Roll	Pupils continue to build their knowledge on music from other cultures around the world adding in melody and harmony alongside rhythm	Pupils continue to build on their composition skills using dynamics and accidentals to bring atmosphere and tension to a piece of music	Pupils continue to work on their ensemble skills to perform a piece of pop music using their knowledge from Year 6 as well as the skills they learnt in Term 3

	TERM 1	TERM 2	TERM 3	TERM 4	TERM 5	TERM 6
<b>Year 8</b>	<b>Band Skills 101</b>	<b>The Romantic Era</b>	<b>Musical Timeline 1970-2010</b>	<b>Samba</b>	<b>Song Writing</b>	<b>Rock Music</b>
Key concept	Select an instrument to specialise in and work alongside other instruments to perform Don't Stop Believing by Journey.	Learn key facts about the Romantic era and how to play Swan Lake by Tchaikovsky.	Learn key facts about 5 different popular music genres between 1970-2010 and how music developed during this time.	Learn about key features of Samba music and create a Samba performance using these features.	Learn about how to compose in a popular style and work in groups to compose a piece of popular music.	Analyse key features of Rock music, focusing on Queen and create a group performance of a Queen song.
Learning Focus	To select an instrument to specialise in this year and rehearse this instrument alongside others focusing on fluency and timing as an ensemble.	To develop listening skills to be able to identify music from the Romantic era using key features and instrumentation	To develop listening skills to be able to identify how music has developed from 1970 -2010 and what were the contributing factors	To learn about how music is used in other cultures and use key features of the style to create a performance using tuned and untuned percussion	To compose a song with music and lyrics in the style of a pop song to include verse, chorus and bridge	To understand key features of Rock music and how it has influenced popular music today. Use these key features to create a rock music performance.
Substantive Knowledge (knowledge)	<ol style="list-style-type: none"> <li>1. Understand key characteristics and sounds of various instruments. Ability to make an informed choice on which instrument to play</li> <li>2. Understanding of song structure, melody, harmony, and rhythm parts of "Don't Stop Believin".</li> <li>3. Fundamental playing techniques specific to the chosen instruments.</li> <li>4. Skills in ensemble playing, listening to</li> </ol>	<ol style="list-style-type: none"> <li>1. Understanding the historical context and characteristics of the Romantic era.</li> <li>2. Ability to recognise musical themes and emotional expressions typical of Romantic music.</li> <li>3. Understanding the storyline, musical structure, and thematic elements of Swan Lake.</li> <li>4. Ability to analyse the musical techniques and motifs used in Swan Lake.</li> </ol>	<ol style="list-style-type: none"> <li>1. Characteristics of rock music, influential rock bands and musicians from the 1970s</li> <li>2. Definition and evolution of pop music and the impact of MTV and music videos on the genre</li> <li>3. Origins of hip-hop and rap, and the genre's themes and influence on other music styles</li> <li>4. Subgenres of electronic music including techno,</li> </ol>	<ol style="list-style-type: none"> <li>1. Understanding of Samba's roots in Brazilian culture and its importance during Carnival.</li> <li>2. Ability to identify and describe key Samba instruments and their roles in a performance.</li> <li>3. Skills in playing basic Samba rhythms and collaborating in a percussive ensemble.</li> <li>4. Composition skills in creating a Samba piece that integrates different rhythms and sounds.</li> </ol>	<ol style="list-style-type: none"> <li>1. Identify elements and structure of popular music, including verse, chorus, and bridge.</li> <li>2. Identify and discuss melody, harmony, and rhythm in popular music.</li> <li>3. Develop skills in using musical instruments or software to create sounds.</li> <li>4. Develop techniques for composing music and collaborating creatively with peers.</li> </ol>	<ol style="list-style-type: none"> <li>1. Understanding of rock music features such as electric guitars, bass and drums, and how these create the genre's distinct sound</li> <li>2. Knowledge of Queen's musical style, use of harmonies, and stage performance techniques</li> <li>3. Insight into how Queen's lyrics reflect cultural, social, and personal themes</li> <li>4. Detailed understanding of song composition in rock</li> </ol>

	<p>others, and adjusting own part to align with the group.</p> <p><b>5.</b> Performance skills, confidence in playing with others, and understanding of live music dynamics.</p>	<p><b>5.</b> Performance of a music piece and recapitulation of the key elements of the Romantic era in music.</p>	<p>trance, and EDM and the cultural significance of electronic music festivals</p> <p><b>5.</b> Changes in how music is produced, distributed, and consumed, the rise of platforms like iTunes and Spotify, and the effects on music genres</p>	<p><b>5.</b> Performance skills in Samba music and ability to refine work based on feedback.</p>	<p><b>5.</b> Experience in presenting musical work and giving/receiving constructive feedback.</p>	<p>music, specifically in the context of Queen</p> <p><b>5.</b> Ability to perform a rock song, integrating knowledge of rock music characteristics and performance skills</p>
Disciplinary knowledge (skills)	<p><b>Performance:</b> Pupils will focus on developing their skills on one specific instrument of their choice</p> <p><b>Composition:</b> N/a</p> <p><b>Analysis:</b> Listening tasks based around music featuring bands. Focus on vocabulary linked to <i>Melody and Tempo</i>.</p>	<p><b>Performance:</b> Pupils will use the keyboard to perform a piece of music following a base line and melody line.</p> <p><b>Composition:</b> N/a</p> <p><b>Analysis:</b> Listening tasks based around Romantic music. Focus on vocabulary linked to <i>Melody and Structure</i></p>	<p><b>Performance:</b> Pupils will explore and perform a variety of pieces spanning 1970 - 2010</p> <p><b>Composition:</b> N/a</p> <p><b>Analysis:</b> Listening tasks based around music from 1970 - 2010 featuring <i>Instruments &amp; Dynamics</i></p>	<p><b>Performance:</b> Pupils will learn how to use percussion instruments to play samba rhythms</p> <p><b>Composition:</b> N/a</p> <p><b>Analysis:</b> Listening tasks based around music featuring <i>Rhythm and Instruments</i></p>	<p><b>Performance:</b> Pupils will learn how to use both instruments and technology to perform a song</p> <p><b>Composition:</b> Pupils learn how to compose a pop song using 4 chords</p> <p><b>Analysis:</b> Listening tasks based around music featuring <i>Rhythm and Texture</i></p>	<p><b>Performance:</b> Pupils will learn how to perform a rock song in the style of Queen</p> <p><b>Composition:</b> N/a</p> <p><b>Analysis:</b> Listening tasks based around music featuring <i>Structure and Harmony</i></p>
Enrichment	<p>Choir</p> <p>Instrumental lessons</p>	<p>Christmas Carol Service</p> <p>Performance</p> <p>Panto</p> <p>Choir</p> <p>Instrumental lessons</p>	<p>Whole school production rehearsals</p> <p>Instrumental lessons</p>	<p>Whole school production</p> <p>Instrumental lessons</p>	<p>Theatre trip</p> <p>Choir</p> <p>Instrumental lessons</p>	<p>Creative Arts Festival</p> <p>Leavers Service</p> <p>Choir</p> <p>Instrumental lessons</p>
Assessment	<p><b>Formative:</b> Questioning &amp; verbal feedback</p> <p><b>Summative:</b> Performance Assessment</p>	<p><b>Formative:</b> Questioning &amp; verbal feedback</p> <p><b>Summative:</b> Performance Assessment</p>	<p><b>Formative:</b> Questioning &amp; verbal feedback</p> <p><b>Summative:</b> Listening Assessment</p>	<p><b>Formative:</b> Questioning &amp; verbal feedback</p> <p><b>Summative:</b> Performance Assessment</p>	<p><b>Formative:</b> Questioning &amp; verbal feedback</p> <p><b>Summative:</b> Composition Assessment</p>	<p><b>Formative:</b> Questioning &amp; verbal feedback</p> <p><b>Summative:</b> Performance Assessment</p>

						End of Year exam
Progression from previous learning	Pupils use the skills they have learnt over the 3 years at Selwood to develop and refine skills on one particular instrument of their choice.	Pupils build on their musical history knowledge by looking how music changed from the Classical era to the Romantic era.	Pupils look at how popular music develops and begin to experiment with music technology	Pupils continue to build their knowledge on music from other cultures around the world focussing on rhythm	Pupils work on their composition skills within a set structure to compose a song	Pupils use all of their ensemble skills to create a band and perform a piece of rock music

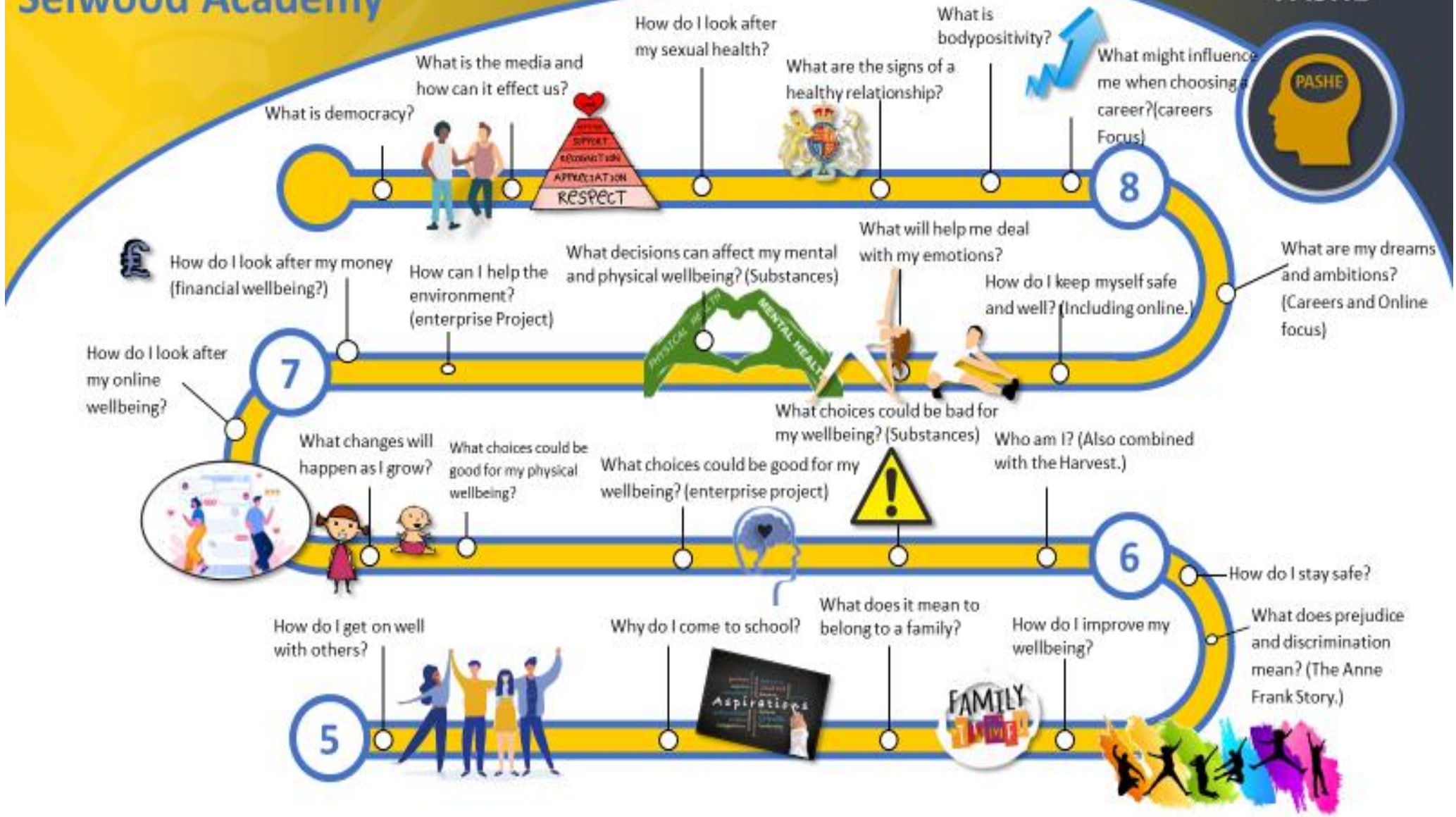
# PASHE

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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.







	TERM 1	TERM 2	TERM 3	TERM 4	TERM 5	TERM 6
Concept	Social (RSHE)	Aspirational (Careers/wider community.)	Social (RSHE)	Personal (Mental Wellbeing)	Social (RSHE)	Personal and Health (Mental and physical wellbeing/safety.)
Why are we learning this?	To help Year 5 feel happier and more settled in a new school.	To help pupils appreciate, and understand, why education is an important part of their life.	To enable pupils to understand what it means to belong to a family and how to be a good family member.	To help pupils develop the ability to look after their mental wellbeing.	To help pupils to identify prejudice & discrimination and its possible effects.	To increase pupils' ability to identify risk and stay safe.
Year 5						
Learning Focus	<b>How do I get on well with others? (friendship, bullying/respect.)</b>	<b>Why do I come to school? (Finance/Careers links)</b>	<b>What does it mean to belong to a family?</b>	<b>How can I improve my mental wellbeing?</b>	<b>What is prejudice and discrimination?</b>	<b>How can I keep myself safe?</b>
Substantive Knowledge (Knowledge)	<p>Pupils will be learning:</p> <ul style="list-style-type: none"> <li>*Strategies to make new friends.</li> <li>*What makes a positive healthy friendship.</li> <li>*The importance of seeking support if feeling lonely or excluded.</li> <li>*To recognise if a relationship is making them feel unhappy and ways to handle this and seek support.</li> <li>*To re-cap what peer pressure</li> </ul>	<p>Pupils will be exploring:</p> <ul style="list-style-type: none"> <li>*Why do we come to school?</li> <li>*What was education like in the past?</li> <li>*What is education like in other cultures around the world?</li> <li>*Why is education so highly valued?</li> <li>*That education should be cherished and that it is a gift, not all children have the benefit of receiving.</li> </ul>	<p>Pupils will learn:</p> <ul style="list-style-type: none"> <li>*That there are different types of families and relationships.</li> <li>*That people may be attracted to someone of the same sex or different sex to them.</li> <li>*The different ideas surrounding gender identity (including the term non-binary) please note: this will be covered briefly at this stage.</li> <li>*That marriage and civil partnership is a</li> </ul>	<p>Pupils will learn:</p> <ul style="list-style-type: none"> <li>*The meaning of important terms such as physical and mental wellbeing.</li> <li>*A varied vocabulary to use when talking about feelings and the importance of expressing feelings in variety of ways.</li> <li>*Strategies to support their mental and physical wellbeing.</li> <li>*To recognise warning signs linked to mental health issues</li> </ul>	<p>Pupils will learn:</p> <ul style="list-style-type: none"> <li>*About prejudice and discrimination: what it means and how to challenge it.</li> <li>*About the life of Anne Frank.</li> <li>*What the Four British Values are how these link to prejudice and discrimination.</li> <li>*What the UK law is regarding prejudice and discrimination.</li> <li>*To respect the differences and similarities between people and recognise</li> </ul>	<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> <li>*Identify signs of a healthy and unhealthy relationship and what to do if they feel unsafe with someone in person or online.</li> </ul>

	<p>involves and it's possible effects in school.</p> <ul style="list-style-type: none"> <li>*How to recognise and handle bullying.</li> <li>*Strategies to help them deal with a fallout with a friend.</li> <li>*What respecting others means.</li> <li>*What is means to disagree respectfully.</li> </ul>	<ul style="list-style-type: none"> <li>*What types of careers education can lead to.</li> <li>*What are their dreams and ambitions for the future and how can education help them achieve these.</li> </ul>	<p>legal commitment made by two adults who love and care for each other.</p> <ul style="list-style-type: none"> <li>*That forcing anyone to marry against their will is a crime; and how to receive support if needed.</li> <li>*To recognise and respect that there are different types of family structures.</li> <li>*How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice.</li> </ul>	<p>e.g. stress and how to seek support.</p> <ul style="list-style-type: none"> <li>*Different 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 infection; the wider importance of personal hygiene and how to maintain it</li> <li>*How medicines, when used responsibly, contribute to health; that some diseases can be prevented by vaccinations and immunisations; how allergies can be managed</li> <li><b>*Year 5 girls will also take part in a session, run by the</b></li> </ul>	<p>what they have in common with others.</p>	
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				<p><b>Head of Year, surrounding menstrual wellbeing (including where to access sanitary products in the school.)</b></p> <p><b>*Cross-curricular R&amp;P – exploring how Hindus has influenced spirituality and wellbeing in the UK.</b></p>		
<p><b>Disciplinary knowledge (Skills)</b></p>	<p>Pupils will:</p> <ul style="list-style-type: none"> <li>*develop the confidence to make new friends in a variety of ways.</li> <li>*improve their ability to identify positive and negative relationships in their own lives.</li> <li>*practise ways to deal with difficulties in friendships such as fall outs and peer pressure.</li> <li>*explore ways that they could deal with bullying if it occurs in their own life.</li> <li>*practise respecting others views while developing the confidence to</li> </ul>	<p>Pupils will:</p> <ul style="list-style-type: none"> <li>*Understand more deeply we come to school</li> <li>*What was education like in the past?</li> <li>*Develop respect for the diverse educational experiences of other cultures around the world.</li> <li>*Empathise with others experiences both past and present relating to education.</li> <li>*Reflect on their own dreams and ambitions.</li> <li>*Learn aspects of basic financial</li> </ul>	<p>Pupils will:</p> <ul style="list-style-type: none"> <li>*Develop respect for the diverse family structures that exist.</li> <li>*Develop an understanding of the diverse relationships that exist.</li> <li>*Increase awareness of laws surrounding relationships/marriage.</li> <li>*Develop self-awareness when considering how to be a positive member of a family.</li> </ul>	<p>Pupils will:</p> <ul style="list-style-type: none"> <li>*Practise using strategies and behaviours to support their mental wellbeing including emotional regulation.</li> <li>* Develop self-awareness and communication skills by expressing their feelings and actively listening to others.</li> <li>*Practise asking for support if needed so that their mental wellbeing can be improved.</li> <li>*Develop empathy and ways to support difficult times such as grief/loss.</li> </ul>	<p>Pupils will:</p> <ul style="list-style-type: none"> <li>*Learn how to challenge prejudice and discrimination.</li> <li>*To develop empathy with people who have experienced extreme forms of prejudice, such as Anne Frank.</li> <li>*Develop respect for diversity.</li> <li>*Self-reflect on their own experiences and that of others.</li> </ul>	<p>Pupils will:</p> <ul style="list-style-type: none"> <li>*Learn to consider healthy decision-making when considering their use of, for example, social media.</li> <li>* Self-reflect on their own behaviours in situations such as road safety, swimming etc.</li> <li>*Develop healthy decision-making when online, including how to keep themselves safe and how to report an issue.</li> <li>*Develop awareness of healthy relationships and what constitutes a safe and unsafe relationship and what to do if they feel unsafe.</li> </ul>



	TERM 1	TERM 2	TERM 3	TERM 4	TERM 5	TERM 6
Concept	Aspiration (the wider community.)	Health (physical wellbeing) Personal (mental wellbeing)	Personal (Mental Wellbeing.) Economics (Enterprise Project)	Health (Physical wellbeing)	Social (RSHE)	Personal (Mental wellbeing online.)
Why are we learning this?	To increase pupil's awareness of food poverty and what can be done to support people in our global community.	To help pupils understand the decisions which could be bad for their wellbeing (including drugs, smoking, vaping, underage drinking.)	To provide pupils with practical ideas to support their mental wellbeing especially during SATS. To allow pupils to understand and create a business selling wellbeing products.	To increase pupil's ability to take care of their physical health.	To support pupils in understand the physical and emotional changes which will take place during puberty.	To increase pupils' ability to identify risk online, protect themselves and use online facilities safely and for their benefit.
Year 6						
Learning Focus	<b>To explore different aspects of food production and distribution, food poverty and methods this can be tackled.</b>	<b>What decisions could be bad for my wellbeing?</b>	<b>How can I look after my mental wellbeing?</b>	<b>How do I look after my physical wellbeing?</b>	<b>What changes will happen as I grow?</b>	<b>How do I look after myself online?</b>
Substantive Knowledge (Knowledge)	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: *Reflect on where our food comes from. *Learn about the History of Harvest Festivals.	Pupils will learn: *About the risks and effects of legal drugs such as cigarettes, e-cigarettes/vaping, alcohol and medicines.) *That some drugs are illegal. *About why people choose to use or not use drugs (including nicotine, alcohol and medicines)	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 Wellbeing	Pupils will learn about: *The elements of a healthy, balanced lifestyle. *To recognise that habits can have both a positive and negative effect on lifestyle. *To know what good physical health means and how to recognise first signs of illness. *Recognise opportunities to be	Pupils will learn: *What is does the term "personal identity" mean. *That for some people gender identity does not correspond with their biological sex. (This will only be covered briefly at this stage.) *To identify internal reproductive organs in males and females and	This topic covers a range on safety and online topics such as: *What does it mean to have a positive digital footprint? *How can I spot fake things online? *How do I protect 'my stuff' online? *How can I protect myself online?

	<p>*Consider environmental issues that are connected to Harvesting the land and sea. *Think about wider world issues linked to food such as Fairtrade.</p>	<p>*Support they can receive if they are concerned about their own, or someone’s use of substances.</p>	<p>Product (e.g. stress balls, scented sock toys, worry dolls.) They will learn about enterprise while creating adverts and carrying our market research. This will lead to a final Wellbeing Market! This topic has been positioned here to arrive just before SATS.</p> <p>*Cross-curricular – Pupils research Christian charities, linked to the Beatitudes. Following this, they vote for the charity that they are going to raise money for.</p>	<p>physically active, and some of the dangers of being physically inactive. *The importance of looking after all aspects of physical health, including: oral health; diet and good sleep.</p>	<p>how the process of puberty relates to human reproduction *About the physical and emotional changes that happen when approaching and during puberty *Key facts about the menstrual cycle and menstrual wellbeing, erections and wet dreams. *About the processes of reproduction and birth, how babies are conceived and born (and that there are ways to prevent a baby being made.) Contraception will only be covered briefly at this stage. This will be covered in more detail in year 8. *Where to seek help and advice relating to this topic.</p>	<p>*How can I be respectful to others online?</p>
<p>Disciplinary knowledge (Skills)</p>	<p>Pupils will: *Develop teamwork skills while working together to each create a section of the Harvest Festival. *Decision-making skills and creativity when</p>	<p>Pupils will: *Develop the ability to make informed decisions. *Improve their ability to handle peer pressure.</p>	<p>Pupils will: *Develop teamwork skills while working together to each create a wellbeing product, then advertise and sell their item.</p>	<p>Pupils will: *Develop a range of skills to support their physical health including: -different forms of exercise.</p>	<p>Pupils will: *Will develop self-awareness surrounding the changes that will take place in both body and mind during puberty.</p>	<p>Pupils will: *Improve self-awareness when going online. *Develop skills linked to internet safety and know how to recognise unsafe situations and</p>





	TERM 1	TERM 2	TERM 3	TERM 4	TERM 5	TERM 6
Concept	Economics	Aspirational (Enterprise Project)	Personal and Health (Mental and physical wellbeing)	Personal (Mental Wellbeing)	Personal and Health (Mental and physical wellbeing)	Aspirational (Careers)
Why are we learning this?						
Year 7						
Learning Focus	How do I look after my money? (Financial wellbeing.)	<p>1) How can I support the environment by making recycled products and selling them?</p> <p>2) What does it mean to create and run a business?</p>	What decision can affect my wellbeing? (Substance abuse focus.)	What can help me deal with my emotions?	What can help me stay safe and well?	What are my dreams and ambitions?
Substantive Knowledge (Knowledge)	<p>Pupils will:</p> <ul style="list-style-type: none"> <li>*Learn a range of important terms linked to financial wellbeing such as:</li> <li>-budgeting</li> <li>-bank accounts</li> <li>-interest</li> <li>-loans</li> <li>-debt</li> </ul> <p>*Explore the impact of looking after your financial wellbeing.</p>	<p>This is linked with R&amp;P. Pupils will be choosing an environmental charity to raise money for, then create a product made from recycled goods. They will then create adverts and carry out market research. Following this, a Christmas Eco-Marketplace will be held in the hall. Pupils will not only reinforce</p>	<p>Pupils will:</p> <ul style="list-style-type: none"> <li>*Learn about the positive and negative uses of drugs in society.</li> <li>*Evaluate myths, misconceptions, social norms and cultural values relating to drug, alcohol and tobacco use.</li> <li>*Information about alcohol, nicotine and other legal and illegal substances, including</li> </ul>	<p>This is a topic involves exploring issues arising, particular in puberty, and offers pupils suggestions to support them with the various situations that they may find difficult to navigate.</p>	<p>Pupils will learn:</p> <ul style="list-style-type: none"> <li>*The importance of maintaining a healthy balanced lifestyle (including sleep, personal hygiene, oral health, health services.)</li> <li>*How to manage the physical and mental changes that are a typical part of growing up, including puberty and menstrual wellbeing.</li> </ul>	<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 prepare them for the Autumn 1 PASHE topic in Year 8.</p> <p>Objectives covered:</p>

	<p>*Explore the effects of debting and not looking after your financial wellbeing.</p> <p>*Cross-curricular – Both Autumn 1 and 2 directly link to their R&amp;P topic – “Does our Planet have a Future?” This is based on exploring what is happening to the environment and what can be done to help?</p>	<p>knowledge of recycling but also how to create and run a business.</p>	<p>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>*Cross-curricular – In R&amp;P pupils create a play for the public. Although it is centred around Easter time, there is a major focus on ethical dilemmas, having empathy with others, dealing with peer pressure and ways to respond to difficult situations (including spiritual methods.) This also links to Spring 2’s topic.</p>		<p>*To identify when they or someone else may need support for wellbeing and where to go.</p> <p>*Signs of a healthy and unhealthy relationship, including online.</p> <p>*To re-cap different types of identity and sexual orientation and laws surrounding marriage.</p> <p>*How to form safe, loving relationships and to deal with disappointed in break-ups.</p> <p>*To evaluate expectations about gender roles within relationships.</p> <p>*To manage strong feelings relationships can cause (including sexual attraction.)</p> <p>*The law relating to sexual consent, that everyone has the right to delay sex.</p> <p>*The impact of sharing sexual images without consent.</p> <p>*(Session run by Wiltshire Air Ambulance) How to get help in an emergency</p>	<p>*The impact that media and social media can have on how people think about themselves and express themselves.</p> <p>. strategies to identify and reduce risk from people online that they do not already know; when and how to access help</p>
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					<p>and perform basic first aid, including cardio-pulmonary resuscitation (CPR) and the use of defibrillators.</p> <p>Cross-curricular R&amp;P – these topics link to the R&amp;P summer topic, “How do I find inner peace?” They will specifically look at suggestions made by John Wesley and make links with STOP NOW. They will then explore Buddhism, leading to practical ways to experiment with dealing with difficult situations and looking after their mental wellbeing (making the Buddha Box), this continues in Summer 2. Addiction and ‘finding balance’ will also be revisited in this R&amp;P topic.</p>	
Disciplinary knowledge (Skills)	<p>Pupils will:</p> <ul style="list-style-type: none"> <li>*Understand the importance of looking after their financial wellbeing and know how to do this.</li> </ul>	<p>Pupils will:</p> <ul style="list-style-type: none"> <li>*Develop teamwork skills while working together to each create a recycled product,</li> </ul>	<p>Pupils will:</p> <ul style="list-style-type: none"> <li>*Develop the ability to make informed decisions.</li> <li>*Develop risk management:</li> </ul>	<p>Pupils will:</p> <ul style="list-style-type: none"> <li>*Develop an understanding of why emotions are an important part of our</li> </ul>	<p>Pupils will:</p> <ul style="list-style-type: none"> <li>*Develop risk management: identifying and managing risks linked to a range of settings.</li> </ul>	<p>Pupils will:</p> <ul style="list-style-type: none"> <li>*Develop respectful online relationship behaviours (digital citizenship.)</li> </ul>

	<p>*Assess and manage risk in relation to age-appropriate financial decisions.</p> <p>*Learn to manage emotions in relation to money.</p> <p>*Develop media literacy: critically evaluating the influence of advertising and understanding the impact.</p>	<p>then advertise and sell their item.</p> <p>*Decision-making skills and creativity when deciding what product to create, pricing and methods of advertising.</p> <p>*Communication skills when working together to create a mini-business.</p> <p>*Business skills including: market research; product pricing; marketing and selling.</p>	<p>identifying and managing risks linked to substance abuse.</p> <p>*Improve personal wellbeing: increasing strategies for maintaining overall health and wellbeing.</p> <p>*Reinforce and increase awareness of places they can go to for support (self-advocacy.)</p> <p>*Develop the ability to make informed decisions.</p>	<p>life and how to listen and be ware of them.</p> <p>*Increase awareness of how to regulate emotions and the reasons for doing so.</p> <p>*Develop knowledge of mental health issues.</p> <p>* Develop self-awareness and communication skills by expressing their feelings and actively listening to others.</p> <p>*Develop empathy and ways to support difficult times such as grief/loss.</p> <p>*Reinforce and increase awareness of places they can go to for support (self-advocacy.)</p>	<p>* Self-reflect on their own behaviours in situations such as road safety, swimming etc.</p> <p>*Develop healthy decision-making when online, including how to keep themselves safe and how to report an issue.</p> <p>*Develop awareness of healthy relationships and what constitutes a safe and unsafe relationship and what to do if they feel unsafe (self-advocacy.)</p> <p>*Improve personal wellbeing: increasing strategies for maintaining overall health and wellbeing.</p>	<p>*Develop self-awareness surrounding their own strengths and interests.</p> <p>*Increase self-esteem when considering future ambitions.</p> <p>*Learn goal-setting when considering their future.</p> <p>*Develop risk management: identifying and managing risks linked to their digital footprint and future careers.</p>
<p>Progression from previous learning</p>	<p>This builds on economic wellbeing carried out in Maths in Year 6.</p>	<p>This allows pupils to build on both their knowledge of how to help the environment (linked to R&amp;P topics) but also their knowledge of how to create a business, covered also in Summer 1 Year 6 PASHE.</p>	<p>This reinforces and develops their understanding of substance misuse covered in Year 6 Autumn 2.</p>	<p>This builds on a number of mental wellbeing topics covered throughout Year 5 and 6 especially Year 5 term 4 and Year 6 term 3.</p>	<p>This develops pupils understanding of changes that take place in puberty, building on Year 6 Summer 1 but with a focus on areas such as emotional changes and the managing of peer pressure, especially online.</p>	<p>This builds on the Year 5 Autumn 2 Careers topic and Careers Days carried out each year. But it introduces the concept of careers in a much more detailed way. It also builds on pupils knowledge of online wellbeing developed in Year 6 term 6.</p>

<b>Enrichment</b>	Green Ambassadors. Cross-curricular project with R&P	A recycled product marketplace in the main hall Green Ambassadors. Cross-curricular project with R&P	Wednesday Wellbeing Club Silver/Pink Ambassadors. Reflective Class Worships.	Wednesday Wellbeing Club Silver/Pink Ambassadors. Reflective Class Worships.	Wednesday Wellbeing Club Silver/Pink Ambassadors. Reflective Class Worships.	Careers Day
<b>Assessment</b>	Google Classroom Assessment.	Google Classroom Assessment.	Google Classroom Assessment.	Google Classroom Assessment.	Google Classroom Assessment.	Google Classroom Assessment.

	TERM 1	TERM 2	TERM 3	TERM 4	TERM 5	TERM 6
<b>Concept</b>	Aspirational (Careers)	Personal (mental wellbeing)	Social (RSHE)	Social (RSHE)	Aspirational (Wider world) Social (RSHE)	Aspirational (wider world)
<b>Why are we learning this?</b>	To help pupils explore careers that may suit them.	To help pupils identify mental health issues linked to body image and develop methods to cope with such issues.	To develop pupils' ability to identify and implement a range of healthy relationship skills.	To help pupils know how to keep themselves both mentally and physically safe in a relationship.	To explore the impact that biased media and fake news can have on society.	To know the four British Values and experience taking part in a democratic process through a mock election.
<b>Year 8</b>						
<b>Learning Focus</b>	<b>What will help me when choosing a career?</b>	<b>What is bodypositivity?</b>	<b>What are the signs of a healthy relationship?</b>	<b>How do I look after my sexual health?</b>	<b>What is the media and how can it affect us?</b>	<b>What is a democracy?</b>
<b>Substantive Knowledge (Knowledge)</b>	Pupils will: *Learn about the options available to them at the end of key stage 3, sources of information, advice and support, and the skills to manage this decision-making process	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	Pupils will: *Explore indicators of healthy and non-healthy relationships. *Learn that there are different types of relationships. *Learn the difference between biological sex, gender identity and sexual orientation	Pupils will: *Learn that consent is freely given and how to seek help if boundaries are violated. *How to seek, give, not give and withdraw consent (in all	This will be a cross-curricular project with R&P.  Pupils will explore the current movements such as Black Lives Matter. They will then investigate how prejudice can impart	Pupils will create their own political party and hold a Hustings. This topic will cover the following: What are British values? Why are they important for the members of our society?

	<p>*Learn about routes into work, training and other vocational and academic opportunities</p> <p>*Explore a variety of careers that are open to them using the program Start Profile (C.C with Computing.)</p> <p>*Review their year and consider their dreams and ambitions for the coming school year.</p> <p>*Cross-curricular link – R&amp;P careers suggested in Buddhism. Computing – using Smart Profile</p>	<p>media and advertising play.</p> <p>This will lead them into creating a portrait which contains the message that “the inside is more important than the outside.” Pupils will create a range of images linked to their personal ambitions, talents and achievements. They will then create a self-portrait incorporating these images. This will form part of a bodypositivity exhibition in Frome.</p> <p>*Cross-curricular – Direct links with our R&amp;P topic, “Would the world be better if we were all the same?” We explore the choice of Sikhs to not cut their hair and wear the turban (including some female Sikhs interviews in the UK. We also explore the different choices of Muslim women surrounding coverings and how this links to British Values.)</p>	<p>*Understand how to create and maintain healthy relationships with others.</p> <p>*Gauge readiness for sexual intimacy</p> <p>*Learn that intimate relationships should be pleasurable</p> <p>*Be presented with the importance of stable, long-term relationships (including marriage and civil partnerships) for family life and bringing up children.)</p> <p>*Strategies to manage the physical and mental changes during puberty.</p>	<p>contexts, including online)</p> <p>*The impact of sharing sexual images of others without consent</p> <p>*How to manage any request or pressure to share an image of themselves or others, and how to get help</p> <p>*That the need for peer approval can generate feelings of pressure and lead to increased risk-taking; strategies to manage this.</p>	<p>the lives of real people and how biased media plays a role in this.</p> <p>Trayvon Martin’s case will be explored and discussed in detail.</p> <p>This will lead into an exploration of other forms of prejudice and discrimination with links being made to History as well.</p> <p>*Cross-curricular – This topic is directly linked with R&amp;P in Summer 1 and 2. Pupils are faced with a dystopian world in which blue eyes live underground (based on the book Nought and Crosses.) Reference are made throughout both R&amp;P and PASHE to this world. R&amp;P then focuses on How do we respond to injustice? With a focus on Nelson Mandela. They also explore ways to deal with bullying, which reinforces concepts covered in the Spring Term.</p> <p>History – In this term History covers the</p>	<p>What is the importance of democracy?</p> <p>How is democracy carried out in the UK?</p>
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					Holocaust and references are made to this in R&P and PASHE.	
<b>Disciplinary knowledge (Skills)</b>	<p>Pupils will:</p> <ul style="list-style-type: none"> <li>*Develop career awareness: Exploring different career options and understanding the skills needed.</li> <li>*Improve self-awareness by exploring their strengths and interests.</li> <li>*Develop research and computing skills when using software to research career options.</li> <li>*Develop self-awareness surrounding their own strengths and interests.</li> <li>*Increase self-esteem when considering future ambitions.</li> <li>*Learn goal-setting when considering their future.</li> </ul>	<p>Pupils will:</p> <ul style="list-style-type: none"> <li>*Begin to be able to identify body image issues (this will be covered in greater depth in Year 9.)</li> <li>*Begin to develop strategies to deal with body image issues.</li> <li>*Begin to explore ways to develop self-esteem e.g. focusing on the inner world.</li> </ul>	<p>Pupils will:</p> <ul style="list-style-type: none"> <li>*Develop self-awareness linked to the changes that will take place during puberty.</li> <li>*Increase the strategies they have developed to deal with emotional stressors and mental health.</li> <li>*Reinforce and increase awareness of places they can go to for support (self-advocacy.)</li> <li>*Develop healthy decision-making skills linked to relationships with others.</li> </ul>	<p>Pupils will:</p> <ul style="list-style-type: none"> <li>*Develop risk management: identifying and managing risks linked to sexual wellbeing and health.</li> <li>*Improve personal wellbeing: increasing strategies for maintaining overall health and wellbeing.</li> <li>*Reinforce and increase awareness of places they can go to for support (self-advocacy.)</li> <li>*Develop healthy decision-making skills linked to relationships with others.</li> </ul>	<p>Pupils will:</p> <ul style="list-style-type: none"> <li>*Develop media literacy: critically evaluating media messages and understanding the impact.</li> <li>*Learn respect for diversity, understanding and valuing differences in others.</li> <li>*Literacy skills – when analysing media and then creating their own biased reports.</li> <li>*Self-awareness when considering their own reactions to a range of situations linked to the topic.</li> <li>*Develop the ability to disagree respectfully when discussing issues raised in class.</li> </ul>	<p>Pupils will:</p> <ul style="list-style-type: none"> <li>*Learn respect for diversity, understanding and valuing differences in others.</li> <li>*Develop teamwork skills when working as a class to create a manifesto thinking of ways to improve Selwood Academy linked to their political party's agenda e.g. the Green Party will focus on how to improve Selwood's environment etc.</li> <li>*Develop creativity and decision-making when creating speeches, posters, displays, tv adverts and rosettes.</li> <li>*Oracy skills by presenting their manifesto and asking/answering questions.</li> </ul>
<b>Progression from previous learning</b>	This topic builds on Year 7 Summer 2, but allows provides pupils	This topic supports wellbeing building on a range of topics covered	This topic develops pupils ability to form and maintain	This topic builds on topics specifically linked to puberty such	This topic builds on knowledge gained in Year 5 term 5 linked to	This topic builds on their knowledge of the British Values





# 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



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 & 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



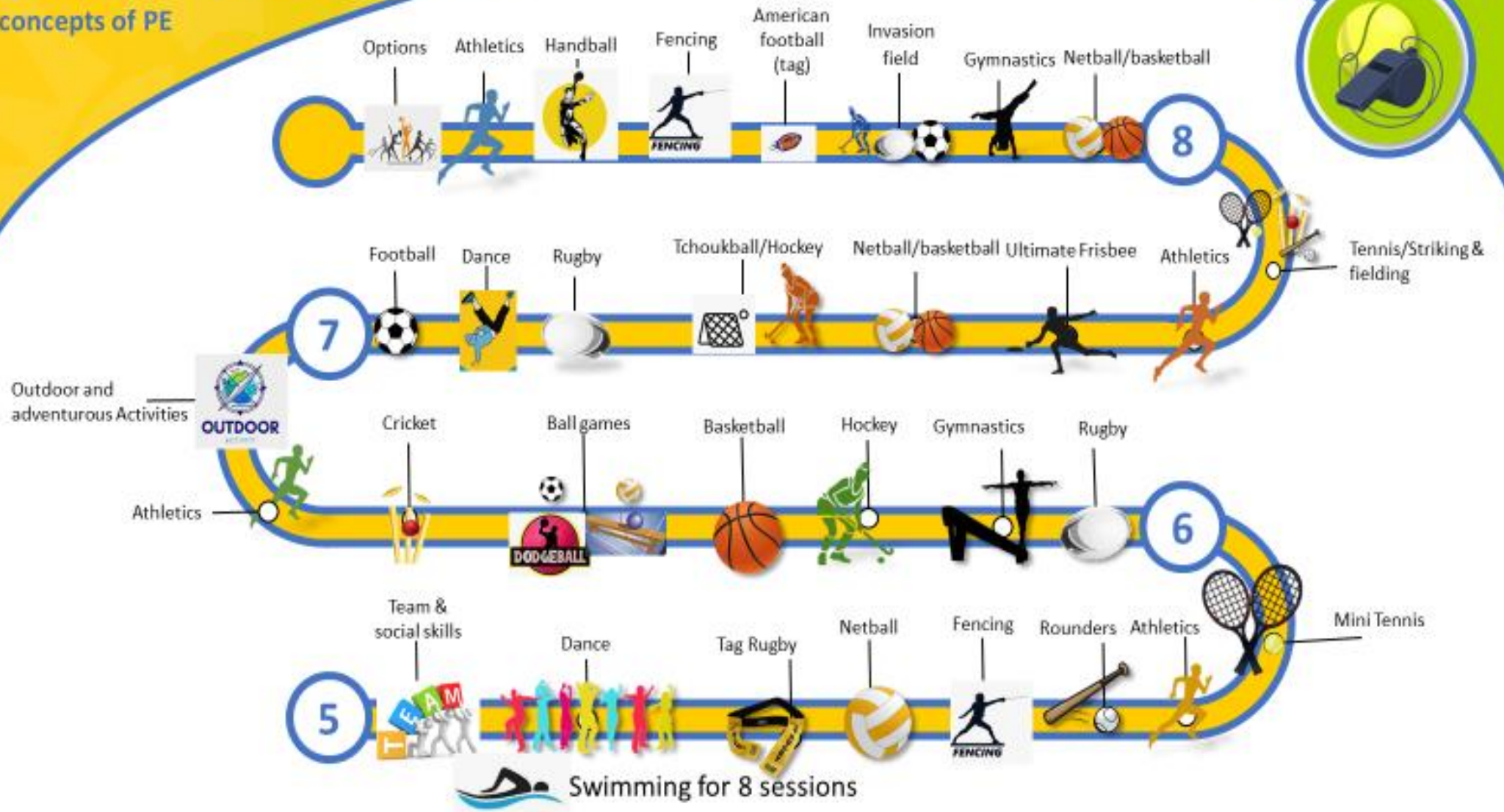
	1	2	3	4	5	6	7	8
	Team building and social skills	Self confidence and rhythm	Discipline & coordination skills	Understanding rules and officials/tactics	Marginal gains and tactics	Leadership skills	How to be your best	Wellbeing in sport and Physical activity
Year 5	Different team sport/PA each lesson	Dance	Tag Rugby	Netball	Fencing	Rounders	Athletics	Mini tennis
Year 6	Rugby	Gym	Hockey	Basketball	Benchball/dodgeball/Football (Ball Games)	Cricket	Athletics	OAA
Year 7	Football	Dance	Rugby	Tchoukball/Hockey/Kabaddi	Netball/Basketball	Ultimate Frisbee	Athletics	Tennis/striking & fielding
Year 8	Basketball/netball	Gym	Invasion Rugby/Hockey	American football (Tag)	Fencing	Handball or alternative	Athletics	Options find your sport/PA (1 striking and fielding skill)

Concepts may not always be taught in this order due to facilities available. These are also open to change throughout the year depending on the group/individual needs and other varying factors.

# Selwood Academy

Sports used to help learn concepts of PE

PE



# Selwood Academy Assessment

PE



Teachers assess and give a mark out of 10 from the categories heads, heart, hands for each activity that they teach (Total 30). These marks will add up as the year progresses giving the pupil a final year group ranking.

## Head



1. Knowledge
2. Understanding
3. Analysis
4. Feedback
5. Responsibility
6. Rules

## Heart



1. Communication
2. Leadership
3. Respect
4. Resilience
5. Effort
6. Confidence

## Hands



1. Physical Ability
2. Fitness Levels
3. Competitive
4. Technique
5. Tactics
6. Problem Solving

	TERM 1		TERM 2	TERM 3		TERM 4	TERM 5	TERM 6
Concept	Team building and social skills	Self-confidence and rhythm	Discipline & coordination skills	Understanding rules and officials	Marginal gains and tactics	Wellbeing in sport and Physical activity	How to be your best (not <b>the</b> best)	Leadership
Why are we learning this?	During this unit pupils learn the basics to help improve working in a team and creating the best environment for all to prosper.	To build confidence and show pride in themselves, in areas where confidence make be lacking.	To understand the importance of discipline in life, and how coordination could help them.	To learn the importance of following, keeping rules and learn the basics of being a rule keeper.	To understand how marginal gains and tactics can help you improve and be used not just in sport but in life.	This concept will give you a chance to think about areas of wellbeing. It will look at how you practice with enjoyment and give confidence to speak up if you are not happy.	In life it is important to strive to be your very best, this concept will teach ways to push yourself to the limit and give you tips on how to do this without pressure.	understand how to become a good leader a very important life skill.
<b>Year 5</b>								
Learning Focus	Different team sport/Physical activity each lesson	Dance	Tag Rugby	Netball	Fencing	Mini tennis	Athletics	Rounders
Substantive Knowledge (Knowledge)	-How good are you as a member of a team. -Knowing your team mates. - Having a plan. - Communication. - Motivation and encouragement. - Resilience - Role in a team - Patience	Develop knowledge (head), and understanding (heart) of dance from around the world and different cultures, including: -explore different levels & methods of travel	Develop knowledge (head) and understanding (heart) of tag rugby including: -basic rules -passing & receiving -tagging -basic attacking & defending strategies	Develop knowledge (head) and understanding (heart) of netball, including: -basic rules -passing & receiving -footwork -marking -shooting	Develop knowledge (head), and understanding (heart) of fencing rules and techniques. Thee will include: -Rules - movement - Identifying little things	Develop knowledge (head) and understanding (heart) of tennis, including: -how to set up the net -basic rules -the 'ready' position -footwork - paddle tennis	Develop knowledge (head) and understanding (heart) of : -rules and techniques of efficient running - rules and techniques of efficient jumping - rules and techniques of efficient throwing Learn how to:	Develop knowledge (head) and understanding (heart) of rounders including: -basic rules -catching & throwing -batting -bowling -long barrier -basic batting and fielding strategies Pupils will also be given the chance to take part in a

	- Confidence	- memorise and perform a planned routine -move the body to music with timing & rhythm	-running effectively with the ball. -Scoring a try	-basic attacking & defending strategies - basics of rules.	that make a big difference. -changing little things that make a big difference. - relate this to other areas of life and school.	-holding the racket correctly -basic ground strokes -underarm serving - how to score a game	-start and time a race - measure a throw or jump	leadership role each week to enhance the responsibility of being a leader.
Disciplinary knowledge (Skills)	- Hoop games. - bench/end ball activity - dodgeball activity - Tchoukball - Kabaddi - Volleyball - Capture the flag	Show skills (hands): -explore different levels & methods of travel - memorise and perform a planned routine -move the body to music with timing & rhythm	Develop physical skills (hands) -basic rules -passing & receiving -tagging technique -basic attacking & defending strategies -running effectively with the ball. -Scoring a try	Develop physical skills (hands) -basic rules -passing & receiving -footwork -marking -shooting -basic attacking & defending strategies - basics of rules.	Develop physical skills (hands) - On guard position -Forwards and backwards movement - Grip with a foam sabre -Thrust -Lunge -Keeping distance with a sabre. -how to hit -rules of a game -how to use tactics in a game.	Develop physical skills (hands): -setting up the net -the 'ready' position -footwork and movement - paddle tennis -holding the racket correctly -basic ground strokes -underarm serving - Actions when officiating a game	Develop physical skills (hands) of: -running -jumping -throwing Learn how to physically: -start and time a race - measure a throw or jump	Develop physical skills (hands) of: -catching & throwing -batting -bowling -long barrier - Communication as a leader
Progression from previous learning	Met with first schools to ascertain what they had done previously.	Met with first schools to ascertain what they had done previously.	Met with first schools to ascertain what they had done previously.	Met with first schools to ascertain what they had done previously.	Met with first schools to ascertain what they had done previously.	Met with first schools to ascertain what they had done previously.	Met with first schools to ascertain what they had done previously.	Met with first schools to ascertain what they had done previously.
Enrichment	Year 5 adventure day trip.	After school club Interform	After school club Interform Fixtures	After school club Interform Fixtures	After school club	After school club	After school club Festival Sports day	After school club Fixtures

			Links with Frome RFC	Links with Frome Netball club				
Assessment	Year 5 adventure day trip. Heads, heart, hands grade (out of 10 for each)	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. Heads, heart, hands grade (out of 10 for each)	Heads, heart, hands grade (out of 10 for each) 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.	Heads, heart, hands grade (out of 10 for each) The unit will finish by playing a 4-team netball festival. Also have the opportunity to take part in netball as part of the inter form competition.	Heads, heart, hands grade (out of 10 for each) Take part in a ladder competition against same standard pupils.	Heads, heart, hands grade (out of 10 for each) Playing others of similar ability in a game. Understanding the benefits of playing sport on wellbeing.	Heads, heart, hands grade (out of 10 for each) Look at their personal best and know how to improve these. They will have the opportunity to take part in these during sports day.	Heads, heart, hands grade (out of 10 for each) playing a rounders against another team. With leadership roles in place.



	TERM 1		TERM 2	TERM 3		TERM 4	TERM 5	TERM 6
Concept	Team building and social skills	Self-confidence and rhythm	Discipline & coordination skills	Understanding rules and officials	Marginal gains and tactics	Leadership	How to be your best (not <b>the</b> best)	Wellbeing in sport and Physical activity
Why are we learning this?	During this unit you continue to help improve working in a team and creating the best environment for all to prosper.	To continue to build confidence and show pride in yourselves, in areas where confidence may be lacking.	To develop the importance of discipline in life, and how coordination could help you.	To develop your knowledge and understanding of the importance of following, keeping rules and learn the importance of being a rule keeper.	To develop knowledge of how marginal gains and tactics can help you improve and be used not just in sport but in life.	To understand and show ways to become a good leader which is a very important life skill.	In life it is important to strive to be your very best, this concept will teach ways to push yourself to the limit and give you tips on how to do this without pressure but to believe in yourself.	This concept will give you a chance to think about areas of wellbeing. It will look at how you practice with enjoyment and give confidence to speak up if you are not happy.
<b>Year 6</b>								
Learning Focus	Rugby	Gymnastics	Hockey	Basketball	Ball Games	Cricket	Athletics	Outdoor and adventurous activities
Substantive Knowledge (Knowledge)	Develop and build on knowledge (head) and understanding (heart) of tag rugby They will look at how improving their individual skills can benefit their teams overall play:	Develop and build on knowledge (head) and understanding (heart) of gymnastics, including: -Revising basic shapes from first school. -Individual balances.	Develop and build on knowledge (head) and understanding (heart) of Hockey including: - How to move with the ball. -basic passing, push pass. -how to receive the ball.	Develop and build on knowledge (head) and understanding (heart) of the game including: Including: -basic rules & court markings. -passing & receiving on the move. - Moving at pace with the ball.	Develop and build on knowledge (head) and understanding (heart) of small changes that can have a large effect on the outcome. Using Dodgeball /benchball/football. . - Effects of good tactics. - Individual improvements.	Develop and build on knowledge (head), skills (hands) and understanding (heart) of Cricket including: -basic rules -knowledge of catching & throwing over different distances.	Develop and build on knowledge (head) and understanding (heart) of: -running over different distances. -jumping LJ/HJ -throwing. Turbo javelins. - Relays - Tug of war Develop: -Timing of races - Measure a throw or jump	Develop and build on knowledge (head) and understanding (heart) of OAA activities: Orienteering - Map reading -work as a team - Map orientation and referencing  Assault course Take part in and help design a

	<ul style="list-style-type: none"> <li>- be able to clarify basic rules, including touch and ruck.</li> <li>-passing &amp; receiving on the move.</li> <li>- drawing a defender (2v1, 3v2).</li> <li>- playing games at pace.</li> <li>- Knowing how working on improving individual skills can benefit the whole team.</li> </ul>	<ul style="list-style-type: none"> <li>-Balances with a partner.</li> <li>-Basic 5 rotations.</li> <li>- Forms of travel.</li> <li>-Routine creation.</li> </ul>	<ul style="list-style-type: none"> <li>-Tackling techniques. Block and jab.</li> <li>- Rules of small games.</li> <li>- playing in different positions. Defence, midfield, attack.</li> </ul>	<ul style="list-style-type: none"> <li>-marking. P2P and positional.</li> <li>-shooting accuracy %.</li> <li>-Attacking &amp; defending strategies as a team.</li> <li>- gain confidence in how to officiate and respect for officials.</li> </ul>	<ul style="list-style-type: none"> <li>- planning for different circumstances.</li> <li>- Using marginal gains fairly.</li> </ul>	<ul style="list-style-type: none"> <li>-batting stance/defensive</li> <li>-bowling knowledge of no balls and wides.</li> <li>-long barrier and pickups.</li> <li>- Pupils will also be given the chance to take part in a captain role each week to enhance the responsibility of being a leader.</li> </ul>	<ul style="list-style-type: none"> <li>class assault course.</li> <li>Create your own team OAA activity.</li> </ul>	
Disciplinary knowledge (Skills)	<ul style="list-style-type: none"> <li>skills (hands):</li> <li>-Tag technique both hands</li> <li>- Footwork</li> <li>- catching and passing on the move consistently.</li> <li>- drawing a defender (2v1, 3v2).</li> <li>- Playing at pace under pressure.</li> </ul>	<ul style="list-style-type: none"> <li>skills (hands):</li> <li>-Basic shapes, dish, dome, tuck, straddle, star, straight.</li> <li>- Rotations: forward roll, backward roll, log roll, teddy roll, cartwheel.</li> <li>- Point balances, handstand.</li> </ul>	<ul style="list-style-type: none"> <li>Develop skills (hands) of Hockey including:</li> <li>- How to move with the ball.</li> <li>-basic passing, push pass.</li> <li>-how to receive the ball.</li> <li>-Tackling techniques. Block and jab.</li> <li>- playing in different positions and movement in Defence, midfield, attack.</li> </ul>	<ul style="list-style-type: none"> <li>Develop skills (hands) of Basketball including:</li> <li>-passing &amp; receiving on the move.</li> <li>- Moving at pace with the ball.</li> <li>-marking. P2P and zonal.</li> <li>-shooting accuracy %.</li> <li>-Attacking &amp; defending strategies as a team.</li> </ul>	<ul style="list-style-type: none"> <li>Develop and build on physical skills (hands) and how to identify small changes that can have a large effect on the outcome.</li> <li>Using:</li> <li>Dodgeball,Benchball ,football</li> <li>Netball</li> <li>-efficient throwing skills.</li> <li>-efficient catching skills.</li> <li>- movement</li> <li>-overall motor skills</li> </ul>	<ul style="list-style-type: none"> <li>Develop and build on physical skills (hands):</li> <li>-umpiring signals basic rules</li> <li>-catching &amp; throwing over different distances.</li> <li>-batting stance/defensive</li> <li>-overarm bowling technique</li> <li>-long barrier and pickups.</li> <li>- communication as a leader.</li> </ul>	<ul style="list-style-type: none"> <li>Develop and build on physical skills (hands):</li> <li>running different distances. 80m, 300m, 600m.</li> <li>-jumping LJ/HJ</li> <li>-throwing. Turbo javelins correct technique.</li> <li>Develop:</li> <li>-Timing of races</li> <li>- Measure a throw or jump</li> <li>- how to pass a relay baton.</li> </ul>	<ul style="list-style-type: none"> <li>Develop and build on physical skills (hands):</li> <li>-Doing activities at speed</li> <li>-Showing good fitness and endurance</li> <li>- Showing good levels of motivation.</li> </ul>

				- gain confidence in how to officiate with good communication and respect for officials.				
Progression from previous learning	Build on the feeling of being part of a team and knowing how working on improving individual skills can benefit the whole team. Build towards handling and running and confidence for contact in year 7.	Met with first schools to ascertain what they had done previously.  Assessed within lessons to progress at own rate to aid self-confidence.	Developed skills and areas of rules that share the importance of d&c through safety (shin pads, stick height, gum shield) and also rules like feet, and 2v1.	Transferred skills from last years netball lessons and used knowledge to help understand the similarities and differences required regarding R&O.	Building on last years MG&T fencing lessons, identify MGs and tactics to help improve their teams in different activities.	Showing how leadership skills like communication and listening are important and using these to help others improve their cricket skills.	Build on skills learnt in year 5 adding how to increase distances and decrease your times.	Build on skills learnt on year 5 OAA day and during team building to transfer over to different scenarios.
Enrichment	After school club Interform Tag rugby festival Links with Frome RFC	After school club Interform	After school club Interform Fixtures	After school club Interform Links with Frome Basketball club	After school club Interform	After school club Links to Frome cricket club Fixtures	After school club Sports day	Year 6 camp.
Assessment	Heads, heart, hands grade (out of 10 for each) Play in a 4-team tag rugby games. Also have the opportunity to take part in	Heads, heart, hands grade (out of 10 for each) Choreograph and perform a short, small pair floor routine to music to the	Heads, heart, hands grade (out of 10 for each) Play in small sided games against others of same ability. This will test their discipline of match play and	Heads, heart, hands grade (out of 10 for each) The unit will finish by playing 4 team competitions with officials against others	Heads, heart, hands grade (out of 10 for each) Take part in a final event in one of the ball games. Taking everything into account regarding how they can win both tactically and	Heads, heart, hands grade (out of 10 for each)  Playing a mini pairs cricket match with full rules and captains	Heads, heart, hands grade (out of 10 for each)  Look at their personal best and know how to improve these. They will have the opportunity to take	Heads, heart, hands grade (out of 10 for each)  Take on another teams OAA activity that they have designed. Showing that physical activity

	tag rugby as part of the inter form competition.	class including all elements learnt. This will show that they have built confidence.	also staying to a certain position. They will also show coordination when playing as speed.	in the group. Also have the opportunity to take part in netball as part of the inter form competition.	using marginal gains.	choosing who bowls and bats.	part in these during sports day.	can be fun and doesn't have to be traditional.
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	TERM 1		TERM 2	TERM 3		TERM 4	TERM 5	TERM 6
Concept	Team building and social skills	Self-confidence and rhythm	Discipline & coordination skills	Understanding rules and officials	Marginal gains and tactics	Leadership	How to be your best (not <b>the</b> best)	Wellbeing in sport and Physical activity
Why are we learning this?	During this unit you continue to help improve working in a team and creating the best environment for all to prosper.	To continue to build confidence and show pride in yourselves, in areas where confidence may be lacking.	To develop the importance of discipline in life, and how coordination could help you.	To develop your knowledge and understanding of the importance of following, keeping rules and learn the importance of being a rule keeper.	To develop knowledge of how marginal gains and tactics can help you improve and be used not just in sport but in life.	To understand and show ways to become a good leader which is a very important life skill.	In life it is important to strive to be your very best, this concept will teach ways to push yourself to the limit and give you tips on how to do this without pressure but to believe in yourself.	This concept will give you a chance to think about areas of wellbeing. It will look at how you practice with enjoyment and give confidence to speak up if you are not happy.
<b>Year 7</b>								
Learning Focus	Football	Dance	Rugby	Tchoukball/Hockey/ Kabaddi	Netball/Basketball	Ultimate Frisbee	Athletics	Tennis/ Striking and fielding
Substantive Knowledge (Knowledge)	Develop and build on knowledge (head) and understanding (heart). During this unit pupils continue to develop working in a team at their confidence level, and creating the best environment	Develop and build on prior knowledge (head), and understanding (heart) of different types of dance, learning a complex street routine. -moving to the beat and count. - memorise and perform a	Develop and build on prior knowledge (head) and understanding (heart) of rugby including: -How to fall - Tower of power - Tackling rules and basic rucking. -passing & receiving on the move. - 3 man scrums.	Develop knowledge, skills & understanding of All gamest working on their understanding of how rules and officials are important to the game. -Take it in turns for each group to officiate. - Learn all the rules and why they are important.	Develop and build on knowledge (head) and understanding (heart) of the game including based on looking at little changes that can make a big difference: - Full rules & court positions. -passing & receiving on the move at pace.	Develop and build on knowledge (head), and understanding (heart) of leadership through Ultimate Frisbee including: -Characteristics of a good leader/ coach/official & team captain	Develop and build on knowledge (head), and understanding (heart) of -Differences between track and field. -how other events relate to each other. E.g sprinting and jumping. -Pacing - Resilience - How to use feedback effectively.	Develop and build on prior knowledge (head) and understanding (heart) of tennis, rounders,cricket including: - How can I get the most out of the activity? - Revise footwork, grip. - Control hitting games.

	for their team to flourish. They will work together to help whole team improvement	planned routine - choreograph their own group routines using different levels and techniques learnt during previous lessons.	- Understanding the importance of discipline when playing sport and what may happen if rules are broken. i.e safety of players.		-Positional tactics and movement. -Decision making. -Interceptions. - Jump catches.	- Planning and leading warm ups and drills. - officiating and leading matches. - Being an effective team member. - Making others feel valued.		- expand on hitting techniques. - bowling/serving. -basic rules (how can you make it more fun?) - how to score a game
Disciplinary knowledge (Skills)	skills (hands): Passing - Dribbling - Shooting -laws of the game Officiating as a team -How to referee - how to be an assistant.	Skills (hands) -moving to the beat and count. - different steps from different cultural dances. - working well with others.	skills (hands) How to fall - Tower of power - Tackling rules and basic rucking. -passing & receiving on the move. - 3 man scrums.	Skills (hands) Communication Positioning Hand signals Playing the game in the correct spirit	skills (hands) Shooting accuracy Defending as a team Pass and move at speed Practicing well	skills (hands) Passing Catching Movement Game play Positioning when playing Positioning when officiating	skills (hands) 100m,200m sprints 600m middle distance Long jump Shot put Javelin	skills (hands) - Revise footwork, grip. - Control hitting games. - expand on hitting techniques. - bowling/serving.
Progression from previous learning	Build on the feeling of being part of a team and knowing how working on improving individual skills can benefit the whole team. Look into tactics how working as a team can make you a better person.	Progress levels of dance using taught routines in small groups that they are confident in. Finding out how to increase levels of confidence in a possible unfamiliar situation.	Build on discipline in skills such as passing and catching at speed and the importance of using discipline to get these consistent. Also look at discipline in tackling and rucking. Using this to implement the importance of discipline in safety.	Learning new sports to show how important it is to know the rules and how to officiate is to enable a good game to be played.	Building on last years MG&T ball games unit, identify MGs and tactics to help improve their individual performance to help improve their team.	Showing how leadership skills like communication and listening are important and using these to help others improve their teams improve their skills and team play.	Build on skills learnt in year 6 adding how to increase distances and decrease your times.	Build on skills learnt previously using the concept that if you are happy you will learn more efficiently. Work with those who are the same ability or who they choose to work with.

Enrichment	After school club Interform Fixtures Links with Frome Town Utd FC	After school club Interform	After school club Interform Fixtures Links with Frome RFC	After school clubs	After school club Interform	After school club	After school club Sports day	After school clubs Fixtures
Assessment	Heads, heart, hands grade (out of 10 for each) Play in a 4-team matches. Also have the opportunity to take part in football as part of the inter form competition.	Heads, heart, hands grade (out of 10 for each) Choreograph and perform a routine to other group members based on the dances and techniques learnt throughout the term.	Heads, heart, hands grade (out of 10 for each) Play in small contact games with rules including scrums. This will need discipline to 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.	Heads, heart, hands grade (out of 10 for each) The unit will finish by playing 4 team competitions with officials against others in the group. Also have the opportunity to take part in netball as part of the inter form competition.	Heads, heart, hands grade (out of 10 for each) Take part in a final event in one of the ball games. Taking everything into account regarding how they can win both tactically and using marginal gains.	Heads, heart, hands grade (out of 10 for each)  Pupils will plan, score, officiate & participate in an ultimate Frisbee tournament.	Heads, heart, hands grade (out of 10 for each)  Look at their personal best and know how to improve these. They will have the opportunity to take part in these during sports day.	Heads, heart, hands grade (out of 10 for each)  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.

	TERM 1		TERM 2	TERM 3		TERM 4	TERM 5	TERM 6
Concept	Team building and social skills	Self-confidence and rhythm	Discipline & coordination skills	Understanding rules and officials	Marginal gains and tactics	Leadership	How to be your best (not <b>the</b> best)	Wellbeing in sport and Physical activity
Why are we learning this?	During this unit you continue to help improve working in a team and creating the best environment for all to prosper.	To continue to build confidence and show pride in yourselves, in areas where confidence may be lacking.	To develop the importance of discipline in life, and how coordination could help you.	To develop your knowledge and understanding of the importance of following, keeping rules and learn the importance of being a rule keeper.	To develop knowledge of how marginal gains and tactics can help you improve and be used not just in sport but in life.	To understand and show ways to become a good leader which is a very important life skill.	In life it is important to strive to be your very best, this concept will teach ways to push yourself to the limit and give you tips on how to do this without pressure but to believe in yourself.	This concept will give you a chance to think about areas of wellbeing. It will look at how you practice with enjoyment and give confidence to speak up if you are not happy.
<b>Year 8</b>								
Learning Focus	Basketball/ Netball	Gymnastics	Rugby/Hockey	Tag American Football	Fencing	Handball or alternative	Athletics	Options
Substantive Knowledge (Knowledge)	Develop and build on knowledge (head) and understanding (heart) of the game and the importance of team play making sure that the <b>whole team</b> improve the following: - Full Rules (- shot clocks) & court markings.	Develop and build on knowledge (head), understanding (heart) of gymnastics, including: -Advanced shapes. -advanced balances. Head/handstands. -Balances as a group. -Rotation revision - Forms of travel revision.	Develop and build on knowledge (head) and understanding (heart) of Hockey/Rugby looking to improve discipline and coordination. including: Hockey: - How to move with the ball at speed.	Develop knowledge (head), and understanding (heart) of the game using new knowledge to help them and team members develop vital skills of a new sport: -How to throw an American football. - Basic offensive and defensive positions.	Develop knowledge (head), and understanding (heart) of fencing rules and techniques. Thee will include: -Safety rules and why we follow them. Skills: -Revise on guard position and practice returning to	Develop and build on knowledge (head), and understanding (heart) of handball. Teams are picked and kept for the whole unit of work. They each have a role within their team: -team manager -team captain -warm up coach -skills coach	Develop and build on knowledge (head) and understanding (heart) of : -How to deal with competition and losing. - Developing throwing techniques with a run up. - Increasing pace through techniques and changes. - Using video analysis to help improve.	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. -wellbeing techniques -Eating well -sleeping well. - who you work well with.



	<p>-Attacking &amp; defending strategies as a team. - 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>	<ul style="list-style-type: none"> <li>- jumping/Landing technique.</li> <li>- Vaulting technique</li> <li>- Vaulting over apparatus.</li> <li>-Routine creation.</li> </ul>	<ul style="list-style-type: none"> <li>- How to receive the ball on both sides.</li> <li>-Tackling on the move.</li> <li>- Types of pass over distances.</li> <li>- Rules of the game, including feet rule.</li> <li>- Tactics when playing in different positions.</li> </ul> <p>Rugby:</p> <ul style="list-style-type: none"> <li>-Contact tackling</li> <li>- rucking</li> <li>- mauls</li> <li>- kicking and catching a high ball.</li> <li>- Decision making in a game situation.</li> <li>- scrummaging.</li> </ul> <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>-Blocking</p> <ul style="list-style-type: none"> <li>-Set play designs.</li> <li>- ways to gain ground.</li> <li>-rules of the game and roles of the officials.</li> <li>- Small sided games.</li> <li>- Large games.</li> </ul>	<p>this after every move.</p> <ul style="list-style-type: none"> <li>- How to move forwards and backwards quickly.</li> <li>- Grip using a plastic foil.</li> <li>-Thrust at speed with accuracy.</li> <li>-Lunge at full stretch with accuracy and speed</li> <li>-Parry with a foil</li> <li>-Riposte with a foil</li> <li>-rules of a game</li> <li>-how to analyse opponent and change tactics mid-game</li> </ul>	<ul style="list-style-type: none"> <li>-physio</li> <li>-results and analyst coach.</li> </ul> <p>They also all take part in the sessions. The emphasis is on them learning their 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>		<ul style="list-style-type: none"> <li>- Environment (competitive or relaxed).</li> <li>- Win or participate.</li> <li>- They will be in charge of organising the games and activities</li> </ul>
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<p>Disciplinary knowledge (Skills)</p>	<p>Skills (Hand) -passing &amp; receiving as a team. (3 man weave). - Moving off the ball as a team. - Defending as a team. -Improving your whole teams shooting consistency.</p>	<p>skills (hands) ability to perform: -Advanced shapes. -advanced balances. Head/handstands. -Balances as a group. -Rotation revision - Forms of travel revision. - jumping/Landing technique. - Vaulting technique - Vaulting over apparatus. -Routine creation</p>	<p>skills (hands) - How to move with the ball at speed. - How to receive the ball on both sides. -Tackling on the move. - Types of pass over distances. - Rules of the game, including feet rule. - Tactics when playing in different positions. Rugby: -Contact tackling - rucking - mauls - kicking and catching a high ball. - Decision making in a game situation. - scrummaging.</p>	<p>Skills (hands) the ability to perform - throw an American football. - Basic offensive and defensive positions. -Blocking -Set play designs. - ways to gain ground. -rules of the game and roles of the officials. - Small sided games. - Large games.</p>	<p>skills (hands) ability to perform - How to move forwards and backwards quickly. - Grip using a plastic foil. -Thrust at speed with accuracy. -Lunge at full stretch with accuracy and speed -Parry with a foil -Riposte with a foil</p>	<p>skills (hands) Throwing Catching Shooting Dribbling Goal keeping</p>	<p>skills (hands) 100m,200m sprints 600m middle distance Long jump High jump Shot put Discus Javelin</p>	<p>Skills (hands) Extending core skills in competitive situations. Some may choose to officiate and improve these skills.</p>
<p>Progression from previous learning</p>	<p>Build on the feeling of being part of a team and knowing how working on improving individual skills can benefit the whole team. Build towards handling and</p>	<p>Build on basic shapes, jumps and rotations to progress onto apparatus and linking them together. To gain confidence to perform in front of others.</p>	<p>To show their development of keeping your discipline when in a pressure situation. When in games and keeping tackling safe.</p>	<p>Learning a new game with more complicated and important safety rules. Working in large teams with different roles.</p>	<p>Building on previous MG&amp;T fencing lessons, identify MGs and tactics to help improve their teams in different activities. Extend</p>	<p>Extending leadership skills by having a particular role in their team. The team choose the correct person for this to benefit their team.</p>	<p>Build on skills learnt in year 7 adding how to increase distances and decrease your times. Extended events to take part in.</p>	<p>Give pupils the freedom to choose an activity they are happy with and enjoy.</p>

	running and confidence for contact in year 7.				knowledge to competition.			
Enrichment	After school club Interform	After school club	After school club Interform Fixtures Links with Frome RFC	After school club	After school club Interform		After school club Sports day	After school clubs
Assessment	Heads, heart, hands grade (out of 10 for each) 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.	Heads, heart, hands grade (out of 10 for each) 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.	Heads, heart, hands grade (out of 10 for each) 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.	Heads, heart, hands grade (out of 10 for each) To play a role as part of a team in a big game of tag American football. This involves many roles: Officials: 10 yard markers. Referees Coaches Set piece specialists Players. 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.	Heads, heart, hands grade (out of 10 for each)  Take part in a ladder competition playing players of similar ability in a scored and refereed match.	Heads, heart, hands grade (out of 10 for each)  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.	Heads, heart, hands grade (out of 10 for each)  Look at their personal best with a partner and 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.	Heads, heart, hands grade (out of 10 for each)  To take part in a PA that they enjoy and forget the stresses of life being a teenager. This also gives them a chance to plan for the future.

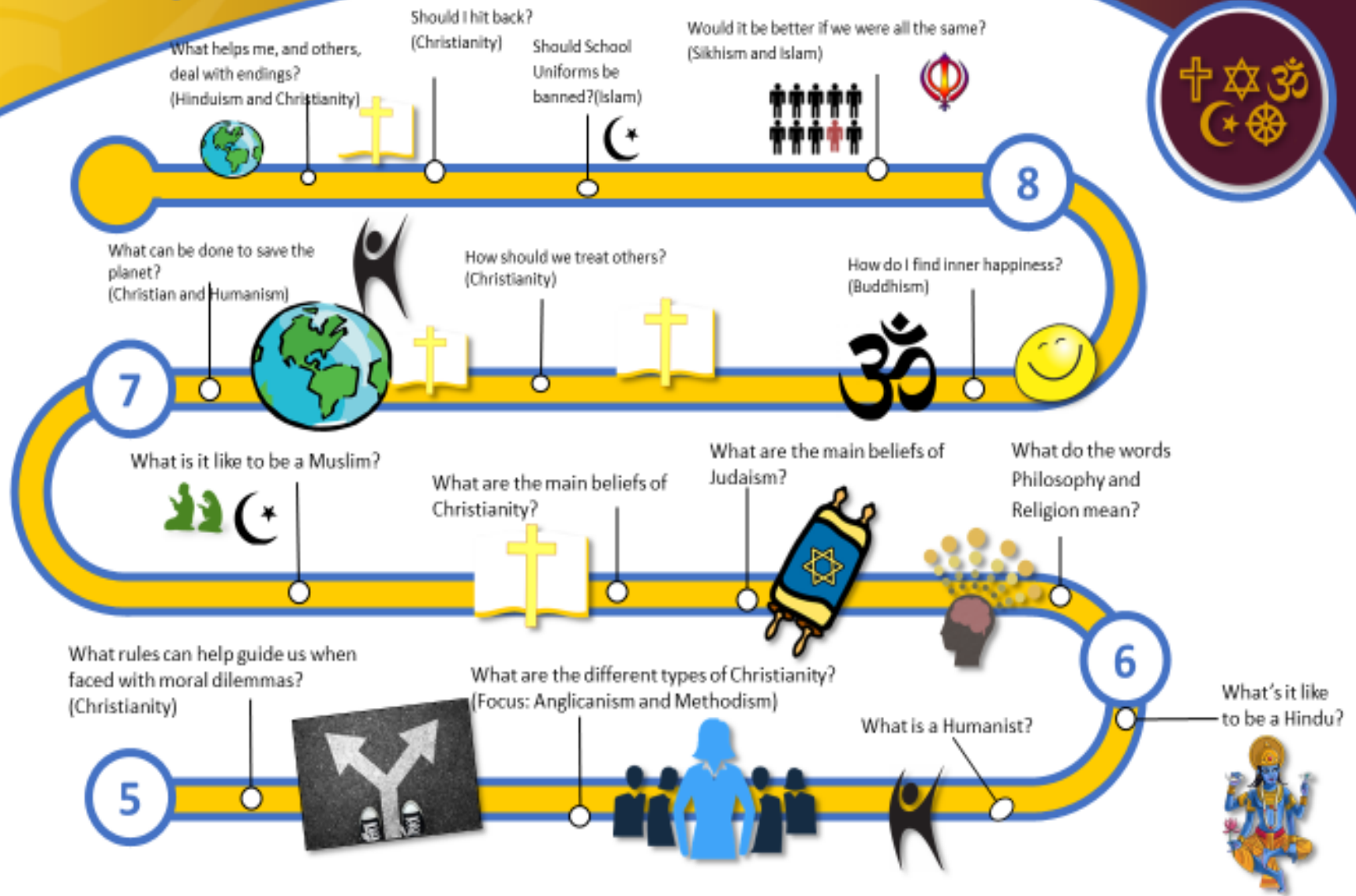
# Religion and Philosophy

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





	TERM 1	TERM 2	TERM 3	TERM 4	TERM 5	TERM 6
Concept	Christianity	Christianity	The different types of Christianity (Anglicans and Methodists)	What is a Humanist?	Hinduism	Hinduism
Why are we learning this?	To help pupils manage difficult decisions they may face (moral dilemmas.)	To help pupils manage difficult decisions they may face (moral dilemmas.)	To help pupils understand: a) What the term religion means. b) The origins of our school.	To help pupils understand: A non-religious world view and how it is similar and different to a religion.	To allow pupils to compare their knowledge of Christianity with the largest of the eastern religions, Hinduism.	To develop their knowledge of Hinduism.
Year 5						
Learning Focus	What rules can help guide us when faced with moral dilemmas?	What rules can help guide us when faced with moral dilemmas?	What is a Religion? What are the main features of Christianity?	What is a Humanist?	What's it like to be a Hindu?	What's it like to be a Hindu?
Substantive Knowledge (Knowledge)	<p>&gt;I know what the term <b>moral dilemma</b> means.</p> <p>&gt;I understand that the decision I make, when faced with a moral dilemma, will lead to a <b>consequence</b>.</p> <p>&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.</p> <p>&gt;I can suggest an <b>important lesson</b> this teaches someone reading their story.</p> <p>&gt;I know that <b>Christians</b> believe God gave Moses</p>	<p>&gt;I know <b>Jesus' golden rule</b> and what he means when he uses the word <b>love (agape.)</b></p> <p>&gt;I know what Jesus' story of <b>The Lost Son</b> might teach about agape</p> <p>&gt;I can suggest what a <b>Christian</b> would do when faced with a certain moral dilemmas.</p> <p>&gt;I can suggest the rule they would follow when making this decision</p> <p>&gt;I can suggest why it may be <b>difficult</b> to follow these rules</p> <p>&gt;I can suggest why a Christian may</p>	<p>&gt;I understand the main seven features of a religion.</p> <p>&gt;I have a basic understanding of the term philosophy.</p> <p>&gt;I know what makes Christianity a religion.</p> <p>&gt;I know that Christians believe Jesus is God in human form (the incarnation of God.)</p> <p>&gt;I know the basic structure of the bible.</p> <p>&gt; I can retell stories from the bible in which Jesus works miracles.</p> <p>&gt;I know that there are different branches of Christianity.</p> <p>&gt;I have visited different types of Christian places of worship and have explored Christian</p>	<p>&gt;I know what the term "Humanist" and "Humanism" means.</p> <p>&gt;I know how the similarities and difference it has with a religion.</p> <p>&gt;I know what Humanists beliefs surrounding life and death.</p> <p>&gt;I can describe Humanist ceremonies and say how they differ to religious ceremonies e.g. a Humanist marriage.</p> <p>&gt;I can name some famous Humanists, including two Humanist scientists of the modern-day period e.g. Matie Curie, Albert Einstein.</p> <p>Pupils will make</p>	<p>&gt;I know Hinduism describes a religion which began in India.</p> <p>&gt;I can describe their belief in God as one being called Brahman who exists everywhere in everything.</p> <p>&gt; I know why Aum is an important symbol in Hinduism.</p> <p>&gt; I can explain their belief in the many sides of Brahman, known as gods/goddesses or deities.</p> <p>&gt; I can suggest why someone may pray to certain deities based on their powers.</p> <p>&gt; I can describe how Hindus pray using a form of worship called puja.</p> <p>&gt; I can explain why Hindus do certain things when</p>	<p>&gt;I know Hinduism describes a religion which began in India.</p> <p>&gt;I can describe their belief in God as one being called Brahman who exists everywhere in everything.</p> <p>&gt; I know why Aum is an important symbol in Hinduism.</p> <p>&gt; I can explain their belief in the many sides of Brahman, known as gods/goddesses or deities.</p> <p>&gt; I can suggest why someone may pray to certain deities based on their powers.</p> <p>&gt; I can describe how Hindus pray using a form of worship called puja.</p>

	<p>the <b>ten commandments</b>. &gt;I know <b>why</b> God gave these to <b>Moses</b>. &gt;I can say which you think is <b>the most important commandment and why</b>.</p>	<p>follow these rules even if difficult</p>	<p>rituals (including our local Anglican and Methodist church.) &gt;I know the story of John Wesley and how he began Methodism. &gt;I know how our school is influenced by it' Methodist and Anglican roots.</p>	<p>comparison with John Wesley. &gt;I know that the British Humanist Association (BHA) promotes understanding of Humanism across the world. &gt;I know why Easter is important for Christians and how Humanists may respond to main Christian events in the calendar.</p>	<p>praying and why it's considered important. &gt;I know what the "atman" means. &gt; I can explain the greeting "Namaste" used by Hindus. &gt; I can explain the dharma, karma, reincarnation and moksha. &gt; I can suggest why someone may disagree with the belief in reincarnation.</p>	<p>&gt; I can explain why Hindus do certain things when praying and why it's considered important. &gt;I know what the "atman" means. &gt; I can explain the greeting "Namaste" used by Hindus. &gt; I can explain the dharma, karma, reincarnation and moksha. &gt; I can suggest why someone may disagree with the belief in reincarnation.</p>
<p>Disciplinary knowledge (Skills)</p>	<p>Pupils will:  <input type="checkbox"/> Explain religious beliefs influence daily life and decisions.  <input type="checkbox"/> Recognise how religious stories can have moral lessons.  <input type="checkbox"/> Explain basic religious beliefs and practices from different faiths.  <input type="checkbox"/> Show respect, and develop empathy for different beliefs and practices of others.  <input type="checkbox"/> Collaborate with peers to learn about and explore different aspects of R&amp;P.  <input type="checkbox"/> Use appropriate religious vocabulary, such as</p>	<p>Pupils will:  <input type="checkbox"/> Explain how religious beliefs influence daily life and decisions.  <input type="checkbox"/> Recognise how religious stories can have moral lessons.  <input type="checkbox"/> Explain basic religious beliefs and practices from different faiths.  <input type="checkbox"/> Show respect, and develop empathy for different beliefs and practices of others.  <input type="checkbox"/> Collaborate with peers to learn about and explore different aspects of R&amp;P.  <input type="checkbox"/> Use appropriate religious vocabulary, such as "moral dilemmas" "agape."</p>	<p>Pupils will:  <input type="checkbox"/> Explain basic religious beliefs and practices from different faiths.  <input type="checkbox"/> Collaborate with peers to learn about and explore different aspects of R&amp;P.  <input type="checkbox"/> Use appropriate religious and philosophical vocabulary, such as "Denominations" and "Methodism."  <input type="checkbox"/> Show respect, and develop empathy for different beliefs and practices of others.  <input type="checkbox"/> Explain the significance of religious symbols and rituals.  <input type="checkbox"/> Explore the life and teaching of key religious figures.</p>	<p>Pupils will:  <input type="checkbox"/> Explain basic non-religious beliefs and practices from a non-religious world-view..  <input type="checkbox"/> Collaborate with peers to learn about and explore different aspects of R&amp;P.  <input type="checkbox"/> Use appropriate vocabulary linked to Humanism.  <input type="checkbox"/> Show respect, and develop empathy for different beliefs and practices of others.  <input type="checkbox"/> Be able to compare religious and non-religious beliefs and practices.</p>	<p>Pupils will:  <input type="checkbox"/> Explain basic religious beliefs and practices from different faiths.  <input type="checkbox"/> Show respect, and develop empathy for different beliefs and practices of others.  <input type="checkbox"/> Collaborate with peers to learn about and explore different aspects of R&amp;P.  <input type="checkbox"/> Begin to identify key philosophical questions, such as "What is right and wrong?" or "What is the purpose of life?"  <input type="checkbox"/> Begin to express personal opinions on religious and philosophical issues with reasoning using 'because.'  <input type="checkbox"/> Use appropriate religious and philosophical vocabulary, such as "Denominations" and "Methodism."</p>	<p>Pupils will:  <input type="checkbox"/> Explain basic religious beliefs and practices from different faiths.  <input type="checkbox"/> Show respect, and develop empathy for different beliefs and practices of others.  <input type="checkbox"/> Collaborate with peers to learn about and explore different aspects of R&amp;P.  <input type="checkbox"/> Begin to identify key philosophical questions, such as "What is right and wrong?" or "What is the purpose of life?"  <input type="checkbox"/> Begin to express personal opinions on religious and philosophical issues with reasoning using 'because.'</p>

	"moral dilemmas" "agape."	<input type="checkbox"/> Reflect on their own personal values and beliefs..			<input type="checkbox"/> Explain the significance of religious symbols and rituals.	<input type="checkbox"/> Use appropriate religious and philosophical vocabulary, such as "Denominations" and "Methodism." <input type="checkbox"/> Explain the significance of religious symbols and rituals. <input type="checkbox"/> Reflect on their own personal values and beliefs..
Progression from previous learning	Based on liaisons with First Schools, every pupils has covered key aspects of Christianity. The first two topics will allow pupils to re-visit this knowledge and build on it.	This topic builds on knowledge gained in term 1.	This topic builds on term 1 and 2 by allowing pupils to understand and explore different branches on Christianity.	This topic builds on term 3 and work carried and allows pupils to directly compare a non-religious world view with a religious world view using the seven features of a religion by Ninian Smart.	Not all First Schools cover Hinduism so pupils re-visit, or learn basic key facts, this is then built on when exploring beliefs and practices in more detail.	Beliefs and key practices of Hinduism as explored in greater depth this term. This will give them a strong understanding of Hinduism and allow it to be used comparatively when exploring other religions next term.
Enrichment	C.C with PASHE "How do I get on well with others?" Wednesday wellbeing club.	C.C with PASHE "How do I get on well with others?" Wednesday wellbeing club.	Visit to Bristol – Comparing Christian Places of Worship.	Year 7 Easter Play.	Wednesday Wellbeing Club. Hindu visitor – assembly.	Wednesday Wellbeing Club. Hindu visitor – assembly.
Assessment	Short assessment.	Autumn assessment.	Short assessment.	Spring Assessment.		Summer Assessment.



	TERM 1	TERM 2	TERM 3	TERM 4	TERM 5	TERM 6
<b>Concept</b>	<b>Philosophy</b>	<b>Judaism</b>	<b>Christianity</b>	<b>Christianity</b>	<b>Islam</b>	<b>Islam/Humanism</b>
<b>Why are we learning this?</b>	To introduce pupils to philosophy.	To increase awareness of Judaism and understand its similarities and differences to other Abrahamic religions.	To develop their understanding of Christian beliefs and compare this with their own beliefs.	To increase their understanding of Easter and why this is celebrated by the school.	To increase awareness of Islam and understand its similarities and differences to other Abrahamic religions.	To increase awareness of Islam and understand its similarities and differences to other Abrahamic religions. To be introduced to a secular belief system, Humanism.
<b>Year 6</b>						
<b>Learning Focus</b>	<b>What do the terms Philosophy and Religion mean?</b>	<b>What are the main beliefs of Judaism?</b>	<b>What are the main beliefs of Christianity?</b>	<b>What are the main beliefs of Christianity?</b>	<b>What is it like to be a Muslim?</b>	<b>What is it like to be a Muslim? What is a Humanist?</b>
<b>Substantive Knowledge (Knowledge)</b>	<ul style="list-style-type: none"> <li>&gt;I know key terms linked to religion and philosophy.</li> <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</li> </ul>	<ul style="list-style-type: none"> <li>&gt;I can describe the Passover Festival and explain why it began and the symbols contained within the ritual.</li> <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</li> </ul>	<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</li> </ul>	<ul style="list-style-type: none"> <li>&gt;I can re-tell the life story of John Wesley.</li> <li>&gt;I can identify how John Wesley was influenced by many of the beatitudes in his life and compare his work to the charities we are raising money for in our PASHE wellbeing market.</li> <li>&gt;I know the main events surrounding Holy Week and their significance for Christians.</li> <li>&gt;I know that there are some key different beliefs surrounding the story of Easter.</li> <li>&gt;I understand the belief "Salvation</li> </ul>	<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>	<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>

	encourage Jews not to draw God (G-d.)	homework research tasks. >I have re-capped my knowledge of Humanism and Hinduism and can apply my knowledge to the philosophical questions that we have explored this term.	means and identify who Jesus said would be blessed from a range of suggestions. >I can select one of the blessed actions and suggest how I, or someone I know, has done this in everyday life. >I can select one of the blessed actions and explain, in some detail, how a Christian charity is influenced by this.	through Grace.” (and will learn the other key beliefs in Year 7.)		
Disciplinary knowledge (Skills)	<p>Pupils will:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Create their own philosophical questions and: <ul style="list-style-type: none"> <li>-explain their own views using simple reasoning and evidence to justify views.</li> <li>-compare their views with others.</li> <li>-build on and challenge other people’s views.</li> </ul> </li> <li><input type="checkbox"/> Engage in active listening, critical thinking in discussions.</li> <li><input type="checkbox"/> Disagree respectfully in conversations with peers.</li> </ul>	<p>Pupils will:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Explain religious beliefs and practices and the impact religious and that they can have on someone’s life.</li> <li><input type="checkbox"/> Show respect, and develop empathy for different beliefs and practices of others.</li> <li><input type="checkbox"/> Use a wide range of religious and philosophical terminology, such as "evidence," "proof," and "building on arguments."</li> <li><input type="checkbox"/> Summarise complex religious and philosophical</li> </ul>	<p>Pupils will:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Explain religious beliefs and practices and the impact religious and that they can have on someone’s life.</li> <li><input type="checkbox"/> Show respect, and develop empathy for different beliefs and practices of others.</li> <li><input type="checkbox"/> Engage in active listening, critical thinking in discussions.</li> <li><input type="checkbox"/> Disagree respectfully in conversations with peers.</li> </ul>	<p>Pupils will:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Explain religious beliefs and practices and the impact religious and that they can have on someone’s life.</li> <li><input type="checkbox"/> Show respect, and develop empathy for different beliefs and practices of others.</li> <li><input type="checkbox"/> Use a wide range of religious and philosophical terminology, such as "evidence," "proof," and "building on arguments."</li> <li><input type="checkbox"/> Speak in a variety of situations including in front of</li> </ul>	<p>Pupils will:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Explain religious beliefs and practices and the impact religious and that they can have on someone’s life.</li> <li><input type="checkbox"/> Show respect, and develop empathy for different beliefs and practices of others.</li> <li><input type="checkbox"/> Use a wider range of religious and philosophical terminology, such as "evidence," "proof," and "building on arguments."</li> <li><input type="checkbox"/> Explain the significance of religious symbols and rituals.</li> <li><input type="checkbox"/> Summarise religious and philosophical concepts to ensure understanding.</li> </ul>	<p>Pupils will:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Explain religious beliefs and practices and the impact religious and that they can have on someone’s life.</li> <li><input type="checkbox"/> Show respect, and develop empathy for different beliefs and practices of others.</li> <li><input type="checkbox"/> Use a wide range of religious and philosophical terminology, such as "evidence," "proof," and "building on arguments."</li> <li><input type="checkbox"/> Explain the significance of religious symbols and rituals.</li> <li><input type="checkbox"/> Summarise religious and philosophical concepts to ensure understanding.</li> <li><input type="checkbox"/> Practice mindful listening, focusing on the speaker without distractions during discussions.</li> <li><input type="checkbox"/> Engage in active listening, critical thinking in discussions.</li> </ul>

	<ul style="list-style-type: none"> <li><input type="checkbox"/> Show sensitivity when discussing religious and philosophical topics that may be personal or controversial.</li> <li><input type="checkbox"/> Use a wide range of religious and philosophical terminology, such as "evidence," "proof," and "building on arguments." "counterarguments."</li> <li><input type="checkbox"/> Speak in a variety of situations including in front of groups and to adults.</li> <li><input type="checkbox"/> Practice mindful listening, focusing on the speaker without distractions during discussions.</li> </ul>	<p>concepts to ensure understanding.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Engage in active listening, critical thinking in discussions.</li> <li><input type="checkbox"/> Disagree respectfully in conversations with peers.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Show sensitivity when discussing religious and philosophical topics that may be personal or controversial.</li> </ul>	<p>groups and to adults.</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Practice mindful listening, focusing on the speaker without distractions during discussions.</li> <li><input type="checkbox"/> Engage in active listening, critical thinking in discussions.</li> <li><input type="checkbox"/> Disagree respectfully in conversations with peers.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Disagree respectfully in conversations with peers.</li> </ul>
<b>Progression from previous learning</b>	<p>Pupils have begun to explore philosophical questions in Year 5, especially when looking at Hinduism, this builds on that knowledge.</p>	<p>This term allows pupils to apply their knowledge of philosophy when exploring beliefs of Judaism, and comparing this with both Christianity and Hinduism.</p>	<p>This term builds on knowledge of Christianity gained in Year 5.</p>	<p>This term builds on knowledge of Christianity gained in Year 5 surrounding Christianity and John Wesley. It also deepens their understanding of the Easter story and they begin to explore beliefs surrounding the crucifixion.</p>	<p>Most pupils have covered Islam in First School, but this topic re-visits key beliefs and practises and then builds on this in their context of their knowledge about philosophy gained this year.</p>	<p>This term builds on their knowledge of Islam and begins to compare this, and other religions to a secular world view (Humanism) although at this stage briefly.</p>
<b>Enrichment</b>	PASHE Anne Frank Project	PASHE Anne Frank Project	C.C Wellbeing Market/Beatitudes PASHE	Year 7 Easter Play shown to KS2.	Visitor - Islam	
<b>Assessment</b>	Short assessment	Autumn Assessment		Spring Assessment		Summer Assessment

	TERM 1	TERM 2	TERM 3	TERM 4	TERM 5	TERM 6
Concept	Christianity	Humanism	Christianity	Christianity	Christianity and Buddhism	Buddhism
Why are we learning this?	To know what is happening to the environment and what can be done to help.	To know what is happening to the environment and what can be done to help.	To reflect on how they should treat others.	To reflect on how they should treat others. To understand the Easter Story in more depth.	To explore ways to find more inner peace (improve mental wellbeing) and consider what Buddhists would suggest.	To explore ways to find more inner peace (improve mental wellbeing) and consider what Buddhists would suggest.
Year 7						
Learning Focus	<b>What can be done to save the planet?</b>	<b>What can be done to save the planet?</b>	<b>How should we treat others?</b>	<b>How should we treat others?</b>	<b>How do I find more inner peace?</b>	<b>How do I find more inner peace?</b>
Substantive Knowledge (Knowledge)	<ul style="list-style-type: none"> <li>&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?)</li> <li>&gt;I know the difference between a creationist and a theistic evolutionist.</li> <li>&gt;I can identify some of the important messages that could be contained in the story of creation.</li> <li>&gt;I can explain the term <b>stewardship</b>.</li> <li>&gt;I understand and can explain</li> </ul>	<ul style="list-style-type: none"> <li>&gt; I know key terms which link to Humanism.</li> <li>&gt; I can describe how the roots of Humanism can be found in the teachings of the ancient world.</li> <li>&gt; I can recall, from previous knowledge, Humanist beliefs about a) truth b) morality c) the value of life</li> <li>&gt; I can suggest why Humanists believe it is important to protect the natural environment.</li> <li>&gt;I can explain Humanist perspectives on the treatment of animals</li> </ul>	<ul style="list-style-type: none"> <li>&gt;I am able to recall the terms “moral dilemma” “decision” and “consequence.”</li> <li>&gt;I can describe how certain stories from the Old Testament may influence the way a Christian treats others.</li> <li>&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.</li> <li>&gt;I can describe how the two accounts of Jesus’ birth may influence the way Christians treat</li> </ul>	<ul style="list-style-type: none"> <li>&gt;I can explain the terms “saviour” “sacrifice” and “atonement” and create examples these being demonstrated in different settings.</li> <li>&gt;I can explain the different views held by Christians surrounding the crucifixion of Jesus.</li> <li>&gt;I can suggest the positive influence these beliefs may have on a Christian’s lives.</li> <li>&gt;I can explain why Christians may disagree with each other’s perspective.</li> <li>&gt;I know that many Christians believe in</li> </ul>	<ul style="list-style-type: none"> <li>&gt;I can explain how Christianity can enhance the wellbeing of its believers.</li> <li>Describe and reflect on the ways that they believe this relationship is deepened through worship, prayer, reading the Bible, reflection and service.</li> <li>&gt;I can recall the history of Methodism and know their perspective on the consumption of alcohol and its link to wellbeing.</li> <li>&gt;I know that John Wesley encouraged people to look after their wellbeing and can describe the ways that he suggested people do this.</li> <li>&gt; I can re-tell the main stages of Siddhartha Gautama’s life.</li> </ul>	<ul style="list-style-type: none"> <li>&gt;I know the differences and similarities between The Eightfold Path and The Five Precepts.</li> <li>&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.</li> <li>&gt;I know the difference between a Lay Buddhist community and a Bhikkhu Buddhist community.</li> <li>&gt;I can suggest which guidelines may be difficult to follow and how the lay community (sangha) can support a Buddhist in following them.</li> <li>&gt;I know what the term bhikkhu means and briefly describe their history.</li> <li>&gt;I can remember some of the vows made by Bhikkhus, suggest some of the ones most difficult to follow and how the bhikkhu community will help.</li> </ul>

	<p>extracts from the bible that encourage <b>stewardship</b>.                  &gt;I can list ways our Christian school tries to help the environment.                  &gt;I identify Christian communities who live in an environmentally-friendly way.                  &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.                  &gt;I know John Wesley's teachings on stewardship.</p>	<p>and how this links to the environment.                  &gt; I can explain how Humanists see how more rational attitudes to wealth, consumption and birth control as routes to conserving the environment.                  &gt;I can describe the work of a Humanist charity that works to protect the environment and consider if this inspires me.</p>	<p>others e.g. evidence that Jesus came for everyone. &gt;I also know how these stories are interpreted differently.                  &gt;I can describe the term agape and create examples of someone demonstrating this in a school setting.                  &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.                  &gt;I can explain the terms "saviour" "sacrifice" and "atonement" and create examples these being demonstrated in different settings.</p>	<p>a combination of both.                  &gt;I know John Wesley's teachings on the crucifixion and resurrection.                  &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'.                  &gt;I know John Wesley's description of heaven.</p>	<p>&gt;I can explain some of the things Buddha's life teaches others about inner happiness.                  &gt;I can describe the four noble truths of Buddhism and that this is dharma.                  &gt;I can explain the how the teaching of impermanence links the second noble truth.                  &gt;I can explain how mandalas are used to teach Buddhists about impermanence.</p>	
<p>Disciplinary knowledge (Skills)</p>	<p>Pupils will:  <input type="checkbox"/> Evaluate different religious and secular</p>	<p>Pupils will:  <input type="checkbox"/> Evaluate different religious and secular</p>	<p>Pupils will:  <input type="checkbox"/> Explain religious beliefs and practices and the impact that</p>	<p>Pupils will:  <input type="checkbox"/> Explain religious beliefs and practices and the impact that</p>	<p>Pupils will:  <input type="checkbox"/> Explain religious beliefs and practices and the impact that they can</p>	<p>Pupils will:  <input type="checkbox"/> Explain religious beliefs and practices and the impact that they</p>

	<p>perspectives on moral issues, such as the treatment of the environment.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Show respect, and develop empathy for different beliefs and practices of others.</li> <li><input type="checkbox"/> Explain the significance of religious texts symbols and rituals and how they connect to our key philosophical investigations.</li> <li><input type="checkbox"/> Engage with abstract concepts like "social responsibility" "ethical dilemmas," and "inner peace" in philosophical discussions.</li> <li><input type="checkbox"/> Develop a wide vocabulary in writing and discussions.</li> <li><input type="checkbox"/> Debate moral and ethical issues, adapting their communication style to suit different audiences, and showing the ability to actively listen, critically think and respectfully disagree.</li> <li><input type="checkbox"/> Create and verbalise their viewpoints</li> </ul>	<p>perspectives on moral issues, such as the treatment of the environment.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Show respect, and develop empathy for different beliefs and practices of others.</li> <li><input type="checkbox"/> Explain religious beliefs and practices and the impact that they can have on someone's life and the wider world.</li> <li><input type="checkbox"/> Explain the significance of religious texts symbols and rituals and how they connect to our key philosophical investigations.</li> <li><input type="checkbox"/> Engage with abstract concepts like "social responsibility" "ethical dilemmas," and "inner peace" in philosophical discussions.</li> <li><input type="checkbox"/> Develop a wide vocabulary in writing and discussions.</li> <li><input type="checkbox"/> Create and verbalise their viewpoints demonstrating both supporting and counterarguments.</li> <li><input type="checkbox"/> Debate moral and ethical issues, adapting their</li> </ul>	<p>they can have on someone's life and the wider world.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Show respect, and develop empathy for different beliefs and practices of others.</li> <li><input type="checkbox"/> Evaluate different religious and secular perspectives on moral issues, such as how do I treat others?</li> <li><input type="checkbox"/> Explain the significance of religious texts symbols and rituals and how they connect to our key philosophical investigations.</li> <li><input type="checkbox"/> Engage with abstract concepts like "social responsibility" "ethical dilemmas," and "inner peace" in philosophical discussions.</li> <li><input type="checkbox"/> Develop a wide vocabulary in writing and discussions.</li> <li><input type="checkbox"/> Use a range of methods, e.g. drama, to convey concepts in R&amp;P e.g. ethical dilemmas.</li> </ul>	<p>they can have on someone's life and the wider world.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Explain the significance of religious texts symbols and 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philosophical questions, such as the search for inner happiness.</li> <li><input type="checkbox"/> Explain the significance of religious texts symbols and rituals and how they connect to our key philosophical investigations.</li> <li><input type="checkbox"/> Engage with abstract concepts like "social responsibility" "ethical dilemmas," and "inner peace" in philosophical discussions.</li> <li><input type="checkbox"/> Develop a wide vocabulary in writing and discussions.</li> <li><input type="checkbox"/> Create and verbalise their viewpoints demonstrating both supporting and counterarguments.</li> <li><input type="checkbox"/> Debate moral and ethical issues, adapting their communication style to suit different audiences, and showing the ability to actively listen, critically think and respectfully disagree.</li> </ul>	<p>can have on someone's life and the wider world.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Show respect, and develop empathy for different beliefs and practices of others.</li> <li><input type="checkbox"/> Evaluate different religious and secular perspectives on philosophical questions, such as the search for inner happiness.</li> <li><input type="checkbox"/> Explain the significance of religious texts symbols and rituals and how they connect to our key philosophical investigations.</li> <li><input type="checkbox"/> Engage with abstract concepts like "social responsibility" "ethical dilemmas," and "inner peace" in philosophical discussions.</li> <li><input type="checkbox"/> Develop a wide vocabulary in writing and discussions.</li> <li><input type="checkbox"/> Create and verbalise their viewpoints demonstrating both supporting and counterarguments.</li> <li><input type="checkbox"/> Debate moral and ethical issues, adapting their communication style to suit different audiences, and showing the ability to actively listen, critically think and respectfully disagree.</li> </ul>
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	demonstrating both supporting and counterarguments.	communication style to suit different audiences, and showing the ability to actively listen, critically think and respectfully disagree.				
<b>Progression from previous learning</b>	This topic builds on pupils' knowledge of Christianity gained in Key Stage 2 but allows them to understand how Christian beliefs can be applied to ethical issues linked to the environment.	This term allows pupils to explore Humanism in greater depth (following Year 6) in the context of the environmental ethics.	This builds on pupils exploration of ethics in Year 5 term 1 and 2, and Christianity covered in KS2 and 3.	This term allows pupils to explore ethics in greater detail and builds on their knowledge of easter, giving them the chance to explore different Christian beliefs surrounding the time of Easter..	Pupils are introduced to Buddhism in this term. Most pupils have not covered this religion before, but it allows them to build on their knowledge of philosophy and mental wellbeing in the context of learning about one of the main-world religions. This also builds on previous knowledge of John Wesley.	This term allows pupils to build on knowledge of Buddhism gained in term 5, while also re-visiting other topics covered this year.
<b>Enrichment</b>	C.C PASHE Recycled Product Project C.C Geography Green Ambassadors	C.C PASHE Recycled Product Project C.C Geography Green Ambassadors	The Easter Play Performance/Service	The Easter Play Performance/Service	Visitor – Buddhism C.C PASHE link to wellbeing Wellbeing Wednesday	Visitor – Buddhism C.C PASHE link to wellbeing Wellbeing Wednesday
<b>Assessment</b>	Autumn Assessment		Spring Assessment			Summer Assessment

	TERM 1	TERM 2	TERM 3	TERM 4	TERM 5	TERM 6
<b>Concept</b>	Sikhism	Islam	Islam	Christianity	Christianity	Hinduism
<b>Why are we learning this?</b>	To explore the importance of treating people equally regardless of any differences.	To develop our ability to understand and respect different beliefs/choices.	To develop our ability to understand and respect different beliefs/choices.	To explore the best ways of responding to bullying/injustice.	To explore the best ways of responding to bullying/injustice.	1) To consider how to deal with endings (including loss.) 2) To explore religious views surrounding the afterlife so that we can broaden our own perspectives.
<b>Year 8</b>						
<b>Learning Focus</b>	<b>Would it be better if we were all the same?</b>	<b>Should School Uniforms be banned?</b>	<b>Should School Uniforms be banned?</b>	<b>Should I hit back?</b>	<b>Should I hit back?</b>	<b>What helps me, and others, deal with endings?</b>
<b>Substantive Knowledge (Knowledge)</b>	<ul style="list-style-type: none"> <li>&gt;I know what the term "Guru" means.</li> <li>&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.</li> <li>&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.)</li> <li>&gt;I can explain why his teachings on equality would have been a challenging</li> </ul>	<ul style="list-style-type: none"> <li>&gt;I know the history of Islam, including details of the Night Journey.</li> <li>&gt;I know details of the Hijrah and why it is so important to Muslims.</li> <li>&gt;I can recall and explain the five pillars of Islam.</li> <li>&gt;I can understand the term Ummah and how it finds expression in a Muslim's life.</li> <li>&gt;I understand the importance of prayer in Islam and can compare this with other religions.</li> <li>&gt;I understand the key features of the Qur'an and how it is used by Muslims.</li> </ul>	<ul style="list-style-type: none"> <li>&gt;I understand different perspectives that are held in Islam, and different cultures, regarding modesty.</li> <li>&gt;I understand the four British values and how this links to laws surrounding the wearing religious clothing in UK schools.</li> <li>&gt;I can express my views, in relation to the school uniform, and compare this with other points of view.</li> <li>&gt; I can express my views using</li> </ul>	<ul style="list-style-type: none"> <li>&gt;I know what the words injustice, prejudice, discrimination.</li> <li>&gt;I can identify different types of discrimination such as racism, sexism, anti-Semitism and Islamophobia.</li> <li>&gt;I know what the following words mean: passive, aggressive, assertive.</li> <li>&gt;I can explain how John Wesley campaigned against slavery and his contribution to the abolition of the slave trade.</li> <li>&gt;I know what Quaker Christians</li> </ul>	<ul style="list-style-type: none"> <li>&gt;I can explain the Just War Theory.</li> <li>&gt;I can describe examples of injustice in the past and present including the persecution of Christians.</li> <li>&gt;To explore current world events using the resource OPEN DOORS.</li> <li>&gt;I can apply this information to my own life and real ethical situations that I may face.</li> </ul>	<ul style="list-style-type: none"> <li>&gt;I can compare Hindu beliefs about the purpose of life and the afterlife with other religious and secular views.</li> <li>&gt;I have compared Hindu beliefs with John Wesley's description of the afterlife.</li> <li>&gt; I can state my views using the method Argument/Back-up/Challenge.</li> <li>&gt;I can pose a range of philosophical questions.</li> <li>&gt;I can carry out a philosophical enquiry surrounding my own question, compare religious and secular views and present this in a way that is suitable for a specific audience.</li> </ul>



	<p>message in India at that time.</p> <p>&gt;I can describe the setting up of Kartarpur and the langar and how it links to Sikh beliefs of equality.</p> <p>&gt;I know the key feature of the life of Guru Gobind Singh and the events of the First Vaisakhi including: the formation of the Panj Pyares and the Khalsa; Amrit ceremony; Dress code and Naming (Singh/Kaur)</p> <p>&gt;I can explain the formation of the Guru Granth Sahib and that Sikhs main beliefs are found in the Mul Mantra (the opening section of the morning prayer japji.) &gt;“Sikh children should be allowed to wear the 5 Ks to school in Britain.” I can express my view about this using the method</p> <p>Argument/Back-up/Challenge.</p> <p>&gt;I can make comparisons with the Sikh belief in Sewa and John Wesley's examples</p>	<p>&gt;I know what the Qur'an says about modesty and can make links with modern day life.</p> <p>&gt;I understand different perspectives that are held in Islam, and different cultures, regarding modesty.</p> <p>&gt;I understand the four British values and how this links to laws surrounding the wearing religious clothing in UK schools.</p> <p>&gt;I can express my views, in relation to the school uniform, and compare this with other points of view.</p>	<p>the method</p> <p>Argument/Back-up/Challenge.</p>	<p>believe about violence.</p> <p>&gt;I can explain different Christian perspectives on responses to injustice and war, including the Society of Friends and Methodism.</p> <p>&gt;I can describe how Nelson Mandela's Methodist beliefs both supported him while in prison and influenced his decision-making throughout his life.</p> <p>&gt;I can use evidence from the bible to support different Christian perspectives.</p> <p>&gt; I can express my views using the method</p> <p>Argument/Back-up/Challenge.</p>		
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	of agape in the community.					
<b>Disciplinary knowledge (Skills)</b>	<p>Pupils will:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Debate complex ethical dilemmas, applying religious and philosophical knowledge to justify their positions e.g. would it be better if we were all the same?</li> <li><input type="checkbox"/> Explain religious beliefs and practices and the impact that they can have on someone's life and the wider world.</li> <li><input type="checkbox"/> Show respect, and develop empathy for different beliefs and practices of others.</li> <li><input type="checkbox"/> Develop their ability to adapt their communication style to suit different audiences, lead debates and show the ability to actively listen, critically think and respectfully disagree.</li> <li><input type="checkbox"/> Develop their reflect deeply on how their own beliefs and values evolve through exposure to different religious</li> </ul>	<p>Pupils will:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Debate complex ethical dilemmas, applying religious and philosophical knowledge to justify their positions e.g. would it be better if we were all the same?</li> <li><input type="checkbox"/> Explain religious beliefs and practices and the impact that they can have on someone's life and the wider world.</li> <li><input type="checkbox"/> Show respect, and develop empathy for different beliefs and practices of others.</li> <li><input type="checkbox"/> Develop their ability to adapt their communication style to suit different audiences, lead debates and show the ability to actively listen, critically think and respectfully disagree.</li> <li><input type="checkbox"/> Develop their reflect deeply on how their own beliefs and values evolve through exposure to different religious and philosophical ideas.</li> <li><input type="checkbox"/> Improve their ability to use</li> </ul>	<p>Pupils will:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Debate complex ethical dilemmas, applying religious and philosophical knowledge to justify their positions e.g. would it be better if we were all the same?</li> <li><input type="checkbox"/> Develop their ability to adapt their communication style to suit different audiences, lead debates and show the ability to actively listen, critically think and respectfully disagree.</li> <li><input type="checkbox"/> Develop their reflect deeply on how their own beliefs and values evolve through exposure to different religious and philosophical ideas.</li> <li><input type="checkbox"/> Improve their ability to use complex language terminology in</li> </ul>	<p>Pupils will:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Debate complex ethical dilemmas, applying religious and philosophical knowledge to justify their positions e.g. should we fight back?</li> <li><input type="checkbox"/> Explain religious beliefs and practices and the impact that they can have on someone's life and the wider world.</li> <li><input type="checkbox"/> Show respect, and develop empathy for different beliefs and practices of others.</li> <li><input type="checkbox"/> Develop their ability to adapt their communication style to suit different audiences, lead debates and show the ability to actively listen, critically think and respectfully disagree.</li> <li><input type="checkbox"/> Develop their reflect deeply on how their own beliefs and values evolve through exposure to different religious and philosophical ideas.</li> <li><input type="checkbox"/> Improve their ability to use complex language</li> </ul>	<p>Pupils will:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Debate complex ethical dilemmas, applying religious and philosophical knowledge to justify their positions e.g. should we fight back?</li> <li><input type="checkbox"/> Develop their ability to adapt their communication style to suit different audiences, lead debates and show the ability to actively listen, critically think and respectfully disagree.</li> <li><input type="checkbox"/> Develop their reflect deeply on how their own beliefs and values evolve through exposure to different religious and philosophical ideas.</li> <li><input type="checkbox"/> Improve their ability to use complex language structures and precise terminology in religious and philosophical writing and discussions.</li> <li><input type="checkbox"/> Write and deliver compelling arguments that engage the audience and provoke thought (e.g. Nelson Mandela's speech.)</li> <li><input type="checkbox"/> Begin to develop personal philosophical and ethical views, supported by evidence and reasoning.</li> <li><input type="checkbox"/> Critically evaluate the strengths and weaknesses of religious, philosophical, and ethical arguments.</li> </ul>	<p>Pupils will:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Debate complex ethical dilemmas, applying religious and philosophical knowledge to justify their positions e.g. where do we go when we die?</li> <li><input type="checkbox"/> Explain religious beliefs and practices and the impact that they can have on someone's life and the wider world.</li> <li><input type="checkbox"/> Show respect, and develop empathy for different beliefs and practices of others.</li> <li><input type="checkbox"/> Develop their ability to adapt their communication style to suit different audiences, lead debates and show the ability to actively listen, critically think and respectfully disagree.</li> <li><input type="checkbox"/> Develop their reflect deeply on how their own beliefs and values evolve through exposure to different religious and philosophical ideas.</li> <li><input type="checkbox"/> Improve their ability to use complex language structures and precise terminology in religious and philosophical writing and discussions.</li> <li><input type="checkbox"/> Write and deliver compelling arguments that engage the audience and provoke thought e.g. their perspectives on the afterlife.</li> <li><input type="checkbox"/> Begin to develop personal philosophical and ethical views, supported by evidence and reasoning.</li> <li><input type="checkbox"/> Critically evaluate the strengths and weaknesses of religious,</li> </ul>

	<p>and philosophical ideas.</p> <ul style="list-style-type: none"> <li>□ Improve their ability to use complex language structures and precise terminology in religious and philosophical writing and discussions.</li> <li>□ Begin to develop personal philosophical and ethical views, supported by evidence and reasoning.</li> <li>□ Critically evaluate the strengths and weaknesses of religious, philosophical, and ethical arguments.</li> </ul>	<p>complex language structures and precise terminology in religious and philosophical writing and discussions.</p>	<p>religious and philosophical writing and discussions.</p> <ul style="list-style-type: none"> <li>□ Begin to develop personal philosophical and ethical views, supported by evidence and reasoning.</li> <li>□ Critically evaluate the strengths and weaknesses of religious, philosophical, and ethical arguments.</li> </ul>	<p>structures and precise terminology in religious and philosophical writing and discussions.</p>		<p>philosophical, and ethical arguments.</p>
<p><b>Progression from previous learning</b></p>	<p>Pupils are introduced to Sikhism in this term. Most pupils have not covered this religion before, but it allows them to build on their knowledge of philosophy and mental wellbeing in the context of learning about one of the main-world religions.</p>	<p>Pupils build on knowledge of Islam gained in Year 6 term 5 and 6 but allows them to understand how Islamic beliefs can be applied to ethical situations such as should everyone be treated equally?</p>	<p>Pupils build on knowledge of Islam gained in Year 6 term 5 and 6 but allows them to understand how Islamic beliefs can be applied to ethical situations such as should everyone be allowed to express their beliefs in which ever way they choose?</p>	<p>This topic builds on pupils' knowledge of Christianity gained in Key Stage 2 but allows them to understand how Christian beliefs can be applied to ethical issues linked to responses to injustice/bullying.</p>	<p>This topic further builds on knowledge gained in term 4 and in history when, for example, exploring the Just War Theory.</p>	<p>This topic builds on pupils' knowledge of Hinduism gained in Key Stage 2 but allows them to understand how Hindu beliefs connect to key philosophical questions such as the afterlife, in greater depth.</p>

<b>Enrichment</b>	Visitor - Sikhism		Visitor - Islam		C.C link with PASHE – Prejudice and Discrimination. C.C link with What is Democracy?	Visitor – Hinduism.
<b>Assessment</b>	Autumn Assessment		Spring Assessment	.	Summer Assessment	Final Project

# 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.





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



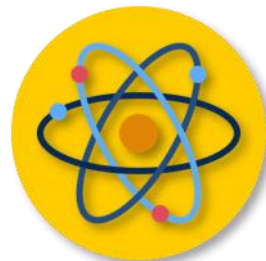
# Science

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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.

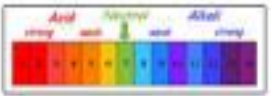
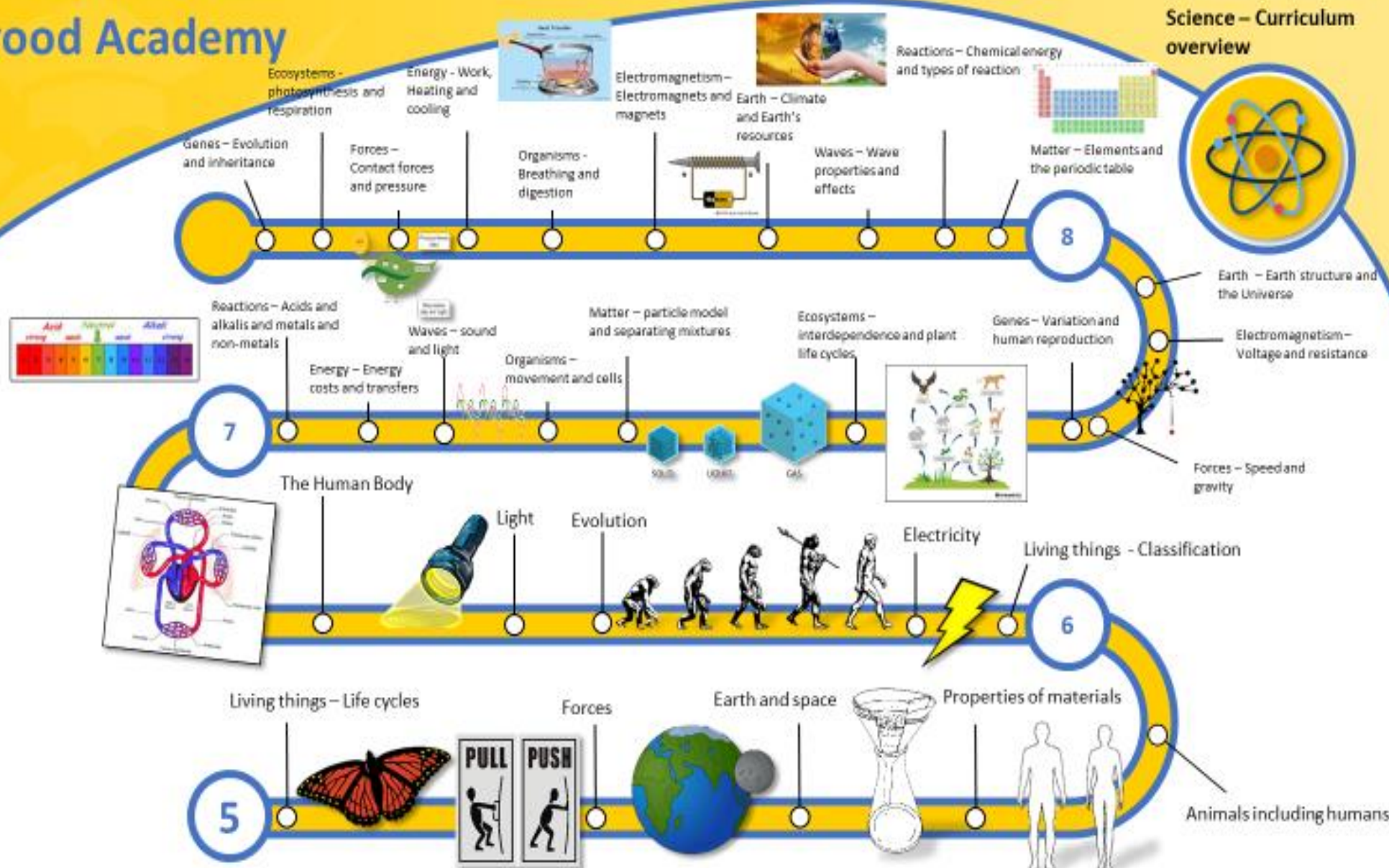
We achieve all this through the following:

- 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 – Curriculum overview





	Topic 1	Topic 2	Topic 3	Topic 4	Topic 5
Concept	<b>Living things and their habitats</b>	<b>Forces</b>	<b>Earth and space</b>	<b>Properties of materials</b>	<b>Animals including humans</b>
Why are we learning this?	So that we can understand how animals change and grow through their life cycle and how we interact with them	So that we can understand how and why objects move like they do when forces act on them	So that we understand our position in the solar system and	So that we can use the correct material for a job and successfully separate objects when we need to	So that we can understand how our own bodies change through our own life time
Year 5					
Learning Focus	<ul style="list-style-type: none"> <li>Exploring life cycles</li> </ul>	<ul style="list-style-type: none"> <li>Identifying forces and their affects</li> </ul>	<ul style="list-style-type: none"> <li>The Earth and it's movement</li> <li>Where we are in the solar system</li> </ul>	<ul style="list-style-type: none"> <li>Using and describing different materials</li> <li>How to separate materials</li> <li>Reversible and irreversible changes</li> </ul>	<ul style="list-style-type: none"> <li>The changes in the human body during our life cycle</li> </ul>
Substantive Knowledge (Knowledge)	<ul style="list-style-type: none"> <li>Life cycles of a mammal, an amphibian, an insect and a bird 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 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 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>

Disciplinary knowledge (Skills)	<ul style="list-style-type: none"> <li>Identifying scientific evidence that has been used to support or refute ideas or arguments.</li> </ul>	<ul style="list-style-type: none"> <li>Planning scientific enquiries to answer a questions</li> <li>Taking measurements</li> <li>Recording data and results using test results to make predictions</li> </ul>	<ul style="list-style-type: none"> <li>Identifying scientific evidence that has been used to support or refute ideas or arguments.</li> <li>Planning different types of scientific enquiries to answer questions</li> </ul>	<ul style="list-style-type: none"> <li>Planning scientific enquiries to answer a questions</li> <li>Taking measurements</li> <li>Recording data and results</li> <li>Using test results to make predictions</li> </ul>	<ul style="list-style-type: none"> <li>Produce graphs to represent data recorded</li> </ul>
Progression from previous learning					
Enrichment					
Assessment	Google quiz assessment	Google quiz assessment	Google quiz assessment	Google quiz assessment	Google quiz assessment

	Topic 1	Topic 2	Topic 3	Topic 4	Topic 5
Concept	<b>Living things and their environment</b>	<b>Electricity</b>	<b>Evolution</b>	<b>light</b>	<b>Animals including humans</b>
Why are we learning this?	So that we can recognise animals and to understand how we can classify new animals using their features	So that we understand how to use electricity safely	So we understand how organisms have adapted and evolved over time to inhabit all corners of the globe	So we understand how the Sun's light travels to us and what the effects of light are on an object	So we have an understanding of how our body including our digestive system work and how we can keep healthy
Year 6					
Learning Focus	<ul style="list-style-type: none"> <li>Classification and using keys</li> </ul>	<ul style="list-style-type: none"> <li>Building simple circuits and making changes in the circuit</li> </ul>	<ul style="list-style-type: none"> <li>Changes over time and animal adaptations</li> </ul>	<ul style="list-style-type: none"> <li>How light travels and interacts with objects</li> </ul>	<ul style="list-style-type: none"> <li>The digestive system</li> </ul>
Substantive Knowledge (Knowledge)	<ul style="list-style-type: none"> <li>Micro-organisms, plants and animals can be classified into groups</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>Recognise that living things have changed over time</li> <li>Identify how animals are adapted to suit their environment</li> </ul>	<ul style="list-style-type: none"> <li>Recognise that light appears to travel in straight lines</li> <li>Objects are seen because they give out or reflect light into the eye</li> <li>Light travels from light sources to our eyes or from light sources to objects and then to our eyes shadows</li> </ul>	<ul style="list-style-type: none"> <li>Identify and name the main parts of the human circulatory system,</li> <li>Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function describe the ways in which nutrients and water are transported</li> </ul>
Disciplinary knowledge (Skills)	<ul style="list-style-type: none"> <li>Give reasons for classifying plants and animals based on specific characteristics</li> <li>Use a key to identify organisms</li> </ul>	<ul style="list-style-type: none"> <li>Build a working simple circuit</li> <li>Use circuit diagrams to build simple circuits</li> <li>Troubleshoot problems to ensure circuits work</li> <li>Creating and testing a simple hypothesis</li> </ul>	<ul style="list-style-type: none"> <li>Use observations to show how organisms have evolved over time</li> <li>Compare organisms and their adaptations</li> <li>Produce a variety of graphs and tables to represent data recorded</li> </ul>	<ul style="list-style-type: none"> <li>Use mirrors to reflect light onto an object</li> <li>Investigate the type of shadow created by different light source and objects</li> </ul>	<ul style="list-style-type: none"> <li>Plan a simple investigation</li> <li>Creating and testing a simple hypothesis</li> <li>Recording and representing data collected</li> </ul>

Progression from previous learning	<p>(Yr 4)</p> <ul style="list-style-type: none"> <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> <p>(Yr 5)</p> <ul style="list-style-type: none"> <li>describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird</li> <li>describe the life process of reproduction in some plants and animals.</li> </ul>	<p>(Yr 4)</p> <ul style="list-style-type: none"> <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> <li>recognise some common conductors and insulators, and associate metals with being good conductors.</li> </ul>	<p>(Yr 3)</p> <ul style="list-style-type: none"> <li>Describe in simple terms how fossils are formed when things that have lived are trapped within rock.</li> </ul> <p>(Yr 5)</p> <ul style="list-style-type: none"> <li>Describe the life process of reproduction in some plants and animals</li> </ul>	<p>(Yr 3)</p> <ul style="list-style-type: none"> <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>	<p>Yr 3)</p> <ul style="list-style-type: none"> <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> </ul> <p>(Yr 4)</p> <ul style="list-style-type: none"> <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> <p>(Yr 5)</p> <ul style="list-style-type: none"> <li>Describe the changes as humans develop to old age.</li> </ul>
Enrichment					
Assessment	Google quiz assessment	Google quiz assessment	Google quiz assessment	Google quiz assessment	Google quiz assessment

	Topic 1	Topic 2	Topic 3	Topic 4	Topic 5
Concept	Reactions	Energy	Waves	Organisms	Matter
Why are we learning this?	<ul style="list-style-type: none"> <li>To understand reactions such as rusting and why my bike rusts</li> <li>To understand why we use some metals for jewellery and not others</li> <li>To understand the dangers when using acids and alkalis around the house</li> </ul>	<ul style="list-style-type: none"> <li>Links to last topic – Reactions in chemicals happen due to stored energy in the bonds</li> <li>We need to understand where the energy we use comes from</li> <li>So we can make informed choices about the energy we use in our homes</li> <li>Budgeting for a home</li> </ul>	<ul style="list-style-type: none"> <li>Links to last topic – Last topic we looked at energy, this topic is a look at 2 of those types of energy in particular</li> <li>It is important to understand how we hear sounds around us and why we get echoes</li> <li>To understand why we can see the objects around us</li> <li>How light interacts with various objects</li> </ul>	<ul style="list-style-type: none"> <li>Links to last topic – Energy enables us to do things and grow – this topic looks at how we and other organisms use the energy in our food</li> <li>We can understand our bodies more by looking inside them</li> <li>So we can compare the similarities and differences between us and plant</li> <li>To understand how we are built from individual cells working together to function as a multicellular organism</li> </ul>	<ul style="list-style-type: none"> <li>Links to last topic – Energy as we have seen enables things to happen including physical changes such as changing states</li> <li>So we can understand how solids, liquids and gases are able to change state</li> <li>We can understand why things objects sink but something as big as a cruise ship can float</li> <li>What to do if we need to separate objects and the best way to do this</li> </ul>
<b>Year 7</b>					
Learning Focus	Acids and alkalis. Metals and Non-metals	Energy costs and transfers	Light and sound	Movement and cells	Particle model and separating techniques
Substantive Knowledge (Knowledge)	<ul style="list-style-type: none"> <li>Metals and non-metals react with oxygen to form oxides which are either bases or acids.</li> <li>Metals can be arranged as a reactivity series in order of how readily they react with other substances.</li> <li>Some metals react with acids to produce salts and hydrogen.</li> <li>The pH of a solution depends on the strength of the acid: strong acids have</li> </ul>	<ul style="list-style-type: none"> <li>We pay for our domestic electricity usage based on the amount of energy transferred.</li> <li>Electricity is generated by a combination of resources which each have advantages and disadvantages.</li> <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> </ul>	<ul style="list-style-type: none"> <li>Sound consists of vibrations which travel as a longitudinal wave through substances. The denser the medium, the faster sound travels.</li> <li>The greater the amplitude of the waveform, the louder the sound. The greater the frequency (and therefore the shorter the wavelength), the higher the pitch.</li> </ul>	<ul style="list-style-type: none"> <li>The parts of the human skeleton work as a system for support, protection, movement and the production of new blood cells.</li> <li>Antagonistic pairs of muscles create movement when one contracts and the other relaxes.</li> <li>Multicellular organisms are composed of cells which are organised into</li> </ul>	<ul style="list-style-type: none"> <li>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).</li> </ul>

	<p>lower pH values than weak acids.</p> <ul style="list-style-type: none"> <li>Mixing an acid and alkali produces a chemical reaction, neutralisation, forming a chemical called a salt and water.</li> </ul>	<ul style="list-style-type: none"> <li>When energy is transferred, the total is conserved, but some energy is dissipated, reducing the useful energy.</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> <li>The ray model can describe the formation of an image in a mirror and how objects appear different colours.</li> <li>When light enters a denser medium it bends towards the normal; when it enters a less dense medium it bends away from the normal.</li> </ul>	<p>tissues, organs and systems to carry out life processes.</p> <ul style="list-style-type: none"> <li>There are many types of cell. Each has a different structure or feature so it can do a specific job.</li> </ul>	<ul style="list-style-type: none"> <li>Observations where substances change temperature or state can be described in terms of particles gaining or losing energy.</li> <li>A pure substance consists of only one type of element or compound and has a fixed melting and boiling point.</li> <li>Mixtures may be separated due to differences in their physical properties.</li> <li>The method chosen to separate a mixture depends on which physical properties of the individual substances are different.</li> </ul>
Disciplinary knowledge (Skills)	<ul style="list-style-type: none"> <li>Testing a hypothesis</li> <li>Writing a scientific conclusion</li> <li>Evaluating how an investigation has gone</li> </ul>	<ul style="list-style-type: none"> <li>Calculating energy costs for domestic appliances</li> </ul>	<ul style="list-style-type: none"> <li>Construct ray diagrams to show how light reflects off mirrors, forms images and refracts.</li> </ul>	<ul style="list-style-type: none"> <li>Use a light microscope to observe and draw cells.</li> </ul>	<ul style="list-style-type: none"> <li>Use standard techniques to separate mixtures.</li> </ul>
Progression from previous learning	<ul style="list-style-type: none"> <li>Year 5 Properties of Materials topic</li> </ul>	<ul style="list-style-type: none"> <li>Year 4 Electricity topic</li> <li>Year 6 Electricity topic</li> </ul>	<ul style="list-style-type: none"> <li>Year 4 Sound topic</li> <li>Year 6 Light topic</li> </ul>	<ul style="list-style-type: none"> <li>Year 5 Animals including humans topic</li> </ul>	<ul style="list-style-type: none"> <li>Year 5 Properties of materials</li> </ul>
Enrichment					
Assessment	Google quiz assessment	Google quiz assessment	Google quiz assessment	Google quiz assessment	Google quiz assessment

	Topic 6	Topic 7	Topic 8	Topic 9
Concept	Ecosystems	Genes	Forces	Electro-magnetism
Why are we learning this?	<ul style="list-style-type: none"> <li>Links to last topic – energy is needed as we have seen in the last topic to help us grow. This topic shows how animals get that energy and then use that energy to reproduce</li> <li>So we know where our energy in the food we eats comes from</li> <li>How the organisms in an environment depend on each other and how we can affect that</li> </ul>	<ul style="list-style-type: none"> <li>Links to last topic – Last topic we looked at plant reproduction and how plants use the energy they harvest from the Sun to reproduce. This topic we will be looking at human reproduction</li> <li>So we know how humans reproduce for our own future</li> <li>So we know where we get our features from and whether they are inherited from our parents or shaped by the environment</li> </ul>	<ul style="list-style-type: none"> <li>Links to last topic – Energy as we are finding out is needed to do anything the more energy exerted on an object will have an affect on that object such as kinetic energy pushing a car. This topic will explore what happens when forces are applied to an object and the effects of gravity and weight on an object.</li> <li>So we can calculate our speed</li> </ul>	<ul style="list-style-type: none"> <li>Links to last topic – Energy as we are finding out is needed to do anything. This topic is looking at one type of energy in particular - Electricity</li> <li>So we can understand how we can use electricity around the house</li> <li>Calculate current, potential difference and resistance in a circuit and where we use these circuits safely around the house or work</li> </ul>
<b>Year 7</b>				
Learning Focus	Interdependence and plant reproduction	Variation and human reproduction	Speed and gravity	Voltage, Resistance and current
Substantive Knowledge (Knowledge)	<ul style="list-style-type: none"> <li>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.</li> <li>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.</li> <li>Plants have adaptations to disperse seeds using wind, water or animals.</li> </ul>	<ul style="list-style-type: none"> <li>There is variation between individuals of the same species. Some variation is inherited, some is caused by the environment and some is a combination.</li> <li>Variation between individuals is important for the survival of a species, helping it to avoid extinction in an always changing environment.</li> <li>Multicellular organisms are composed of cells which are organised into tissues, organs and systems to carry out life processes.</li> <li>The menstrual cycle prepares the female for pregnancy and stops if the egg is fertilised by a sperm.</li> </ul>	<ul style="list-style-type: none"> <li>If the overall, resultant force on an object is not zero, its motion changes and it slows down, speeds up or changes direction.</li> <li>Mass and weight are different but related. Mass is a property of the object; weight depends upon mass but also on gravitational field strength.</li> <li>Every object exerts a gravitational force on every other object. The force increases with mass and decreases with distance.</li> <li>Gravity holds planets and moons in orbit around larger bodies.</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> <li>In a series circuit, voltage is shared between each component. In a parallel circuit, voltage is the same across each loop.</li> <li>Components with resistance reduce the current flowing and shift energy to the surroundings Current is a movement of electrons and is the same everywhere in a series circuit. Current divides between loops in a parallel</li> </ul>

	<ul style="list-style-type: none"> <li>Plants reproduce sexually to produce seeds, which are formed following fertilisation in the ovary.</li> </ul>	<ul style="list-style-type: none"> <li>The developing foetus relies on the mother to provide it with oxygen and nutrients, to remove waste and protect it against harmful substances.</li> </ul>		<p>circuit, combines when loops meet, lights up bulbs and makes components work.</p> <ul style="list-style-type: none"> <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.</li> </ul>
Disciplinary knowledge (Skills)	<ul style="list-style-type: none"> <li>Interpreting graphs to construct explanations and justify opinions</li> <li>Discussing limitations to food chains and presenting data</li> <li>Communicating ideas</li> </ul>	<ul style="list-style-type: none"> <li>Producing bar graphs/Histograms to plot continuous and discontinuous variation.</li> </ul>	<ul style="list-style-type: none"> <li>Use the formula: speed = distance (m)/time (s) or distance-time graphs, to calculate speed.</li> <li>Use the formula: weight (N) = mass (kg) x gravitational field strength (N/kg).</li> <li>Analysing and interpreting data from graphs</li> </ul>	<ul style="list-style-type: none"> <li>Calculate resistance using the formula: resistance (<math>\Omega</math>) = potential difference (V) <math>\div</math> current (A).</li> <li>Building series and parallel circuits to measure voltage, resistance and current.</li> </ul>
Progression from previous learning	<ul style="list-style-type: none"> <li>Year 5 Living things and their environment topic</li> <li>Year 6 Living things and their environment topic</li> </ul>	<ul style="list-style-type: none"> <li>Year 6 Living Things and their Habitats topic</li> <li>Year 6 Evolution and inheritance topic</li> </ul>	<ul style="list-style-type: none"> <li>Year 5 Forces topic</li> </ul>	<ul style="list-style-type: none"> <li>Year 4 Electricity topic</li> <li>Year 6 Electricity topic</li> </ul>
Enrichment				
Assessment	Google quiz assessment	Google quiz assessment	Google quiz assessment	Google quiz assessment



	Topic 1	Topic 2	Topic 3	Topic 4	Topic 5
Concept	Matter	Reactions	Waves	Earth	Electro-magnetism
Why are we learning this?	<ul style="list-style-type: none"> <li>To understand how the elements we find in everyday life are linked</li> <li>To understand how everyday substances like water are made up of elements</li> </ul>	<ul style="list-style-type: none"> <li>Links to last topic – Last topic we looked at elements and compounds. This topic we look at chemical reactions that occur when the bonds holding the elements together in the compounds are broken to form new compounds</li> <li>To understand energy is not created or destroyed but merely transferred</li> <li>To understand how things like hand warmers use chemical reactions to work</li> </ul>	<ul style="list-style-type: none"> <li>Links to last topic – Last topic we looked chemical reactions. Reactions can be exothermic or endothermic. Heat is a type of energy as is sound. Both of these travel as waves.</li> <li>So we understand how sound and light waves can be used to our advantage in technology such as RADAR or baby scans</li> </ul>	<ul style="list-style-type: none"> <li>Links to last topic – We looked at the electromagnetic spectrum and how heat can travel through a vacuum. It is this reason the Sun's heat travels to us. This topic will look at what is happening to our climate and why the Earth is heating up</li> <li>So we can understand how the choices we are making as humans are affecting the planet</li> <li>So we understand the importance of the Earth's resources</li> </ul>	<ul style="list-style-type: none"> <li>Links to last topics - We looked at the electromagnetic spectrum this topic we are going to look at electromagnets and how we can use them to help in the battle to recycle. And how the Earth acts like a giant magnet itself.</li> <li>So we can understand how compasses work with the Earth's magnetic field</li> <li>So we know how microphones and headphones work</li> </ul>
<b>Year 8</b>					
Learning Focus	Elements and the periodic table	Chemical energy and types of reactions	Wave effects and properties	Climate change and Earth's resources	Electromagnets and magnetism
Substantive Knowledge (Knowledge)	<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>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>	<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,</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 concentration of those gases has risen.</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> <li>The stronger the magnet, and the smaller the distance from it, the greater the force a</li> </ul>

	<p>different elements. They have different properties to the elements they contain.</p>	<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>	<p>and describes the properties of speed, wavelength and reflection.</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.</li> <li>• Carbon displaces less reactive metals, while electrolysis is needed for more reactive metals.</li> </ul>	<p>magnetic object in the field experiences.</p>
Disciplinary knowledge (Skills)	<ul style="list-style-type: none"> <li>• Use particle diagrams to classify a substance as an element, mixture or compound and as molecules or atoms.</li> <li>• Name simple compounds using rules: change non-metal to -ide; mono, di, tri prefixes; and symbols of hydroxide, nitrate, sulfate and carbonate.</li> </ul>	<ul style="list-style-type: none"> <li>• Write word equations from information about chemical reactions.</li> <li>• Present data for others to communicate your ideas.</li> </ul>	<ul style="list-style-type: none"> <li>• Communicate ideas when discussing similarities and differences between properties of sound and light waves.</li> <li>• Examine the consequences of damage to either the ear or eye.</li> </ul>	<ul style="list-style-type: none"> <li>• Evaluate claims that human activity is causing global warming or climate change.</li> <li>• Use data to evaluate proposals for recycling materials.</li> </ul>	<ul style="list-style-type: none"> <li>• Discuss limitations in the design of a device using an electromagnet and suggest improvements.</li> <li>• Predict the pattern of field lines and the force around two magnets placed near each other and how an object made of a magnetic material will behave in or rolled through a magnetic field.</li> </ul>
Progression from previous learning	<ul style="list-style-type: none"> <li>• Year 5 Properties of Materials topic</li> <li>• Year 7 Matter topic</li> </ul>	<ul style="list-style-type: none"> <li>• Year 5 Properties of Materials topic</li> <li>• Year 7 Reactions topic</li> </ul>	<ul style="list-style-type: none"> <li>• Year 6 Light topic</li> <li>• Year 7 Waves topic</li> </ul>	<ul style="list-style-type: none"> <li>• Yr 3 Rocks</li> <li>• Year 7 Earth topic</li> </ul>	<ul style="list-style-type: none"> <li>• Year 7 Electromagnetism topic</li> </ul>

Enrichment					
Assessment	Google quiz assessment	Google quiz assessment	Google quiz assessment	Google quiz assessment	Google quiz assessment

	Topic 6	Topic 7	Topic 8	Topic 9	Topic 10
Concept	Organisms	Energy	Forces	Ecosystems	Genes
Why are we learning this?	<ul style="list-style-type: none"> <li>Links to last topics – Move onto biology and look at how and why we have to eat and breath</li> <li>So we can understand why we need a healthy and balanced diet</li> <li>So we know how our body works</li> </ul>	<ul style="list-style-type: none"> <li>Links to last topics – Last topic we looked at how we eat and breath to carry out a process called respiration which gives us the energy we require to do anything and everything. This topic we are looking at how objects transfer energy and how we can measure how much energy it takes to do a job.</li> <li>So we can stay warm ourselves</li> <li>So we can keep food hot or cold by minimising heat loss or gain</li> </ul>	<ul style="list-style-type: none"> <li>Links to last topics – Last topic we looked at how work is done energy is applied to an object. This is applied to an object by applying a force. We are looking at those force this topic</li> <li>So we can understand how friction works and when it is useful and when it's not</li> <li>So we can why our ears pop when in an plane or underwater</li> </ul>	<ul style="list-style-type: none"> <li>Links to last topics – Last topic we looked at how work is done energy is applied to an object. This topic is a more detailed look at where we get our energy from in the process we were introduced to in breathing and digestion. And a look at where plants get there energy from too.</li> <li>So we can understand how our body uses the food we eat</li> <li>So we can understand the symbiotic relationship between photosynthesis and respiration</li> </ul>	<ul style="list-style-type: none"> <li>Links to last topics – All living things have respire and reproduce but how are there so many living things on the planet and how do we pass on the characteristics that enable us to photosynthesise or respire?</li> <li>So we can understand why we look like our family</li> <li>So we can understand how we can use genetics to our advantage if we wish</li> </ul>
<b>Year 8</b>					
Learning Focus	Breathing and digestion	Work, heating and cooling	Contact forces and pressure	Photosynthesis and Respiration	Evolution and inheritance
Substantive Knowledge (Knowledge)	<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</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</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> </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> </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> </ul>

	<p>dioxide, a waste product of respiration, is removed from the body.</p> <ul style="list-style-type: none"> <li>Breathing occurs through the action of muscles in the ribcage and diaphragm.</li> <li>The amount of oxygen required by body cells determines the rate of breathing.</li> <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>the force needed. Levers and pulleys do this by increasing the distance</p> <ul style="list-style-type: none"> <li>The thermal energy of an object depends upon its mass, temperature and what it's made of. When there is a temperature difference, energy transfers from the hotter to the cooler object.</li> <li>Thermal energy is transferred through different pathways, by particles in conduction and convection, and by radiation.</li> </ul>	<ul style="list-style-type: none"> <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 due to the increased weight of fluid, and results in an upthrust.</li> <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>	<ul style="list-style-type: none"> <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 water to make glucose (food) through photosynthesis.</li> <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>	<ul style="list-style-type: none"> <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 populations, like humans.</li> <li>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.</li> <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>
Disciplinary knowledge (Skills)	<ul style="list-style-type: none"> <li>Analysing patterns seen in test results</li> <li>Drawing conclusions from test results</li> </ul>	<ul style="list-style-type: none"> <li>Using scientific keywords to explain how simple machines work.</li> <li>Use the formula: work done (J) = force (N) x distance moved (m)</li> </ul>	<ul style="list-style-type: none"> <li>Sketch the forces acting on an object, and label their size and direction.</li> <li>Use the formula: fluid pressure, or stress on a surface = force (N)/area (m<sup>2</sup>).</li> </ul>	<ul style="list-style-type: none"> <li>Utilising word equations to explain similarities and differences between photosynthesis and respiration</li> <li>Collecting data and examining consequences on how particular conditions affect plants and humans</li> <li>Creating graphs from data acquired</li> </ul>	<ul style="list-style-type: none"> <li>Review and interrogate theories of extinction.</li> <li>Use research to justify and formulate your opinions on theories such as extinction</li> </ul>

Progression from previous learning	<ul style="list-style-type: none"><li>• Year 7 topic Organisms</li><li>• Year 8 topic Ecosystems</li><li>• Year 7 Organisms topic</li></ul>	<ul style="list-style-type: none"><li>• Year 7 Energy</li><li>• Year 7 Energy topic</li></ul>	<ul style="list-style-type: none"><li>• Year 5 Forces topic</li><li>• Year 7 Forces topic</li></ul>	<ul style="list-style-type: none"><li>• Year 7 topic Organisms</li><li>• Year 7 Ecosystems topic</li></ul>	<ul style="list-style-type: none"><li>• Year 6 Evolution and inheritance topic</li><li>• Year 7 Genes topic</li></ul>
Enrichment					
Assessment	Google quiz assessment	Google quiz assessment	Google quiz assessment	Google quiz assessment	Google quiz assessment

# Technology

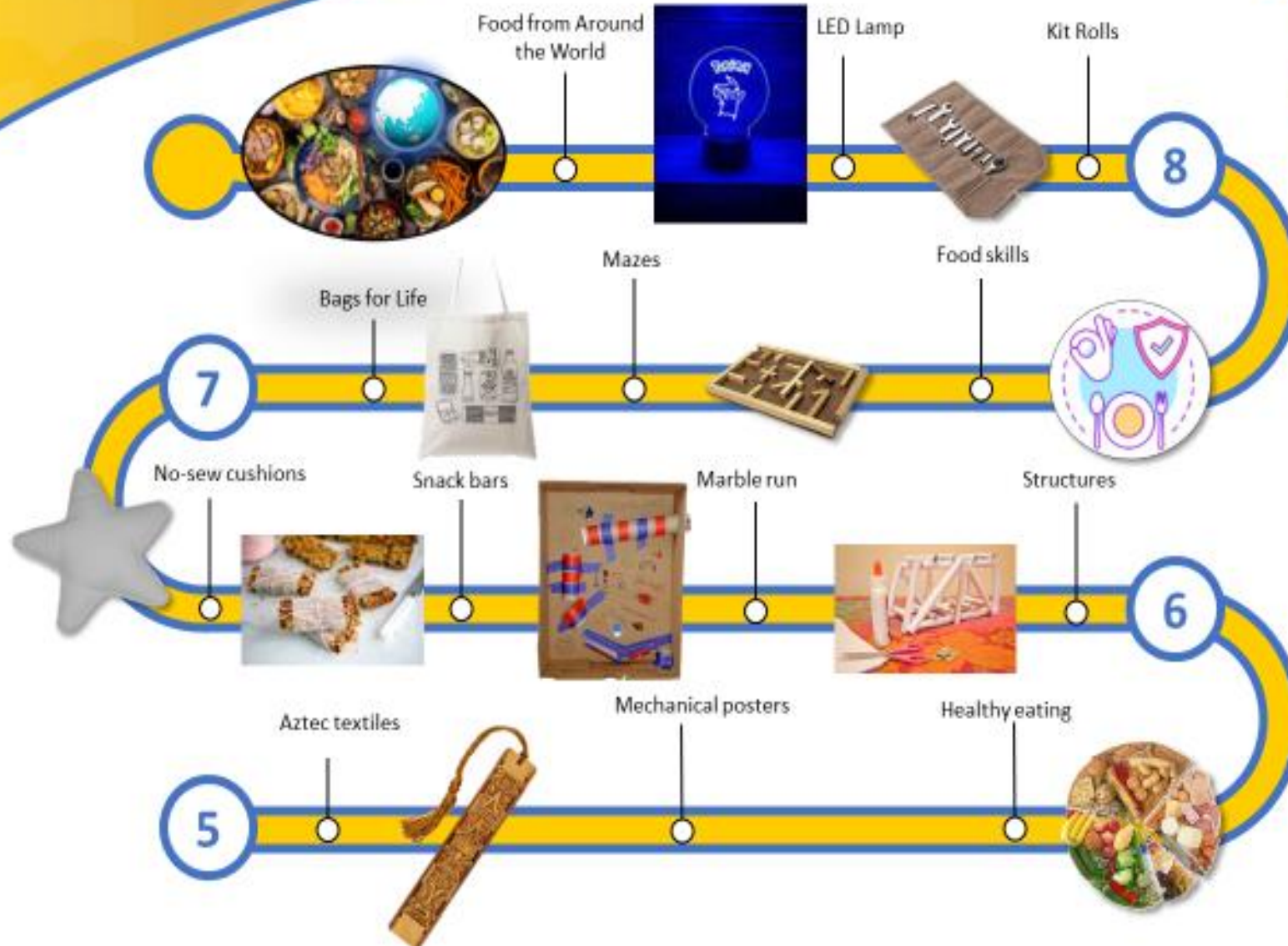
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Students are taught in mixed ability tutor groups and during their time at Selwood Academy. They develop their design and practical skills using a range of materials including Food and Nutrition, Textiles and Product Design. We encourage a variety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



	Topic 1	Topic 2	Topic 3
Concept	<b>Textiles</b>	<b>Design Technology</b>	<b>Cooking and nutrition</b>
Why are we learning this?	So that we can join fabrics using a variety of stitches securely.	So that we can understand	So that we understand The importance of a healthy and varied diet and to make simple healthy snacks.
Year 5			
Learning Focus	Aztec Bookmarks	Mechanical posters	Healthy eating
Substantive Knowledge (Knowledge)	<ul style="list-style-type: none"> <li>• What inspired Aztec art</li> <li>• Select tools and equipment suitable for the task.</li> <li>• How to thread a needle</li> <li>• Names of different stitches</li> </ul>	<ul style="list-style-type: none"> <li>• Understand how mechanical levers and linkages work</li> <li>• The importance of recycling materials</li> </ul>	<ul style="list-style-type: none"> <li>• Understand a healthy diet is made up from a variety and balance of different food and drink, as depicted in The Eatwell plate</li> </ul>
Disciplinary knowledge (Skills)	<ul style="list-style-type: none"> <li>• Creating a mood board</li> <li>• Measure, mark out, cut and shape materials and components</li> <li>• Stitching neatly</li> </ul>	<ul style="list-style-type: none"> <li>• Measure, mark out, cut and shape materials and components</li> <li>• Link moving parts to create levers</li> <li>• Creating a poster that links to a brief</li> </ul>	<ul style="list-style-type: none"> <li>• Use a range of techniques such as peeling, chopping, slicing and grating.</li> </ul>
Progression from previous learning			
Enrichment			
Assessment	Teacher assessment	Teacher assessment	Teacher assessment



	Topic 1	Topic 2	Topic 3	Topic 4
Concept	<b>Design technology</b>	<b>Product development</b>	<b>Cooking and nutrition</b>	<b>Textiles</b>
Why are we learning this?				
Year 6				
Learning Focus	Structures	Marble run	Snack bars	No sew cushion
Substantive Knowledge (Knowledge)	<ul style="list-style-type: none"> <li>Analyse the work of past and present bridge designers</li> <li>Understand and use the properties of materials to help build a bridge</li> </ul>	<ul style="list-style-type: none"> <li>Understand how to use a mechanical system to control movement.</li> <li>Be able to work with tools and equipment to join a variety of components.</li> </ul>	<ul style="list-style-type: none"> <li>Understand the seasonality and growth of ingredients.</li> <li>Modify recipes and promote healthy eating.</li> </ul>	<ul style="list-style-type: none"> <li>Research and develop design criteria to inform the design of products fit for purpose, aimed at particular individuals or groups</li> </ul>
Disciplinary knowledge (Skills)	<ul style="list-style-type: none"> <li>Identify and solve their own design problems</li> </ul>	<ul style="list-style-type: none"> <li>Crafting tubes and joining different materials neatly</li> <li>Measure, mark out, cut and shape materials and components</li> </ul>	<ul style="list-style-type: none"> <li>Measuring ingredients</li> <li>Using a hob</li> <li>Using an oven</li> </ul>	<ul style="list-style-type: none"> <li>Use a range of embellishment techniques to create a finished product</li> </ul>
Progression from previous learning	Pupils will have to measure and cut materials as they did in year 5 but with more accuracy and with building independence	Pupils will have to measure and cut materials as they did in year 5 but with more accuracy and with a wider range of materials building complexity into their designs	Pupils introduced to using cookers and hobs in this topic.	Pupils will increase the range of sewing techniques learned in Year 5
Enrichment				
Assessment	Teacher assessment	Teacher assessment	Teacher assessment	Teacher assessment

	Topic 1	Topic 2	Topic 3
Concept	<b>Textiles</b>	<b>Product design</b>	<b>Cooking and nutrition</b>
Why are we learning this?			
Year 7			
Learning Focus	Bag for life	Mazes	Food skills
Substantive Knowledge (Knowledge)	<ul style="list-style-type: none"> <li>Use specialist tools, techniques and processes to decorate fabric</li> </ul>	<ul style="list-style-type: none"> <li>Develop specifications to inform the design of innovative, functional, appealing products that respond to needs in a variety of situations</li> <li>Test, evaluate and refine ideas and products against a specification, taking into account the views of intended users and other interested groups</li> </ul>	<ul style="list-style-type: none"> <li>Become competent in a range of cooking techniques</li> </ul>
Disciplinary knowledge (Skills)	<ul style="list-style-type: none"> <li>Use a sewing machine</li> <li>Tie -dying</li> </ul>	<ul style="list-style-type: none"> <li>Using a range of equipment from saws to disc sanders safely</li> </ul>	<ul style="list-style-type: none"> <li>Use a range of utensils and equipment such as sharp knives safely</li> <li>Flavouring food to taste</li> <li>Food preparation skills such as rubbing in, making pastry, kneading and proving</li> </ul>
Progression from previous learning	Pupils are introduced to using a sewing machine for the first time	Pupils are introduced to using more complex tools in the workshop and following a design brief.	Pupils are introduced to a wider range of cooking skills and flavours and adapting recipes as they go to suit their requirements
Enrichment			
Assessment	Teacher assessment	Teacher assessment	Teacher assessment

	Topic 1	Topic 2	Topic 3
Concept	<b>Textiles</b>	<b>Product design</b>	<b>Cooking and nutrition</b>
Why are we learning this?	So that we can build on our skills on a sewing machine to create a product and build skills that we might use at home	So that we can learn how computer aided design can be used to create innovative ideas	So that we can build a repertoire of healthy and nutritious meals so we can eat healthily and on a budget at home and understand where the inspiration comes from around the world
Year 8			
Learning Focus	Kit roll	LED Lamp	Food around the world
Substantive Knowledge (Knowledge)	<ul style="list-style-type: none"> <li>Use specialist tools, techniques and processes to decorate fabric</li> </ul>	<ul style="list-style-type: none"> <li>How to use a simple CAD programme to laser cut acrylic</li> </ul>	<ul style="list-style-type: none"> <li>Become competent in a range of cooking techniques</li> <li>Health and safety when preparing and cooking meat</li> </ul>
Disciplinary knowledge (Skills)	<ul style="list-style-type: none"> <li>Use a sewing machine</li> <li>Adding pockets and ties</li> <li>Embellishing</li> </ul>	<ul style="list-style-type: none"> <li>Cutting and shaping wood</li> <li>Joining different materials safely</li> <li>Adding electronics into a design</li> <li>Critically analysing work</li> </ul>	<ul style="list-style-type: none"> <li>Use a range of utensils and equipment such as blenders safely</li> <li>Making a roux sauce</li> </ul>
Progression from previous learning	Pupils used the sewing machine in Year 7. Here they will build on their skills to move on from straight stitching. Having to sew their work “inside out” to create a professional finish with square edges and corners	Pupils have used wooden dowels in year 7 to make their maze project. Here they build on this by having to add other materials to their design and use a CAD programme	In year 8 the range and complexity of the foods created are more advanced with pupils having to build on their skills to ensure that all the preparation comes together as a finished meal
Enrichment	Selwood’s Great British Bake off – Open to all years		
Assessment	Teacher assessment	Teacher assessment	Teacher assessment