

CURRICULUM MAPPING

HISTORY

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9
	Aut 2 - Changes in living memory - transport Comparing Aylesbury then and now maps Christmas in Victorian times	Compare new and old cinema and theatre in Aylesbury - similarities and differences History of Puppets	Local History Investigate and discover how Aylesbury has changed over time	Achievement of Early Civilisation - Egyptians Understand Egyptian Gods and their importance Investigate daily life in Ancient Egypt Understand mummification		WW2: Causes of World War Two Personal Stories - Holocaust - Martin and Erica Significant Battles Atomic Bomb Home Front - Bletchley Park Visit	What is history? Developing skills to interpret the past – chronology, bias, reliability – primary & secondary sources Norman Conquest Battle of Hastings (1066) Keeping Control Castle Building, Feudal system and taxation	Gloriana Elizabeth I The Spanish Armada Piracy The Religious Settlement The Stuarts Charles' I The Gunpowder Plot The English Civil War	Russian Revolution and the 1920s Romanov Mystery Russian Civil War Hyperinflation in Germany The Roaring Twenties The Great Depression World War 2 Life in Nazi German Dictators of Europe Causes of World War Two Appeasement The European War The Pacific War Dresden Hiroshima
		Samuel Pepys and the Great Fire of London Famous People: Florence Nightingale, Mary Seacole, Roald Dahl, Louis Braille, David Attenborough Polar Explorers - Ernest Shackleton	Stone Age Timelines Research life in stone age Compare stone age and bronze age Investigate roles and responsibilities of different groups in society		Vikings and Anglo Saxons Britain's settlement by Anglo Saxons and Scots. Viking and Anglo Saxon Struggle for the Kingdom of England to the time of Edward to Confessor	Titanic Different social roles within Society Examining evidence – reasons / blame for the sinking	Church and State Challenges to the authority of the king Thomas Becket, Peasants' Year Black Death Causes and consequences	Charles' II and the restoration The Glorious Revolution The Great Fire of London The Great Plague Slavery	The Holocaust Nuremberg Laws The Ghettos The Final Solution The Cold War The Truman Doctrine Cuban Missile Crisis Vietnam War The Berlin Wall
	Castles Myths & Legends Food, clothes, jobs, farming (Warwick castle visit) History of sport and significant sporting events Famous sportsmen and women Inspiration people/sports	Link to Famous People - David Attenborough	Celts, Boudicca & Romans Timeline Investigate the Celts Roman Empire Roman Army Daily life of Romans Pompeii Roman legacy	Greeks Study of Greek Life - achievements and their influence on the western world Timeline Sparta v Athens comparison Battle of Marathon Greek Gods Greek inventions Greek Olympics Greek legacy	Vikings and Anglo Saxons Britain's settlement by Anglo Saxons and Scots. Viking and Anglo Saxon Struggle for the Kingdom of England to the time of Edward to Confessor	Early Islamic Civilisation Timeline Comparison of different culture House of Wisdom Medicines/cures Trade Decline/legacy	Origins of the Tudor Family War of the Roses Y8 The Tudor Dynasty Henry VII / Henry VIII The Break with Rome Edward VI Bloody Mary	Industrial Revolution Y9 20th Century intro World War I Causes of the War recruitment Trench Warfare Role of Women Suffrage Movement	The end of history and the 21st century Yugoslavia 9/11 Iraq Afghanistan

CURRICULUM MAPPING

GEOGRAPHY

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9
Autumn	Understanding the World, Communication and Language Talking about where we live Photographs of Aylesbury Walk to post box	The UK Our school Where Aylesbury is in England Aylesbury Features and Landmarks Contrast with Whitby Local walk through Begrove Spinney England Ireland Scotland Wales	Map Skills Plans of the classroom and school, route to school, keys Local walk identifying physical/human geographical features	Local Study Improving the local area Comparing old and new photos to see how Aylesbury has changed Local trip to Jansel Square 4 figure grid references Roman Empire (History) Locating countries involved	Gift of the Nile (History) Egyptians Physical/human characteristics Human geography and land use, including similarities and difficulties	Planet Earth Structure of the earth/physical features Geographic zones and continents Food/energy/water supply Different biomes Climate Change and rainforests The Americas Discovering the World North and South America Human and physical features, including similarities and differences	WW2 (History) Mapping of countries – comparisons of Europe WW2 and now Identify key locations e.g. D-Day	Place and Map Skills Directions, compass points 4 figure grid references Six figure grid reference, scale distance and map symbols	Rivers and Flooding Water Cycle and journey of a river Can Geography make a difference? Moving Stories Is the UK overpopulated? Topic based on emigration and immigration issues Impact of population growth on the environment Is global warming natural or are humans to blame?	Our Restless Planet Plate tectonics Natural disasters, Volcanoes and Earthquakes – causes and consequences Haiti Earthquake assessment Development Globalisation and the growth of China
Spring		Into the Wild (English) Looking at the continents and oceans Building on the UK locality in Europe Contrast locality - Kenya (Handa's Surprise) Weather Diary Seasons Weather forecasting using maps of of the UK Climate in Africa linked to Spr 1	Famous People (History) Where were the famous people born? Where did they Live? Fire and Ice Locate polar regions and oceans/seas Environmental similarities and differences (Frozen Planet) Locate the Ring of Fire Name different types of volcano and label Climate change and saving our environment	Locality Comparison Buckinghamshire to Jurassic Coast	Country Comparison Egypt and Greece, including climate, terrain, human and physical features Map Skills Map reading and finding given locations Route planning Using scale to calculate distances (maths link)	Britain Settlements by Anglo-Saxons/ Vikings (History) Locating countries where the Anglo-Saxons and Vikings settled, including reasons for settling	Migration Human Geography Migration patterns	Passport to the World A journey around the globe visiting a range of different nations and environments. Builds students' awareness of the world around them.	Moving Stories Is the UK overpopulated? Topic based on emigration and immigration issues Impact of population growth on the environment Is global warming natural or are humans to blame?	China Has China overthrown the USA as the world superpower? The One child policy assessment
Summer		Knights and Castles (History/English) Visit to Warwick castle - physical features of castle building coats of arms heraldry Jobs and life in castle Let's Move (History) How to get from one place to another across the world	Around the World Locate tropics, equator, rainforests Naming of Layers of the Rainforest The Amazon Rainforest Recap continents/equator/oceans etc Explore Mexico, Madagascar, Borneo, Australia Make comparisons	Volcanoes & Mountains Using maps – naming equator, northern & southern hemisphere Describing geographical areas How volcanoes and mountains are created			Rivers Features of a river River comparison Erosion Dams - are they good? Ancient Islamic Civilisation (History) Why trade was and is important The silk road and countries located along it How goods are transported from one country to another	Africa Where do other people live and what is their life like? Glaciation How the landscape was / is being shaped	Ecosystems and Biomes What is my environment like? Different biomes - how are humans having an impact? Sustainable development	China Has China overthrown the USA as the world superpower? The One child policy assessment

CURRICULUM MAPPING

ART

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9
Expressive Arts & Design Cutting skills Colour mixing Collage	Textures in Paint Creating textures in clay Collage with tissue paper Charcoal sketching	Observational drawing of a fruit – pastel, charcoal, chalk and pencil Reindeer Christmas Cards	Sketching Portraits in the style of Picasso	Sketching - Egyptian drawings with mark making, sketching and colour blending Sculpture: Canopic Jars	Water Colour and drawing - Viking Longboats		Baseline assessment linked linked to Peter CLark Creating 3D wire drawings in response to Tim Hill RAG lessons to improve sketchbooks using reflection on previous task and building connections Creation of 3D wire fish	Architecture Project Features and facades research skills explore similar styles use of sketchbook Use of secondary sources developing studies of wet and dry media annotation of practical investigate techniques used by contemporary and non-contemporary artists and designers.	Portraiture Project Develop observational techniques showing accurate proportion develop research skills within portraiture, using sketchbook skillfully Combine a range of processes and techniques used by artists/designers to help develop outcomes. Record from secondary sources to develop using a range of dry and wet media. Become more familiar with meanings and techaniues of artists, using the language in their own work
Expressive Arts & Design introduction to transient art colour mixing drawings of spring flowers using variety of media (block paint, pastels, pencils)	Mixing Primary Colours Shades by adding white and black mixing colours for effect Paul Klee Observational Drawing Tone and shading	Great Fire of London - Water colour wash and black silhouette Hot and cold colour wheels (primary, secondary and tertiary colours) Watercolour penguin paintings collage of hot/cold landscapes	Dinosaur sketching Clay Sculpture - dinosaurs and dinosaur eyes	N/A	Sculpture	Watercolours - William Morris	Portraits - -Facial expressions -oil pastels -expressing emotion - using form, shape and tone -Using colour and blending Producing final piece drawing inspiration from Otto Dix, Max Beckman, Frida Kahlo, Charley Toorop and others Using Egyptian poses create a self-portrait in style of Egyptian goddesses analyse colour, symbolism within portraits and use of flesh	Architecture continued: produce an outcome showcasing observations and research so far use research and investigations to plan and create a mixed media outcome in response to artists looked at produce an accompany written analysis on their own work Surrealism: Ordinary/extraordinary Project	Portraiture Project Continued: Combine all knowledge, skills and research to produce an outcome showcasing learning. Pop Art inspired Project: Undertake direct observation or use secondary sources to explore pop art inspired themes use of sketchbooks to present research and observations

							tones/clothing/backgr ounds.	Record observations directly and using secondary sources to create a range of photographic collages take own photos to use within project Look in detail at work of artists, historical and contemporary, analysing and critiquing work using oracy skills	explore cultural and art development across time and cultures Become familiar with exploring and experimenting a wider range of art material to find solutions for their goals.
Expressive Arts & Design Clay - exploring and investigating observational drawings of fruit and vegetables	Andy Warhol Lines and shapes	Parrot/toucan sketching Quentin Blake (The Enormous Crocodile) Rousseau - Tiger in a storm - recreate in different media	Matisse - collage	Digital Sketching - Habitats	Viking Longships - shading/sketching/wa tercolour	Architecture and Sculpture - study, design and evaluation Printing Explore patterns in Islamic art create designs and transfer to tiles Print using lino tiles linked to learning in history (Islamic patterns)	Review of content from term 1 and 2	Surrealism - Ordinary/Extraordina ry Project Continued Learners will develop making skills to produce an outcome demonstrating increasing skill and accuracy They will investigate styles of artwork that they intend to create, annotating practical work They will select techniques and processes that suit their style of learning.	Pop Art Inspired Project Continued explore techniques and resources to develop understanding of a range of wet/dry media Show evidence of improving personal skills by identifying and studying the way artists create and improve. Make confident choices through evaluation.

CURRICULUM MAPPING

DT

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9
Expressive Arts & Design Cutting skills Colour mixing collage introduction to range of tools and techniques e.g. hole punch, stapler, treasury tags, split pins	Design, make and evaluate a vehicle for a virtual tour of the UK using large construction	Fabric Printing - Fruit Tiles Puppets: Explore types of puppets, make own puppets (Split pin/finger/stick) Making a mobile - linked to Lighthouse Keepers Lunch	Cooking: Design and make a healthy lunch Food hygiene Pupils will be able to follow a recipe Children will be able to select appropriate materials and ingredients	Mechanisms - Levers and Linkages Pop up Card Book	Textiles - Joining fabrics - seasonal stockings	Construction: Cars Unit Children to design, make, evaluate and improve a battery powered car	Product Design several smaller projects covering: using hand tools use of machinery Health and safety Expectations and rule materials and their properties following a design brief force and motion	Product Design Moving Link Toy -using the workshop safely -selecting, identifying and using tools -Working with a range of materials based on properties -Using temp and permanent joining methods -the 6 R's -Working to a design brief	Product Design Speaker Project - gain understanding of materials, tools and processes. - Theory relevant to practical outcome
Expressive Arts & Design planning, designing and evaluating at the workshop sewing scissor skills	Making a rain gauge and weather vain to monitor weather	Design and make Tudor 3D house - link to Great Fire - Samuel Pepys Evaluate Design and make a papier mache volcano	Mechanisms - pneumatics. Moving Monsters	Wobblebots - Link to science - children use motors and batteries. Sewing Seeds for Summer Cooking	Structures - Bridges Children to look at structures and what makes them safe - then build them out of spaghetti then card.	Global Food Spices and herbs	Compliant Materials smaller projects working with card/paper and textiles - hand sewing and innovation - perspective drawing, rendering and creative font design	Compliant Materials Packaging Project - Moodlight company -Identifying graphic design around them and develop skills such as sketching, drawing techniques and rendering -Using CAD/CAM package to develop these skills -use of computers and machinery to design mood light -selection of tools and equipment	Compliant Materials Textiles, Garments and Product Branding -exploration through the mediums of textiles and graphic design. -making a garment using a pattern and using a sewing machine. -investigating how companies promote their brand -combination of hand drawing and CADM to develop own fashion label
Expressive Arts & Design Puppet Theatre outside scissor skills sewing	Design and make a 3D Castle (link to castle topic) Textiles: Links to Let's Move it! Explore clothing designed for fitness and exercise Design a trainer	Design and make rainforest animal masks Joining Techniques Rainforests - design and make moving rainforest puppets building on previous puppet project	Shell Structures - Making Party Box Use of nets and measurements to build suitable packaging for a product.	Edible Garden Cooking - local produce	Moving Mechanisms Cams - Animal Automata Cardboard and plastic CAMs and linkages.	3D printing - Marble Maze	Food preparation and Nutrition Gain knowledge of basic recipes and ingredients. Consider role of nutrients and contribution to healthy diet	Food Preparation and Nutrition -Continue development of knowledge and practice of safe food preparation and nutrition -Make a variety of dishes building in complexity increasing skills and - understanding of how to prepare food safely including H and S, knife skills, following recipes,	Food Preparation and Nutrition Development of dishes building in complexity from previous years. Variety of topics and skills including: -Bath production and quality control -exploring pastry -cultural cuisine -design and make a healthy snack -exploration of raising agents -hazards, hygiene and -high-

								storage, meat handling and RA -Mini science investigation on thickening liquids	risk foods -science investigation into conditions for yeast fermentation
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English

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9
Phonics Letters and Sounds Phase 1 Phonics REad, Write Ince Speed sounds 1 CVC words Captions Tricky Words Writing own name Letter to santa Texts: Humpty Dumpty Hey Diddle Diddle (nursery rhymes) Little Red Hen Goldilocks Key Skills: Story Mapping Stepping out Rhyming Initial sounds Sequencing Character speech bubbles	Key Texts: Rapunzel - Chloe Perkins The Enormous Turnip - Diana Bentley The Snowman - Raymond Briggs Key Skills: Story mapping stepping out retell of basic story drama and S&L Innovation narrative poem	Key Texts The Lighthouse Keeper’s Lunch - Rhonda Armitage The magic Porridge pot - Tony Ross Emily Brown and Father Christmas - Cressida Cowell Key Skills: Story mapping Stepping out sentence structure instruction writing retelling a story innovation deepening activities	The Day the Crayons Quit Non fiction letters of complaint, persuasive letter Fiction – stories by the same author based on Roald Dahl - The Witches Fiction - the Snowman Non Fiction – instruction writing and persuasive writing The Witches Poetry – Christmas	Egyptians: Journey to Egypt - Building Atmosphere Diary writing/narrative - discovery of the tomb Narrative: Curse of the Mummy Pharaohs - non-chron/explanation Instruction writing - mummification Complaint Letter - Santa	Space Narrative suspense - Pandora - Launch/landing on an unfamiliar planet News Report Space Spaceship invention - Ship of the Future Climate Change Project (linked with Geog and PSHE) Climate Change Speech (adobe Spark) Climate change argument - campaign using twitter etc Letter to PM - what the UK can do Poetry - Tyger - William Blake (GR and Writing)	WW2 Immersive Unit SPIES Recounts/Diary Explanation Letters Biography (CA) Discussion The Piano - Flashback Narrative Poetry – WW2 imagery/performance	BOY Introduction to: exploring writer’s craft and viewpoint Analysis skills of language and structure PEE paragraphs Oracy and debating skills Cultural capital: explore themes of childhood and innocence SHAKESPEARE - Parent and child relationship Introduction to: Shakespeare's theatre and Elizabethan England How characters, plot and themes are developed in drama. Exploring form, language and structural features of a play. Historical context Develop analysis skills introduced in the Boy SOW, using Petal. Cultural capital developed through looking at a range of plays by this key heritage writer. Theme of parents and children develops theme of childhood looked at in Boy.	Short Story - A Sound of Thunder Building on analytical skills introduced in Year 7, Develop: Analysis of characters, plot and themes in prose texts. Looking at the language and tone in a fictional text Authorial intent Analysis of language and structure and tone, using PETAL. Introduce evaluative skills Judging Others Exploring prejudice and its effects through non-fiction, fiction and poetry Introduction to non-fiction reading: Analysing and exploring key ideas in non-fiction extracts Analysis of language, form and structure in non-fiction texts, developing the work already done on the use of PETAL. Cultural capital: Learning about other cultures.	AQA Paper 2 Reading and WRiting Skills Students will further embed the non-fiction writing skills learnt over two years. They will deepen their knowledge and understanding of this key GCSE skill. Embedding: Structuring and organising texts according to purpose, audience and format. (Looking at a wider range of transactional forms.) Confident use of AFOREST techniques Writing with technical accuracy Of Mice and Men Students will further embed the prose analysis skills learnt over two years. They will deepen their knowledge and understanding of this key GCSE skill. Embedding: Analysis of characters, plot and themes in prose texts. Looking at the language and tone in a fictional text Authorial intent Analysis of language and structure and tone, using PETAL. Evaluative skills Cultural capital: Exposure to this seminal text from another culture.

<p>Phonics Read, Write Inc speed sounds 1 and 2</p> <p>Sharing stories and non-fiction texts about dinosaurs and wild animals</p> <p>listening to stories without pictures</p> <p>vocabulary games</p> <p>retelling Three Billy Goats Gruff</p> <p>Captial letters and full stops</p> <p>writing sentences an captions for a variety of purposes</p> <p>Writing alternative version of Billy Goat’s Gruss</p> <p>Key Texts:</p> <p>Three Billy Goats Gruff</p> <p>Mr Wolf’s Pancakes - Jan Fearnley</p> <p>Non-fiction - information books on dinosaurs</p> <p>Key SKills:</p> <p>Captions</p> <p>Picture Prompts</p> <p>Character description</p> <p>Story mapping</p> <p>adding labels</p> <p>Riddles</p> <p>Story sentences</p> <p>Lists</p> <p>writing facts about dinsoaurs</p>	<p>Key Texts:</p> <p>Handa’s surprise – fiction</p> <p>Beautiful Bananas - Elizabeth Laird</p> <p>Liz Plchon</p> <p>Mama Panya’s Pancakes - Mary Chamberlain</p> <p>Jack and the Beanstalk - Susanna Davidson</p> <p>Jack and the Beanstalk - Raymond Briggs</p> <p>Key Skills:</p> <p>Retelling</p> <p>innovation</p> <p>non-fiction writing</p> <p>mood maps</p> <p>character description</p> <p>non-fiction (seeds)</p>	<p>Key Texts:</p> <p>The Great Fire of London - storytelling history book</p> <p>Little Red and the Very Hungry Lion - Alex T Smith</p> <p>Little Red Riding Hood - traditional tale</p> <p>Key Skills:</p> <p>Retelling a story</p> <p>innovation</p> <p>1st person diary writing</p> <p>narrative</p> <p>poems/acrostic poems</p> <p>character descriptions</p> <p>Non-chronological reports</p>	<p>Fiction- Land Before Time - Narrative Adventure Story</p> <p>Non-Fiction – non chronological reports - Dinosaurs</p> <p>Recounts - news report</p> <p>- dino escape</p> <p>and animal escape</p> <p>(Tiger Who Came to Tea)</p>	<p>Fiction</p> <p>Varjak Paw and Tyger - Author Study- narrative</p> <p>Non-fiction:</p> <p>The Way - Varjak Paw</p> <p>Jabberwocky - poetry study and creation</p>	<p>Beowulf - Narrative</p> <p>Advert for England - Right Move style</p> <p>Alfred the Great - nomination for award</p> <p>Anglo Saxons Vs. Vikings - Diaries and Letter</p>	<p>Titanic – persuasive leaflets, diary writing, recount, explanation</p> <p>Discussion and recount - Titanic Disaster</p> <p>Refugees by Brian Bilston - poetry study</p>	<p>Descriptive or narrative writing: crime</p> <p>Introduction to: descriptive and narrative writing skills</p> <p>How to structure narrative texts according to purpose, audience and format</p> <p>Literary techniques.</p> <p>Writing with technical accuracy</p> <p>Poetry from other cultures:</p> <p>Introduction to: Poetry and poetic devices</p> <p>Analysis of a range of poetry exploring themes and meaning.</p> <p>A range of poetic structures and their impact.</p> <p>Use of MITSL.</p>	<p>Viewpoint Writing - Social Media</p> <p>Building on viewpoint/transactional writing skills</p> <p>Structuring and organising texts according to purpose, audience and format, building on the work already done on fiction writing.</p> <p>AFOREST techniques.</p> <p>Writing with technical accuracy</p> <p>The Boy in the Striped Pyjamas</p> <p>Development of drama text analysis skills introduced in the Shakespeare scheme, with a focus on stage directions and character development</p> <p>Cultural capital – explore the historical context of the play.</p>	<p>AQA Paper 1 Reading Skills Gothic Victorian</p> <p>Students will further embed the fiction understanding, analysis and evaluation skills learnt over the key stage. They will deepen their knowledge and understanding of these key GCSE skills</p> <p>Embedding:</p> <p>Analysing and exploring key ideas in non-fiction extracts</p> <p>Analysis of language, form and structure in non-fiction texts, developing the work already done on the use of PETAL.</p> <p>Comparison of non-fiction texts.</p> <p>Cultural capital: Exposure to a range of prose texts by a range of authors.</p> <p>AQA Paper 1 Descriptive and Narrative Writing Skills</p> <p>Students will further embed the narrative and descriptive writing skills learnt over two years. They will deepen their knowledge and understanding of this key GCSE skill.</p> <p>Embedding:</p> <p>descriptive and narrative writing skills</p> <p>How to structure narrative texts according to purpose, audience and format</p> <p>Literary techniques.</p> <p>Writing with technical accuracy</p>
<p>Daily story sessions, listening to stories without pictures</p>	<p>Key Texts:</p> <p>The knight who said ‘No!’ - Lucy Rowland</p>	<p>Key Texts:</p> <p>The Enormous Crocodile - Roald Dahl</p>	<p>Romans</p> <p>Escape From Pompeii - diaries/narrative</p>	<p>Myths and Legends linked to the Greeks</p> <p>Percy Jackson</p>	<p>Vikings</p> <p>Traditional tales / sagas - How to Train Your Dragon</p>	<p>The Greatest Showman - Narrative flashbacks</p>	<p>19th Century NOvel - Alice’s Adventures in Wonderland</p>	<p>War Poetry</p> <p>Building on the skills introduced in the Year 7</p>	<p>Shakespeare</p> <p>Students will further embed the drama analysis skills learnt over two years,</p>

<p>Phonics Read, Write Inc Speed Sounds 1 and 2</p> <p>Key Texts: Oliver’s vegetables = Alison Bartlett and Vivian French Jasper’s Beanstalk - Nick Butterworth The Snail and the Whale - Julia Donladson</p> <p>Key SKills: Story mapping re-inventing the story Stepping out sequencing the story and writing sentences re-inventing the ending</p>	<p>Paperbag Princess - Robert Munsch</p> <p>Spinderella - Julia Donaldson Meerkat Mail - Emily Gravett</p> <p>Key Skills: Innovation deepening of characters and story components Boxing up innovation Deepenings</p>	<p>Twelve Dancing Princesses - Alison Jay</p> <p>Key Skills: Persuasive writing innovation editing/publishing setting descriptions non-chronological reports poetry</p>	<p>Recount - battle with Boudica</p> <p>Roman Army - Non fiction persuasion/information</p> <p>Volcano Safety Leaflet</p> <p>Poetry - Please Mrs Butler - Allan Ahlberg</p>	<p>Re-tell and innovate myth Develop own Mythical beast</p> <p>Letter - Monsters vs. Heroes</p> <p>Explanation and discussion text - Athens vs. Sparta</p> <p>Slam Poetry - Theseus vs Minotaur</p>	<p>Stories with familiar settings/contemporary fiction</p> <p>Non-chronological report/recount - dragons</p> <p>Instruction writing - dragon training</p> <p>Shakespeare - A midsummer night’s dream (performance poetry)</p>	<p>Shakespeare unit Macbeth - soliloquies, settings, persuasive letters</p>	<p>Introduction to: The 19th century novel</p> <p>Exploring the historical context of the 19th century</p> <p>Authorial intent</p> <p>Further develop analysis of language and structure throughout the novel, using PETAL, building on the work in the Boy and Shakespeare schemes.</p> <p>Cultural capital developed through reading this key heritage writer.</p> <p>Year 8 Alter Ego Exploring a variety of extracts on alter egos Creation of tension and pace to engage readers using language in a short story to express character’s alter ego</p>	<p>poetry scheme, develop: understanding of poetry and poetic devices Analysis of a range of poetry exploring themes of war, violence, power and conflict Exploring a range of poetic structures</p> <p>(Y9) Animal Farm Good reading leads to good writing. Building on narrative and descriptive writing skills introduced in Year 7, further develop:</p> <p>descriptive and narrative writing skills How to structure narrative texts according to purpose, audience and format Literary techniques. Writing with technical accuracy</p> <p>Cultural capital – exposure to this key text, and its political context.</p>	<p>with additional challenge through exposure to a whole Shakespeare text. They will deepen their knowledge and understanding of this key GCSE skill.</p> <p>Embedding:</p> <p>The context of Shakespeare’s writing. The critical, exploratory skills learnt Confident analysis of language, form and structure</p> <p>Cultural capital: Exposure to a whole text by this key heritage author.</p> <p>Conflict Poetry Students will further embed the poetry analysis and comparison skills learnt over two years. They will deepen their knowledge and understanding of these key GCSE skills.</p> <p>Embedding: Poetry and poetic devices Analysis of a range of poetry exploring themes of war, violence, power and conflict Poetry comparisons Exploring a range of poetic structures</p> <p>Cultural capital: Exposure to texts by a range of important poets, including texts from a range of time periods.</p>
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CURRICULUM MAPPING

French

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9
	N/A	N/A	Cultural Awareness All about me Greetings Je m'appelle Age / days / months Anniversaire	Cultural Awareness Alphabet Numbers 0-100 Phone numbers	Parts of the Body Gender J'ai mal à la etc Starting conjugation	School Subject Opinions & parce que Town & Directions	Meet and Greet people, describe school objects, count to 20 Months of the year and say when your birthday is Talk about the classroom and use adjectives of colour Describe family using 'my' to talk about pets Describe yourself, family using adjectival agreements Learn about Christmas cultural traditions in France	Use <i>faire</i> for after school activities Sports and games Hobbies and leisure activities What you like to do Going on holiday Using aller and the infinitive What you are going to do on holiday	Issue and decline invitations Use modal verbs Talk about clothes using adjectives Give opinions on school uniform Go shopping Use comparatives and superlatives Talk about food Learn about the regional specialities of France Learn about Christmas traditions in France
			Colours and numbers Understand how to use French dictionaries	Create my own 'whacky' animal class book	Sports Family Opinions	Hobbies Linking language skills to theme parks	Talk about where you live and use regular 'er' verbs Describe home using prepositions to describe your bedroom Say what you do in the evening	Family Jobs Weather Irregular verbs Last weekend Past tenses TV programmes and opinions	Go shopping for specific quantities of food Order dishes in a restaurant Talk about countries and languages Describe a holiday centre Talk about holidays and holiday camps Use two tenses in work Use French website to access information Describe a holiday we have been on – talk about future holiday plans
			Food The Hungry Caterpillar	Clothes	Weather Geography of France Learning about Senegal	School Life in France	Tell the time, learn vocabulary for places around the town Ask for directions using question forms and give instructions Order drinks and snacks and practise higher numbers (Y8) Daily routine and reflexive verbs School subjects Opinions and reasons Timetables	To issue invitations To make excuses To go shopping Talk about clothes and revise adjective agreements (Y9) To describe events Where you went Perfect tense with être	Talk about your friends Say how much pocket money you have and what you do with it Talk about gadgets using comparatives and superlatives Use three tenses Use conditional tense to express hopes and wishes

CURRICULUM MAPPING

COMPUTING

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9
Weekly ICT sessions:	Logging on, mouse and keyboard skills Music Toolkit Compose a percussion piece, record and retrieve Christmas card inserts with festive border	Keyboard skills/word processing Coding Christmas Card inserts using 2Publish Research Diwali/Hanukah	Learning how to use iPads Researching word order in internet Saving and sharing webpages Investigating communicating online Change and manipulate text in word Understanding the use of the <ctrl> key Dance mat typing	CAD - 3D printing keyrings Word processing Use undo and redo Make text bold, italic or underline Select text in different ways; Change case; Align text; Select single words; Cut, copy and paste text; Format the font; Insert images; Copy a screenshot into another application; Use a secure password; Use <ctrl> keyboards shortcuts	<u>Radio Station</u> Record and play their own sounds in recording software Import an existing sound file Choose appropriate software for sound recording Plan and record a radio advert <u>Internet research and website design</u> Comment on the features and layout of a webpage Create a new webpage with a chosen layout Independently search of images Insert and format an image in a webpage Independently create a hyperlink	Film-making Plan and write a script using appropriate software Search for relevant information using appropriate websites Use a digital video camera Plan additional elements for film-making such as location and props Kudo Navigate the programming environment using keyboard or mouse Add objects to a world and program them using when and ‘do’ instructions Plan and design the features of an original virtual environment Decompose code into smaller parts and explain these in their own words	Introduction to ICT E-mails, Health & Safety, Digital Footprint Cyberbullying & E-safety Importance of staying safe online introduction to Spreadsheets Use spreadsheets, including graphs and manipulating data	Networks How computers can be connected in different ways How information can be stored on the cloud Python 1 Skills in Python and writing short programs	Developing a Project Continued from Summer 1st half Binary and Algorithms Numbers in Binary form Converting between Binary and Denary Look at Drawing algorithms Python 2 continue to work on python code learned in year 8 develop more complex programs
Develop Whole class fact file about Dinosaurs	Looking at houses in UK and around the World Labelling and describing a house Inserting a picture Purple Mash - plants topic Units on growing and planting Lifecycle of a plant parts of a flower GREWTUBE recording	Espresso coding Search engine – research selected people Research Shakleton and volcanoes (espresso) Coding	Design, write and debug programs that accomplish specific goals, including controlling or stimulating physical systems; solve problems by decomposing them into smaller parts Use sequence, selection, and repetition in programs; work with variables and various forms of input and output Use logical reasoning to explain how simple algorithms work and to detect and correct errors in algorithms and programs	<u>Photo stories</u> Add and manipulate images and text in a Desktop Publisher Add and sequence images, text and audio in Video Editing software Layer images and text Add effects to improve images in Desktop Publisher Refine audio and captions in Video Editing to compliment an image sequence	3D modelling Draw 2D shapes or lines Draw simple 3D models Manipulate 2D shapes into 3D shapes Import 3D models form the 3D warehouse Use a range of sketchUp tools including: Shape, push, pull, orbit, pan, zoom, erase and fill Draw and manipulate 3D models independently Use inference points to draw lines and shapes Use a wide range of SketchUp tools and concepts including: the dimensions toolbar and guides, tape measure, zoom extents and the 3D warehouse	Animated stories Select appropriate character to match a scene Animate characters with movement and speech in a story scene Use broadcast and receive blocks correctly in code Use show and hide blocks correctly in code Create a sequence of story scenes with added audio Structure and sequence the animation of characters in each scene Use the repeat command to create animation effects Make a character visible or invisible at the correct times	Introduction to algorithms Introduces algorithms and uses flowcharts to show the flow of data and use of algorithms to solve problems. Simple programming introduced using Python Programming	E-Safety Online communication and how to stay safe What information they should share and what to do if they have a problem Spreadsheets Developing and manipulating a model use of graphs and other data presentation methods changing data in a model and impact	Link to KS4 course tbd
	Espresso Coding - unit 1 basic algorithms, unit 2 - designing and making own coding scene with moveable characters.	Rainforest Research Non-chronological report	<u>Presentation skills</u> Create a simple presentation using shapes; hyperlinks to another slide; slide	<u>Animation</u> Children to explain what animation is Create a series of linked frames that can be	<u>Wedo</u> Program and create a working model Interpret 2D and 3D illustrations and models	<u>Spreadsheets</u> Enter text and numbers into a spreadsheet	Understanding Computers Use of binary numbers, what makes a computer and	Ethics in Computing need for recycling looking after data correctly	Link to KS4 course tbd

		Recreate Tiger in a Storm Coding	transitions; inserting audio and video files; record audio onto a slide; plan a branching story; create simple slide templates <u>Drawing and desktop publishing</u> Draw objects, inserting text boxes and images.	played as a short animation Control and adjust a time slider Insert images and evaluate their work.	Compare natural systems with mechanical systems Demonstrate the knowledge and operation of digital tools and technological systems Use software media to acquire information	Identify and refer to cells by row and column Begin to enter formulae with the SUM function Be able to enter formulae into cells Edit data and discuss the effect on results Use further functions including AVERAGE, MIN and MAX Create graphs Design their own spreadsheet for a specific purpose <u>Website</u> Comment on a layout and features to ascertain what makes a good website Add relevant content to each of the webpages Publish their website to the public Explain the features of a good website Create homepages, pages and subpages Create internal links between pages of a website	computer development over the years. Year 8 Cyber Crime Emails, scams, protecting personal data, hacking, copyright, health and safety	Year 9 Developing a Project Following a design brief, planning the work, creating a working product, evaluation	
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CURRICULUM MAPPING

MUSIC

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9
Weekly Music Sessions introduction to music area	Use voices expressively and creatively by singing songs and speaking chants and rhymes and rhythm Music toolkit (linked to computing) Rhythm and Rhyme Active Music	Active Music - rhythm and pulse Harvest singing/assembly Christmas Singing - singing in the community Sing and Sign	Strings- WOPS Building music Literacy, singing and listening skills.	Brass- WOPS Building music Literacy, singing and listening skills.	Ukulele- WOPS Building music Literacy, singing and listening skills.	Venovas- WOPS Building music Literacy, singing and listening skills.	Key Skills understanding key words to describe music and how this is used in composition and performance exploring elements to create own music Musicians Toolkit How to write/record musical notations through pitch and rhythm Basic keyboard skills & playing melodies	Vocal Project Exploring vocal styles and composing using voices Focus on scat, beatboxing and rap Haunted House Exploring how composers make music ‘scary’ performing well-known scary film themes use of classical techniques to create scary sounding music	World Tour 2 Exploring the music on non-European cultures to be selected from : India, Far East, Africa, Indonesia, Caribbean, Latin America
Weekly music sessions including songs relating to topic	Active Music - pace, rhythm, rounds African Drumming	Pitch BBC KS1 Music - Famous People Active Music - Pitch Identify high and low notes Listening skills	Children to compose pieces of music based on Frere Jacques. Children to be introduced to terms: duration, timbre, pitch, beat, tempo, texture and use of silence to describe music	Wider opps – the children learn to play a brass instrument and are taught the skills and science behind how to create a note. Revise notes A-G	Planets Combine a variety of musical devices Select elements for a piece	Captain America Perform solos or be part of an ensemble Combine a variety of musical devices, including melody, rhythm and chords	Pictures at an Exhibition Explore instruments of the orchestra and families of instruments compositions using paintings as inspiration Gamelan Music Building on keyboard skills and composing in style of Indonesian gamelan music Exploring other forms of notation	Picture this A creative, composition project, matching atmospheric music to either still or moving pictures Music For Animation analysing use of music in animation Listening to examples and exploring how music affects action using techniques to create own music	Radio Shows Jingles and adverts – script writing a radio show to showcase a selection of musical compositions, create adverts, musical performances etc
Weekly music sessions including songs related to topic e.g. there’s a tiny caterpillar on a leaf.	Active Music - pace, rhythm, pitch	Active Music - Instrumental Listen to music from different cultures	Children to maintain a simple part in a group and create accompaniments for tunes, performing with control and awareness of others.	Create repeated patterns with a range of instruments Choose order and combine sounds to create an effect Use digital technologies to compose pieces	African Drumming Compose a variety of pieces and combine different elements Describe music using appropriate terms	Production Sing or play from memory with confidence Play expressively and in tune Sustain a drone or a melodic ostinato	Song Writing Composing and performing songs, based on issue relevant to new Y7 pupils. Working in collaborative teams. Focus on lyrics, communicating ideas and feelings, understanding syllables and rhyming schemes	Song Writing 2 Composing and performing songs in the style of popular musical artists chosen by the pupils themselves. Focus on song structure, chords and harmony	Cover Songs Creating cover versions of famous songs, performing to each as bands, learning music by ear and rearranging songs

CURRICULUM MAPPING

MATHS

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9
Number Number and shape songs - song of the week Counting and ordering numbers within 10 Number of the week - exploring a number 1-10 Modelling mathematical language - more, less, fewer, have we got enough? How many? Shape, Space and Measure Language of size linked to Goldilocks and three bears Recognising and continuing pattern Comparing objects by length, weight and height positional languages - behind, next to, under, over Time - days of the week, daily routine	Maths - No Problem/1 Textbook and Workbook 1A numbers to 10 number bonds addition and subtraction within 10 positions numbers to 20 addition and subtraction within 20 shapes and patterns length and height	Maths - No Problem! Textbook and workbook 2A Numbers to 100 Multiplication of 2,5, 10 Division of 2,5,10 Length - metres, cm, comparing length Mass - KG, g, comparing mass solving word problems - length and mass Temperature - reading and estimating Picture graphs - reading	White Rose Place Value Number, Addition and subtraction, Multiplication and division Consolidation HAPS - Lancs coverage	White Rose focus number Place value, addition, subtraction, Perimeter, multiplication and division Consolidation HAPS - Lancs coverage	White Rose maths Place value Addition and subtraction Statistics Multiplication and Division Perimeter and Area Consolidation HAP: Lancs coverage	LAP: white rose - focus on arithmetic - half the lesson focused on this then the other on curriculum coverage Place Value Addition, Subtraction, Multiplication and Division Fractions Position and direction Consolidation MAP/HAP: Lancs coverage	Positive integers Squares, cubes, Roots, factors, multiples Negative integers Times tables rock stars-Calculations, approximation and estimation Introduction to Algebra Simple equations	Whole numbers and decimals Measures, perimeter and area Expressions and formulae Fractions, decimals and percentages Angles and 2D Shapes Graphs	Standard Form Angles and Polygons Handling Data REvision prior to and evaluation following mid-term exam
Number Number and shape song of the week Ordering numbers within 20, jumbled numbers, whats missing? one more, one less Number of the week - exploring a number 11-20 sharing quantities using real objects - have we got the same adding and subtracting single digit numbers with quantities and objects scoring games in the outdoor area\	Continue Maths No Problem Textbook and workbook 1A. Textbook and Workbook 1B Numbers to 40 Addition and subtraction word problems multiplication division fractions numbers to 100 time money volume and capacity mass space	Continue Maths No Problem Textbook and workbook 2A Maths - No Problem! Textbook and Workbook 2B word problems money - writing amounts, counting, equal amounts, exchanging and comparing, calculating totals and change 2D shape - sides, symmetry, vertices, patterns, moving and turning 3D shapes - recognising and describing, grouping, forming, making patterns Fractions - equal parts, half, quarter, thirds	White Rose maths Multiplication and division, Money, Measurement, Fractions Consolidation HAPS - Lancs coverage	White Rose maths Multiplication, division, area, fractions, decimals. Consolidation HAPS - Lancs coverage	White Rose maths Multiplication and Division Fractions Decimals and percentages. Consolidation HAP: Lancs coverage	White Rose Maths Decimals Percentages Algebra Measurement - converting units Perimeter, Area and Volume Ratio Consolidation MAP/HAP: Lancs coverage	Fractions Decimals Percentages Ratio, rate and speed Problem solving processed Revision	Mental calculations Statistics Transformations and symmetry Equations Written and calculator methods	(January to May) Fractions, Decimals and percentages Formulae and Functions Working in 2D Probability Measures and Accuracy Graphs Revision

Shape, Space and Measure 2D shape - naming and describing properties Money: ‘5 currant buns in the bakers shops’ ‘hot cross buns’ Time: measuring time in everyday language and to solve problems- 1 minute challenges		Time Volume - comparing, measuring							
Numbers ordering numbers within 20 - whats missing? one more, one less doubling and halving numbers using numicon adding and subtracting single digit numbers with quantities and objects scoring games in the outdoor area snakes and ladders making own board games Shape, Space and Measure Money: recognising coins within 10p and using money to solve problems Time: telling time to o’clock Days of the week 3D shape - naming and describing	Continue with Textbook and Workbook 1B	Continue with Textbook and Workbook 2B	White Rose Maths Number, Time, Shape, Mass and capacity HAPS - Lancs coverage	White Rose maths Decimals, measurement - money, time, statistics, geometry - properties of shapes, position and direction. Consolidation HAPS - Lancs coverage	White Rose maths Decimals Properties of shapes Position and Direction Measuring - converting units Volume Consolidation HAP: Lancs coverage	White Rose Maths Properties of shapes Problem solving Statistics Investigation Consolidation MAP/HAP: Lancs coverage	Measure, angles and Parallel Lines Triangles and quadrilaterals Cicles(Set 1) Y8 Equations sequence Ratio and Proportion	Constructions Sequences Y9 Calculation Algebraic Expressions	See above for end of year 9

CURRICULUM MAPPING

PE

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9
<p>Weekly Sessions: Gymnastics- manipulation and movement - travelling, jumping and balancing</p> <p>Multi Skills: beanbags - throwing, catching developing control, coordination and balance</p>	<p>Multi-skills with games: develop throwing and aiming and agility skills. practise individually and through games.</p> <p>Dance linked to storytelling school key text. Kalpesh Diwali dance workshop</p>	<p>Ball Skills with James Dance - Lighthouse Keeper's Lunch</p> <p>Gymnastics - floorwork and bars</p>	<p>Handball Country Dancing Netball Tag Rugby</p>	<p>Netball Gym Handball Tag Rugby</p>	<p>Netball Dance (Space) Handball Hockey</p>	<p>Handball Hockey Tag Rugby Forest School</p>	<p>Boys Multi-skills Basketball Dance Badminton Football Girls Multi-skills Hockey Netball Football Dance</p>	<p>Boys Basketball Dance Badminton Football Girls Hockey Netball Football Dance</p>	<p>Boys Basketball Gym Badminton Football Girls Netball Hockey Dance Football</p>
<p>Weekly PE Sessions: Gymnastics: focusing on continuing to develop balance, coordination and agility introducing apparatus develop control through jumping, mounting, dismounting and using equipment</p> <p>Multi skills Develop existing throwing and catching skills work with others and take part in drills</p>	<p>Gymnastics - with large apparatus Moving along equipment and jumping off safely Dance workshop</p> <p>Dance to storytelling school key text - Africa</p>	<p>Team Games: learn more about game tactics explore attacking and defending in range of team games involving balls</p> <p>Small teams games Dance - Yoga</p>	<p>Football Hockey Gym Tennis</p>	<p>Football Hockey Dance Tennis</p>	<p>Basketball Gym Tag Rugby Cricket</p>	<p>Gym Dance (Jive) Basketball Cricket</p>	<p>Boys Gym Rugby Hockey Fitness Girls Badminton Fitness Gym Netball</p>	<p>Boys Gym Rugby Hockey Fitness Girls Badminton Fitness Netball Gym</p>	<p>Boys Dodgeball Rugby Hockey Fitness Girls Fitness Badminton Short Tennis Trampolining Gymnastics</p>
<p>Weekly PE Sessions: Games through multi skills extend coordination skills using a range of equipment- rackets, bats, hoops and quoits work together developing skills in small team games</p> <p>Athletic Style Activities develop balance, coordination and agility by running, completing obstacle courses</p>	<p>Team Games: Multi-skills - providing opportunities to further develop in game situations.</p> <p>Sports Day with TJS Competitive Games Sports Day skills</p>	<p>Athletics: develop agility and ability negotiating obstacles in races, jumps and competitive activities against self and others develop knowledge of healthy lifestyle</p> <p>Dance - Rainforest animal dance Dances from different countries</p> <p>Team Games: use multi skills and tactics to achieve as a team.</p>	<p>Rounders OAA Cricket Athletics</p>	<p>Rounders OAA Cricket Athletics</p>	<p>Tennis Rounders Athletics</p>	<p>Tennis Rounders Athletics Netball</p>	<p>Boys Athletics Girls Athletics</p> <p>Boys (Y8) Tennis Cricket Girls (Y8) Rounders</p>	<p>Boys Athletics Girls Athletics</p> <p>Boys (Y9) Tennis Cricket Girls (Y9) Rounders</p>	<p>Boys Athletics Girls Athletics</p>

CURRICULUM MAPPING

RHE PSHE

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9
<p>People Who Help Us role play and small world play</p> <p>Golden Rules feelings and emotions - circle time negotiation and listening turn-taking self selecting in the environments Values</p>	<p>Rules Resilience</p> <p>Friendship Value Honesty Value</p> <p>Road safety week Antibullying week</p> <p>Zones of regulation</p>	<p>Friendships - broadening friendship base</p> <p>Road Safety Antibullying week</p> <p>Honesty - The Boy Who Cried Wolf</p> <p>Zones of regulation</p>	<p>1. Who is Special to me?</p> <p>1. Introduction to Growth Mindset</p> <p>2. What Makes a Community?</p> <p>3. Why should we keep active and sleep well?</p>	<p>1. How can I stay positive and develop my strengths and skills?</p> <p>2. How can we treat each other with respect?</p>	<p>1. What can I achieve?</p> <p>2. How do I stick to what I know is right?</p>	<p>1. Why is respect and inclusion important?</p> <p>2. How can we keep healthy as we grow?</p>	<p>What is PSHE Children write about themselves as an alien Plan and make own ideal community PENN Resilience Programme - 19 week programme to deal with transition including strategies to deal with Personal and social issues, putting things into perspective and deflecting negative thoughts.</p>	<p>Healthy Lifestyles Healthy Eating Eating Disorders Mental Health Smoking & Tobacco Healthy living campaign – students to choose one to raise awareness of Make an Impact Choose an issue to raise awareness of – look at historical campaigns first: Suffragettes Immigration in the UK - Enoch Powell and whether he was right to predict that mass immigration would cause problems to the UK Manifesto Writing Action planning Writing letters to people in power</p>	<p>Drugs Effects of illegal drugs in detail – cannabis, cocaine, heroin and mephedrone The law around drugs Visit from Addaction Write a short story about drugs – based on stimuli of heroin addict Sex & Relationships Sex Education Ground Rules Visit from Barnados R U Safe looking at grooming / online safety Visit from school nurses team – contraception Visit from connexions to support options process Talk about what is consent / rape Healthy Relationships</p>
<p>Circle time- golden rules</p> <p>Being fair, working together, resolving conflict with less adult support</p> <p>Self selection of resources to extend and develop ideas</p> <p>Special Skills and abilities</p>	<p>Responsibility in the playground, in the classroom and outside school</p> <p>Keeping safe</p> <p>Responsibility value Respect value</p> <p>Zones of regulation</p>	<p>Responsibility</p> <p>Climate Change</p> <p>Responsibility value Respect value</p> <p>Zones of regulation</p>	<p>1. How can we be a good friend?</p> <p>2. What keeps us safe?</p>	<p>1. How can we make the world a fairer place?</p> <p>2. How can we make a positive contribution to the community?</p>	<p>1. What jobs would we like?</p> <p>2. What is our responsibility as global citizens?</p>	<p>1. What decisions can people make with money?</p> <p>2. What influence does the media have?</p>	<p>PENN REsilience Programme continuation:</p> <p>Assertiveness Negotiation Coping Strategies solving dilemmas and visualised relaxation decision making Problem Solving</p> <p>Stand Alone Lessons: The effect of drugs, alcohol and smoking Alien obesity (healthy eating)</p> <p>Year 8 Safety Over the Summer Basic first aid Road/rail safety Fire safety and keeping safe at home</p>	<p>Sex & Relationships Different types of relationship What to do if a relationship goes wrong (PENN resilience programme) Changes in the body – puberty Anatomical lesson on sex organs What does it mean to love somebody? British Values and Democracy What is your identity? What does it mean to be British? Political parties in Britain Mock Election Topical political issue and debate</p>	<p>Continue from Autumn Contraception STIs Body Image Pregnancy Porn – Fantasy v Reality</p> <p>Mental Health Awareness Science of Mental Health Understanding Mental Illness Triggers, protective factors, promoting wellbeing spotting and supporting mental illness healthy coping strategies REducing stigma</p>

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<p>Circle time - Golden Rules</p> <p>Self selection within environment to extend ideas</p> <p>Talking about feelings: sharing stories about familiar situations (how would you feel? What would you do?</p>	<p>Zones of Regulation Mindfulness Yoga</p> <p>Kindness value Courage value</p> <p>Zones of regulation</p> <p>Transitions and change</p>	<p>Looking after the environment</p> <p>Zones of regulation</p> <p>Kindness value Courage value</p> <p>Transition, anxiety, change</p>	<p>1.How can we work together?</p> <p>2.What is it like to live here?</p>	<p>1. How can we manage our feelings and how will we grow and change?</p>	<p>1.How can we communicate safely?</p> <p>2.How do I stay safe and help people?</p>	<p>1.What will change as we become more independent?</p> <p>2.How do friendships change as we grow?</p>	<p>Social Media Navigator Building on PENN module: What is the truth - fake news Being assertive seeking help making compromise on the internet Keeping safe</p> <p>Y8 How to be safe over the summer holidays Basic first aid – visit from St John’s Ambulance Road / Rail Safety Fire Safety and keeping safe at home Safe online (cyberbullying) and protecting yourself (Grooming) Peer pressure and bullying</p>	<p>Internet Safety Exploring different aspects of social media and how to behave on different types of social media Cyberbullying : what it is and what to do if it happens to you Visit from McAfee – keeping safe online How best to communicate with people online Benefits of the internet</p> <p>Y9 Human Rights What are human rights? Historical examples – holocaust, Rwanda, Syria United Declaration of Human Rights What is capital punishment and should it be introduced in the UK?</p>	<p>Careers and your future What do you need and how to get there (fast tomato) Careers presentations CV writing skills</p> <p>Options for GCSE: Effective note taking Dealing with exams</p>
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CURRICULUM MAPPING

RE

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9
Experiences of festivals and celebrations ‘ e.g. Christmas, Diwali, bonfire night, birthdays	Families Class/Golden Rules Groups we belong to Baptism (Visit to Limes Avenue Baptist Church) Special festivals and celebrations – Diwali, Eid, Christmas Start to look at religious symbols	Jewish faith Moses the leader Harvest - Assembly and writing prayers Rules Posters Festivals of Light - Diwali, Hanukkah, Christmas	<u>Religion in the community</u> Focussing on Christianity and Islam <u>Pilgrimage</u> – comparing the differences between Christianity and Islam <u>Festivals</u> - Christmas	<u>Ethics and Morals</u> – focussing on Christianity and Islam <u>Natural</u> – focussing on Christianity and Islam <u>Festivals</u> - Christmas	<u>Religion in the community</u> Focussing on Christianity and Hinduism <u>Pilgrimage</u> – comparing the differences between Christianity and Hinduism <u>Festivals</u> - Christmas	<u>Ethics and Morals</u> – focussing on Christianity and Hinduism <u>Natural</u> – focussing on Christianity and Hinduism <u>Festivals</u> - Christmas	Christianity Leadership and teachings of Jesus. Understanding the importance of the example set by Jesus Key features of dominations and places of worship Rites of Passage in Christianity Evaluation of chritian beliefs and teaching	Y8 Big Questions Philosophy unit using knowledge from Year 7 modules to develop listening, oracy and evaluation skills -nature of questions -what it means to be human - what it means to live a good life explored from religious and non-religious perspective Islam Five pillars Rites of passage Allah and the prophet Mohammed, Hajj Nature of worship, islamic teachings about women Evaluation and significance of islamic teachings	Sikhism (continued from Summer term) Exploring Guru Nanak, origins of sikhism Establishment of Khalsa 5Ks Types of Sikh Gurdwara and Sikh Worship Festivals
Experiences of celebrations	People who help us – Firefighter visit Police visit Optician visit Mr Copperwheat/ Mrs Jarrett	Christian faith - exploring artefact collection Stories Jesus told: the story of the prodigal son, story of loaves and fishes Easter story and year 2 easter experience at Holy Trinity Church	<u>Festivals</u> – Easter and Chinese New Year <u>Prophets and Founders</u> – focussing on Christianity and Judaism	<u>Festivals</u> – Easter and Holi <u>Sacred Texts</u> – Focussing on Christianity and Hinduism	<u>Festivals</u> – Easter and Passover <u>Prophets and Founders</u> – focussing on Christianity and Islam	<u>Festivals</u> – Easter and <u>Sacred Texts</u> – Focussing on Christianity and Islam	Continuation of Christianity unit Buddhism Teachings and leadership of Bhudda Gotama Dharma and Noble 8 Fold Path How to find inspiration in the example set by Buddha Key teachings and beliefs - Four Noble Truths, Eightfold Path, three poisons, links to nature of life and death Meaning and purpose of suffering Evaluation of ideas	Judaism Beginnings of Judaism Abraham and Moses Prayer Rites of passage Passover Food laws Evaluation and analysis of teachings, impact on believers, debate concerning relevance of Jewis beliefs to Britain today	Big questions and ethical dilemmas Why does evil and suffering occur? What role do human’s play? What is God? Do miracles happen? Can religion and science get on? Who is Jesus
Predicable celebrations:	The Lost Sheep The Good Samaritan Respect Value	Hindu faith - my hindu faith big book Ganesh	<u>Rites of Passage</u> – focussing on	Symbolism (six principle faiths)	<u>Rites of Passage</u> – focussing on	<u>Transition</u> Thinking and Being	Continuation of Buddhism unit	Judaism Beginnings of Judaism Abraham and Moses	See above - continued

Eis al Fitr, Father’s Day, Sports Day, Move-up Day	Different Faiths - Hinduism, Eid celebration	Islamic faith - prayer mats Eid	Christianity and Hinduism <u>Places of Worship</u> – focussing on Christianity and Hinduism	<u>Worship</u> – focussing on Christianity and Buddhism	Christianity and Judaism <u>Places of Worship</u> – focussing on Christianity and Judaism		Y8 Big Questions Philosophy unit using knowledge from Year 7 modules to develop listening, oracy and evaluation skills -nature of questions -what it means to be human - what it means to live a good life explored from religious and non-religious perspective	Prayer Rites of passage Passover Food laws Y9 Sikhism Exploring Guru Nanak, origins of sikhism Establishment of Khalsa 5Ks Types of Sikh Gurdwara and Sikh Worship Festivals	
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CURRICULUM MAPPING

SCIENCE

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9
Understanding of the World Exploring Light and Dark similarities and differences in people	Body Parts Senses Investigations into body part size, touch, smell, hearing, taste - apple investigation Animals - grouping reptile, mammal, amphibian, fish, birds Carnivore, herbivore, omnivore Animals as pets	What do humans need to survive? Food Groups and Balanced Diet Exercise Hand Washing Natural and Manufactured Materials Properties of materials - impossible scenarios and alternative materials Comparing suitability	<u>Light</u> 1. Understand light 2. Understand reflections 3. Investigate mirrors 4. Investigate shadows - opaque, transparent and translucent. 5. Investigate how shadow length can change 6. Retrieval and shadow puppet theatre <u>Animals including humans</u> 1. Understand animals and humans need right types of foods and cannot make what they eat 2. Understand what makes a balanced diet 3. Understand the main functions of skeletons. Identify and group animals with and without backbones and compare their movement 4. Name bones in the human body 5. Investigate muscles 6. Present our findings and Retrieval	States of Matter a) compare and group materials together, according to whether they are solids, liquids or gases b) observe that some materials change state when they are heated or cooled, and measure the temperature at which this happens in degrees Celsius (°C) c) identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature. Sound Describe how sounds are made Understand how the ears hear sounds Investigate insulating sounds Understand and change volume and pitch	Earth and Space a) describe the movement of the Earth and other planets relative to the sun in the solar system b) describe the movement of the moon relative to the Earth c) describe the sun, Earth and moon as approximately spherical bodies d) use the idea of the Earth’s rotation to explain day and night and the apparent movement of the sun across the sky Forces a) explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object b) identify the effects of air resistance, water resistance and friction, that act between moving surfaces c) recognise that some mechanisms including levers, pulleys and gears allow a smaller force to have a greater effect	Animals including humans a) •identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood b) recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function c) describe the ways in which nutrients and water are transported within animals, including humans d) Pupils should build on their learning from years 3 and 4 about the main body parts and internal organs (skeletal, muscular and digestive system) to explore and answer questions that help them to understand how the circulatory system enables the body to function. e) Pupils should learn how to keep their bodies healthy and how their bodies might be damaged – including how some drugs and other substances can be harmful to the human body. - Electricity – link to boats a) associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit b) compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches	Scientific Enquiry Skills Range of Biology, chemistry and physics topics Cells, Structure and function of body systems Reproduction - human body parts and reproductive systems Chemistry Particles and their behaviour	Reactions Identifying exothermic and endothermic reactions record temperature changes during reactions and make judgements Biology Adaptation and Inheritance environmental changes and the reasons for adaptation or extinction interpreting secondary data to describe trends in predator-prey relationships variation - what si it and how is it caused (Use a gull as example) What is a gene, looking at discovery of DNA and accompanying evidence Periodic Table - properties of metals and nonmetals use the position on the periodic table to identify look at changes in properties between elemental groups describe trends in numerical data	KS3 Activate 3 topics Genetics selective breeding - advantages and disadvantages cloning - advantages and disadvantages Vaccines State what a vaccine is Jenner - smallpox vaccine Antibiotics, penicillin and source errors in antibiotic experiment Nanoparticles Uses of nanoparticles in medicine design investigations to test health effect on a living organism analyse given data for trends/patterns Evidence for Atoms Designer of Periodic table - Dmitri Mendeleev research those involved in discovery of rhenium and other common elements Use atomic mass data to order elements use numbers on periodic table to calculate Relative Molecular Mass and Moles.

						c) use recognised symbols when representing a simple circuit in a diagram Building on their work in year 4, pupils should construct simple series circuits			
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<p>Understanding of the World</p> <p>Exploring and investigation ice outside - freezing and melting exploring and investigating magnetic and non-magnetic materials</p> <p>Living Eggs - observing and recording change as chicks hatch</p> <p>Signs of Spring</p>	<p>Materials</p> <p>Natural and Manufactured</p> <p>Properties of materials</p> <p>Paper experiment</p> <p>Floating, sinking, waterproof investigation</p> <p>Planting Sunflowers</p> <p>Bean Experiment</p> <p>What plants need to grow</p> <p>Looking at seeds</p> <p>Plants in our school grounds</p> <p>Common flowers and trees</p> <p>Deciduous and evergreen</p>	<p>Bouncy Balls investigation</p> <p>Reversible and irreversible changes</p> <p>Make One Change</p> <p>Reduce, Reuse, Recycle</p> <p>Climate Change (polar regions)</p>	<p><u>Forces and Magnets</u></p> <ol style="list-style-type: none"> Understand pushes and pulls Investigate how far objects move on different surfaces Explore magnets and investigate which materials are magnetic Explore the behaviours / strengths of different magnets Understand magnetic poles Present our findings and Retrieval <p><u>Rocks and Soils</u></p> <ol style="list-style-type: none"> Explore properties of different rocks Understand how rocks are formed Classify rocks Understand how fossils are formed Investigate soil permeability Present our findings and Retrieval 	<p><u>Electricity</u></p> <ol style="list-style-type: none"> Understand electricity Understand circuits Use electrical symbols Investigate changing circuits Investigate conductors and insulators. <p><u>Living Things in their Habitats</u></p> <ol style="list-style-type: none"> Understand the differences between living things and group them Local living things. How are living things classified? Closer inspection. I'm thinking of a living thing. 	<p><u>Properties and changes of materials</u></p> <ol style="list-style-type: none"> Investigate the different properties of materials Investigate which materials are the most effective for making a warm jacket Investigate which materials are the most effective for wrapping ice cream to stop it from melting Understand liquid solutions Understand how to separate solids, liquids and gases Explore the use of metal, plastic and wood Understand reversible changes Understand irreversible changes Investigate the change of state in the baking process Research how scientists make new materials Investigation into rocket travel (vit C tablet in pots) 	<p>Light</p> <p>a) recognise that light appears to travel in straight lines</p> <p>b)use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye</p> <p>c) explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes</p> <p>d) use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them</p> <p><u>Living things and their Habitats</u></p> <p>Understand the seven life processes of all living things</p> <p>Understand micro-organisms</p> <p>Classify all living things based on their characteristics</p> <p>Classify vertebrates and invertebrates and explain our reasoning</p> <p>Use a classification system to identify animals and plants in our school environment</p> <p>Research and classify unfamiliar animals and plants from a range of habitats</p>	<p>Chemistry</p> <p>Elements atoms and compounds - identify elements within compounds, compare Iron, sulphur and Iron Sulphide. understanding chemical formulae</p> <p>Reactions</p> <p>Acids and Alkalis common properties, understand concentrated and dilute label and describe hazard symbols universal indicator</p> <p>Physics</p> <p>Forces</p> <p>focus deforming an object, support forces, Hooke's Law, presenting data in a line graph</p>	<p>Chemistry</p> <p>Separation Techniques</p> <p>identify solvent, solute and solution</p> <p>use data to identify solution</p> <p>Metals and Acids</p> <p>state product of reaction between metals and oxygen</p> <p>identify state symbols from equation</p> <p>make observations about reactions with oxygen</p> <p>Earth and Atmosphere</p> <p>layers of the Earth</p> <p>components of the atmosphere</p> <p>design model of the Earth</p> <p>State property of sedimentary rocks, how they are made and processes involved.</p> <p>Physics</p> <p>Electricity</p> <p>Insulators</p> <p>charge</p> <p>simple observations</p> <p>state unit of potential difference and explore</p>	<p>Your Phone</p> <p>Give examples of digital and an analogue signal</p> <p>State types of electromagnetic waves used for communication</p> <p>Name circuit component that detect changes in temperature</p> <p>Understand how sensors can be used in hospitals and name most accurate methods of measuring temperature in classroom experiments</p> <p>Discovering the Universe</p> <p>State age of solar system</p> <p>Look at theory of universe</p> <p>Research and present key events following Big Bang</p> <p>State risks and benefits of space program</p> <p>Identify risks in given hazards of space mission</p> <p>Detecting the Planets</p> <p>State what GPS stands for and understand uses</p> <p>Exploring finding distance in space</p> <p>Record distances</p> <p>Name type of particle detector and Rutherford's hypothesis about structure of atom</p> <p>Describe use of telescopes, and how they work</p>
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<p>Understanding of the World</p> <p>Collection of objects or items associated with babies and photographs of ourselves as babies - how have we changed as we have grown?</p> <p>What is alive and what is not alive?</p> <p>Growing plants from seed</p> <p>Mini Beast safari - ‘we are going on a bug hunt’ - making observations in the environment.</p> <p>Importance of physical exercise for good health, and healthy diet.</p>	<p>Light and shadows</p> <p>Light sources</p> <p>Reflection</p> <p>Sound sources</p> <p>Shadows and patterns</p> <p>Seasonal change</p>	<p>Habitats (rainforest plants and animals)</p> <p>Grouping plants/animals</p> <p>Variation</p> <p>Food Chains</p> <p>Branch diagrams</p>	<p><u>Plants</u></p> <p>a) identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers b) investigate the requirements of plants for life growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant c) investigate the way in which water is transported within plants d) explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal</p>	<p><u>Living Things in their Habitats (Contd.)</u></p> <ol style="list-style-type: none">1. Our environment2. Other changes in the environment3. Greenhouse experiment.4. Impact of change.5. Help our habitat6. A positive impact. <p><u>Animals including humans</u></p> <p>a) describe the changes as humans develop to old age Pupils should draw a timeline to indicate stages in the growth and development of humans.</p>	<p>All living things in their habitats a) describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird b) describe the life process of reproduction in some plants and animals Pupils should study and raise questions about their local environment throughout the year.</p> <p>Animals, including Humans</p> <p>a) describe the functions of the basic parts of the digestive system in humans b) identify the different types of teeth in humans and their simple functions</p>	<p><u>Evolution and Inheritance</u></p> <p>Understand how fossils help us understand the past and explore the work of Mary Anning Understand how the human skeleton has adapted over time and explore Darwin’s theory of evolution Explore how some characteristics of parents are passed to their offspring (plants and animals) Understand how local living things have adapted to suit their environment Understand how some living things are adapted to cope in extreme conditions Analyse the advantages and disadvantages of some adaptations</p> <p>SRE</p>	<p>Physics</p> <p>Sound</p> <p>features of waves</p> <p>sources of sounds</p> <p>travel of sound</p> <p>comparing data and speed of sound</p> <p>Light</p> <p>parts of the eye, parts of a camera</p> <p>making models</p>	<p>Energy</p> <p>renewable and non-renewable energy</p> <p>state that power, fuel and cost are linked and make predictions about equipment when given a list to compare (e.g. appliances)</p> <p>Magnetism</p> <p>features of a magnet</p> <p>magnetic field lines around a magnet</p> <p>What is an electromagnet?</p> <p>difference between permanent magnets and electromagnets and test effect of changing electromagnet</p>	<p>Biology Paper 1 -</p> <p>Cell Biology</p> <p>Organisation</p> <p>Infection and response</p> <p>Bioenergetics</p>
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CURRICULUM MAPPING

ENTERPRISE

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9
							GEL SKILLS : <ul style="list-style-type: none"> • Can do • Communication • Creativity • Independence • Leadership • Creativeness • Self Management • Teamworking 	GEL SKILLS : <ul style="list-style-type: none"> • Can do • Communication • Creativity • Independence • Leadership • Creativeness • Self Management • Teamworking 	<ul style="list-style-type: none"> • Introduction to Year 2 of Course • British Values • Characteristics of successful students • Healthy Lifestyles • Changing World of Work • Transferable skills • Mental Health
							‘Preparation for Working Life’ half GCSE CV Writing	Application Letter	Economic and financial aspects of work Employment Opportunities Careers and options choices Labour MArket information and skills shortages Cultural capital Hazard identification at home, on roads, at work The environment
					Fiver Challenge	Summer Fayre Enterprise – designing / creating gifts	‘Preparation for Working Life’ half GCSE Self concept Health H&S Relationships Discrimination in the workplace	Job opportunities Unemployment P45 / P60 / Payslips Budgeting / Managing money Types of business	Study Skills Summary of key elements