

| | SCIENCE | COMPUTING | HISTORY | GEOGRAPHY | DT | ART | ETHICS (Including Agreed Syllabus) | PSHE AND CITIZENSHIP (non-statutory guidance from the PSHE association) | LANGUAGES | MUSIC | PE |
|-------------------|---|---|---|--|---|--|---|--|---|--|---|
| YEAR 5 CONTINUOUS | <p>Working scientifically</p> <ul style="list-style-type: none"> planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs using test results to make predictions to set up further comparative and fair tests reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations Identifying scientific evidence that has been used to support or refute ideas or arguments. | <ul style="list-style-type: none"> design, write and debug programs that accomplish specific goals, including controlling or simulating 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 understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact. | <ul style="list-style-type: none"> know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses construct informed responses that involve thoughtful selection and organisation of relevant historical information | <ul style="list-style-type: none"> identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night) use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world | <ul style="list-style-type: none"> knowledge, understanding and skills needed to engage in an iterative process of designing and making pupils design and make products that solve real and relevant problems within a variety of contexts, considering their own and others' needs, wants and values acquire a broad range of subject knowledge and draw on disciplines such as mathematics, science, engineering, computing and art Pupils learn how to take risks, becoming resourceful, innovative, enterprising and capable citizens | <p>The FACE framework and the National Curriculum:</p> <p>F – Fascinate (Master classes)</p> <ul style="list-style-type: none"> become proficient in drawing, painting, sculpture and other art, craft and design techniques <p>A – Appreciate (Appraisal)</p> <ul style="list-style-type: none"> Know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms. <p>C – Create (Child-led learning and application)</p> <ul style="list-style-type: none"> become proficient in drawing, painting, sculpture and other art, craft and design techniques <p>E – Evaluate (Group assessments and comment)</p> <ul style="list-style-type: none"> Know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms. | <p>Core themes</p> <p>Health and Wellbeing</p> <ul style="list-style-type: none"> what positively and negatively affects their physical, mental and emotional health (including the media) to recognise opportunities to make their own choices about food, what might influence their choices and the benefits of eating a balanced diet to reflect on and celebrate their achievements, identify their strengths, areas for improvement, set high aspirations and goals to deepen their understanding of good and not so good feelings extend their vocabulary to enable them to explain both the range and intensity of their feelings to others to recognise that they may experience conflicting emotions and when they might need to listen to their emotions or overcome them to recognise when and how to ask for help and use basic techniques for resisting pressure <p>Relationships</p> <ul style="list-style-type: none"> to recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships To recognise ways in which a relationship can be unhealthy and who to talk to if they need support. to be aware of different types of relationship, including those between friends and families, civil partnerships and marriage that their actions affect themselves and others <p>Living in the Wider World</p> <ul style="list-style-type: none"> about rights and responsibilities as members of families, other groups and ultimately as citizens to respect equality and to be a productive member of a diverse community to realise the consequences of anti-social and aggressive behaviours about the role money plays in their own and others' lives, including how to manage their money and about being a critical consumer to develop an initial understanding of the concepts of 'interest', 'loan', 'debt', and 'tax' to explore and critique how the media present information <p>Communicating beliefs</p> <ul style="list-style-type: none"> Group discussion <p>Written argument</p> | <p>Core themes</p> <p>Health and Wellbeing</p> <ul style="list-style-type: none"> what positively and negatively affects their physical, mental and emotional health (including the media) to recognise opportunities to make their own choices about food, what might influence their choices and the benefits of eating a balanced diet to reflect on and celebrate their achievements, identify their strengths, areas for improvement, set high aspirations and goals to deepen their understanding of good and not so good feelings extend their vocabulary to enable them to explain both the range and intensity of their feelings to others to recognise that they may experience conflicting emotions and when they might need to listen to their emotions or overcome them to recognise when and how to ask for help and use basic techniques for resisting pressure <p>Relationships</p> <ul style="list-style-type: none"> to recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships To recognise ways in which a relationship can be unhealthy and who to talk to if they need support. to be aware of different types of relationship, including those between friends and families, civil partnerships and marriage that their actions affect themselves and others <p>Living in the Wider World</p> <ul style="list-style-type: none"> about rights and responsibilities as members of families, other groups and ultimately as citizens to respect equality and to be a productive member of a diverse community to realise the consequences of anti-social and aggressive behaviours about the role money plays in their own and others' lives, including how to manage their money and about being a critical consumer to develop an initial understanding of the concepts of 'interest', 'loan', 'debt', and 'tax' to explore and critique how the media present information | <p>Aims</p> <ul style="list-style-type: none"> understand and respond to its speakers, both in speech and in writing provide opportunities for them to communicate for practical purposes understand and respond to spoken and written language from a variety of authentic sources speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation can write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt Discover and develop an appreciation of a range of writing in the language studied. | <p>Aims</p> <ul style="list-style-type: none"> perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations | <p>Aims</p> <ul style="list-style-type: none"> compete in sport and other activities build character and help to embed values such as fairness and respect develop competence to excel in a broad range of physical activities are physically active for sustained periods of time engage in competitive sports and activities lead healthy, active lives |

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| YEAR 5 MAIN | <p>Living things and their habitats</p> <ul style="list-style-type: none"> describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird Describe the life process of reproduction in some plants and animals. <p>Animals, including humans</p> <ul style="list-style-type: none"> describe the changes as humans develop to old age <p>Properties and changes of materials</p> <ul style="list-style-type: none"> compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic demonstrate that dissolving, mixing and changes of state are reversible changes Explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda. <p>Forces</p> <ul style="list-style-type: none"> explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object identify the effects of air resistance, water resistance and friction, that act between moving surfaces Recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect. <p>Earth and space</p> <ul style="list-style-type: none"> describe the movement of the Earth, and other planets, relative to the Sun in the solar system describe the movement of the Moon relative to the Earth describe the Sun, Earth and Moon as approximately spherical bodies use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky | <ul style="list-style-type: none"> use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content select and use a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals | <ul style="list-style-type: none"> regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance equip pupils to: ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement help pupils to understand the complexity of people's lives note connections, contrasts and trends over time and develop the appropriate use of historical terms Know and understand significant aspects of the history of the wider world: the nature of ancient civilisations including characteristics, achievements and follies of mankind. <p>Invaders: Vikings and Saxons</p> <p>Ancient Greece (for one year only) to be replaced by The Changing Power of the Monarchs</p> | <ul style="list-style-type: none"> geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America locate the world's countries, using maps to focus on Europe (including the location of Russia) and North America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle <p>Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America.</p> <p>Farming</p> <p>Extreme Environments</p> | <p>Design</p> <ul style="list-style-type: none"> use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups <p>Make</p> <ul style="list-style-type: none"> select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately <p>Evaluate</p> <ul style="list-style-type: none"> investigate and analyse a range of existing products evaluate their ideas and products against their own design criteria and consider the views of others to improve their work understand how key events and individuals in design and technology have helped shape the world <p>Technical knowledge</p> <ul style="list-style-type: none"> apply their understanding of how to strengthen, stiffen and reinforce more understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages] <p>Cooking and nutrition</p> <ul style="list-style-type: none"> understand and apply the principles of a healthy and varied diet prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed. | <ul style="list-style-type: none"> to create sketch books to record their observations and use them to review and revisit ideas to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] About great artists, architects and designers in history. <p>The Self Elements- line; tone; shape; space.</p> <p><i>Aspects- drawing; ICT; 3D</i></p> <p>Artists- Van Gogh; Pablo Picasso;</p> <p>Starting points/ stimulus for artwork: Themselves</p> <p>Individual/ collaborative Scale</p> <p>Journeys Elements- line, tone, colour, shape form and space.</p> <p>Aspects- painting; textiles; ceramics.</p> <p>Artists-</p> <p>Starting points/ stimulus for artwork: Travel; life cycles; food cycles; personal/ emotional journeys.</p> <p>Individual scale</p> <p>Talking Pattern Elements- line, colour, pattern, texture.</p> <p>Aspects- printing; 3D</p> <p>Artists-</p> <p>Starting points/ stimulus for artwork: patterns, tessellation.</p> <p>Collaborative scale</p> | <p>Learning about religion</p> <ul style="list-style-type: none"> Islam, Sikhism and Christianity Key events in human life Symbolism Stories with morals The Bible and other sacred texts <p>Learning from religion</p> <ul style="list-style-type: none"> Right and wrong Codes of conduct Relationships Animal rights Is war just? | <p>Health and Wellbeing</p> <ul style="list-style-type: none"> to deepen their understanding of risk by recognising, predicting and assessing risks in different situations and deciding how to manage them responsibly (including sensible road use and risks in their local environment) and to use this as an opportunity to build resilience how their body will change as they approach and move through puberty about human reproduction strategies for keeping physically and emotionally safe including road safety, safety in the environment and safety online (including social media, the responsible use of ICT and mobile phones) the importance of protecting personal information, including passwords, addresses and images <p>Relationships</p> <ul style="list-style-type: none"> the concept of 'keeping something confidential or secret', when we should or should not agree to this and when it is right to 'break a confidence' or 'share a secret' that differences and similarities between people arise from a number of factors, including family, cultural, ethnic, racial and religious diversity, age, sex, gender identity, sexual orientation, and disability (see 'protected characteristics' in the Equality Act 2010) <p>Living in the Wider World</p> <ul style="list-style-type: none"> about respect for self and others and the importance of responsible behaviours and actions to research, discuss and debate topical issues concerning health and wellbeing and offer their recommendations to appropriate people to appreciate the range of national, regional, religious and ethnic identities in the United Kingdom | <p>Content</p> <ul style="list-style-type: none"> listen attentively to spoken language and show understanding by joining in and responding explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help* speak in sentences, using familiar vocabulary, phrases and basic language structures develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases* present ideas and information orally to a range of audiences* read carefully and show understanding of words, phrases and simple writing appreciate stories, songs, poems and rhymes in the language broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary write phrases from memory, and adapt these to create new sentences, to express ideas clearly describe people, places, things and actions orally* and in writing Understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English. | <p>Content</p> <ul style="list-style-type: none"> play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression improvise and compose music for a range of purposes using the inter-related dimensions of music listen with attention to detail and recall sounds with increasing aural memory use and understand staff and other musical notations appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians Develop an understanding of the history of music. | <ul style="list-style-type: none"> Swim 25 metres unaided using breast stroke, front crawl and back stroke use running, jumping, throwing and catching in isolation play competitive games, modified where appropriate (netball, football, tag rugby, hockey, basketball, rounders, cricket, badminton, tennis, volleyball and handball) Develop basic principles suitable for attacking and defending Develop flexibility, strength, technique, control and balance through athletics and gymnastics Perform dances using a range of movement patterns Take part in outdoor and adventurous activity challenges both individually and within a team Compare their performances with previous ones and demonstrate improvement to achieve their personal best Develop knowledge of living a healthy, active lifestyle Develop leadership skills |

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| YEAR 6 CONTINUOUS | <p>Working scientifically</p> <ul style="list-style-type: none"> planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs using test results to make predictions to set up further comparative and fair tests reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations | <ul style="list-style-type: none"> design, write and debug programs that accomplish specific goals, including controlling or simulating 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 understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact. | <ul style="list-style-type: none"> know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study construct informed responses that involve thoughtful selection and organisation of relevant historical information | <ul style="list-style-type: none"> identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night) use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world | <ul style="list-style-type: none"> knowledge, understanding and skills needed to engage in an iterative process of designing and making pupils design and make products that solve real and relevant problems within a variety of contexts, considering their own and others' needs, wants and values acquire a broad range of subject knowledge and draw on disciplines such as mathematics, science, engineering, computing and art Pupils learn how to take risks, becoming resourceful, innovative, enterprising and capable citizens Evaluate and develop a critical understanding of its impact on daily life and the wider world | <p>The FACE framework and the National Curriculum:</p> <p>F – Fascinate (Master classes)</p> <ul style="list-style-type: none"> become proficient in drawing, painting, sculpture and other art, craft and design techniques <p>A – Appreciate (Appraisal)</p> <ul style="list-style-type: none"> Know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms. <p>C – Create (Child-led learning and application)</p> <ul style="list-style-type: none"> become proficient in drawing, painting, sculpture and other art, craft and design techniques <p>E – Evaluate (Group assessments and comment)</p> <ul style="list-style-type: none"> Know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms. | <p>Core themes (PSHE Association):</p> <p>Health and Wellbeing</p> <ul style="list-style-type: none"> what positively and negatively affects their physical, mental and emotional health (including the media) to recognise opportunities to make their own choices about food, what might influence their choices and the benefits of eating a balanced diet to reflect on and celebrate their achievements, identify their strengths, areas for improvement, set high aspirations and goals to deepen their understanding of good and not so good feelings extend their vocabulary to enable them to explain both the range and intensity of their feelings to others to recognise that they may experience conflicting emotions and when they might need to listen to their emotions or overcome them to recognise when and how to ask for help and use basic techniques for resisting pressure <p>Relationships</p> <ul style="list-style-type: none"> to recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships To recognise ways in which a relationship can be unhealthy and who to talk to if they need support. to be aware of different types of relationship, including those between friends and families, civil partnerships and marriage that their actions affect themselves and others <p>Living in the Wider World</p> <ul style="list-style-type: none"> about rights and responsibilities as members of families, other groups and ultimately as citizens to respect equality and to be a productive member of a diverse community to realise the consequences of anti-social and aggressive behaviours about the role money plays in their own and others' lives, including how to manage their money and about being a critical consumer to develop an initial understanding of the concepts of 'interest', 'loan', 'debt', and 'tax' to explore and critique how the media present information | <p>Core themes (PSHE Association):</p> <p>Aims</p> <ul style="list-style-type: none"> understand and respond to its speakers, both in speech and in writing provide opportunities for them to communicate for practical purposes understand and respond to spoken and written language from a variety of authentic sources speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation can write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt Discover and develop an appreciation of a range of writing in the language studied. | <p>Aims</p> <ul style="list-style-type: none"> perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations | <p>Aims</p> <ul style="list-style-type: none"> compete in sport and other activities build character and help to embed values such as fairness and respect develop competence to excel in a broad range of physical activities are physically active for sustained periods of time engage in competitive sports and activities lead healthy, active lives | |

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| YEAR 6 MAIN | <p>Living things and their habitats</p> <ul style="list-style-type: none"> describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals Give reasons for classifying plants and animals based on specific characteristics. <p>Animals, including humans</p> <ul style="list-style-type: none"> identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood 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 within animals, including humans. <p>Evolution and inheritance</p> <ul style="list-style-type: none"> recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution. <p>Electricity</p> <ul style="list-style-type: none"> recognise that light appears to travel in straight lines 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 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 Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them. <p>Light</p> <ul style="list-style-type: none"> associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit 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 Use recognised symbols when representing a simple circuit in a diagram. | <ul style="list-style-type: none"> select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content create, re-use, revise and re-purpose digital artefacts for a given audience, with attention to trustworthiness, design and usability From KS3 PoS) use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content | <ul style="list-style-type: none"> understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends understand how our knowledge of the past is constructed from a range of sources frame historically-valid questions and create their own structured accounts, including written narratives and analyses understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed know and understand significant aspects of the history of the wider world: the nature of ancient civilisations including characteristics, achievements and follies of mankind gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry' construct informed responses that involve thoughtful selection and organisation of relevant historical information <p>1)The development of Church, state and society in Medieval Britain</p> <p>2) BRIDGING UNIT Famous Explorers – Short Unit</p> <p>3) The Aztecs</p> | <ul style="list-style-type: none"> geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America <p>Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America.</p> <p>Worcester(shire)</p> | <p>Design</p> <ul style="list-style-type: none"> use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design <p>Make</p> <ul style="list-style-type: none"> select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities <p>Evaluate</p> <ul style="list-style-type: none"> investigate and analyse a range of existing products evaluate their ideas and products against their own design criteria and consider the views of others to improve their work understand how key events and individuals in design and technology have helped shape the world <p>Technical knowledge</p> <ul style="list-style-type: none"> understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors] Apply their understanding of computing to program, monitor and control their products. <p>Cooking and nutrition</p> <ul style="list-style-type: none"> prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed. | <ul style="list-style-type: none"> to create sketch books to record their observations and use them to review and revisit ideas to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] About great artists, architects and designers in history. <p>Emotive Art</p> <p>Elements- Aspects Artists Starting points Scale</p> <p>WARTime Elements- line; tone; shape; space.</p> <p><i>Aspects- drawing; painting</i></p> <p>Artists- Max Beckmann, John Singer Sargent, Paul Nash.</p> <p>Starting points/ stimulus for artwork: Into Battle; Fallen Soldier.</p> <p>Individual scale</p> <p>Natural Art Elements- pattern, tone, texture.</p> <p><i>Aspects- textiles, printing, ICT.</i></p> <p>Artists- Goldsworthy.</p> <p>Starting points/ stimulus for artwork: Nature.</p> <p>Individual/ collaborative Scale</p> | <p>Learning about religion</p> <ul style="list-style-type: none"> Buddhism Comparing religions World beginnings Key religious figures <p>Learning from religion</p> <ul style="list-style-type: none"> Questions in life <i>Does God exist?</i> Genetic engineering The environment Power and authority | <p>Health and Wellbeing</p> <ul style="list-style-type: none"> how to make informed choices (including recognising that choices can have positive, neutral and negative consequences) and to begin to understand the concept of a 'balanced lifestyle' to deepen their understanding of risk to recognise their increasing independence brings increased responsibility that pressure to behave in an unacceptable, unhealthy or risky way can come from a variety of sources, including people they know and the media which, why and how, commonly available substances and drugs (including alcohol and tobacco) could damage their immediate and future health and safety, that some are legal, some are restricted and some are illegal to own, use and supply to others how their body will change as they approach and move through puberty to recognise how images in the media do not always reflect reality and can affect how people feel about themselves strategies for keeping physically and emotionally safe (including social media, the responsible use of ICT and mobile phones) the importance of protecting personal information, including passwords, addresses and images <p>Relationships</p> <ul style="list-style-type: none"> to judge what kind of physical contact is acceptable or unacceptable and how to respond to recognise and manage 'dares' to recognise and challenge stereotypes <p>Living in the Wider World</p> <ul style="list-style-type: none"> why and how rules and laws that protect themselves and others are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules to think about the lives of people living in other places, and people with different values and customs that resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment | <p>Content</p> <ul style="list-style-type: none"> listen attentively to spoken language and show understanding by joining in and responding explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help* speak in sentences, using familiar vocabulary, phrases and basic language structures develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases* present ideas and information orally to a range of audiences* read carefully and show understanding of words, phrases and simple writing appreciate stories, songs, poems and rhymes in the language broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary write phrases from memory, and adapt these to create new sentences, to express ideas clearly describe people, places, things and actions orally* and in writing <p>Understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.</p> | <p>Content</p> <ul style="list-style-type: none"> play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression improvise and compose music for a range of purposes using the inter-related dimensions of music listen with attention to detail and recall sounds with increasing aural memory use and understand staff and other musical notations appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians Develop an understanding of the history of music. | <ul style="list-style-type: none"> Use running, jumping, throwing and catching in isolation and in combination Play competitive games, modified where appropriate (netball, football, rugby, hockey, basketball, rounders, cricket, badminton, tennis, volleyball and handball) Apply basic principles suitable for attacking and defending Develop flexibility, strength, technique, control and balance through athletics and gymnastics Perform dances using a range of movement patterns Take part in outdoor and adventurous activity challenges both individually and within a team Evaluate and compare their performances with previous ones and demonstrate improvement to achieve their personal best Apply knowledge of living a healthy, active lifestyles Take on leadership roles to organise, officiate and motivate others |

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|-------------------|---|--|--|--|---|--|---|---|---|--|---|
| YEAR 7 CONTINUOUS | <p>Working scientifically</p> <p>Scientific attitudes</p> <ul style="list-style-type: none"> pay attention to objectivity and concern for accuracy, precision, repeatability and reproducibility understand that scientific methods and theories develop as earlier explanations are modified to take account of new evidence and ideas, together with the importance of publishing results and peer review evaluate risks <p>Experimental skills and investigations</p> <ul style="list-style-type: none"> ask questions and develop a line of enquiry based on observations of the real world, alongside prior knowledge and experience make predictions using scientific knowledge and understanding select, plan and carry out the most appropriate types of scientific enquiries to test predictions, including identifying independent, dependent and control variables, where appropriate use appropriate techniques, apparatus, and materials during fieldwork and laboratory work, paying attention to health and safety make and record observations and measurements using a range of methods for different investigations; and evaluate the reliability of methods and suggest possible improvements apply sampling techniques <p>Analysis and evaluation</p> <ul style="list-style-type: none"> apply mathematical concepts and calculate results present observations and data using appropriate methods, including tables and graphs interpret observations and data, including identifying patterns and using observations, measurements and data to draw conclusions present reasoned explanations, including explaining data in relation to predictions and hypotheses evaluate data, showing awareness of potential sources of random and systematic error identify further questions arising from their results <p>Measurement</p> <ul style="list-style-type: none"> understand and use SI units and IUPAC (International Union of Pure and Applied Chemistry) chemical nomenclature use and derive simple equations and carry out appropriate calculations undertake basic data analysis including simple statistical techniques | <ul style="list-style-type: none"> Understand a range of ways to use technology safely, respectfully, responsibly and securely, including protecting their online identity and privacy; recognise inappropriate content, contact and conduct and know how to report concerns. undertake creative projects that involve selecting, using, and combining multiple applications, preferably across a range of devices, to achieve challenging goals, including collecting and analysing data and meeting the needs of known users | <ul style="list-style-type: none"> how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world extend and deepen their chronologically secure knowledge and understanding of British, local and world history, so that it provides a well-informed context for wider learning. identify significant events, make connections, draw contrasts, and analyse trends within periods and over long arcs of time | <ul style="list-style-type: none"> develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics understand the processes that give rise to key physical and human geographical features of the world collect, analyse and communicate with a range of data gathered through experiences of fieldwork interpret a range of sources of geographical information pupils should consolidate and extend their knowledge of the world's major countries and their physical and human features build on their knowledge of globes, maps and atlases and apply and develop this knowledge routinely in the classroom and in the field use fieldwork in contrasting locations to collect, analyse and draw conclusions from geographical data | <ul style="list-style-type: none"> knowledge, understanding and skills needed to engage in an iterative process of designing and making develop specifications to inform the design of innovative, functional, appealing products that respond to needs in a variety of situations identify and solve their own design problems and understand how to reformulate problems given to them | <p>The FACE framework and the National Curriculum:</p> <p>F – Fascinate (Master classes)</p> <ul style="list-style-type: none"> become proficient in drawing, painting, sculpture and other art, craft and design techniques <p>A – Appreciate (Appraisal)</p> <ul style="list-style-type: none"> Know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms. <p>C – Create (Child-led learning and application)</p> <ul style="list-style-type: none"> become proficient in drawing, painting, sculpture and other art, craft and design techniques <p>E – Evaluate (Group assessments and comment)</p> <ul style="list-style-type: none"> Know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms. | <p>Health and Wellbeing</p> <ul style="list-style-type: none"> To recognise personal strengths and how this affects their self confidence and self esteem to recognise that the way in which personal qualities, attitudes, skills and achievements are evaluated by others, affects confidence and self-esteem <p>Relationships</p> <ul style="list-style-type: none"> the skills and knowledge required to manage the transition to, and the expectations of, secondary education The qualities and behaviours they should expect and exhibit in a wide variety of positive relationships (including teams, class, friendships etc.) to further develop and rehearse the skills of team working including objective setting, outcome planning, cooperation, negotiation, managing setback and compromise <p>Living in the Wider World</p> <ul style="list-style-type: none"> the knowledge and skills needed for setting realistic and challenging personal targets and goals (including the transition to Key Stage 3) about their own identity as a learner, preferred style of learning and to develop study, research and personal presentation and organisation skills | <p>Health and Wellbeing</p> <ul style="list-style-type: none"> To recognise personal strengths and how this affects their self confidence and self esteem to recognise that the way in which personal qualities, attitudes, skills and achievements are evaluated by others, affects confidence and self-esteem <p>Relationships</p> <ul style="list-style-type: none"> the skills and knowledge required to manage the transition to, and the expectations of, secondary education The qualities and behaviours they should expect and exhibit in a wide variety of positive relationships (including teams, class, friendships etc.) to further develop and rehearse the skills of team working including objective setting, outcome planning, cooperation, negotiation, managing setback and compromise <p>Living in the Wider World</p> <ul style="list-style-type: none"> the knowledge and skills needed for setting realistic and challenging personal targets and goals (including the transition to Key Stage 3) about their own identity as a learner, preferred style of learning and to develop study, research and personal presentation and organisation skills | <p>Aims:</p> <ul style="list-style-type: none"> understand and respond to its speakers, both in speech and in writing provide opportunities for them to communicate for practical purposes learn new ways of thinking and read great literature in the original language should provide the foundation for learning further languages understand and respond to spoken and written language from a variety of authentic sources speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation can write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt Discover and develop an appreciation of a range of writing in the language studied. | <p>Aims:</p> <ul style="list-style-type: none"> perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence Understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations. | <p>Aims</p> <ul style="list-style-type: none"> compete in sport and other activities build character and help to embed values such as fairness and respect develop competence to excel in a broad range of physical activities are physically active for sustained periods of time engage in competitive sports and activities lead healthy, active lives |

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|-------------|--|--|---|---|---|---|---|---|---|--|--|
| YEAR 7 MAIN | <p>BIOLOGY</p> <p>Cells and organisation</p> <ul style="list-style-type: none"> cells as the fundamental unit of living organisms, including how to observe, interpret and record cell structure using a light microscope the functions of the cell wall, cell membrane, cytoplasm, nucleus, vacuole, mitochondria and chloroplasts the similarities and differences between plant and animal cells <p>The skeletal and muscular systems</p> <ul style="list-style-type: none"> the structure and functions of the human skeleton, to include support, protection, movement and making blood cells <p>Nutrition and digestion</p> <ul style="list-style-type: none"> content of a healthy human diet: carbohydrates, lipids (fats and oils), proteins, vitamins, minerals, dietary fibre and water, and why each is needed <p>Reproduction</p> <ul style="list-style-type: none"> reproduction in humans (as an example of a mammal), including the structure and function of the male and female reproductive systems, menstrual cycle (without details of hormones), gametes, fertilisation, gestation and birth, to include the effect of maternal lifestyle on the foetus through the placenta <p>Health</p> <ul style="list-style-type: none"> the effects of recreational drugs (including substance misuse) on behaviour, health and life processes <p>Relationships in an ecosystem</p> <ul style="list-style-type: none"> the interdependence of organisms in an ecosystem, including food webs and insect pollinated crops the importance of plant reproduction through insect pollination in human food security How organisms affect, and are affected by, their environment, including the accumulation of toxic materials. <p>Inheritance, chromosomes, DNA and genes</p> <ul style="list-style-type: none"> heredity as the process by which genetic information is transmitted from one generation to the next a simple model of chromosomes, genes and DNA in heredity, including the part played by Watson, Crick, Wilkins and Franklin in the development of the DNA model <p>CHEMISTRY</p> <p>The particulate nature of matter</p> <ul style="list-style-type: none"> the properties of the different states of matter (solid, liquid and gas) in terms of the particle model Changes of state in terms of the particle model. <p>Pure and impure substances</p> <ul style="list-style-type: none"> the concept of a pure substance simple techniques for separating mixtures: filtration, evaporation, distillation and chromatography <p>Chemical reactions</p> <ul style="list-style-type: none"> the pH scale for measuring acidity/alkalinity; and indicators reactions of acids with metals to produce a salt plus hydrogen <p>Earth and atmosphere</p> <ul style="list-style-type: none"> the composition of the atmosphere The production of carbon dioxide by human activity and the impact on climate. <p>PHYSICS</p> <p>Forces</p> <ul style="list-style-type: none"> forces as pushes or pulls, arising from the interaction between two objects using force arrows in diagrams, adding forces in one dimension, balanced and unbalanced forces | <ul style="list-style-type: none"> design, use and evaluate computational abstractions that model the state and behaviour of real-world problems and physical systems understand several key algorithms that reflect computational thinking [for example, ones for sorting and searching]; use logical reasoning to compare the utility of alternative algorithms for the same problem understand the hardware and software components that make up computer systems, and how they communicate with one another and with other systems understand simple Boolean logic [for example, AND, OR and NOT] and some of its uses in circuits and programming | <ul style="list-style-type: none"> use historical terms and concepts in increasingly sophisticated ways pursue historically valid enquiries including some they have framed themselves create relevant, structured and evidentially supported accounts in response understand how different types of historical sources are used rigorously to make historical claims and discern how and why contrasting arguments and interpretations of the past have been constructed understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses <p>LOCAL HISTORY OF WORCESTER</p> <p>The changing views of British monarchy and the church.. This includes: the English Reformation and Counter Reformation (Henry VIII to Mary I) and the Elizabethan religious settlement and conflict with Catholics</p> | <ul style="list-style-type: none"> extend their locational knowledge and deepen their spatial awareness of the world's countries using maps of the world to focus on Africa, Russia, Asia (including China and India), and the Middle East, focusing on their environmental regions, including polar and hot deserts, key physical and human characteristics, countries and major cities understand geographical similarities, differences and links between places through the study of human and physical geography of a region within Africa, and of a region within Asia understand, through the use of detailed place-based exemplars at a variety of scales, the key processes in: <ul style="list-style-type: none"> Physical geography, rocks, weathering and soils, weather and climate, including the change in climate from the Ice Age to the present; and glaciations. human geography relating to: economic activity in the tertiary sector. understand how human and physical processes interact to influence, and change landscapes interpret Ordnance Survey maps in the classroom and the field, including using grid references and scale, topographical and other thematic mapping, and aerial and satellite photographs <p>African Study- International Links?</p> <p>Adventurous Landscapes</p> | <p>Design</p> <ul style="list-style-type: none"> use research and exploration, such as the study of different cultures, to identify and understand user needs develop and communicate design ideas using annotated sketches, detailed plans, 3-D and mathematical modelling, oral and digital presentations and computer-based tools <p>Make</p> <ul style="list-style-type: none"> select from and use specialist tools, techniques, processes, equipment and machinery precisely, including computer-aided manufacture select from and use a wider, more complex range of materials, components and ingredients, taking into account their properties <p>Evaluate</p> <ul style="list-style-type: none"> analyse the work of past and present professionals and others to develop and broaden their understanding investigate new and emerging technologies test, evaluate and refine their ideas and products against a specification, taking into account the views of intended users and other interested groups <p>Technical knowledge</p> <ul style="list-style-type: none"> understand and use the properties of materials and the performance of structural elements to achieve functioning solutions Apply computing and use electronics to embed intelligence in products that respond to inputs [for example, sensors], and control outputs [for example, actuators], using programmable components [for example, microcontrollers]. <p>Cooking and nutrition</p> <ul style="list-style-type: none"> understand and apply the principles of nutrition and health cook a repertoire of predominantly savoury dishes so that they are able to feed themselves and others a healthy and varied diet become competent in a range of cooking techniques [for example, selecting and preparing ingredients; using utensils and electrical equipment; applying heat in different ways; using awareness of taste, texture and smell to decide how to season dishes and combine ingredients; adapting and | <ul style="list-style-type: none"> to use a range of techniques to record their observations in sketchbooks to use a range of techniques and media, including painting to increase their proficiency in the handling of different materials to analyse and evaluate their own work, and that of others about the history of art, including periods, styles and major movements <p>Alternative Perspective</p> <p>Elements- line; tone; space.</p> <p><i>Aspects- drawing, photography</i></p> <p>Artists- Esher, Lowry.</p> <p>Starting points/ stimulus for artwork: linear, aerial, awkward angles.</p> <p>Individual scale</p> <p>Still Life</p> <p>Elements- shape; space; form.</p> <p><i>Aspects- drawing; painting; 3D</i></p> <p>Artists- Picasso, Van Gogh, Cezanne.</p> <p>Starting points/ stimulus for artwork: Colour studies; Personal still life, Cubism.</p> <p>Individual/ collaborative Scale</p> <p>Dreams</p> <p>Elements- pattern, texture, tone.</p> <p><i>Aspects- textiles, ICT.</i></p> <p>Artists- Dali.</p> <p>Starting points/ stimulus for artwork: Surrealism.</p> <p>Collaborative Scale</p> | <p>Learning about religion</p> <ul style="list-style-type: none"> Judaism Faith and worship (including visits to places of worship) <p>Learning from religion</p> <ul style="list-style-type: none"> Equal worth Own identity Individual choice and responsibility Suffering and evil <i>Does evil exist?</i> Prejudice and discrimination Ethical questioning <i>Is there a purpose to life?</i> <p><i>Is spiritual or material fulfilment more important and why?</i></p> | <p>Citizenship (Statutory KS3)</p> <ul style="list-style-type: none"> the development of the political system of democratic government in the United Kingdom, including the roles of citizens, Parliament and the monarch the nature of rules and laws and the justice system, including the role of the police and the operation of courts and tribunals the functions and uses of money, the importance and practice of budgeting, and managing risk <p>Health and Wellbeing</p> <ul style="list-style-type: none"> the characteristics of mental and emotional health and strategies for managing it; to manage growth and change as normal parts of growing up (including consolidation and reinforcement of Key Stage 2 learning on puberty, human reproduction, pregnancy and the physical and emotional changes of adolescence) the importance of taking increased responsibility for their own personal hygiene to recognise and manage what influences their choices about exercise what constitutes a balanced diet and its benefits how the media portrays young people, body image and health issues and that identity is affected by a range of factors, including the media and a positive sense of self ways of recognising and reducing risk, minimising harm and getting help in emergency and risky situations <p>Relationships</p> <ul style="list-style-type: none"> to explore the range of positive qualities people bring to relationships the features of positive and stable relationships (including trust, mutual respect, honesty) and those of unhealthy relationships to understand the importance of friendship and to begin to consider love and sexual relationships in this context to recognise that there is diversity in sexual attraction and developing sexuality about the unacceptability of sexist, homophobic and disablist language and behaviour, the need to challenge it and how to do so the safe and responsible use of information communication technology (including safe management of own and others' personal data including images) to recognise peer pressure and have strategies to manage to recognise bullying and abuse in all its forms and to have the skills and strategies | <p>Content</p> <p>Grammar and vocabulary</p> <ul style="list-style-type: none"> identify and use tenses or other structures which convey the present, past, and future as appropriate to the language being studied use and manipulate a variety of key grammatical structures and patterns, including voices and moods, as appropriate develop and use a wide-ranging and deepening vocabulary that goes beyond their immediate needs and interests, allowing them to give and justify opinions and take part in discussion about wider issues Use accurate grammar, spelling and punctuation. <p>Linguistic competence</p> <ul style="list-style-type: none"> listen to a variety of forms of spoken language to obtain information and respond appropriately transcribe words and short sentences that they hear with increasing accuracy initiate and develop conversations, coping with unfamiliar language and unexpected responses, making use of important social conventions such as formal modes of address express and develop ideas clearly and with increasing accuracy, both orally and in writing speak coherently and confidently, with increasingly accurate pronunciation and intonation read and show comprehension of original and adapted materials from a range of different sources, understanding the purpose, important ideas and details, and provide an accurate English translation of short, suitable material read literary texts in the language [such as stories, songs, poems and letters], to stimulate ideas, develop creative expression and expand understanding of the language and culture Write prose using an increasingly wide range of grammar and vocabulary, write creatively to express their own ideas and opinions, and translate short written text accurately into the foreign language. | <p>Content</p> <ul style="list-style-type: none"> play and perform confidently in a range of solo and ensemble contexts using their voice, playing instruments musically, fluently and with accuracy and expression improvise and compose; and extend and develop musical ideas by drawing on a range of musical structures, styles, genres and traditions use staff and other relevant notations appropriately and accurately in a range of musical styles, genres and traditions identify and use the inter-related dimensions of music expressively and with increasing sophistication, including use of tonalities, different types of scales and other musical devices listen with increasing discrimination to a wide range of music from great composers and musicians Develop a deepening understanding of the music that they perform and to which they listen, and its history. | <ul style="list-style-type: none"> Use a range of tactics and strategies to overcome opponents in direct competition through team and individual games Develop creative and imaginative techniques and knowledge of how to improve physical performance Decide what makes a performance effective and apply the principles to their work Perform dances using advanced movement patterns take part in outdoor and adventurous activities which encourage mental and physical challenges and working in a team Evaluate and analyse their performances compared to previous ones to achieve their personal best Play competitive sports Develop confidence to take part in competitive sport and exercise outside school and in later life Understand and apply the long term benefits of a healthy, active lifestyle Use initiative to become excellent young leaders, organising, officiating and motivating others |

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|-------------|--|-----------|---------|-----------|---|-----|---------------------------------------|--|-----------|-------|----|
| YEAR 7 MAIN | <ul style="list-style-type: none"> moment as the turning effect of a forces forces associated with deforming objects; stretching and squashing – springs; with rubbing and friction forces measured in newtons, measurements of stretch or compression as force is changed <p>Magnetism</p> <ul style="list-style-type: none"> magnetic poles, attraction and repulsion <p>Particle model</p> <ul style="list-style-type: none"> the differences in arrangements, in motion and in closeness of particles explaining changes of state, shape and density, the anomaly of ice-water transition <p>Energy in matter</p> <ul style="list-style-type: none"> changes with temperature in motion and spacing of particles internal energy stored in materials <p>Space physics</p> <ul style="list-style-type: none"> gravity force, weight = mass x gravitational field strength (g), on Earth g=10 N/kg, different on other planets and stars; gravity forces between Earth and Moon, and between Earth and Sun (qualitative only) our Sun as a star, other stars in our galaxy, other galaxies the seasons and the Earth's tilt, day length at different times of year, in different hemispheres | | | | <ul style="list-style-type: none"> using their own recipes] Understand the source, seasonality and characteristics of a broad range of ingredients. | | | | | | |