



KS2 and KS3 Curriculum Overview

At Clarity Independent school, pupils are taught through a bespoke curriculum planned according to their individual needs and their academic ability for each subject area, allowing for knowledge and skills gaps to be addressed before moving on to their chronological age group. This means that pupils' learning plans will follow the year group planning that is relevant to their identified ability level for each subject, and not necessarily their chronological age.

To facilitate this, at Clarity we:

- have a Whole School Curriculum plan that follows the National Curriculum
- follow a cross-curricular topic-based approach for learning on a two-year rolling cycle across KS1 & KS2 based on the Curriculum Maestro online planning resource; for KS3 we follow a subject based approach with cross-curricular links where relevant; for KS4 we follow an exam pathway syllabus
- allow flexibility across the school and the curriculum for students to be taught in class groupings relevant to their academic age rather than their chronological age [*class teachers and subject leaders plan from the Whole School curriculum selecting the relevant areas for their class/individual pupils*]
- do not insist that pupils cover every aspect of the curriculum that is available to them [*to allow for space on the timetable for catch-up programmes and essential intervention programmes*], though we ensure to provide a broad and balanced curriculum that incorporates the needs and the interests of the child

Subject:	KS2 English					
Year/Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Yr3/4 Cycle A	Rocks, Relics and Rumbles Geography topic Nonchronological reports; Poetry; Newspaper reports; Diaries Text: The Firework -Maker's Daughter –Philip Pullman	Tribal Tales [history topic] Information texts; Adventure narratives; Fact files; Letters; Poetry Text: Stig of the Dump – Clive King	Burps, Bottoms and Bile [Science topic] Fact files; Explanations using idioms; Fantasy narratives; Slogans; Persuasive texts Text: Demon Dentist – David Walliams	Traders and Raiders [History topic] Reports; Myths and legends; Character profiles; Poetry; Historical narratives Text: The Saga of Erik the Viking –Terry Jones	Playlist [Music topic] Poetry; Short narratives and silent movies; Lyrics; Posters; Information leaflets Texts: Poems to Perform – edited by Julia Donaldson	Urban Pioneers [Geography] Leaflets; Free verse poetry; Autobiographies; Email; Signs and slogans Text: Emil and the Detectives – Erich Kästner; The Family from One End Street –Eve Garnett
Yr3/4 Cycle B	Predator! [Science Topic] Recounts; Leaflets; Poetry; Dilemma stories; Speeches Text: The Sheep Pig – Dick King-Smith Gods and Mortals [History Topic] Character profiles; Diaries; Instructions; Myths and legends; Character descriptions Text: Greek Myths for Young Children –	S Heroes and Villains [Music topic] Biographies; Dialogue; Riddles; Fairy tales; Comic strips Text: The Hundred and One Dalmatians – Dodie Smith	Mighty Metals [Science Topic] Nonchronological reports; Explanations; Instructions; Poetry; Recounts Text: The Iron Man – Ted Hughes I am a warrior [History topic] Soliloquies; Historical narratives; Play scripts; Instructions, invitations and menus; Letters Text: Thieves of Ostia	Blue Abyss [Science Topic] Poetry; Dilemma stories; Biographies; Persuasive letters; Ballads Text: Treasure Island – Robert Louis Stevenson; 20,000 Leagues Under the Sea – Jules Verne Spirit [PE topic] Reading; Spoken language	Scrumdiddlyumptious! [D&T Topic] Recounts; Recipes; Poetry; Nonchronological reports; Adverts Text: Charlie and the Chocolate Factory – Roald Dahl	Misty Mountain, Winding River [Geography topic] Diaries; Information leaflets; Explanations; Narrative poetry Text: King of the Cloud Forests – Michael Morpurgo

	retold by Heather Amery		– Caroline Lawrence			
Yr5/6 Cycle A	Hola Mexico [Music topic] Invitations; Postcards; Instructions; Myths and legends; Poetry Text: Holes – Louis Sachar	Stargazers [Science Topic] Mnemonics; Myths and legends; Free verse poetry; Newspaper reports; Descriptions Text: Northern Lights – Philip Pullman; Alone on a Wide, Wide Sea – Michael Morpurgo; Cosmic – Frank Cottrell Boyce	Frozen Kingdoms [Geography Topic] Non-chronological reports; Haiku poetry; Newspaper reports; Adventure narratives Text: The Wolf Wilder – Katherine Rundell	Pharoahs [History Topic] Chronological reports; Fact files; Research skills; Mystery stories; Play scripts Text: Phoenix Code – Helen Moss	Blood Heart [Science Topic] Non-chronological reports; Shape poetry; Slogans and adverts; Biographies; Narratives using personification Text: Pig Heart Boy – Malorie Blackman	Time traveller [Art and Design] Character studies; Adventure narratives; Leaflets; Free verse poetry; Quotations and poems Text: Tom's Midnight Garden – Philippa Pearce
Yr5/6 Cycle B	ID [Science topic] Descriptions and narratives; Nonchronological reports; Adverts; Facts, opinions and tributes; Calligrams Text: Bill's New Frock – Anne Fine Companion Project: How does inheritance work? [Science Topic]	A Child's war [History Topic] Letters; Diaries; Persuasive posters; Narrative dialogue; Speeches Text: Goodnight Mister Tom – Michelle Magorian; The Silver Sword – Ian Serrailier	Tomorrow's world [Science and Computing topic] Email and blogs; Newspaper reports; Websites; Thriller narratives; Podcasts Text: Stormbreaker – Anthony Horowitz Alchemy Island [Music topic] Fantasy narratives; Nonchronological reports; Soliloquies; Poetry; Lyrics Text:	Darwin's Delights [Science topic] Labelling and journals; Diaries; Letters; Explanations; Newspaper reports Text: Sky Hawk – Gill Lewis Champion [PE topic] Spoken language	Geography: Sow, Grow and Farm [Geography topic] Non-chronological reports; Diaries; Leaflets; Balanced Arguments Text: The Secret Garden – Frances Hodgson Burnett Eat the Seasons [D&T Topic]	Scream Machine [Science topic] Poetry; Short narratives with dialogue; Signage and emails; Adverts; Non-fiction texts Text: The Boy Who Swam with Piranhas – David Almond Off with her head [History topic] Biographies; Poetry and riddles; Newspaper reports; Persuasive letters; Dialogue

			Wizard of Earthsea – Ursula Le Guin; The Lion, the Witch and the Wardrobe – C.S. Lewis			Text: Treason – Berlie Doherty
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Subject:	KS3 English					
Year/Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Curriculum adaptation for new students working 2 or more years below their chronological reading age.	Narrative Intervention Programme by Victoria L. Joffe 1. the concept of narratives, the use of language, communication and social interaction 2. Introducing the structure of narratives using a story planner 3. Exploring characterisation and identifying different appearances, feelings and behaviours of characters 4. Learning and identifying literary devices Evaluate own and others' stories					
Yr7	Coach Trip- writing non-fiction + assessment x6 lessons Moonfleet- reading pre 20thC fiction + assessment x5 lessons SPaG- Cake Crush Mats Autumn 1 Library unit: New Horizons	Skellig (Alternative text: Holes) - reading contemporary fiction + assessment SPaG- Cake Crush Mats Autumn 2 Library unit: The Dewey Decimal System	Narrative Writing- writing fiction + assessment SPaG- Cake Crush Mats Spring 1 Library unit: The Internet Optional seasonal activities: Chinese New Year	History of English- understanding Language Context Poetry from around the world- reading poetry + assessment SPaG- Cake Crush Mats Spring 2 Library unit: Reading Techniques	A Midsummer Night's Dream- reading Shakespeare + assessment x8 lessons SPaG- Cake Crush Mats Summer 1 Library unit: Author Research Optional seasonal activities: N/A	Literary Heritage- reading pre-20thC fiction + assessment x20 lessons SPaG- Cake Crush Mats Summer 2 Library unit: Reading for pleasure Optional seasonal activities: End of Term quiz

	Optional seasonal activities: R.Dahl Day, Black History Month, National Poetry Day	Seasonal activities: Remembrance Day, Christmas		Optional seasonal activities: World Book Day, Easter		
Yr8	<p>Dystopian fiction- writing fiction + assessment x3 lessons</p> <p>Sinister Stories: reading fiction + assessment x12 lessons</p> <p>SpaGtacular starters Activity pack</p> <p>Library unit: comprehensions</p> <p>Optional seasonal activities: R.Dahl Day, Black History Month, National Poetry Day</p>	<p>The Picture of Dorian Gray- reading pre-20thC fiction + assessment x21 lessons</p> <p>SpaGtacular starters Activity pack</p> <p>Library unit: old favourites</p> <p>Optional seasonal activities: Remembrance Day, Christmas</p>	<p>KS3- Non-fiction: News writing- writing non-fiction + assessment x12 lessons</p> <p>SPaG focus: spelling</p> <p>Library unit: Pre-20th Century</p> <p>Optional seasonal activities: Valentine's Day</p>	<p>Poisonous Poetry- reading pre-20thC poetry + assessment x15 lessons</p> <p>SPaG focus: punctuation</p> <p>Library unit: short stories</p> <p>Optional seasonal activities: World Book Day, Easter</p>	<p>Black American Experiences in Literature- reading seminal world literature + assessment</p> <p>SPaG focus: grammar</p> <p>Library unit: Exploring sports</p> <p>Optional seasonal activities: N/A</p>	<p>Blood Brothers- reading 20thC play + assessment x6 lessons</p> <p>SPaG focus: sentences</p> <p>Library unit: Reading for pleasure</p> <p>Optional seasonal activities: End of Term quiz</p>

<p>Yr9</p>	<p>Pop and Poetry- reading poetry + assessment x6 lessons</p> <p>Travel writing- writing non-fiction + assessment x3 lessons</p> <p>SPaG Samurai grammar unit</p> <p>Library unit: Aiming high</p> <p>Optional seasonal activities: Black History Month</p>	<p>Much Ado about Nothing- reading Shakespeare + assessment x3 lessons</p> <p>SPaG Samurai punctuation unit</p> <p>Library unit: study skills</p> <p>Optional seasonal activities: Remembrance Day, Christmas</p>	<p>Non-fiction writing: Whodunnit?- writing non-fiction + assessment x10 lessons</p> <p>SPaG Samurai spelling unit</p> <p>Library unit: News sources</p> <p>Optional seasonal activities: Valentine’s Day</p>	<p>Of Mice and Men- reading world literature + assessment x7 lessons</p> <p>Literacy Intervention Resources: KS3</p> <p>Library unit: Puzzles and codes</p> <p>Optional seasonal activities: World Book Day, Easter</p>	<p>English Language fiction writing- writing fiction + assessment x10 lessons</p> <p>Literacy Intervention Resources: KS3</p> <p>Library unit: Non- fiction texts</p> <p>Optional seasonal activities: N/A</p>	<p>Non-fiction SOW- reading non-fiction + assessment x8 lessons</p> <p>Literacy Intervention Resources: KS3</p> <p>Library unit: Reading for pleasure</p> <p>Optional seasonal activities: End of Term quiz</p>
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Subject:	Maths					
Year/Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Yr3	Number: - Place value - Addition and Subtraction	Number: - Multiplication and Division Measurement	Number: - Multiplication and Division Measurement	Number: - Fractions Consolidation	Number: - Fractions Geometry – properties of shapes	Measurement Statistics Consolidation
Yr4	Number: - Place value - Addition and Subtraction	Number: - Multiplication and Division Measurement: Area	Number: - Fractions Time	Decimals Measurement: Money Consolidation: Time	Measurement: Perimeter and Length Geometry: - Angles - Shape and symmetry - Position and direction	Statistics Measurement: Area and perimeter Consolidation
Yr5	Number: - Place value - Addition and Subtraction -	Number: - Multiplication and Division Statistics	Number: - Fractions - Decimals	Number: - Decimals - percentages Consolidation	Geometry: - Angles - Shapes - Position and direction Measurement: Converting units	Measurement: - Prime numbers - Area and perimeter - Volume Consolidation
Yr6	Number: - Place value - Addition and Subtraction - Multiplication and Division	Number: - Fractions	Number: - Decimals - Percentages Measurement	Number: - Algebra - Ratio Geometry Statistics	Geometry: - Properties and shapes - Position and direction	Money and Enterprise Project

				Consolidation		
Yr7	<ul style="list-style-type: none"> Analysing and displaying data Number skills 	<ul style="list-style-type: none"> Expressions, functions and formulae Decimals and measures 	<ul style="list-style-type: none"> Fractions and percentages Probability 	<ul style="list-style-type: none"> Ratio and proportion 	<ul style="list-style-type: none"> Lines and angles Sequences and graphs 	<ul style="list-style-type: none"> Transformations
Yr8	<ul style="list-style-type: none"> Number Area and Volume 	<ul style="list-style-type: none"> Statistics, graphs and charts Expressions and equations 	<ul style="list-style-type: none"> Real-life graphs Decimals and Ratios 	<ul style="list-style-type: none"> Lines and angles 	<ul style="list-style-type: none"> Calculating with fractions Straight-line graphs 	<ul style="list-style-type: none"> Percentages, decimals and fractions
Yr9	<ul style="list-style-type: none"> Indices and standard form Expressions and formulae 	<ul style="list-style-type: none"> Dealing with data Multiplicative reasoning 	<ul style="list-style-type: none"> Constructions Sequences, inequalities, equations and proportion 	<ul style="list-style-type: none"> Circles, Pythagoras and prisms 	<ul style="list-style-type: none"> Graphs Probability 	<ul style="list-style-type: none"> Comparing shapes

Subject:	Science					
Year/Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Yr3/4 Cycle A	Rocks, Relics and Rumbles [Geography topic] Rocks; Fossils; Soils	Tribal Tales [history topic] Plants; Light; Working scientifically	Burps, Bottoms and Bile Science topic] Teeth types; Tooth decay and hygiene; The digestive system; Working scientifically [How do smells get up your nose?] - Science investigation: States of matter. [What is spit for?] - Science investigation: Animals, including humans	Traders and Raiders [History topic] Working scientifically: Practical Science through Forest Schools/Gardening: Planting and observing plant growth What foods did the Anglo-saxons grow? What conditions do plants need to grow well in our gardens?	Playlist [Music topic] Sound. [How do Plugs work?] - Science investigation: Electricity. [What conducts electricity?]- Science investigation: Electricity. [Can you make a circuit from play dough?] – Science investigation: Electricity	Urban Pioneers [Art & Design Topic] Light and dark; Sources and reflectors; Shadows; Sun safety; Working scientifically
Yr3/4 Cycle B	Predator! [Science Topic] Food chains; Fossils; Plant parts and functions; Water transportation in plants; Skeletal systems;	S Companion Project: What are flowers for? [Science Topic] Working scientifically. [What are flowers for?] - Science investigation: Plants	Mighty Metals [Science Topic] Forces and magnets; Working scientifically	Blue Abyss [Science Topic] Living things and their habitats; Animals, including humans; Working scientifically <i>[Visit an aquarium]</i>	Is it safe to eat? [Science topic] Nutrition. [Is it safe to eat?] - Working scientifically Scrumdiddlyumptious! [D&T Topic]	Misty Mountain, Winding River [Geography topic] Water cycle; Habitats; Changing environments Vista [Art Topic]
Yr5/6 Cycle A	Hola Mexico [Music topic] Light and shadows	Stargazers [Science Topic] Earth and space; Forces; Working scientifically. [Why are zip-wires so fast?] – Science investigation: Forces.	Frozen Kingdoms [Geography Topic] Classifying living things; Classification keys; Adaptation; Investigations.	Pharoahs [History Topic] Investigations. Cf: Forces – [How did the Egyptians build the pyramids?] – Levers, Pulleys, forces of motion	Blood Heart [Science Topic] Circulatory system; Measuring heart rate; Lifestyle effects; Working scientifically	Time traveller [Art and Design] Animals, including humans; Living things and their habitats; Working scientifically

		[How do rockets lift off?] - Science investigation: [How do levers help us?] - Science investigation: Forces. Properties and changes of materials. [How does the Moon move?] - Science investigation: Earth and space	[Why are things classified?] – Science investigation: Living things and their habitats	Cf: Light – [How did the Egyptians get light inside the pyramids?] – Investigate how light travels and reflects off certain surfaces to change the direction of light.	Cf; History – The Egyptians – What did the Egyptians think the hearts purpose was?	
Yr5/6 Cycle B	ID [Science topic] Companion Project: How does inheritance work? [Science Topic] Classification; Families and inheritance; Working scientifically	Can you send a coded message? [Science topic] [Can you send a coded message?] - Science investigation: Electricity A Child's war [History Topic]	Computing and Science: Tomorrow's world [Science topic] Light; Electricity Properties and changes of materials; Working scientifically Alchemy Island [Music topic]	Darwin's Delights [Science topic] Evolution and inheritance; Living things and their habitats; Working Scientifically Muscle groups Champion [PE topic]	Geography: Sow, Grow and Farm [Geography topic] Food chains and webs; Life cycles; Plant reproduction; Growing plants; Modern farming Eat the Seasons [D&T Topic]	Scream Machine [Science topic] Forces; Properties of everyday materials; Mechanisms; Working scientifically Off with her head [History topic]
Yr7	7A Biology: Cells, tissues, organs and systems 7E Chemistry: Mixtures and separation	7I Physics: Energy 7B Biology: Sexual reproduction in animals	7F Chemistry: Acids and alkalis 7J Physics: Current electricity	7C Biology: Muscles and bones 7G Chemistry: The particle model	7K Physics: Forces 7D Biology: Ecosystems	7H Chemistry: Atoms, elements and compounds 7L Physics: Sound
Yr8	8A Biology: Food and nutrition	8I Physics: Fluids	8F Chemistry: The periodic table	8C Biology: Breathing and respiration	8K Physics: Energy transfers	8H Chemistry: Rocks

	8E Chemistry: Combustion	8B Biology: Plants and reproduction	8J Physics: Light	8G Chemistry: Metals and their use	8D Biology: Unicellular organisms	8L Physics: Earth and space
Yr9	9A Biology: Genetics and evolution 9E Chemistry: Making materials	9I Physics: Forces and motion 9B Biology: Plant growth	9F Chemistry: Reactivity 9J Physics: Force fields and electromagnets	9C Biology revision and projects 9G Chemistry revision and projects 9K Physics revision and projects	9D Biology transition to GCSE 9H Chemistry transition to GCSE	9L Physics transition to GCSE End of Year Test End of KS3 Tests

Subject:	Topic: History					
Year/Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Yr3/4 Cycle A	Rocks, Relics and Rumbles [Geography topic] Significant people – Mary Anning; Pompeii	Tribal Tales [history topic] Prehistoric Britain – Stone Age to Iron Age	Traders and Raiders [History topic] Anglo-Saxons and Vikings		Playlist [Music topic]	Urban Pioneers [Art & Design Topic] Local history study
Yr3/4 Cycle B	Gods and Mortals [History Topic] Ancient Greece	S Companion Project: What are flowers for? [Science Topic] Heroes and Villains [Music topic]	I am a warrior [History topic] The Roman Empire and its impact on Britain	Blue Abyss [Science Topic] 19th century Ocean exploration Spirit [PE topic] History of the Olympic Games	Scrumdiddlyumptious! [D&T Topic] Significant individuals – James Lind Is it safe to eat? [Science topic]	Misty Mountain, Winding River [Geography topic] Vista [Art Topic]
Yr5/6 Cycle A	Hola Mexico [Music topic] Ancient Maya civilisation	Stargazers [Science Topic] Significant individuals – Galileo Galilei, Isaac Newton; 1960s space race	Frozen Kingdoms [Geography Topic] Polar exploration; Significant people – Robert Falcon Scott; Ernest Shackleton; Significant events – Titanic	Pharaohs [History Topic] Ancient Egypt	Time traveller [Art and Design] Changes over the last century	
Yr5/6 Cycle B	ID [Science topic] Companion Project: How does inheritance work? [Science Topic] Social reformers	Can you send a coded message? [Science topic] A Child's war [History Topic] Second World War	Computing and Science: Tomorrow's world [Science topic] History of Computing Alchemy Island [Music topic]	Darwin's Delights [Science topic] Significant individuals – Charles Darwin, Mary Anning Champion [PE topic]	Geography: Sow, Grow and Farm [Geography topic] Dig for Victory Eat the Seasons [D&T Topic]	Scream Machine [Science topic] Off with her head [History topic] The Tudors

Yr7	The Norman Conquest	Religion in medieval Britain	The Crusades	The problems of Medieval Monarchs	The Black Death	Migration
Yr8	Challenges to the Catholic Church	The English Civil war	Changing ideas 1660 to 1789	The Slave trade	The British Empire	The industrial Revolution
Yr9	Getting the vote [British Democracy]	The First World War	Conflict in the 20 th Century	The Holocaust	The Middle East	What's the best way to bring about change?

[NB: Blue shaded cells = Key units of study. Grey shaded cells indicate that there are no specific programmes of study for this subject within this topic for this half term.]

Subject:	Topic: Geography					
Year/Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Yr3/4 Cycle A	Rocks, Relics and Rumbles Geography topic] Layers of the Earth; Rocks; Plate tectonics; Ring of Fire; Features of volcanoes; Lines of latitude and longitude; Volcanic eruptions; Earthquakes and tsunamis; Compass points; Maps	Tribal Tales [history topic] Fieldwork; Human and physical geography; Using maps and aerial images	Traders and Raiders [History topic] Using maps; Settlements; Europe		Playlist [Music topic] Location of countries	Urban Pioneers [Art & Design Topic] Fieldwork
Yr3/4 Cycle B	Predator! [Science Topic] Fieldwork; Using maps Gods and Mortals [History Topic] Ancient and modern day Greece; Geographical features; Using maps	Companion Project: What are flowers for? [Science Topic] Heroes and Villains [Music topic]	I am a warrior [History topic] Comparing Britain and Italy; Using maps; Locational knowledge; Human and physical geography	Blue Abyss [Science Topic] Seas and oceans of the world; The Great Barrier Reef; Environmental issues Spirit [PE topic] World countries; Online maps	Scrumdiddlyumptious! [D&T Topic] Food miles and fair trade	Misty Mountain, Winding River [Geography topic] Rivers; Maps; Grid references; Contour lines; Physical processes – erosion, transportation and deposition; World rivers; Aerial images; Mountains; UK mountains; World mountains; Compass points; Water cycle; Altitudinal zones; Data analysis Vista [Art Topic]

Yr5/6 Cycle A	Hola Mexico [Music topic] Maps; Human and physical geography of Mexico	Stargazers [Science Topic] Locating physical features	Frozen Kingdoms [Geography Topic] Arctic and Antarctic regions; Lines of latitude and longitude; Polar climates; Polar day and night; Polar oceans; Polar landscapes; Climate change;	Pharoahs [History Topic] Human and physical features of Egypt; The River Nile; Tourism	Time traveller [Art and Design] Local community	
Yr5/6 Cycle B	ID [Science topic] Community Companion Project: How does inheritance work? [Science Topic]	A Child's war [History Topic] Human geography; Cities of the UK	Alchemy Island [Music topic] Map reading; Using coordinates; Human and physical features	Darwin's Delights [Science topic] Champion [PE topic] Maps; Geographical similarities and differences; Islands of the world	Geography: Sow, Grow and Farm [Geography topic] Land use in the UK; Allotments; Farming in the UK; Maps; Grid references; Climate zones; Physical features of North and South America; Farming in North and South America; Food transportation Eat the Seasons [D&T Topic]	Scream Machine [Science topic] Off with her head [History topic] Theme parks Maps
Yr7	Chap 1: Geography...and you	Chap 2: Maps and Mapping	Chap 3: About the UK	Chap 4: Glaciers	Chap 5: Rivers <i>+ Pupil Led Research project: Local water issues [eg. Chelmer River/ Thames Estuary]</i>	Chap 6: Africa Or Chap 7: Kenya
Yr8	Chap 1: Fieldwork and GIS	Chap 2: Population	Chap 3: Urbanisation	Chap 4: Coasts	Chap 5: Weather and Climate	Chap 6: Asia Or

					<i>+ Pupil Led Research project: Climate change</i>	Chap 7: China
Yr9	Chap 1: From rock to soil	Chap 2: Living off Earth's resources	Chap 3: Earning a living	Chap 4: International development	Chap 5: Our restless planet <i>+ Pupil Led Research project: Saving our planet</i>	Chap 6: Russia Or Chap 7: The Middle East

[NB: Shaded cells indicate that there are no specific programmes of study for this subject within this topic for this half term.]

Subject:	Digital Literacy and Computing					
Year/Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Yr3/4 Cycle A <i>[If teaching through Maestro]</i>	Rocks, Relics and Rumbles [Geography topic] Databases	Tribal Tales [history topic]	Burps, Bottoms and Bile [Science topic] Images; Algorithms; Video	Traders and Raiders [History topic] Animation; Images	Playlist [Music topic] Digital recordings	Urban Pioneers [Art & Design Topic] Digital maps; Programming; Audio recording; Online research
Yr3/4 Cycle B <i>[If teaching through Maestro]</i>	Predator! [Science Topic] Algorithms; Flow diagrams; Online research; Using logical reasoning; Graphics software; Presentations Gods and Mortals [History Topic] Using presentation software	S Companion Project: What are flowers for? [Science Topic] Heroes and Villains [Music topic] Web searches	Mighty Metals [Science Topic] Creating spreadsheets; Using presentation software]	Blue Abyss [Science Topic] Programming; Video editing; Multimedia presentation	Is it safe to eat? [Science topic] Scrumdiddlyumptious! [D&T Topic] Web searches; Emails	Misty Mountain, Winding River [Geography topic] Vista [Art Topic]
Yr5/6 Cycle A <i>[If teaching through Maestro]</i>	Hola Mexico [Music topic] Online research; Presentations	Stargazers [Science Topic] Programming; Stop motion animation	Frozen Kingdoms [Geography Topic] Web-based research and presentations	Pharoahs [History Topic] Web-based research and presentations	Blood Heart [Science Topic] Websites; Flow diagrams	Time traveller [Art and Design] Digital portraits; Data logging; Research
Yr5/6 Cycle B <i>[If teaching through Maestro]</i>	ID [Science topic] Companion Project: How does inheritance work?	Can you send a coded message? [Science topic] A Child's war	Computing and Science: Tomorrow's world [Science topic] Alchemy Island [Music topic]	Darwin's Delights [Science topic] Champion [PE topic]	Geography: Sow, Grow and Farm [Geography topic] Eat the Seasons [D&T Topic]	Scream Machine [Science topic] Photography; Creating digital maps; Research; Logical reasoning and algorithms; Esafety;

	[Science Topic] Software; Photo stories; E-safety	[History Topic] Search technologies; Presentations	Online research; Computer networks; Algorithms; Logical reasoning; Downloading music; Website design Photography; Debugging programs; Gaming	Online research; Morphing animations; Computer Networks Online research		Online discussion; Posters Research; Data handling; Presentations
Yr3 <i>[Rising Stars ICT programme]</i>	3.1 We are programmers	3.2 We are bug fixers	3.3 We are presenters	3.4 We are who we are	3.5 We are co-authors	3.6 We are opinion pollsters
Yr4 <i>[Rising Stars ICT programme]</i>	4.1 We are software developers	4.2 We are makers	4.3 We are musicians	4.4 We are bloggers	4.5 We are artists	4.6 We are meteorologists
Yr5 <i>[Rising Stars ICT programme]</i>	5.1 We are game developers	5.2 We are cryptographers	5.3 We are architects	5.4 We are web developers	5.5 We are adventure gamers	5.6 We are VR designers
Yr6 <i>[Rising Stars ICT programme]</i>	6.1 We are toy makers	6.2 We are computational thinkers	6.3 We are publishers	6.4 We are connected	6.5 We are advertisers	6.6 We are AI developers

	UNIT 1	UNIT 2	UNIT 3	UNIT 4	UNIT 5	UNIT 6
<p>Yr7</p> <p>ICT resources Centre for Computing Education DfE</p>	<p>Impact of technology: collaborating online respectfully Identifying how to use online collaboration tools respectfully. An introduction to the computing lab.</p>	<p>Networks: from semaphores to the internet Recognising networking hardware and explaining how networking components are used for communication.</p>	<p>Using media: gaining support for a cause Creating a digital product for a real-world cause.</p>	<p>Programming essentials in Scratch: part I Applying the programming constructs of sequence, selection, and iteration in Scratch.</p>	<p>Programming essentials in Scratch: part II Using subroutines to decompose a problem that incorporates lists in Scratch.</p>	<p>Modelling data: spreadsheets Sorting and filtering data and using formulas and functions in spreadsheet software. EXTN: Independent Pupil-led projects – related to Programming, Music composition or Team enterprise [cf: CPSCHE]</p>
<p>Yr8</p> <p>ICT resources Centre for Computing Education DfE</p>	<p>Developing for the web: Using HTML and CSS to create webpages</p>	<p>Representations: from clay to silicon Representing numbers and text using binary digits</p>	<p>Mobile app Development: Using event-driven programming to create an online gaming app.</p>	<p>Media: vector graphics Creating vector graphics through objects, layering, and path manipulation.</p>	<p>Computing systems: Exploring the fundamental elements that make up a computer system.</p>	<p>Introduction to Python programming: Applying the programming constructs of sequence, selection, and iteration in Python.</p>
<p>Yr9</p> <p>ICT resources Centre for Computing Education DfE</p>	<p>Python programming with sequences of data: Manipulating strings and lists. Creating a programming project.</p>	<p>Media: animations Creating 3D animations through object manipulation, and tweaking and adjusting lighting and camera angles.</p>	<p>Data science: Using data to investigate problems and make real-world changes.</p>	<p>Representations: going audiovisual Representing images and sound using binary digits.</p>	<p>Cybersecurity: Identifying how users and organisations can protect themselves from cyberattacks.</p>	<p>Physical computing: Sensing and controlling with the micro:bit.</p>

[NB: Shaded cells indicate that there are no specific programmes of study for this subject within this topic for this half term.]

Subject:	Art					
Year/Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Yr3/4 Cycle A	Rocks, Relics and Rumbles [Geography topic] [Ammonite] - Sculpture	Tribal Tales [history topic] Neolithic art; Clay beakers; Iron Age jewellery	Burps, Bottoms and Bile [Science topic] - Still life drawing of fruit/vegetables	Traders and Raiders [History topic] Patterns and print making; Sketchbooks	Playlist [Music topic] Music inspired art	Urban Pioneers [Art & Design Topic] Photography; Graffiti art; Observational drawing
Yr3/4 Cycle B	Gods and Mortals [History Topic] 3-D sculpture; Greek art and design Predator! [Science Topic] 3-D models	S Companion Project: What are flowers for? [Science Topic] 3-D flower models Heroes and Villains [Music topic] Sculpture; Illustration	Mighty Metals [Science Topic] Embossed pattern and pictures; Making jewellery I am a warrior [History topic] Drawing; Sculpture; Mosaic; Jewellery	Blue Abyss [Science Topic] Observational drawing; 3-D models; Clay sculpture; Anthony Gormley; Batik; Printing; Seascapes	Scrumdiddlyumptious! [D&T Topic] Sculpture	Misty Mountain, Winding River [Geography topic] Vista [Art Topic]
Yr5/6 Cycle A	Hola Mexico [Music topic] Sculpture; Maya art; Carving	Stargazers [Science Topic] Printing; Design	Frozen Kingdoms [Geography Topic] [Inuit] - Printmaking; Carving	Pharaohs [History Topic] Drawing artefacts; Headwear; Hieroglyphic amulets	Blood Heart [Science Topic] Modelling and sculpture; Abstract art	Time traveller [Art and Design] Photography; Great artists – Andy Warhol, Salvador Dali; Collage
Yr5/6 Cycle B	ID [Science topic] Companion Project: How does inheritance work? [Science Topic] Portraiture and figurines	A Child's war [History Topic]	Computing and Science: Tomorrow's world [Science topic] Alchemy Island [Music topic] Logo design	Darwin's Delights [Science topic] Champion [PE topic] Creating Sketch books. Observational	Geography: Sow, Grow and Farm [Geography topic] Eat the Seasons [D&T Topic] Still life drawing and painting	Scream Machine [Science topic] Off with her head [History topic] Photography and image editing Portraits; Sketching Tudor

				drawing		fashions; 3-D modelling
Yr7	<p>Natural Forms 2D Drawings of various natural forms including leaves, horse chestnuts, shells, etc. Arts & Crafts Movement – William Morris pattern – tessellating, repeating.</p>	<p>Natural Forms 2D Students will learn about colour theory and the blending and mixing of colours in order to apply this knowledge to their designs – either clay leaves or later in the stylisation project. William Morris, Georgia O’Keefe.</p>	<p>Natural Forms 3D Students will complete a 3D tile with leaves that show their understanding of relief sculpture, composition, depth, form.</p>	<p>Natural Forms 3D - Stylisation Explain how paintings/ sculptures have been produced. - collage choice (Eugene Seguy).</p>	<p>African Art and Stylisation (cf; Geography Unit) Explore surface pattern textile printing and collagraph printing techniques.</p>	<p>Stylisation Students will create a homage to an artist or style (relating to the themes explored this term).</p>
Yr8	<p>Observational drawing skills Observational drawings in the style of Michael Craig Martin.</p>	<p>Observational paintings Students will build on painting skills learnt in Year 7 to create a painting based on Observational drawings in the first half of the term, in the style of Michael Craig-Martin.</p>	<p>Portraits Pupils will make observational portraits and self-portraits. Students will explore average facial proportions. Create a range of own mask design ideas and then develop one or more further – _3D mask designs.</p>	<p>Masks Students will study masks, where/how they originated, their uses and their artistic significance. Cultural – _masks, patterns, Aboriginal, Chris Offili, Yinka Shonibare</p>	<p>Surrealism/Hybrids Students will analyse Surrealism artists’ work critically and use their opinions to inform their own Artwork/designs. Create a range of ideas for hybrids and then develop one or more further – using a variety of sources – magazine/picture cuttings/collages.</p>	<p>Hybrids Using a range of materials, create a 3D Hybrid as a painting and as sculpture (selecting appropriate materials and evaluating material choices).</p>
Yr9	<p>Cubism Explore the work of Artists such as: Pablo Picasso, Georges Braque, Paul Gauguin</p>	<p>Self-Portraits Pupils will make observational portraits and self-portraits. Students will recap average facial proportions.</p>	<p>Pop Art 2D Explore the work of Artists such as: Wayne Thiebold, Andy Warhol</p>	<p>Pop Art 3D Explore the work of Artists such as: Class Oldenburg</p>	<p>Self -directed Project: Pop Art/Cubism/Surrealism. The project will be built up over the term and will include written studies, critiques, planning boards, preparation pieces and a collection of final pieces of work, including one large-scale painting or sculpture.</p>	

[NB: Shaded cells indicate that there are no specific programmes of study for this subject within this topic for this half term.]

Subject:	Design and Technology					
Year/Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Yr3/4 Cycle A	Rocks, Relics and Rumbles [Geography topic]	Tribal Tales [history topic] Designing and making tools; Building structures	Burps, Bottoms and Bile [Science topic] Healthy foods; Textiles; Working models	Traders and Raiders [History topic] Making weapons And jewellery; Models of Anglo-Saxon homes; Clay rune stones	Playlist [Music topic] Making instruments	Urban Pioneers [Art & Design Topic]
Yr3/4 Cycle B	Predator! [Science Topic] Gods and Mortals [History Topic] Moving parts; Making models; Selecting and using materials	S Heroes and Villains [Music topic] Making puppets; Flip books Selecting and using materials	Mighty Metals [Science Topic] Product evaluation; Research; Selecting materials; Making vehicles; Building an iron man; Using electrical circuits I am a warrior [History topic] Shields and helmets; Roman food; Roman designs	Blue Abyss [Science Topic] Designing submarines; Working models	Is it safe to eat? [Science topic] Scrumdiddlyumptious! [D&T Topic] Invent a smoothie Cooking and nutrition	Misty Mountain, Winding River [Geography topic] Mountain climbing equipment Vista [Art Topic] Home project: 3D Mountain Vista Model
Yr5/6 Cycle A	Hola Mexico [Music topic] Food of Mexico; Evaluating and making instruments	Stargazers [Science Topic] Selecting materials; Research; Structures; Evaluation	Frozen Kingdoms [Geography Topic] Structures – make an igloo; Iceberg landscape sculpture	Pharoahs [History Topic] Egyptian food; Making tombs and pyramids	Blood Heart [Science Topic] Tools and equipment; Recipes; Packaging; Working models	Time traveller [Art and Design] Selecting materials
Yr5/6 Cycle B	ID [Science topic] Companion Project:	A Child's war [History Topic] Recipes; Structures	Computing and Science: Tomorrow's world [Science topic]	Darwin's Delights [Science topic] Champion	Geography: Sow, Grow and Farm [Geography topic]	Scream Machine [Science topic] Off with her head

	<p>How does inheritance work? [Science Topic] Tools and equipment; Design; Fashion and clothing</p>		<p>Alchemy Island [Music topic] Significant individuals; Assistive technologies; Programming, monitoring and controlling products; Website design Electrical circuits; Designing a board game</p>	<p>[PE topic] Food diaries; Food groups</p>	<p>Eat the Seasons [D&T Topic] Seasonality. [Eat the Seasons] - Cooking; Nutrition</p>	<p>[History topic] Designing rides; Programming models; Mechanical systems; Evaluation; Food</p>
<p>Yr7 [cf: Art]</p>	<p>Natural Forms patterns: Sculptures (created and photographed) of various natural forms including leaves, horse chestnuts, shells, etc.</p> <p>Reflecting Arts & Crafts Movement: – William Morris pattern – tessellating, repeating.</p>	<p>Food safety and hygiene:</p> <ul style="list-style-type: none"> - What are “The 5 Food safety rules?” - What does Food safety and hygiene good practise look like? - Why is this so important? - Plan and prepare simple Salads 	<p>Natural Forms 3D Students will complete a 3D tile with leaves that show their understanding of relief sculpture, composition, depth, form.</p>	<p>Baking:</p> <ul style="list-style-type: none"> - Simple Biscuits - Brownies - Design and make ‘The ultimate biscuit/brownie’. 	<p>African Art and Stylisation (cf; Geography Unit)</p> <p>Explore surface pattern textile printing and collagraph printing techniques.</p>	<p>Cookery:</p> <ul style="list-style-type: none"> - What do Vegetarians and Vegans eat? - Why? - Research and evaluate meat/dairy/protein substitutes. - Plan, prepare and cook a simple vegetarian/vegan dish.

		<ul style="list-style-type: none"> - Plan and prepare a simple Fruit salads - 				
Yr8 <i>[cf: Art]</i>	Food safety and hygiene: <ul style="list-style-type: none"> - What are “The 5 Food safety rules?” - What is Food safety and hygiene and good practise? Policy? Legislation? - Design and make ‘The ultimate sandwich’; then evaluate it for nutritional value, taste, sensory experience, value for money. <p><i>[Option to complete Food Safety and hygiene Level 1 certificate.]</i></p>		Baking: <ul style="list-style-type: none"> - Cupcakes - Cakes - Cake decorating 	3D Masks Students will create a mask from their own design.	Cookery – Healthy eating: <ul style="list-style-type: none"> - Research and evaluate popular diets and diet trends (for nutritional value, taste, sensory experience, value for money). - Plan, prepare and cook a balanced “healthy option” meal. 	Hybrids Using a range of materials, create a 3D Hybrid as a sculpture (selecting appropriate materials and evaluating material choices).
Yr9 <i>[cf: Art]</i>	Food safety and hygiene: <ul style="list-style-type: none"> - What are “The 5 Food safety rules?” - What is Food safety and hygiene and good practise? Policy? Legislation? - Prepare simple starters 	Self-Portraits Pupils will make observational portraits and self-portraits. Students will recap average facial proportions.	‘Free-from’ Baking: <ul style="list-style-type: none"> - Research and evaluate common food allergies. - Research and evaluate ‘free-from’ options of biscuits/cakes/ desserts which are free from sugar, gluten, soya, Dairy or eggs. Evaluate 	Pop Art 3D Explore the work of Artists such as: Class Oldenburg	Self -directed Project: <p>Option A: Pop Art/Cubism/Surrealism.</p> <p>The project will be built up over the term and will include written studies, critiques, planning boards, preparation pieces and a collection of final pieces of work, including one large-scale painting or sculpture.</p> <p style="text-align: center;">OR</p> <p>Option B: Plan, prepare and serve a 3-course meal for a small group of guests.</p>	

	<ul style="list-style-type: none"> - Design and make 'The ultimate starter' then evaluate it for nutritional value, taste, sensory experience, value for money. <p><i>[Option to complete Food Safety and hygiene Level 2 certificate.]</i></p>		<ul style="list-style-type: none"> - them for nutritional value, taste, sensory experience, value for money. - Make an allergen-friendly dessert (choose one allergen/intolerance to avoid). 		<p>The project will be built up over the term and will include planning boards, menu design, event planning and costing and shopping, food preparation and a 3-course meal served to a small group of invited guests.</p>
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[NB: Shaded cells indicate that there are no specific programmes of study for this subject within this topic for this half term.]

Subject:	PE					
	[*NB: Some pupils have Swimming lessons and Occupational Therapy programmes in addition to/instead of PE lessons.]					
Year/Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
LKS2 Cycle A	Games	Exercising Safely and effectively: Health fitness and Wellbeing	Dance	Gymnastics	Athletics	Identifying and Solving problems:
Yr4	Games	Exercising Safely and effectively: Health fitness and Wellbeing	Dance	Gymnastics	Athletics	Identifying and Solving problems:
UKS2 Cycle A	Games	Exercising Safely and effectively: Health fitness and Wellbeing	Dance	Gymnastics	Athletics	Identifying and Solving problems:
Yr6	Games	Exercising Safely and effectively: Health fitness and Wellbeing	Dance	Gymnastics	Athletics	Identifying and Solving problems:
Yr7	Outwitting opponents: Invasion games - Football - Handball - basketball	Exercising Safely and effectively: Health fitness and Wellbeing	Outwitting opponents: Net/wall games - Badminton - Tennis - volleyball	Outwitting opponents: Striking and fielding - rounders/softball - cricket	Performing at maximum levels: athletics	Identifying and Solving problems: Overcoming challenges – land based
Yr8	Outwitting opponents: Invasion games - Football - Handball - basketball	Exercising Safely and effectively: Health fitness and Wellbeing	Outwitting opponents: - Net/wall games - Badminton - Tennis - volleyball	Outwitting opponents: Striking and fielding - rounders/softball - cricket	Performing at maximum levels: athletics	Identifying and Solving problems: Overcoming challenges – Tactical land-based [Orienteering]

Yr9	Outwitting opponents: Invasion games <ul style="list-style-type: none"> - Football - Handball - basketball 	Exercising Safely and effectively: Health fitness and Wellbeing	Outwitting opponents: Net/wall games <ul style="list-style-type: none"> - Badminton - Tennis - volleyball 	Performing at maximum levels: <ul style="list-style-type: none"> - golf 	Performing at maximum levels: <ul style="list-style-type: none"> - athletics 	Identifying and Solving problems: Overcoming challenges – water - based
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Subject:	Music					
Year/Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Yr3/4 Cycle A	Rocks, Relics and Rumbles [Geography topic] Graphic scores	Tribal Tales [history topic]	Burps, Bottoms and Bile [Science topic] Composing lyrics	Traders and Raiders [History topic] Composing lyrics	Playlist [Music topic] Music of the 20th century	Urban Pioneers [Art & Design Topic]
Yr3/4 Cycle B	Predator [Science Topic] Gods and Mortals [History Topic]	Heroes and Villains [Music topic] Singing and performing; Comparing music; Listening and appreciation; Notation; Composing; Rhythm	Mighty Metals [Science Topic] Performing I am a warrior [History topic]	Blue Abyss [Science Topic] Spirit [PE topic]	Scrumdiddlyumptious! [D&T Topic] Playing instruments; Performing	Misty Mountain, Winding River [Geography topic] Vista [Art Topic]
Yr5/6 Cycle A	Hola Mexico [Music topic] Mexican music; Musical notation	Stargazers [Science Topic] Music; Lyrics	Frozen Kingdoms [Geography Topic]	Pharoahs [History Topic]	Blood Heart Science Topic Pulse; Raps	Time traveller [Art and Design]
Yr5/6 Cycle B	ID [Science topic] Companion Project: How does inheritance work? [Science Topic] Appraising; Listening to voices	Can you send a coded message? [Science topic] A Child's war [History Topic] Listening, performing and composing	Computing and Science: Tomorrow's world [Science topic] Alchemy Island [Music topic] Composing; Recording and editing software;	Darwin's Delights [Science topic] Champion [PE topic] Music; Graphic scores	Geography: Sow, Grow and Farm [Geography topic] Eat the Seasons [D&T Topic]	Scream Machine [Science topic] Off with her head [History topic] Tudor music; Composing

Yr7	Music and me	Keyboards	Emotive Music [film soundtracks]	African Drumming	Carnival of animals	Band Breakout
Yr8	Folk Music	The Blues	Structure and Composition	Class Playlist	Classical Music	Salsa
Yr9	Indian Music	In at the deep end	Song writing	Solo Performance	Film Music	Class Concert

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Subject:	CPSHE & RSE [Citizenship, Personal, Social, Health Education & Relationships and Sex Education]					
Year/Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
LKS2(Yr3/4) Cycle A <i>[taught through Maestro]</i>	Wellbeing: Personal Strengths, qualities, and goals <i>[Within Maestro: Rocks, Relics and rumbles]</i> Zones of Regulation Volcano in my Tummy	Living in the wider world: Lives of others <i>[Within Maestro: Tribal Tales [history topic]</i>	Wellbeing: Healthy bodies <i>[Within Maestro: Burps, Bottoms and Bile [Science topic]</i>	Relationships: Diversity <i>[Within Maestro: Traders and Raiders]</i>	Living in the wider world: Moral issues and dilemmas; Role models; Good deeds; Organisations that help people; Values and goals E-safety <i>[Within Maestro: Playlist]</i>	Relationships : Being safe; Presenting opinions <i>[Within Maestro: Urban Pioneers [Art & Design Topic]</i>
LKS2(Yr3/4) Cycle B <i>[taught through Maestro]</i>	Relationships/ Wellbeing: Resolving differences <i>[Within Maestro: 'Gods and Mortals']</i> Also: Zones of Regulation programme	Relationships/ Living in the Wider World: Moral issues and dilemmas; Role models; Good deeds; Organisations that help people; Values and goals <i>[Within Maestro 'Heroes and Villains']</i>	Positive Mental Wellbeing: Personal Strengths, qualities, and goals <i>[Within Maestro 'Mighty Metals']</i>	Relationships/ Wellbeing: Recognising achievements <i>[Within Maestro 'I am a warrior']</i>	Physical Wellbeing: Healthy Lifestyle <i>[within Maestro 'Scrumdiddlyumptious!']</i>	Wellbeing/Living in the Wider World: Interruption of resources <i>[Within Maestro 'Misty mountain Winding river']</i>

Yr3 <i>[taught through Maestro]</i>	Relationships/ Wellbeing:	Relationships/ Living in the Wider World:	Positive Mental Wellbeing:	Physical Wellbeing:	Relationships/ Wellbeing:	Relationships/ Wellbeing:
	Resolving differences <i>[Within Maestro: 'Gods and Mortals']</i> Also: Zones of Regulation programme	Moral issues and dilemmas; Role models; Good deeds; Organisations that help people; Values and goals <i>[Within Maestro 'Heroes and Villains']</i>	Personal Strengths, qualities, and goals <i>[Within Maestro 'Mighty Metals']</i>	Healthy Lifestyle <i>[within Maestro 'Scrumdiddlyumptious!']</i>	Managing Feelings, Lives of others <i>[Within Maestro 'Tribal Tales']</i>	Being safe; Presenting opinions <i>[Within Maestro 'Urban Pioneers']</i>
Yr4 <i>[taught through Maestro]</i>	Relationships:	Healthy Lifestyles and Wellbeing:	Relationships/ Wellbeing:	Living in the Wider World:	Relationships/ Wellbeing:	Wellbeing/Living in the Wider World:
	Respecting yourself and others <i>[Within Maestro 'Bottom Burps and bile']</i>	Healthy bodies <i>[Within Maestro 'Bottom Burps and bile']</i>	Recognising achievements <i>[Within Maestro 'I am a warrior']</i>	E-safety <i>Within Maestro 'Misty mountain Winding river']</i>	Responding to Feelings and opinions <i>[Within Maestro 'Traders and raiders']</i>	Interruption of resources <i>[Within Maestro 'Misty mountain Winding river']</i>
Yr5 <i>[taught through PSHE Assoc SOW]</i>	Living in the Wider World 1:	Healthy Lifestyles and Wellbeing 1:	Relationships 1:	Living in the Wider World 2:	Healthy Lifestyles and Wellbeing 2:	Relationships 2:
	<ol style="list-style-type: none"> Internet and Screen Time Age Restrictions Careers and Stereotypes Fake News Fireworks and Bonfires 	<ol style="list-style-type: none"> Understanding emotions Feelings emotions and vocabulary Mental Health and signs of illness Physical Health and signs of illness FGM introduction 	<ol style="list-style-type: none"> Helping out with babies Gender Identity & LGBTQ+ introduction Self-esteem and Self worth Online behaviour and risks Stranger Danger 	<ol style="list-style-type: none"> Success and Achievement Independence and Responsibility Courtesy and Manners Change, Grief and Loss The Environment and Climate change 	<ol style="list-style-type: none"> Healthy habits Sleep hygiene Sun safety Medicines and Household safety First Aid 	<ol style="list-style-type: none"> Behaviour and Respect Friendships and feeling left out Friendships Peer pressure Loving, stable families

Yr6 <i>[taught through PSHE Assoc SOW]</i>	Healthy Lifestyles and Wellbeing:	Relationships 1:	Living in the Wider World 1:	Healthy Lifestyles and Wellbeing 2:	Relationships 2:	Living in the Wider World 2:
	<ol style="list-style-type: none"> 1. Healthy Living introduction 2. Living a healthy active life 3. Dental hygiene 4. Germs, bacteria and viruses 	<ol style="list-style-type: none"> 1. Positive relationships introduction 2. Disagreeing respectfully 3. Family, marriage, and civil partnerships - *Inc. The Marriage and Civil Partnership (Minimum Age) Act 2022 4. Love and abuse: 5. Online relationships: online gaming 	<ol style="list-style-type: none"> 1. Asking for help and advice 2. My identity and my community 3. Diversity and celebrating difference 4. Social media 5. Online privacy and my data 	<ol style="list-style-type: none"> 1. Mental health introduction 2. Body image introduction 3. Girl's puberty 4. Boy's puberty 5. Hormones and emotions 6. What is alcohol? 7. Introduction to drugs 	<ol style="list-style-type: none"> 1. Bullying introduction 2. Bullying or teasing? 3. Consent 4. Attraction and crushes 5. Human reproduction 	<ol style="list-style-type: none"> 1. What is money and how did it evolve? 2. Different attitudes about money 3. Keeping safe 4. New schools and classes
Year/Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Lower KS3 SEND <i>(optional lesson substitutions)</i>	Health and Wellbeing1:	Living in the Wider World 1:	Relationships and Sex Education (RSE) 1:	Health and Wellbeing2:	Living in the Wider World 2:	Relationships and Sex Education (RSE) 2:
	<ol style="list-style-type: none"> 1. Healthy lifestyle 2. Personal hygiene 3. Dental and oral hygiene 4. Keeping healthy 	<ol style="list-style-type: none"> 1. Identity 2. Diversity 	<ol style="list-style-type: none"> 1. Bullying 2. Bullying or banter 	<ol style="list-style-type: none"> 1. Body Image 2. Alcohol 		<ol style="list-style-type: none"> 1. Safe relationships 2. Social media (FOMO)
Yr7 <i>[taught through PSHE Assoc SOW]</i>	Health and Wellbeing1: Healthy living	Living in the Wider World 1: Aspirations & Self-awareness	Relationships and Sex Education (RSE)1: Relationships, Identity, and safety	Health and Wellbeing2: Puberty, Emotional Health & Wellbeing	Living in the Wider World 2: Finance and budgeting	Relationships and Sex Education (RSE) 2: Relationships and British citizenship
	<ol style="list-style-type: none"> 1. What do we mean by a 'healthy 	<ol style="list-style-type: none"> 1. Aspirations: Being an aspirational student; How can 	<ol style="list-style-type: none"> 1. Maintaining genuine friendships and 	<ol style="list-style-type: none"> 1. How can we keep good mental health and recognise 	<ol style="list-style-type: none"> 1. What is budgeting? 	<ol style="list-style-type: none"> 1. How can we keep safe and

	<p>lifestyle'? Healthy Living Introduction</p> <ol style="list-style-type: none"> 2. How can I keep a balanced diet? Healthy meals, food groups and nutrition. 3. How do I know if I'm eating healthily? Reading our food labels and recognising dangers 4. What are the consequences of not living healthily? 5. What's the big deal about energy drinks? 6. How can I commit to a healthy life? Living a healthy, active life and exercising. 7. Why is smoking so bad for us and why must we try to avoid second hand smoke? 8. How dangerous are drugs and what are the different types? 	<p>we be resilient and face challenges?</p> <ol style="list-style-type: none"> 2. The importance of self-esteem 3. What are wants and needs and why do we need to know the difference? 4. Being ethical consumers: How can we shop ethically? 5. Prejudice and Discrimination: Racism and Stereotypes 6. Keeping safe online: Safe social media 	<p>avoiding toxic ones</p> <ol style="list-style-type: none"> 2. Families and different long-term commitments (The Marriage and Civil Partnership (Minimum Age) Act 2022) what are the different types and does it matter what kind of family I have? Pt1 3. Families and different long-term commitments (marriage / civil partnerships) what are the different types and does it matter what kind of family I have? Pt2 4. Romance, love, new feelings and teen relationships 	<p>symptoms of depression?</p> <ol style="list-style-type: none"> 2. Emotional Literacy – How can I control my anger? 3. Puberty – what can I expect, what's normal and why does it happen? 4. Periods, the menstrual cycle and PMS – what do I need to know? 5. FGM – what is it, why is it so serious and what can we all do to help? 6. H&W Assessment 	<ol style="list-style-type: none"> 2. How can I create a personal budgeting plan? Pt1 3. How can I create a personal budgeting plan? Pt2 4. What are savings, loans and interest rates? Money management continued 5. What are financial products? 6. What are the different kinds of financial transactions? 7. WW Assessment 	<p>positive relationships?</p> <ol style="list-style-type: none"> 2. What does it mean to be a British Citizen? Pt 1 3. What does it mean to be a British Citizen? Pt 2 4. What is online radicalisation and why is it a problem? 5. RSE Assessment
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			<p>5. Bullying or banter – what is and what isn't acceptable?</p> <p>6. How can we prevent online bullying?</p>			
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Year/Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Yr8 <i>[taught through PSHE Assoc SOW]</i>	Health and Wellbeing1: My Goals, Behaviour and Emotions	Living in the Wider World 1: Discrimination, Prejudice and Challenges	Relationships and Sex Education (RSE)1: Sex, Relationships & Conflict	Health and Wellbeing2: Looking after our health	Living in the Wider World 2: Careers & Finance	Relationships and Sex Education (RSE) 2: Prejudice, Values, Extremism & Cults
	<ol style="list-style-type: none"> 1. Self Confidence and Goals 2. Personal Development and Target Setting 3. Managing my behaviour to achieve 4. Emotional Literacy: Self Awareness 5. Mindfulness 	<ol style="list-style-type: none"> 1. Stereotypes and Prejudice: 2. Homophobia – LGBT discrimination around the world 3. Discrimination and Stereotypes: Teenagers 4. How can we avoid online groomers? 5. Environmental Issues 	<ol style="list-style-type: none"> 1. Consent 2. Contraception 3. The dangers of pornography 4. Sexting and image sharing danger 5. Sexually Transmitted Infections 6. Male body image 7. Domestic conflict <p>*Additional lesson for 2022/2023: The Marriage and Civil Partnership (Minimum Age) Act 2022 – pupils to be made aware of the change in the minimum age (now 18yrs) and what this means.</p>	<ol style="list-style-type: none"> 1. Vaping, Nicotine and Addiction 2. Cancer Awareness 3. Personal Safety and First Aid 4. Teenage Pregnancy 	<ol style="list-style-type: none"> 1. Finance: Income and Expenditure 2. Finance: Tax and National Insurance 3. How tax is spent – public money funding the UK 4. Finance: Budgeting and Saving 5. Careers Skills: Entrepreneurs 6. Careers Skills: Teamwork 7. Careers: Communication Skills 	<ol style="list-style-type: none"> 1. British values: Tolerance 2. Extremism and Radicalisation: Who are the ‘Radical’ groups and who do they target? 3. Extremism and Radicalisation: Where does extremism come from? 4. Cults: How do leaders attract converts? 5. Extremism: Sharia Law 6. Preventing Radicalisation & Extremism 7. Prejudice and Discrimination: Religion

Year/Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Yr9 <i>[taught through PSHE Assoc SOW]</i>	Health and Wellbeing pt1: Citizenship & Behaving to Achieve	Living in the Wider World 1: Finance & Careers	Relationships and Sex Education (RSE): Relationships with others and ourselves	Health and Wellbeing pt2: Health & Personal Safety	Living in the Wider World 2: Careers & Enterprise	Citizenship: Rights and Responsibilities
<ul style="list-style-type: none"> The Marriage and Civil Partnership (Minimum Age) Act 2022 	<ol style="list-style-type: none"> Behaving to achieve – why do we have rules in the classroom? Human rights: access to education Interpersonal skills Discrimination and the Equality Act 2010 Growth mindset Coping with stress Managing anxiety Selfie safety 	<ol style="list-style-type: none"> How can we keep financially savvy and avoid debt? How can I successfully manage my money? Consumers and the Law – what are my rights? Employability – Applying and preparing for the world of work. <p>*The Big Careers Quiz</p>	<ol style="list-style-type: none"> Eating Disorders Body Image Child Sexual Exploitation Abusive Relationships Peer Pressure British Community, Religion and Culture British Values: Identity <p>*Additional lesson for 2022/2023: The Marriage and Civil Partnership (Minimum Age) Act 2022 – pupils to be made aware of the change in the minimum age (now 18yrs) and what this means.</p>	<ol style="list-style-type: none"> Alcohol awareness Drugs and the Law Vaccinations, organ and blood donation stem cells and hygiene pt1 Vaccinations, organ and blood donation stem cells and hygiene pt2 Acid attacks Self-Harm 	<ol style="list-style-type: none"> Taking control of my future Work skills, enterprise and the work environment What exactly is enterprise and what are enterprising skills and qualities? Enterprise and workplace skills and characteristics <p>*A pupil led enterprise project – linked to a school/community event or charity.</p>	<ol style="list-style-type: none"> Who are UNICEF and how do they help around the world? Human rights: trafficking How and why does the UK help people in other countries? What is sustainability and how can we personally live in a more sustainable way? How does the law deal with young offenders?

						6. Why do teens get involved with knife crime and what are the consequences?
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***NB: Please note the following changes to British Law:**

The Marriage and Civil Partnership (Minimum Age) Act 2022 comes into force on Monday 27 February 2023. Under the previous law, people could legally enter a marriage or civil partnership at age 18, or 16 to 17 with parental or judicial consent. The 2022 Act raises the minimum marriage and civil partnership age to 18, removing all consent requirements.

This Act also extends existing forced marriage legislation, so it will be an offence to carry out any conduct causing a child to marry before their eighteenth birthday, even if violence, threats or another form of coercion aren't used.

Marriage and forced marriage are taught as part RSE (Relationships and Sex Education) and will, therefore, now include the Marriage and Civil Partnership (Minimum Age) Act 2022. **For school year 2022-2023**, this will be taught within each KS3 year to ensure all pupils are informed.

Subject:	RE		
Year/Term	Autumn	Spring	Summer
LKS2 Cycle A	<p><u>Christianity</u> The local Anglican Church Christmas</p> <p><u>Judaism</u> Moses & the festival of Pesach</p>	<p><u>Hinduism</u> Hindu Gods & Goddesses ~ Their stories & Festivals</p> <p><u>Christianity</u> Easter</p>	<p><u>Islam</u> Muhammad & the Qur'an</p> <p><u>Christianity</u> Living as a Christian ~ The Bible & Prayer</p>
UKS2 Cycle A	<p><u>Buddhism</u> Living as a Buddhist: Devotional practices & the middle way</p> <p><u>Christianity</u> The Creation story in Genesis 1 Christmas</p>	<p><u>Hinduism</u> Brahman, the Trimurti & Creation stories</p> <p><u>Islam</u> The Five Pillars of Islam</p> <p><u>Christianity</u> Easter</p>	<p><u>Judaism</u> The Jewish Home</p> <p><u>Humanism</u> A Secular World View</p>
LKS2 Cycle B	<p><u>Christianity</u> Jesus' teaching & examples Christmas</p> <p><u>Hinduism</u> Worshipping & celebrating in the home (Puja & Divali)</p>	<p><u>Islam</u> The Mosque & prayer</p> <p><u>Christianity</u> Jesus' baptism & the beginning of his ministry Easter</p>	<p><u>Judaism</u> The journey to the promised land</p> <p><u>Sikhism</u> Guru Nanak, Guru Gobind Singh & the Khalsa</p>
UKS2 Cycle B	<p><u>Christianity</u> Christianity in the local community & beyond Importance of being part of a community. Christmas</p> <p><u>Hinduism</u> Death, Reincarnation & Sacred</p>	<p><u>Judaism</u> The Synagogue</p> <p><u>Christianity</u> Holy week – the last week of Jesus' life Easter</p>	<p><u>Islam</u> Ka'Bah & the Hajj</p> <p><u>Sikhism</u> Sacred to Sikhs</p>

Additional Religious festivals to celebrate	YOM KIPPUR (JUDAISM) NAVARATRI (HINDUISM)	DIWALI (HINDUISM/BUDDHISM, SIKHISM) CHRISTMAS (CHRISTIANITY)	SHIVRATRI (HINDUISM) LUNAR NEW YEAR (BUDDHISM)	RAMADAN (ISLAM) LENT (CHRISTIANITY) EASTER/PASCHA (CHRISTIANITY)	EID AL-FITR (ISLAM) p108 SHAVUOT (JUDAISM)	SRI KRISHNA JAYANTI (HINDUISM)
Year 7	<p>Unit: Thematic study Learning outcomes This thematic study will help students to be able to:</p> <ul style="list-style-type: none"> compare features of religions analyse religious themes evaluate the importance of religion in the modern world. <p>Unit topics:</p> <ol style="list-style-type: none"> Development of religion Finding the major world religions Connections between the major religions Symbolising the religions What religions share 1 & 2 What religions share 3 why religion is important in the world 	<p>Unit: Christianity Learning outcomes This study of Christianity will help students to be able to:</p> <ul style="list-style-type: none"> recognise some of the diversity that makes up Christianity understand the beliefs that influence behaviours explore and present different points of view <p>Units: Life of Jesus:</p> <ol style="list-style-type: none"> Birth Miracle worker Teacher Celebrations in Christianity: Christmas 	<p>Unit: Islam Learning outcomes This study of Islam will help students to be able to:</p> <ul style="list-style-type: none"> recognise some of the diversity that makes up Islam understand that Islam is a religion of duty explore and present different points of view <p>Unit topics:</p> <ol style="list-style-type: none"> Islam in the UK today Key beliefs- Tawhid, Risalah and Akhirah Life of Muhammad 1 & 2 The development of Islam into a worldwide religion Different groups of Muslims- Sunni, Shi'a and Sufi The holy book of Islam The mosque around the world 	<p>Unit: Islam Learning outcomes This study of Islam will help students to be able to:</p> <ul style="list-style-type: none"> recognise some of the diversity that makes up Islam understand that Islam is a religion of duty explore and present different points of view <p>Unit topics:</p> <ol style="list-style-type: none"> Leadership in Islam The 5 Pillars- daily life as a Muslim The 5 Pillars- a year in the life of a Muslim The 5 Pillars- experience of Hajj Symbolism in Islam and Islamic artwork The Muslim moral code A religion of giving 	<p>Unit: Judaism Learning outcomes This study of Judaism will help students to be able to:</p> <ul style="list-style-type: none"> recognise some of the diversity that makes up Judaism analyse and evaluate what is important to Jewish people explore and present different points of view. <p>Unit topics:</p> <ol style="list-style-type: none"> Judaism in the world today Different groups of Jewish people Key beliefs Key principles of living The holy books of Judaism A life of study The synagogue (Ext: Leadership on Judaism) 	<p>Unit: Judaism Learning outcomes This study of Judaism will help students to be able to:</p> <ul style="list-style-type: none"> recognise some of the diversity that makes up Judaism analyse and evaluate what is important to Jewish people explore and present different points of view. <p>Unit topics:</p> <ol style="list-style-type: none"> Founding fathers- Abrahan Founding fathers- Moses Celebrations in Judaism- Pesach Judaism in daily life The Jewish home and family Symbolism in Judaism The Jewish moral code (Ext. Celebrations in Judaism- Sukkot)
Year 8	<p>Unit Buddhism. Learning outcomes This study of Buddhism will help students to</p>	<p>Unit Christianity Learning outcomes This study of Christianity will help students to</p>	<p>Unit: Hinduism, Learning outcomes This study of Hinduism will help students to</p>	<p>Unit: Hinduism Learning outcomes This study of Hinduism will help students to</p>	<p>Unit: Sikhism, Learning outcomes This study of Sikhism will help students to</p>	<p>Unit: Sikhism. Learning outcomes This study of Sikhism will help students to</p>

	<p>be able to:</p> <ul style="list-style-type: none"> recognise some of the diversity that makes up Buddhism understand that beliefs influence behaviours explore and present different points of view. <p>Unit topics::</p> <ol style="list-style-type: none"> The life of Buddha 1 & 2 Different groups of Buddhists Basic beliefs 1 & 2 Buddhist scriptures The Sangha and monastic life The temple around the world Buddhist daily life and moral code <p>(Ext: Significant places, Symbolism and Celebrations)</p>	<p>This study of Christianity will help students to be able to:</p> <ul style="list-style-type: none"> recognise some of the diversity that makes up Christianity understand the beliefs that influence behaviours explore and present different points of view <p>Unit Key beliefs:</p> <ol style="list-style-type: none"> Man of peace or conflict? Death and resurrection Trinity Two great commandments 	<p>be able to:</p> <ul style="list-style-type: none"> recognise some of the diversity that makes up Hinduism understand that beliefs influence behaviours explore and present different points of view. <p>Unit topics:</p> <ol style="list-style-type: none"> Hindu beliefs about God Key beliefs- karma and rebirth Hindu scriptures Features of Hindu temples Worship at the temple A Hindu home for worship 	<p>be able to:</p> <ul style="list-style-type: none"> recognise some of the diversity that makes up Hinduism understand that beliefs influence behaviours explore and present different points of view. <p>Unit topics:</p> <ol style="list-style-type: none"> The 4 stages of life in Hinduism Symbolism in Hinduism Different groups of Hindus Significant places for Hindus The Hindu moral code Celebrations in Hinduism 	<p>be able to:</p> <ul style="list-style-type: none"> recognise the importance to Sikhism of the Gurus – the Ten Gurus and the Guru Granth Sahib understand that beliefs influence behaviours explore and present different points of view. <p>Unit topics:</p> <ol style="list-style-type: none"> Key beliefs The first Guru- Guru Nanak The 10th Guru- Guru Gobind Singh Becoming Khalsa Sikh The gurdwara Sikh worship 	<p>be able to:</p> <ul style="list-style-type: none"> recognise the importance to Sikhism of the Gurus – the Ten Gurus and the Guru Granth Sahib understand that beliefs influence behaviours explore and present different points of view. <p>Unit topics:</p> <ol style="list-style-type: none"> The authority of the Guru Granth Sahib Key people within the Sikh community Living as a Sikh Sewa- service to others Significant places- Amritsar Celebrations in Sikhism
Yr9	<p>About the unit Christianity Learning outcomes</p> <p>This study of Christianity will help students to be able to:</p> <ul style="list-style-type: none"> recognise some of the diversity that makes up Christianity understand the beliefs that influence behaviours 	<p>About the unit Christianity Learning outcomes</p> <p>This study of Christianity will help students to be able to:</p> <ul style="list-style-type: none"> recognise some of the diversity that makes up Christianity understand the beliefs that 	<p>About the unit Ethics Learning outcomes</p> <p>This study of Ethics will help students to be able to:</p> <ul style="list-style-type: none"> describe some of the issues faced in today's world understand that beliefs influence attitudes and behaviours 	<p>About the unit Ethics Learning outcomes</p> <p>This study of Ethics will help students to be able to:</p> <ul style="list-style-type: none"> describe some of the issues faced in today's world understand that beliefs influence attitudes and behaviours 	<p>About the unit philosophy</p> <p>This unit gives students a first opportunity to study philosophy</p> <p>This study of Philosophy will help students be able to:</p> <ul style="list-style-type: none"> reason logically present cogent arguments evaluate arguments. <p>Unit topics:</p>	<p>About the unit philosophy</p> <p>This unit gives students a first opportunity to study philosophy</p> <p>This study of Philosophy will help students be able to:</p> <ul style="list-style-type: none"> reason logically present cogent arguments evaluate arguments.

	<ul style="list-style-type: none"> explore and present different points of view <p>Unit topics:</p> <ol style="list-style-type: none"> Christianity in the UK Christian moral code How Christianity has changed- Protestantism A worldwide religion The ecumenical movement 	<p>influence behaviours</p> <ul style="list-style-type: none"> explore and present different points of view <p>Unit: Symbolism and expressions of faith:</p> <ol style="list-style-type: none"> The authority of the Bible The Gospels Christian places of worship Leaders of the Church Public worship Private worship Symbolism in Christianity 	<ul style="list-style-type: none"> explore and present different points of view. <p>Unit topics:</p> <ol style="list-style-type: none"> What is ethics? Is there any law that should not be broken? The sanctity of life Environmental ethics Animal rights, human wrongs? Drugs and religion 	<ul style="list-style-type: none"> explore and present different points of view <p>Unit topics:</p> <ol style="list-style-type: none"> Medical ethics Is everyone equal? Attitudes to poverty Attitudes to the victims of natural disasters Has religion passed its sell-by date? Is sport like a religion? 	<p>Arguments for the existence of God...</p> <ol style="list-style-type: none"> from design from first cause from morality Arguments against existence of God 	<p>Unit topics:</p> <ol style="list-style-type: none"> The problem of evil and suffering Ideas of immortality Miracles Revelation
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In addition to the above subjects taught on a regular basis, students will also have the opportunity to explore other subjects planned according to the individual needs and interests of the student/s and delivered by specialists in those areas through 1:1 programmes, small group interventions or workshops and events [such as Business Enterprise week, Music lessons (Peripatetic Guitar lessons currently provided for those pupils that have requested), Computing, and careers programmes] and focussed blocks of learning [such as a choice of French, Spanish or German lessons delivered by a specialist French teacher in the Autumn term; a block of Drama lessons; Design and Technology lessons; Cookery; Bushcraft and Outdoor Learning Activities; Leadership and Life skills lessons, weekly swimming and enrichment activities]. This will give students the opportunity to explore subjects they may not have experienced before so that they can explore their potential skills and future career paths, to initiate their interests in a wider variety of subjects and to support planning for KS4 and Post-16 studies.