



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

	retold by Heather Amery		– Caroline Lawrence			
<b>Yr5/6 Cycle A</b>	<b>Hola Mexico</b> <b>[Music topic]</b> Invitations; Postcards; Instructions; Myths and legends; Poetry <b>Text:</b> Holes – Louis Sachar	<b>Stargazers</b> <b>[Science Topic]</b> Mnemonics; Myths and legends; Free verse poetry; Newspaper reports; Descriptions <b>Text:</b> Northern Lights – Philip Pullman; Alone on a Wide, Wide Sea – Michael Morpurgo; Cosmic – Frank Cottrell Boyce	<b>Frozen Kingdoms</b> <b>[Geography Topic]</b> Non-chronological reports; Haiku poetry; Newspaper reports; Adventure narratives <b>Text:</b> The Wolf Wilder – Katherine Rundell	<b>Pharoahs</b> <b>[History Topic]</b> Chronological reports; Fact files; Research skills; Mystery stories; Play scripts <b>Text:</b> Phoenix Code – Helen Moss	<b>Blood Heart</b> <b>[Science Topic]</b> Non-chronological reports; Shape poetry; Slogans and adverts; Biographies; Narratives using personification <b>Text:</b> Pig Heart Boy – Malorie Blackman	<b>Time traveller</b> <b>[Art and Design]</b> Character studies; Adventure narratives; Leaflets; Free verse poetry; Quotations and poems <b>Text:</b> Tom's Midnight Garden – Philippa Pearce
<b>Yr5/6 Cycle B</b>	<b>ID</b> <b>[Science topic]</b> Descriptions and narratives; Nonchronological reports; Adverts; Facts, opinions and tributes; Calligrams <b>Text:</b> Bill's New Frock – Anne Fine  <b>Companion Project:</b> <b>How does inheritance          work?</b> <b>[Science Topic]</b>	<b>A Child's war</b> <b>[History Topic]</b> Letters; Diaries; Persuasive posters; Narrative dialogue; Speeches <b>Text:</b> Goodnight Mister Tom – Michelle Magorian; The Silver Sword – Ian Serrailier	<b>Tomorrow's world</b> <b>[Science and          Computing topic]</b> Email and blogs; Newspaper reports; Websites; Thriller narratives; Podcasts <b>Text:</b> Stormbreaker – Anthony Horowitz <b>Alchemy Island</b> <b>[Music topic]</b> Fantasy narratives; Nonchronological reports; Soliloquies; Poetry; Lyrics <b>Text:</b>	<b>Darwin's Delights</b> <b>[Science topic]</b> Labelling and journals; Diaries; Letters; Explanations; Newspaper reports <b>Text:</b> Sky Hawk – Gill Lewis  <b>Champion</b> <b>[PE topic]</b> Spoken language	<b>Geography: Sow,          Grow and Farm</b> <b>[Geography topic]</b> Non-chronological reports; Diaries; Leaflets; Balanced Arguments <b>Text:</b> The Secret Garden – Frances Hodgson Burnett  <b>Eat the Seasons</b> <b>[D&amp;T Topic]</b>	<b>Scream Machine</b> <b>[Science topic]</b> Poetry; Short narratives with dialogue; Signage and emails; Adverts; Non-fiction texts <b>Text:</b> The Boy Who Swam with Piranhas – David Almond  <b>Off with her head</b> <b>[History topic]</b> 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
<b>Yr7</b>	<p><b>Coach Trip-</b> writing non-fiction + assessment x6 lessons</p> <p><b>Moonfleet-</b> reading pre 20thC fiction + assessment x5 lessons</p> <p><b>SPaG- Cake Crush Mats Autumn 1</b></p> <p><b>Library unit: New Horizons</b></p> <p>Optional seasonal activities: R.Dahl Day, Black History Month, National Poetry Day</p>	<p><b>Skellig-</b> reading contemporary fiction + assessment</p> <p><b>SPaG- Cake Crush Mats Autumn 2</b></p> <p><b>Library unit: The Dewey Decimal System</b></p> <p>Optional seasonal activities: Halloween, Remembrance Day, Christmas</p>	<p><b>Narrative Writing-</b> writing fiction + assessment</p> <p><b>SPaG- Cake Crush Mats Spring 1</b></p> <p><b>Library unit: The Internet</b></p> <p>Optional seasonal activities: Chinese New Year</p>	<p><b>History of English-</b> understanding Language Context</p> <p><b>Poetry from around the world-</b> reading poetry + assessment</p> <p><b>SPaG- Cake Crush Mats Spring 2</b></p> <p><b>Library unit: Reading Techniques</b></p> <p>Optional seasonal activities: World Book Day, Easter</p>	<p><b>A Midsummer Night’s Dream-</b> reading Shakespeare + assessment x8 lessons</p> <p><b>SPaG- Cake Crush Mats Summer 1</b></p> <p><b>Library unit: Author Research</b></p> <p>Optional seasonal activities: N/A</p>	<p><b>Literary Heritage-</b> reading pre-20thC fiction + assessment x20 lessons</p> <p><b>SPaG- Cake Crush Mats Summer 2</b></p> <p><b>Library unit: Reading for pleasure</b></p> <p>Optional seasonal activities: End of Term quiz</p>
<b>Yr8</b>	<p><b>Dystopian fiction-</b> writing fiction + assessment x3 lessons</p> <p><b>Sinister Stories:</b> reading fiction + assessment x12 lessons</p> <p><b>SpaGtacular starters Activity pack</b></p>	<p><b>The Picture of Dorian Gray-</b> reading pre-20thC fiction + assessment x21 lessons</p> <p><b>SpaGtacular starters Activity pack</b></p> <p><b>Library unit: old favourites</b></p>	<p><b>KS3- Non-fiction: News writing-</b> writing non-fiction + assessment x12 lessons</p> <p><b>SPaG focus: spelling</b></p> <p><b>Library unit: Pre-20th Century</b></p>	<p><b>Poisonous Poetry-</b> reading pre-20thC poetry + assessment x15 lessons</p> <p><b>SPaG focus: punctuation</b></p> <p><b>Library unit: short stories</b></p>	<p><b>Black American Experiences in Literature-</b> reading seminal world literature + assessment</p> <p><b>SPaG focus: grammar</b></p> <p><b>Library unit: Exploring sports</b></p>	<p><b>Blood Brothers-</b> reading 20thC play + assessment x6 lessons</p> <p><b>SPaG focus: sentences</b></p> <p><b>Library unit: Reading for pleasure</b></p>

	<p><b>Library unit: comprehensions</b></p> <p>Optional seasonal activities: R.Dahl Day, Black History Month, National Poetry Day</p>	<p>Optional seasonal activities: Halloween, Remembrance Day, Christmas</p>	<p>Optional seasonal activities: Valentine's Day</p>	<p>Optional seasonal activities: World Book Day, Easter</p>	<p>Optional seasonal activities: N/A</p>	<p>Optional seasonal activities: End of Term quiz</p>
Yr9	<p><b>Pop and Poetry-</b> reading poetry + assessment x6 lessons</p> <p><b>Travel writing-</b> writing non-fiction + assessment x3 lessons</p> <p><b>SPaG Samurai grammar unit</b></p> <p><b>Library unit: Aiming high</b></p> <p>Optional seasonal activities: Black History Month</p>	<p><b>Much Ado about Nothing-</b> reading Shakespeare + assessment x3 lessons</p> <p><b>SPaG Samurai punctuation unit</b></p> <p><b>Library unit: study skills</b></p> <p>Optional seasonal activities: Halloween, Remembrance Day, Christmas</p>	<p><b>Non-fiction writing: Whodunnit?-</b> writing non-fiction + assessment x10 lessons</p> <p><b>SPaG Samurai spelling unit</b></p> <p><b>Library unit: News sources</b></p> <p>Optional seasonal activities: Valentine's Day</p>	<p><b>Of Mice and Men-</b> reading world literature + assessment x7 lessons</p> <p><b>Literacy Intervention Resources: KS3</b></p> <p><b>Library unit: Puzzles and codes</b></p> <p>Optional seasonal activities: World Book Day, Easter</p>	<p><b>English Language fiction writing-</b> writing fiction + assessment x10 lessons</p> <p><b>Literacy Intervention Resources: KS3</b></p> <p><b>Library unit: Non-fiction texts</b></p> <p>Optional seasonal activities: N/A</p>	<p><b>Non-fiction SOW-</b> reading non-fiction + assessment x8 lessons</p> <p><b>Literacy Intervention Resources: KS3</b></p> <p><b>Library unit: Reading for pleasure</b></p> <p>Optional seasonal activities: End of Term quiz</p>

Subject:	Maths					
Year/Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Yr3</b>	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
<b>Yr4</b>	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
<b>Yr5</b>	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
<b>Yr6</b>	Number: - Place value - Addition and Subtraction - Multiplication and Division	Number: - Fractions	Number: - Decimals - Percentages  Measurement	Number: - Algebra - Ratio  Geometry Statistics  Consolidation	Geometry: - Properties and shapes - Position and direction	Money and Enterprise Project

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

Subject:	Science					
Year/Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Yr3/4 Cycle A	<b>Rocks, Relics and Rumbles</b> <b>[Geography topic]</b> Rocks; Fossils; Soils	<b>Tribal Tales</b> <b>[history topic]</b> Plants; Light; Working scientifically	<b>Burps, Bottoms and Bile</b> <b>Science topic]</b> 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	<b>Traders and Raiders</b> <b>[History topic]</b>  Working scientifically: <b>Practical Science through Forest Schools/Gardening:</b> Planting and observing plant growth  What foods did the Anglo-saxons grow?  What conditions do plants need to grow well in our gardens?	<b>Playlist [Music topic]</b> 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	<b>Urban Pioneers</b> <b>[Art &amp; Design Topic]</b> Light and dark; Sources and reflectors; Shadows; Sun safety; Working scientifically
Yr3/4 Cycle B	<b>Predator!</b> <b>[Science Topic]</b> Food chains; Fossils; Plant parts and functions; Water transportation in plants; Skeletal systems;	<b>Companion Project: What are flowers for?</b> <b>[Science Topic]</b> Working scientifically. [What are flowers for?] - Science investigation: Plants	<b>Mighty Metals</b> <b>[Science Topic]</b>  Forces and magnets; Working scientifically	<b>Blue Abyss</b> <b>[Science Topic]</b> Living things and their habitats; Animals, including humans; Working scientifically  <b>[Visit an aquarium]</b>	<b>Is it safe to eat?</b> <b>[Science topic]</b> Nutrition. [Is it safe to eat?] - Working scientifically  <b>Scrumdiddlyumptious!</b> <b>[D&amp;T Topic]</b>	<b>Misty Mountain, Winding River</b> <b>[Geography topic]</b>  Water cycle; Habitats; Changing environments  <b>Vista</b> <b>[Art Topic]</b>
Yr5/6 Cycle A	<b>Hola Mexico</b> <b>[Music topic]</b> Light and shadows	<b>Stargazers</b> <b>[Science Topic]</b> Earth and space; Forces; Working scientifically. [Why are zip-wires so fast?] – Science investigation: Forces.	<b>Frozen Kingdoms</b> <b>[Geography Topic]</b> Classifying living things; Classification keys; Adaptation; Investigations.	<b>Pharoahs</b> <b>[History Topic]</b> Investigations. Cf: Forces – [How did the Egyptians build the pyramids?] – Levers, Pulleys, forces of motion	<b>Blood Heart</b> <b>[Science Topic]</b> Circulatory system; Measuring heart rate; Lifestyle effects; Working scientifically	<b>Time traveller</b> <b>[Art and Design]</b> 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?	
<b>Yr5/6 Cycle B</b>	<b>ID</b> [Science topic]  <b>Companion Project: How does inheritance work?</b> [Science Topic] Classification; Families and inheritance; Working scientifically	<b>Can you send a coded message?</b> [Science topic] [Can you send a coded message?] - Science investigation: Electricity  <b>A Child's war</b> [History Topic]	<b>Computing and Science: Tomorrow's world</b> [Science topic] Light; Electricity Properties and changes of materials; Working scientifically  <b>Alchemy Island</b> [Music topic]	<b>Darwin's Delights</b> [Science topic] Evolution and inheritance; Living things and their habitats; Working Scientifically Muscle groups  <b>Champion</b> [PE topic]	<b>Geography: Sow, Grow and Farm</b> [Geography topic]  Food chains and webs; Life cycles; Plant reproduction; Growing plants; Modern farming  <b>Eat the Seasons</b> [D&T Topic]	<b>Scream Machine</b> [Science topic]  Forces; Properties of everyday materials; Mechanisms; Working scientifically  <b>Off with her head</b> [History topic]
<b>Yr7</b>	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
<b>Yr8</b>	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	<b>Rocks, Relics and Rumbles</b> <b>[Geography topic]</b> Significant people – Mary Anning; Pompeii	<b>Tribal Tales</b> <b>[history topic]</b> Prehistoric Britain – Stone Age to Iron Age	<b>Traders and Raiders</b> <b>[History topic]</b> Anglo-Saxons and Vikings		<b>Playlist</b> <b>[Music topic]</b>	<b>Urban Pioneers</b> <b>[Art &amp; Design Topic]</b> Local history study
Yr3/4 Cycle B	<b>Gods and Mortals</b> <b>[History Topic]</b> Ancient Greece	<b>Companion Project: What are flowers for?</b> <b>[Science Topic]</b>  <b>Heroes and Villains</b> <b>[Music topic]</b>	<b>I am a warrior</b> <b>[History topic]</b> The Roman Empire and its impact on Britain	<b>Blue Abyss</b> <b>[Science Topic]</b> 19th century Ocean exploration <b>Spirit</b> <b>[PE topic]</b> History of the Olympic Games	<b>Scrumdiddlyumptious!</b> <b>[D&amp;T Topic]</b> Significant individuals – James Lind  <b>Is it safe to eat?</b> <b>[Science topic]</b>	<b>Misty Mountain, Winding River</b> <b>[Geography topic]</b>  <b>Vista</b> <b>[Art Topic]</b>
Yr5/6 Cycle A	<b>Hola Mexico</b> <b>[Music topic]</b> Ancient Maya civilisation	<b>Stargazers</b> <b>[Science Topic]</b> Significant individuals – Galileo Galilei, Isaac Newton; 1960s space race	<b>Frozen Kingdoms</b> <b>[Geography Topic]</b> Polar exploration; Significant people – Robert Falcon Scott; Ernest Shackleton; Significant events – Titanic	<b>Pharaohs</b> <b>[History Topic]</b> Ancient Egypt	<b>Time traveller [Art and Design]</b> Changes over the last century	
Yr5/6 Cycle B	<b>ID</b> <b>[Science topic]</b>  <b>Companion Project: How does inheritance work?</b> <b>[Science Topic]</b>  Social reformers	<b>Can you send a coded message?</b> <b>[Science topic]</b>  <b>A Child's war</b> <b>[History Topic]</b> Second World War	<b>Computing and Science: Tomorrow's world</b> <b>[Science topic]</b> History of Computing  <b>Alchemy Island</b> <b>[Music topic]</b>	<b>Darwin's Delights</b> <b>[Science topic]</b> Significant individuals – Charles Darwin, Mary Anning <b>Champion</b> <b>[PE topic]</b>	<b>Geography: Sow, Grow and Farm</b> <b>[Geography topic]</b> Dig for Victory  <b>Eat the Seasons</b> <b>[D&amp;T Topic]</b>	<b>Scream Machine</b> <b>[Science topic]</b>  <b>Off with her head</b> <b>[History topic]</b> The Tudors

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

*[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	<b>Rocks, Relics and Rumbles</b> <b>Geography topic]</b> 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	<b>Tribal Tales</b> <b>[history topic]</b>  Fieldwork; Human and physical geography; Using maps and aerial images	<b>Traders and Raiders [History topic]</b>  Using maps; Settlements; Europe		<b>Playlist</b> <b>[Music topic]</b>  Location of countries	<b>Urban Pioneers</b> <b>[Art &amp; Design Topic]</b>  Fieldwork
Yr3/4 Cycle B	<b>Predator!</b> <b>[Science Topic]</b> Fieldwork; Using maps  <b>Gods and Mortals</b> <b>[History Topic]</b> Ancient and modern day Greece; Geographical features; Using maps	<b>Companion Project:</b> <b>What are flowers for? [Science Topic]</b>  <b>Heroes and Villains</b> <b>[Music topic]</b>	<b>I am a warrior</b> <b>[History topic]</b> Comparing Britain and Italy; Using maps; Locational knowledge; Human and physical geography	<b>Blue Abyss</b> <b>[Science Topic]</b> Seas and oceans of the world; The Great Barrier Reef; Environmental issues  <b>Spirit</b> <b>[PE topic]</b> World countries; Online maps	<b>Scrumdiddlyumptious!</b> <b>[D&amp;T Topic]</b> Food miles and fair trade	<b>Misty Mountain, Winding River</b> <b>[Geography topic]</b> 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  <b>Vista</b> <b>[Art Topic]</b>

Yr5/6 Cycle A	<b>Hola Mexico [Music topic]</b> Maps; Human and physical geography of Mexico	<b>Stargazers [ Science Topic]</b> Locating physical features	<b>Frozen Kingdoms [Geography Topic]</b> Arctic and Antarctic regions; Lines of latitude and longitude; Polar climates; Polar day and night; Polar oceans; Polar landscapes; Climate change;	<b>Pharoahs [History Topic]</b> Human and physical features of Egypt; The River Nile; Tourism	<b>Time traveller [Art and Design]</b> Local community	
Yr5/6 Cycle B	<b>ID [Science topic]</b> Community  <b>Companion Project: How does inheritance work? [Science Topic]</b>	<b>A Child's war [History Topic]</b> Human geography; Cities of the UK	<b>Alchemy Island [Music topic]</b>  Map reading; Using coordinates; Human and physical features	<b>Darwin's Delights [Science topic]</b>  <b>Champion [PE topic]</b>  Maps; Geographical similarities and differences; Islands of the world	<b>Geography: Sow, Grow and Farm [Geography topic]</b> 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 <b>Eat the Seasons [D&amp;T Topic]</b>	<b>Scream Machine [Science topic]</b>  <b>Off with her head [History topic]</b>  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  + Pupil Led Research project: Local water issues [eg. Chelmer River/ Thames Estuary]	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

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



	<b>How does inheritance work?</b> <b>[Science Topic]</b>	<b>A Child's war</b> <b>[History Topic]</b>	<b>[Music topic]</b>		<b>[D&amp;T Topic]</b>	
	Software; Photo stories; E-safety	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		maps; Research; Logical reasoning and algorithms; Esafety; Online discussion; Posters  Research; Data handling; Presentations
<b>Yr3</b> <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
<b>Yr4</b> <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
<b>Yr5</b> <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
<b>Yr6</b> <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

Modules and Progression	1.0 Machines and Computation	2.0 Data and Representation	Digital Music <i>[cf: Music curriculum]</i>	3.0 Communication	4.0 (Programming) and Design	
Yr7	Introducing Computers	Binary - to represent images	Emotive Music [film soundtracks]	Nutty Networks 1	Programming with Bots	Independent Pupil-led projects – related to Programming, Music composition or Team enterprise [cf: CPSCHE]
Yr8	Understanding Computers 1	Binary & data Structure - to represent text	Music structure and composition	Nutty Networks 2	Algorithm And Programming	Independent Pupil-led projects – related to Programming, Music composition or Team enterprise [cf: CPSCHE]
Yr9	Understanding Computers 2	Binary - to represent sound	Pop rock digital music composition	Network – packet switching	Algorithms – implementing to problem solve	Functional skills assessments

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

<b>Yr7</b>	<p><b>Natural Forms 2D</b> Drawings of various natural forms including leaves, horse chestnuts, shells, etc. Arts &amp; Crafts Movement – <b>William Morris</b> pattern – tessellating, repeating.</p>	<p><b>Natural Forms 2D</b> 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. <b>William Morris, Georgia O’Keefe.</b></p>	<p><b>Natural Forms 3D</b> Students will complete a 3D tile with leaves that show their understanding of relief sculpture, composition, depth, form.</p>	<p><b>Natural Forms 3D</b> - Stylisation Explain how paintings/ sculptures have been produced. - collage choice (<b>Eugene Seguy</b>).</p>	<p><b>African Art and Stylisation</b> (cf; Geography Unit)  Explore surface pattern textile printing and collagraph printing techniques.</p>	<p><b>Stylisation</b>  Students will create a homage to an artist or style (relating to the themes explored this term).</p>
<b>Yr8</b>	<p><b>Observational drawing skills</b>  Observational drawings in the style of <b>Michael Craig Martin</b>.</p>	<p><b>Observational paintings</b>  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><b>Portraits</b>  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><b>Masks</b>  Students will study masks, where/how they originated, their uses and their artistic significance. Cultural – _masks, patterns, Aboriginal, Chris Offili, Yinka Shonibare</p>	<p><b>Surrealism/Hybrids</b>  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><b>Hybrids</b>  Using a range of materials, create a 3D Hybrid as a painting and as sculpture (selecting appropriate materials and evaluating material choices).</p>
<b>Yr9</b>	<p><b>Cubism</b>  Explore the work of Artists such as: Pablo Picasso, Georges Braque, Paul Gauguin</p>	<p><b>Self-Portraits</b>  Pupils will make observational portraits and self-portraits. Students will recap average facial proportions.</p>	<p><b>Pop Art 2D</b>  Explore the work of Artists such as: Wayne Thiebold, Andy Warhol</p>	<p><b>Pop Art 3D</b>  Explore the work of Artists such as: Class Oldenburg</p>	<p><b>Self -directed Project: Pop Art/Cubism/Surrealism.</b>  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	<b>Rocks, Relics and Rumbles</b> [Geography topic]	<b>Tribal Tales [history topic]</b> Designing and making tools; Building structures	<b>Burps, Bottoms and Bile [Science topic]</b> Healthy foods; Textiles; Working models	<b>Traders and Raiders [History topic]</b> Making weapons And jewellery; Models of Anglo-Saxon homes; Clay rune stones	<b>Playlist [Music topic]</b> Making instruments	<b>Urban Pioneers [Art &amp; Design Topic]</b>
Yr3/4 Cycle B	<b>Predator! [Science Topic]</b>  <b>Gods and Mortals [History Topic]</b>  Moving parts; Making models; Selecting and using materials	<b>Heroes and Villains [Music topic]</b> Making puppets; Flip books Selecting and using materials	<b>Mighty Metals [Science Topic]</b> Product evaluation; Research; Selecting materials; Making vehicles; Building an iron man; Using electrical circuits  <b>I am a warrior [History topic]</b> Shields and helmets; Roman food; Roman designs	<b>Blue Abyss [Science Topic]</b> Designing submarines; Working models	<b>Is it safe to eat? [Science topic]</b>  <b>Scrumdiddlyumptious! [D&amp;T Topic]</b> Invent a smoothie Cooking and nutrition	<b>Misty Mountain, Winding River [Geography topic]</b>  Mountain climbing equipment  <b>Vista [Art Topic]</b> Home project: 3D Mountain Vista Model
Yr5/6 Cycle A	<b>Hola Mexico [Music topic]</b> Food of Mexico; Evaluating and making instruments	<b>Stargazers [Science Topic]</b> Selecting materials; Research; Structures; Evaluation	<b>Frozen Kingdoms [Geography Topic]</b> Structures – make an igloo; Iceberg landscape sculpture	<b>Pharoahs [History Topic]</b> Egyptian food; Making tombs and pyramids	<b>Blood Heart [Science Topic]</b> Tools and equipment; Recipes; Packaging; Working models	<b>Time traveller [Art and Design]</b> Selecting materials
Yr5/6 Cycle B	<b>ID [Science topic]</b>  <b>Companion Project:</b>	<b>A Child's war [History Topic]</b> Recipes; Structures	<b>Computing and Science: Tomorrow's world [Science topic]</b>	<b>Darwin's Delights [Science topic]</b>  <b>Champion [PE topic]</b>	<b>Geography: Sow, Grow and Farm [Geography topic]</b>  <b>Eat the Seasons</b>	<b>Scream Machine [Science topic]</b>  <b>Off with her head [History topic]</b>

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

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

	<p>experience, value for money.</p> <p><b><i>[Option to complete Food Safety and hygiene Level 2 certificate.]</i></b></p>		<p>allergen/intolerance to avoid).</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	<b>Exercising Safely and effectively:</b> Health fitness and Wellbeing	Dance	Gymnastics	Athletics	<b>Identifying and Solving problems:</b>
Yr4	Games	<b>Exercising Safely and effectively:</b> Health fitness and Wellbeing	Dance	Gymnastics	Athletics	<b>Identifying and Solving problems:</b>
UKS2 Cycle A	Games	<b>Exercising Safely and effectively:</b> Health fitness and Wellbeing	Dance	Gymnastics	Athletics	<b>Identifying and Solving problems:</b>
Yr6	Games	<b>Exercising Safely and effectively:</b> Health fitness and Wellbeing	Dance	Gymnastics	Athletics	<b>Identifying and Solving problems:</b>
Yr7	<b>Outwitting opponents:</b> <b>Invasion games</b> - Football - Handball - basketball	<b>Exercising Safely and effectively:</b> Health fitness and Wellbeing	<b>Outwitting opponents: Net/wall games</b> - Badminton - Tennis - volleyball	<b>Outwitting opponents:</b> <b>Striking and fielding</b> - rounders/softball - cricket	<b>Performing at maximum levels:</b> athletics	<b>Identifying and Solving problems:</b> Overcoming challenges – land based
Yr8	<b>Outwitting opponents:</b> <b>Invasion games</b> - Football - Handball - basketball	<b>Exercising Safely and effectively:</b> Health fitness and Wellbeing	<b>Outwitting opponents:</b> - Net/wall games - Badminton - Tennis - volleyball	<b>Outwitting opponents:</b> <b>Striking and fielding</b> - rounders/softball - cricket	<b>Performing at maximum levels:</b> athletics	<b>Identifying and Solving problems:</b> Overcoming challenges – Tactical land-based [Orienteering]

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

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

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

<p><b>Yr4</b></p> <p><i>[taught through Maestro]</i></p>	<p><b>Relationships:</b> Respecting yourself and others</p> <p><i>[Within Maestro 'Bottom Burps and bile']</i></p> <p><b>Also: Zones of Regulation programme</b></p>	<p><b>Healthy Lifestyles and Wellbeing:</b> Healthy bodies</p> <p><i>[Within Maestro 'Bottom Burps and bile']</i></p>	<p><b>Relationships/ Wellbeing:</b> Recognising achievements</p> <p><i>[Within Maestro 'I am a warrior']</i></p>	<p><b>Living in the Wider World:</b> <b>E-safety</b></p> <p><i>Within Maestro 'Misty mountain Winding river']</i></p>	<p><b>Relationships/ Wellbeing:</b> Responding to Feelings and opinions</p> <p><i>[Within Maestro 'Traders and raiders']</i></p>	<p><b>Wellbeing/Living in the Wider World:</b> Interruption of resources</p> <p><i>[Within Maestro 'Misty mountain Winding river']</i></p>
<p><b>Yr5</b></p> <p><i>[taught through PSHE Assoc SOW]</i></p>	<p><b>Living in the Wider World 1:</b></p> <ol style="list-style-type: none"> <li>Internet and Screen Time</li> <li>Age Restrictions</li> <li>Careers and Stereotypes</li> <li>Fake News</li> <li>Fireworks and Bonfires</li> </ol>	<p><b>Healthy Lifestyles and Wellbeing 1:</b></p> <ol style="list-style-type: none"> <li>Understanding emotions</li> <li>Feelings emotions and vocabulary</li> <li>Mental Health and signs of illness</li> <li>Physical Health and signs of illness</li> <li>FGM introduction</li> </ol>	<p><b>Relationships 1:</b></p> <ol style="list-style-type: none"> <li>Helping out with babies</li> <li>Gender Identity &amp; LGBTQ+ introduction</li> <li>Self-esteem and Self worth</li> <li>Online behaviour and risks</li> <li>Stranger Danger</li> </ol>	<p><b>Living in the Wider World 2:</b></p> <ol style="list-style-type: none"> <li>Success and Achievement</li> <li>Independence and Responsibility</li> <li>Courtesy and Manners</li> <li>Change, Grief and Loss</li> <li>The Environment and Climate change</li> </ol>	<p><b>Healthy Lifestyles and Wellbeing 2:</b></p> <ol style="list-style-type: none"> <li>Healthy habits</li> <li>Sleep hygiene</li> <li>Sun safety</li> <li>Medicines and Household safety</li> <li>First Aid</li> </ol>	<p><b>Relationships 2:</b></p> <ol style="list-style-type: none"> <li>Behaviour and Respect</li> <li>Friendships and feeling left out</li> <li>Friendships</li> <li>Peer pressure</li> <li>Loving, stable families</li> </ol>
<p><b>Yr6</b></p> <p><i>[taught through PSHE Assoc SOW]</i></p>	<p><b>Healthy Lifestyles and Wellbeing:</b></p> <ol style="list-style-type: none"> <li>Healthy Living introduction</li> <li>Living a healthy active life</li> <li>Dental hygiene</li> <li>Germs, bacteria and viruses</li> </ol>	<p><b>Relationships 1:</b></p> <ol style="list-style-type: none"> <li>Positive relationships introduction</li> <li>Disagreeing respectfully</li> <li>Family, marriage, and civil partnerships</li> <li>Love and abuse:</li> <li>Online relationships: online gaming</li> </ol>	<p><b>Living in the Wider World 1:</b></p> <ol style="list-style-type: none"> <li>Asking for help and advice</li> <li>My identity and my community</li> <li>Diversity and celebrating difference</li> <li>Social media</li> <li>Online privacy and my data</li> </ol>	<p><b>Healthy Lifestyles and Wellbeing 2:</b></p> <ol style="list-style-type: none"> <li>Mental health introduction</li> <li>Body image introduction</li> <li>Girl's puberty</li> <li>Boy's puberty</li> <li>Hormones and emotions</li> <li>What is alcohol?</li> <li>Introduction to drugs</li> </ol>	<p><b>Relationships 2:</b></p> <ol style="list-style-type: none"> <li>Bullying introduction</li> <li>Bullying or teasing?</li> <li>Consent</li> <li>Attraction and crushes</li> <li>Human reproduction</li> </ol>	<p><b>Living in the Wider World 2:</b></p> <ol style="list-style-type: none"> <li>What is money and how did it evolve?</li> <li>Different attitudes about money</li> <li>Keeping safe</li> <li>New schools and classes</li> </ol>

<b>Yr7</b> <i>[taught through PSHE Assoc SOW]</i>	<b>Personal Identities:</b>	<b>Healthy Lifestyles and Wellbeing:</b>	<b>Risk and Safety:</b>	<b>Diversity:</b>	<b>Relationships:</b>	<b>Team Enterprise:</b>
	<ol style="list-style-type: none"> <li>1. Learning about myself and learning about others (personalities, teamwork)</li> <li>2. Transition (new school, change, adapting, hopes and fears)</li> <li>3. Emotions and feelings (what are emotions, how and why might people's emotions differ, what feelings do we have for others, resilience)</li> </ol>	<ol style="list-style-type: none"> <li>1. Puberty (how do our bodies change, coping with puberty)</li> <li>2. Healthy diet (what constitutes a healthy diet, why is it important to eat well)</li> <li>3. The importance of exercise and sleep (obesity, benefits of exercise, why is sleep important)</li> </ol>	<ol style="list-style-type: none"> <li>1. Bullying (forms of bullying, what to do if you are being bullied, standing up to bullies)</li> <li>2. Peer pressure (what is peer pressure, saying no)</li> <li>3. Spending and saving money (what is money, is money important to me, handling money sensibly)</li> </ol>	<ol style="list-style-type: none"> <li>1. Active citizens (identity and belonging, having multiple identities, getting involved)</li> <li>2. Local community (what is a community, types of communities, benefits)</li> <li>3. Multicultural Britain (diversity, social harmony, difficulties and benefits of multiculturalism)</li> </ol> <p>The roles played by public institutions and voluntary groups in society</p>	<ol style="list-style-type: none"> <li>1. Marriage / family life (different types of marriage and families)</li> <li>2. Changing relationships (including divorce, bereavement, resilience)</li> <li>3. Friendship (making compromises / conflict resolution)</li> </ol>	<p>A pupil led enterprise project – linked to a school/community event or charity.</p>
<b>Yr8</b> <i>[taught through PSHE Assoc SOW]</i>	<b>Personal Identities</b>	<b>Healthy Lifestyles and Wellbeing</b>	<b>Risk and Safety</b>	<b>Diversity</b>	<b>Relationships</b>	<b>Team Enterprise</b>
	<ol style="list-style-type: none"> <li>1. Self-esteem (accepting helpful feedback vs. unhelpful criticism, changing self-confidence)</li> <li>2. Body image and the media (what is "perfection", distorted images in the media, consequences, media responsibility)</li> <li>3. My strengths (what am I good at, what job would suit me, how can I fulfil my potential)</li> </ol>	<ol style="list-style-type: none"> <li>1. Personal hygiene (why is it important to take responsibility for personal hygiene)</li> <li>2. Illness and how to use health services (cancer, cancer prevention, using the NHS)</li> <li>3. Eating disorders (who can be affected by eating disorders, causes, how to get help)</li> </ol>	<ol style="list-style-type: none"> <li>1. Cyber-bullying (dangers, e-safety, sexting)</li> <li>2. Alcohol and smoking (personal and social risks and consequences)</li> <li>3. Budgeting (planning purchases and costs)</li> </ol>	<ol style="list-style-type: none"> <li>1. Rights and responsibilities (having rights means accepting responsibilities, what rights and responsibilities do I have)</li> <li>2. Democracy / elections (what is a democracy, what does it mean to live in a democracy, how do elections work)</li> <li>3. Discrimination and prejudice (language &amp; behaviour)</li> <li>4. The nature of rules and laws and the</li> </ol>	<ol style="list-style-type: none"> <li>1. Love / sexual relationships (different levels of intimacy, friendship vs. girlfriend/boyfriend, readiness for sex)</li> <li>2. Contraception / unprotected sex (condoms, the pill, importance of communication, risk of unprotected sex, unintended pregnancy, options available)</li> <li>3. Young parenthood / teenage pregnancy (being a young parent)</li> </ol>	<p><b>A pupil led enterprise project – linked to a school/community event or charity.</b></p>

				justice system, including the role of the police and the operation of courts and tribunals		
Yr9 [taught through PSHE Assoc SOW]	<b>Personal Identities</b>	<b>Healthy Lifestyles and Wellbeing</b>	<b>Risk and Safety</b>	<b>Diversity</b>	<b>Relationships</b>	<b>Team Enterprise</b>
	<ol style="list-style-type: none"> <li>1. Resilience and emotional well-being (characteristics of mental and emotional health, strategies for managing it, managing physical and emotional changes)</li> <li>2. Gender identity and sexual orientation (diversity in sexual attraction, homosexuality)</li> <li>3. Careers (what options are available)</li> </ol>	<ol style="list-style-type: none"> <li>1. Sexual health / STIs &amp; HIV</li> <li>2. FGM (status as criminal act, what to do if they suspect it)</li> <li>3. 3. Responding in an emergency / first aid</li> </ol>	<ol style="list-style-type: none"> <li>1. Drugs (legality, influences on their decisions, personal and social risks, consequences, occasional drug use, dependence, addiction)</li> <li>2. Gangs and knife crime.</li> <li>3. Gambling (consequences, why might someone gamble, how does the gambling industry encourage it)</li> </ol>	<ol style="list-style-type: none"> <li>1. Standing up for rights (feminism, civil rights movement, rights and the law)</li> <li>2. Human rights and the denial of human rights (what rights am I entitled to as a human being, what happens with human rights are denied, how might some rights clash with culture/religion)</li> <li>3. Extremism / intolerance (honour violence, ISIS &amp; young people, tackling extremism)</li> </ol>	<ol style="list-style-type: none"> <li>1. Consent (what is consent, the law, manipulation, respecting other people's decisions)</li> <li>2. Unhealthy relationships (domestic abuse, sexual abuse, grooming)</li> <li>3. Sex in the media (how does the media portray sex / impact upon sexuality, pornography)</li> </ol>	<b>A pupil led enterprise project – linked to a school/community event or charity.</b>



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

<p><b>Yr7</b></p>	<p><b>Christian Focus: FAITH</b></p> <ul style="list-style-type: none"> <li>- A new start? (conceptual areas 1 and 4)</li> <li>- Linking with elements of <b>Is it worth it?</b> (</li> </ul>	<p><b>Muslim focus: TEACHINGS</b></p> <ul style="list-style-type: none"> <li>- Do I have to? (conceptual areas 2 and 5)</li> <li>- Linking with elements of <b>I didn't mean to!</b> (conceptual areas 2 and 5)</li> </ul>	<p><b>Buddhist focus: HUMANITY</b></p> <ul style="list-style-type: none"> <li>- What goes around <b>comes around ...</b> (see suggested learning enquiries for conceptual areas 3 and 4)</li> <li>- Linking with <b>Who am I?</b> (conceptual areas 1 and 4)</li> </ul>	<p><b>Christian focus: WORSHIP</b></p> <ul style="list-style-type: none"> <li>- So what exactly is <b>worship?</b> (conceptual areas 2 and 6)</li> <li>- Linking with <b>60 minute makeover</b> (conceptual areas 3 and 4)</li> </ul>	<p><b>Christian Focus: FAITH</b></p> <ul style="list-style-type: none"> <li>- A new start? (conceptual areas 1 and 4)</li> <li>- Linking with elements of <b>Is it worth it?</b> (</li> </ul>	<p><b>Muslim focus: TEACHINGS</b></p> <ul style="list-style-type: none"> <li>- Do I have to? (conceptual areas 2 and 5)</li> <li>- Linking with elements of <b>I didn't mean to!</b> (conceptual areas 2 and 5)</li> </ul>
<p><b>Yr8</b></p>	<p><b>Muslim Focus: FREEDOM</b></p> <ul style="list-style-type: none"> <li>- Am I really free? (conceptual areas 1 and 5)</li> <li>- Linking with <b>What are you striving for?</b> (conceptual areas 1 and 6)</li> </ul>	<p><b>Christian Focus CULTURE</b></p> <ul style="list-style-type: none"> <li>- Is Britain a Christian <b>country?</b> (conceptual areas 2 and 4)</li> <li>- Linking with <b>Should Christianity adapt to fit with culture or stand out from it?</b> (conceptual areas 2 and 4)</li> </ul>	<p><b>Sikh Focus BELONGING</b></p> <ul style="list-style-type: none"> <li>-The challenges of being a Sikh (conceptual areas 1 and 4)</li> <li>-Linking with <b>Is membership important?</b> (conceptual areas 3 and 4)</li> </ul>	<p><b>Jewish Focus IDENTITY</b></p> <ul style="list-style-type: none"> <li>- A chosen people (conceptual areas 2 and 5)</li> <li>- Linking with <b>The nature of identity</b> (conceptual areas 2 and 4)</li> </ul>	<p><b>Muslim Focus: FREEDOM</b></p> <ul style="list-style-type: none"> <li>- Am I really free? (conceptual areas 1 and 5)</li> <li>- Linking with <b>What are you striving for?</b> (conceptual areas 1 and 6)</li> </ul>	<p><b>Christian Focus CULTURE</b></p> <ul style="list-style-type: none"> <li>- Is Britain a Christian <b>country?</b> (conceptual areas 2 and 4)</li> <li>- Linking with <b>Should Christianity adapt to fit with culture or stand out from it?</b> (conceptual areas 2 and 4)</li> </ul>
<p><b>Yr9</b></p>	<p><b>Humanist Focus: HAPPINESS</b></p> <ul style="list-style-type: none"> <li>- What is happiness? (conceptual areas 1 and 5)</li> <li>- Linking with <b>In pursuit of happiness?</b> (conceptual areas 1 and 6)</li> </ul>	<p><b>Hindu Focus: JOURNEY</b></p> <ul style="list-style-type: none"> <li>- Following a path (conceptual areas 2 and 6)</li> <li>- Linking with elements of <b>Duty or choice?</b> (conceptual areas 2 and 4)</li> </ul>	<p><b>Christian Focus AUTHORITY</b></p> <ul style="list-style-type: none"> <li>- Is the Bible dangerous? (conceptual areas 1 and 6)</li> <li>- Linking with <b>What does the Bible say about ...?</b> (conceptual areas 3 and 6)</li> </ul>	<p><b>Buddhist Focus SUFFERING</b></p> <ul style="list-style-type: none"> <li>- Why is there suffering? (conceptual areas 1 and 5)</li> <li>- Linking with <b>Is death the end?</b> (conceptual areas 3 and 5)</li> </ul>	<p><b>Humanist Focus: HAPPINESS</b></p> <ul style="list-style-type: none"> <li>- What is happiness? (conceptual areas 1 and 5)</li> <li>- Linking with <b>In pursuit of happiness?</b> (conceptual areas 1 and 6)</li> </ul>	<p><b>Hindu Focus: JOURNEY</b></p> <ul style="list-style-type: none"> <li>- Following a path (conceptual areas 2 and 6)</li> <li>- Linking with elements of <b>Duty or choice?</b> (conceptual areas 2 and 4)</li> </ul>

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 workshops, focussed theme weeks [such as Business Enterprise week, Music week, Computing and Coding week and careers week] and focussed blocks of learning [such as a term of French lessons delivered by a specialist French teacher in the Autumn term; a block of Drama lessons; Design and Technology lessons; Cookery; Forest Schools lessons; Leadership and Life skills lessons 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.