

Alde Valley Academy
Curriculum Map Guidance
KS3 – Year 8 Curriculum



Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Art	Yearly Focus - Abstract Composition Intent: Students are introduced to the basic concept of shape and colours including primary and secondary colours. Implementation: Students are going to be taking part in a range of different activities to build and refine their art skills, using a range of media. Impact: • Introduction to basics of Art and Graphic Design - referring to colour and composition. • Students will have developed their skills of using various artistic elements. • Reflection on own experiences • Enjoyment and fascination • Participation and cooperation • Participate and be involved in cultural activities					
	Project 1 - Further Abstract Composition Intent: students will be introduced to basic abstract shapes and develop ideas through the use of media. Implementation: Students will be drawing, painting and stencilling abstract shapes. Impact: As above, alongside developing student confidence in the use of different types of media	Project 2 - Abstract Printmaking Intent: students will be introduced to basic abstract shapes and develop ideas through the use of printmaking media. Implementation: students will create screenprints and relief prints based on design developments. Impact: As above, alongside developing student confidence in the use of different types of media	Project 3 - Image Manipulation & use of appropriate software Intent: Students will be using computers to digitally manipulate photographs using PaintShopPro and other software mediums. Students will also be moving into 3 dimensional work via the use of more traditional media such as cardboard. Implementation: Students will need access to the ICT suites within the school for digital manipulation and they will also be developing their ideas using the medium of 3 dimensional media. Impact: As above, alongside developing ICT skills in image manipulation and refining and simplifying images appropriate for 3 dimensional media.			

	SMSC in Art Spiritual • Sp2: Fascination awe and wonder experimenting with processes and use of materials • Sp3: Working sensitively with others, Peer critiques. • Sp4: Evaluating work as it progresses suggesting modification and improvements themselves and to peers • Sp5: Creative manipulation and modification of ideas and processes through ongoing personal and peer evaluation Moral • M1: Decision making based on evaluation of use of materials and equipment • M4: Making decisions on things that work and don't work and make adaptations accordingly • M5: Realisation of the effects that different working processes can make to work they produce Social • So1: Sharing resources and collaborative working • So2: Active participation and group working. Sharing ideas, advice and expertise • So3: Realisation of the capacities of peers and being empathetic when collaborating Cultural • C1: Referencing artwork from other cultures • C2: Active participation and enthusiasm for producing the best work possible • C4: Relating the range of references to the production of their own work					
Computer Science	Unit 1 – Online Etiquette & What's in the box? • Intent – Students reminded of use of GSuite both inside and out of school leading to less paper being used. They also are aware of how to act appropriately online. Students will also be introduced to the physical components inside a PC (1.1 Systems Architecture) • Implementation – students given their own log in details for GSuite which can be used both in and out of school. Students will also watch CEOP videos and answer questions. Teacher will demo pulling	Unit 2 – Introduction to Computer Science • Intent – students are introduced to computer science basics looking primarily at data representation (Unit 2.6 in the GCSE) and learning how to do simple binary and hexadecimal tasks. They will learn how data is represented in a computer via binary for images and character sets • Implementation – students will work through a list of tasks and be taught how binary works through the use of maths concepts. Some Maths teachers have also	Unit 3 – Web Design • Intent – use a drag and drop programming editor to create a game – introduces the basics of algorithms and computational thinking • Implementation – students will be using the various built in features of industry standard software (Dreamweaver) to design a website for a scenario – if possible a web designer will come in to give a talk & help out in a lesson • Impact – students will be introduced to a Dreamweaver, alongside learning basic HTML instructions to ignite a passion for text	Unit 4 – Databases • Intent – students learn how data can be stored in a logical and structured way • Implementation – students are introduced to a basic database structure) and then progress to using Access. They learn how to perform database searches and will be introduced to very basic SQL coding (Unit 2.2 at GCSE) & GUI design • Impact: students will know how big companies like Google & Facebook store their data, and how it comes right down to here in AVA.	Unit 5 – Python Programming • Intent – heavily based on Computer Science, students will learn Basic Python instructions to program solutions to basic problems • Implementation – students will be given a demonstration of the IDLE interface and will have instructions to follow. • Impact – students will gain a knowledge of another programming language away from Scratch and Mu. Limited teacher help will be offered to develop	Unit 6 - FLOWOL Sequencing • Intent – heavily based on sequencing, students will learn how everyday items like traffic lights are programmed, whilst learning about algorithms and basic flow chart construction - leading to students visually programming solutions to basic problems • Implementation – students will be given a demonstration of the FLOWOL interface and will have instructions to follow. • Impact – students will gain a basic knowledge of algorithmic thinking

	apart a PC for students • Impact – Students can e-mail staff, students can use Drive instead of relying on USB sticks, Access to software they may not have freely available at home, can use their tablet, phone, etc. Students will have a safer online presence. Students introduced to What's in the box? and can identify key PC components	touched on this in their lessons • Impact – students will be able to use a different number system to one they are accustomed to. They will also be aware of how binary is all around them and how important Computer Systems are in their daily lives	based programming (Python).		independent learning skills.	and how this affects their daily life. Limited teacher help will be offered to develop independent learning skills.
SMSC in Computer Science Spiritual • By wondering at the power of the digital age e.g. use of the internet • By understanding the advantages and limitations of ICT • By using the internet as a gateway to big life issues Moral • By exploring the moral issues surrounding the use of data By considering the benefits and potential dangers of the internet – eg campaigns for charities and injustice as a force for good. Cyber bullying as a danger. • By considering the vision of those involved in developing the web Social • By links through digital media services with other schools and communities By highlighting ways to stay safe when using on line services and social media • By being prepared to work with technology to forge new relationships • By discussing the impact of ICT on the ways people communicate Cultural • By exploring human achievements and creativity in relation to worldwide communications • By developing a sense of awe and wonder at human ingenuity						
Design Technology	Textiles - Supermarket stitch Intent Students will investigate different fabrics and textiles, students will construct their own product and will learn different textile construction methods. Students will study the work of Holly Levell and research into the methods she uses. Students will learn about different stitch patterns and how to join fabric together successfully. Students will learn new words specific to Textiles so they can speak confidently about design and making decisions.	Food and Nutrition - Global foods Intent Students will investigate foods from around the world. Focusing on foods from the UK, Europe and outside Europe. Students will focus on health and hygiene throughout the lessons with a particular focus on high risk foods such as raw meat. Students will make a variety of savoury and sweet dishes that cover foods from different cultures, developing a variety of cooking skills required for life and further study of food and nutrition preparation. The sequencing of work will build upon theoretical elements of food and nutrition preparation with an			Product Design - Memphis clocks Intent Students will begin to explore the design cycle in depth, they will move through each section of the design cycle and explore the possibilities of each section. Students will continue to develop language that articulates this process with a particular focus on iterations and how to articulate change. Students will learn how to use computer aided design to create final outcomes and explore plastic materials used to manufacture outcomes. Students will leave having successfully made their own clock.	

	Implementation Students will handle a variety of materials experiencing through touch to appreciate the differences in textures. Through exposure to different materials students will deconstruct and construct their own textiles through practical experimentations in weaving and knitting, deconstructing fibres and creating their own product outcomes. Impact Students will be able to articulate the process of textile construction from fibre to fabric to product. This is the fundamental basis for good textile knowledge enabling students to tackle more complex problems and solutions in the subject at later stages. Students will leave with the success of creating a textile outcome that has been generated entirely from their own imagination using knowledge gained about Holly Levell's work.	opportunity to apply in a practical way. Students will look at foods from different countries both within Europe and outside. Students will learn a wide range of new vocabulary which will enable them to articulate processes, reactions and theoretical elements of food and nutrition. Implementation Students will experience a variety of practical lessons, part practical and some theory based lessons. The practical lessons will focus on students experiencing different cooking techniques, through guided and independent tasks. Part practical lessons will enable students to understand the practice of the cooking through teacher led demos and frequent sensory analysis. Theory lessons are structured to allow students to gain knowledge of practical skills or content relating to the following cook to grasp harder concepts and research recipes independently. Impact Students will be exposed to a variety of recipes and technical skills from countries around the world exposing them to different cultural foods and widening their knowledge of food choices; enabling them to make sensible food choices and independently cook whether it be taking the subject further into KS4 or simply cooking at home. Students will have the confidence to undertake harder tasks and understand the safety, health and hygiene practices of the kitchen.	Implementation Students will explore the metacognition of the design cycle - by understanding the process and how it develops the students can confidently move through the cycle independently. Throughout the cycle students will complete practical tasks, iterative design lessons will focus on how to design without a pencil attempting to get students to think outside the box. Students will undertake a series of practical lessons learning how to use computer aided design software (2D design). Finally moving onto cutting the designs out using the laser cutter and assembling their final product. Impact Students will leave having created their own Memphis design movement clock as they will have experienced technological designing and manufacturing processes highlighting the variety of outcomes that digital processes can create. Students will have developed vital skills for GCSE level design in particular digital software use. The metacognition of the design cycle will enable further exploration at a higher level and will be repeated throughout the remainder of their Design education. Students will also learn the importance of developing an idea and that failing in design is a great way to continually improve, the motto 'the first idea is the worst idea' will be embedded into the ethos of the project.
	SMSC in DT Spiritual • By enjoying and celebrating personal creativity • By reviewing and evaluating created things Moral • By raising questions about the effect of technological change on human life and the world around them Social • By exploring dilemmas that individuals may face and developing practical solutions to these problems Cultural • By considering cultural influences on design • By asking questions about functionality v aesthetics		

Drama	Unit 1 - Superheroes • Intent: students devise a movement scene and identify the main elements of the superhero genre. • Implementation: This will be completed via the medium of choreography where students use stage combat fighting to depict a scene. • Impact: Students will be able to perform stage combat fighting effectively and understand the discipline behind being able to slow it down to be effective.	Unit 2 -Theatre in Education. Intent - students will be creating a series of factual scenes in the style of theatre education Implementation - students will work in large groupings for the first time to research real life scenarios showing empathy and compassion in their interpretations of a real life event. Impact - students will develop empathy skills, they will also be able to portray real life situations in a dramatic fashion, whilst being sympathetic to the situation itself	Unit 3 - Melodrama • Intent - students will learn about the historical context of melodrama and how to depict stock characters • Implementation - students will be given an age appropriate stimulus material regarding stock characters to recreate a scene from Sweeney Todd • Impact - students will develop exaggerated drama skills in keeping with this genre to enhance their drama skills.	Unit 4 - Harry Potter • Intent - students will be introduced to the practical side of Harry Potter and how to take his words but portray them in the manner intended. • Implementation - Students will learn lines from the Harry Potter and perform it in a Naturalistic style in front of small groups • Impact - have a greater understanding as to the language used and how it should be portrayed in an authentic fashion. This will also aid the development of their literacy and performance skills.	Unit 5-Our Day Out • Intent: To demonstrate an understanding of the characters and themes surrounding 'Our day out'. Students are introduced to the 5 different theatre stages within drama • Implementation: Using effective movement in unison. They will use a script for the first time and bring it to life on the different theatre stage concepts. Students will also be introduced to the concept of social classes • Impact: Pupils explore the concept of social class in the British Society 1978. They will have a greater knowledge of different styles of theatre spaces and how this can help impact on their performance..	Unit 6 - Physical Theatre • Intent - students will build on the principles of physical theatre, building on last year's work in Year 7 - Unit 4 (Blodin) & Unit 6 (Physical Theatre) • Implementation - Students will study the teachings of "Frantic Assembly" and understand the discipline required to be successful in their delivery of this. • Impact - students will gain a greater insight into the history of physical theatre and apply the concepts of physical theatre from the Frantic Assembly group.
	SMSC in Drama Spiritual • By allowing for insight, self-expression and the chance to walk in someone else's shoes. Moral • By expressing what it feels like to be wronged and what remedies might make things better for the injured Social • By exploring similarities and differences and how respect for others can be expressed. • By building self- esteem and encouraging self worth Cultural • By taking different roles from other backgrounds • By using different dramatic conventions to encourage empathy					

English	Unit 1 - Class Novel - "Of Mice and Men" (AO2) (AO3Lit) (AO5 & AO6) Intent: Students will research the historical and cultural background of 1930s America while paying close attention to the PETE concept. Implementation: Students read "Of Mice and Men" then go on to research the historical and cultural background of the time. Students will then complete a PETE essay on how the author creates tension in his work. Students will also complete an imaginative piece creating a background story to the character of their choice. Impact: Students will learn to appreciate the historical and cultural background of the 1930s which is imperative for GCSE and also their imaginative writing skills.	Unit 2 - The Titanic (AO5 & AO6) Intent: Students will have to retrieve and select information from different sources about the disaster of the Titanic. Students will also explore the themes of class and the role of women in the Edwardian era. Implementation: Students watch sections of the blockbuster Titanic and use ICT and book research for retrieving information to create their own newspaper front page for the event. Impact: Students will build on their transactional writing skills, using the AFORESTIP concept - vital for GCSE.	Unit 3 - Poetry and Short stories from Other Cultures (AO4 & AO2) Intent: Students will explore different cultures through literature. Implementation: Students will study poetry and stories from other Cultures and will explore context where appropriate. Impact: Students will develop their critical thinking skills and evaluation skills while covering the following areas: Identity, Diversity & Community; Tolerance, Rights and Respect; Justice, Change & Action; Democracy, Equality & Responsibility and Power, Freedom & Control.	Unit 4 - Writing About Britain (AO3 Lit & AO2 AO3Lang) Intent: Students will be introduced and familiarised with C19th literature and the concept of The Industrial Revolution. Implementation: Students will study C19th prose and poetry. comparing and contrasting different texts and explore historical context. Impact: In preparation for the C19th element GCSE Literature, students will be assessed on their AO3Lit and AO2 skills.	Unit 5 - Sherlock Holmes (AO4) Intent: Students will be building their inference skills and exploring implicit meanings via the use of the short story "Adventure of the Speckled Band". This short story will also allow students to build on their SITE and PECS skills. Implementation: Students will read the short story and look for implicit meanings. They will also evaluate the extract and look for inference. Impact: Students will build on their SITE and PECS skills via use of looking for implicit meanings in the text.	Unit 6 - Romeo & Juliet (AO3 Lit & AO2) Intent: Students will focus on a key scene out of Romeo and Juliet which allows them to analyse theme and research the historical context of Shakespeare's times. Implementation: Students will be given a scene to study and will develop 2 essays relating to the historical context behind Romeo and Juliet, one which will make use of the PETE concepts; the other will make use of PEEL(Point, Explain, Evidence, Link) concepts. Impact: Students will be introduced to PEEL concept and also will build on their PETE concept looking at Shakespearian work in its historical context.
	SMSC in English • Enable students to develop their self-knowledge, self-esteem and self-confidence • Appreciate other cultures & values • Develop further tolerance and harmony between different cultural traditions by enabling students to acquire an appreciation of and respect for their own and other cultures • Respect for others • Take part in discussion, promoting own views and appreciating those of others • Show initiative • Distinguish right from wrong • Explore the effect of changing cultural values and power over time Spiritual					

	• In responding to a poem, story or text; pupils can be asked 'I wonder what you think happens next?' 'How would you feel if you were the person in the story?' 'Where have you met these ideas before?' • By appreciating the beauty of language Moral • By exploring stimulus for thinking about the consequences of right and wrong behavior; pupils can speculate and apply their learning to their own lives. When they do this they are developing their speaking, listening and higher order thinking skills. • By considering different perspectives. Social • By supporting conceptual and language development through an understanding of and debates about social issues • By providing opportunities for talk in a range of settings Cultural • By pupils telling stories from their own cultures and backgrounds creating the idea that 'everyone has a story to tell' • By providing opportunities for pupils to engage with texts from different cultures				
French	Unit 5 – En ville (Dynamo 1) Intent: Students will be able to describe where they live, and express opinions on their village/town. They will be able to talk about where they go at the weekend and what they are going to do in the future. They will also be to order food in a café. Implementation: Students will complete tasks using the 4 language skills of listening, speaking, reading and writing, with the focus being on speaking and listening. They will study the verb aller and be introduced to the future tense. Students will practise having conversations in a café and practise describing photos of people eating. At the end of the unit they will complete a listening	Unit 1 - Vive les vacances! (Dynamo 2) Intent: Students will be able to understand the perfect tense in the context of school holidays: what they visited, what they did, where they went, and how they travelled. They will also be able to write sentences about what they have done during the holidays and give opinions in the past. Implementation Students will complete tasks using the 4 language skills of listening, speaking, reading and writing, with the focus being reading and writing. Students will be introduced to the perfect tense and at the end of the unit students will complete a reading and writing assessment which will involve translating the	Unit 2 - J'adore les fêtes! (Dynamo 2) Intent: Students will be able to recognise the different festivals and to talk about what festivals they like and dislike. They will also be able to describe a festival and use the near future tense to talk about a future celebration. Throughout the module, they will revise dates, likes, dislikes and food. Implementation Students will complete tasks using the 4 language skills of listening, speaking, reading and writing, with the focus being speaking and writing. Students complete tasks which consolidate the future tense and will revisit how to describe a photo and will be assessed on this skill. Students will also gain an insight into French tradition and food. At the end of the unit	Unit 3 – À loisir (Dynamo 2) Intent: Students will be able to talk about TV programmes and films and how they use digital technology. They will also be able to talk more generally about their free-time in the present, past and future. Students will revise numbers in the context of using the 24-hour clock and continue to include time/frequency when speaking and writing. Implementation Students will complete tasks using the 4 language skills of listening, speaking, reading and writing, with the focus being speaking, reading and listening. Students will complete tasks which consolidate the future and the perfect tenses. At the end of the unit students will complete a	Unit 4 – Le monde est petit (Dynamo 2) Intent: Students will be able to describe where they live in greater detail. They will be able to talk about how they must help at home and their daily routine. They will develop their understanding of the present and will also revise the weather and the time. Implementation Students will complete tasks using the 4 language skills of listening, speaking, reading and writing, with the focus being reading and listening. Students will be complete tasks which consolidate the present tense with -er verbs and will be introduced to reflexive verbs. At the end of the unit they will complete a listening and reading assessment. Key skills: • Listening to & using the target language in the classroom • Pronunciation • Asking and answering questions • Describing a photo (GCSE speaking & writing exam) • Reading texts for overall meaning and using different strategies to decode words. • Using synonyms • Using intensifiers • Translation

	and reading assessment. Key skills: • Listening to & using the target language in the classroom • Pronunciation • Describing a photo (GCSE speaking & writing exam) • GCSE role play • Making references to the future (GCSE grade 3) • Translation Key Grammar: • Revision: mon/ma/mes, ton/ton/tes, present tense, ne...pas • Plural verb forms (nous/ils/elles) of regular present tense -er verbs • Irregular verb aller • Je vais au/à la /à l'/aux • Near future tense • Conditional tense of vouloir (je voudrais...) • Using Si in extended sentences (weather) • Questions: As-tu? Qu'est-ce que? V Est-ce que? Où? Combien?	perfect tense into French and English. Key skills: • Listening to & using the target language in the classroom • Pronunciation • Asking and answering questions • Making references to the past (GCSE grade 3) • Giving opinions in the past (GCSE grade 3) • Using connectives to link sentences • Translation Key Grammar: • Revision: avoir, être, • Perfect tense with avoir (regular & irregular verbs) • Perfect tense with être: je suis allé(e) (<i>Higher: different pronouns</i>) • <i>Ne ... pas + perfect tense (Higher)</i> • <i>Au/en/aux + countries (Higher)</i> • Questions: Qu'est-ce que? V Est-ce que? Combien?	students will complete a writing assessment about what they are going to do for a future birthday. Key skills: • Listening to & using the target language in the classroom • Pronunciation • Asking and answering questions • Describing a photo (GCSE speaking & writing exam) • AQA Foundation Writing Question 2 (40 word answer) • Making references to the future (GCSE grade 3) • Understanding questions in French • Using prediction to answer questions on more difficult listening passages. • Using connectives to link sentences • AQA Foundation Writing Question 2 (40 word answer) • Translation Key Grammar: • Revision: aimer/détester + infinitive, questions, ne...pas	reading and listening assessment as well as a speaking assessment on what they do in their free-time and what they did yesterday. The more able will also talk about what they are going to do at the weekend. Key skills: • Listening to & using the target language in the classroom • Pronunciation • Understanding questions in French • Asking and answering questions • Describing a photo (GCSE speaking & writing exam) • Making references to the past (GCSE grade 3) • <i>Making references to the past & future (GCSE grade 4) - Higher Ability</i> • Giving opinions in the past • Using connectives to link sentences • Translation Key Grammar: • Revision: mon/ma/mes, ton/ta/tes, ne...pas • Consolidate present tense with -er verbs	Key Grammar: • Revision: time adverbs, il y a, il n'y a pas de, ne...pas • Consolidate present tense with -er verbs • Irregular modal verbs pouvoir and devoir • Reflexive verbs • Questions: Qu'est-ce que, est-ce que, où, A quelle heure? • Time adverbs • ne ... pas • <i>ne...jamais, ne...rien (Higher)</i> Key sounds: • Revision: ai, au, eu, -er, ou • consonants at the end of words: s, t, d, l • en (ennuyeux, vent) • oi Impact: At the end of this unit, students will be able to answer questions on written texts and listening passages about where people live, the what people do to help out at home at home and people's daily routine. Students will be more confident at developing their descriptions of a photo (GCSE speaking and writing). They will also be more confident at recognising and using reflexive verbs in their writing, a good way to include complexity at GCSE. This links to the GCSE specification - Theme 2: Unit 5 – Home, town, neighbourhood and region
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	• Using tu & vous • Time phrases (e.g. le weekend, le samedi, normalement, d'habitude, le weekend prochain, samedi prochaine, le weekend dernier) • manger & boire • The partitive article (Higher ability) Key sounds: • Revision: è, je, le, de, ce, que, ou, au, • é • silent s • silent verb ending -ent Impact: At the end of this unit, students will be able to answer questions on written texts and listening passages on where people live, what they do at the weekend and their future plans. Students will also be able to answer basic questions about their where they live, where they go at the weekend and their future plans. They will now start to be able to make simple references to the future in conditional in addition to the present and will be better at identifying the present and future tenses. To	Comment? C'était comment? Key sounds: • Revision: ai, é, ui, eu • Liaison: pronouncing s at the end of words Impact: At the end of this unit, students will be able to identify and understand the perfect tense and also write sentences in the perfect tense, which is requirement for a grade 3 at GCSE. Most students will be able to give opinions in the past. To achieve a grade 2 at GCSE, students must recognise and make simple opinions. To achieve a grade 2 at GCSE, students must recognise and make simple opinions. This links to the GCSE specification Theme 2: Unit 8 – Travel and tourism	• Consolidate present tense with -er verbs • Consolidate Near future tense • Manger/boire + partitive article (du/de la/des) • Questions: C'est comment? Qu'est-ce que? V Est-ce que? Comment? Où? Que? • <i>Forming questions using est-ce que with avec qui, que, comment, où, pourquoi, & quand (Higher ability)</i> • <i>Ne ... pas + future tense (Higher ability)</i> Key sounds: • Revision: ch, è, é, soft/hard g • Silent verb endings : -e, -es, - ent • ain/aîne Impact: At the end of this unit, students will be able to answer questions on written texts and listening passages relating to festivals, celebrations and customs. Students will be more confident at describing a photo (GCSE speaking and writing) and at referring to the future. To achieve a grade 3 at GCSE, students must be able to make simple references	• Consolidate Perfect tense • <i>Consolidate Near future tense (Higher)</i> • Adjective agreement • Possessive adjectives: son/sa/ses • Questions: Qu'est-ce que? V Est-ce que? Qui? Où? Que? Quand? Comment? Quels ? • <i>Forming questions using est-ce que with avec qui, que, comment, où, pourquoi, & quand (Higher ability)</i> • ne ... pas • <i>ne...jamais, ne...rien (Higher)</i> Key sounds: • Revision: ai, é, que • eux • eau • ç • ille Impact: At the end of this unit, students will be able to answer questions on written texts and listening passages relating to free-time activities, TV programmes and digital technology. Students will also be able to answer questions about their hobbies and free-time activities. They will be able to use at least two tenses,	
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	achieve a grade 3 at GCSE, students must be able to recognise and make simple references to the past or future (near future and conditional tenses). This links to the GCSE specification - Theme 1 - Unit 3 - Food and eating out - Theme 2: Unit 5 – Home, town, neighbourhood and region & Unit 8 – Travel and Tourism		to the past or future. Most students will be able to write 40 words about a future celebration (GCSE writing exam) This links to the GCSE specification - Theme 1 - Unit 4 – Culture and Festivals	negatives and time/frequency phrases and include opinions in the past, present and future. Students will be more confident at describing a photo (GCSE speaking and writing) and at referring to the past. This links to the GCSE specification - Theme 1: Unit 2 - Technology in Everyday Life & Unit 3 - Free-time Activities.	
	SMSC in French Spiritual • By encouraging students to be empathetic to cultures and beliefs of others and by challenging stereotypes where necessary. • By learning to express oneself in a foreign language. • Having a sense of achievement and pride when being able to communicate in a foreign language. • By exploring the way language is constructed Moral • By challenging stereotypes and intolerance through the teaching of language and culture. • By encouraging students to respect diversity and embrace 'difference'. • By helping pupils to have an accurate and truthful understanding of another culture • By encouraging students to offer their own opinions in relation to the topics that are studied in French lessons. Social • By developing the skill of communicating in different ways • By exploring different social conventions e.g. forms of address • By encouraging proactive use of the target language in classwork, whether through pair work or group work. • By encouraging students to experiment with language and learn from their mistakes without seeing them as a barrier to learning • By developing a positive attitude towards languages and people from other countries, students can develop their understanding and tolerance skills. Cultural • By exploring the culture of French speaking countries and cultural differences. • By appreciating the language and customs of others • By taking part in educational visits or cultural occasions				

Geography	Unit 1 - Tourism (Local and Global) • Intent: students will gain an understanding of tourism and the impact of tourism and apply this to a local case study (Aldeburgh field trip) and international case study (Goa, India). Students will also be introduced to GCSE data collection and presentation methods. • Implementation: Students participate in their first field work opportunity within Geography by gathering data using geographical skills. There is also the opportunity to research and present information and work independently & collaboratively to consider the impact of tourism at a local, national and international level. • Impact: Students are introduced to data collection skills and ICT data presentation skills (building on Unit 3 of Year 7 in Computer Science). This is also an opportunity to tackle current news surrounding tourism. This is a basic introduction to data collection and presentation skills which forms part of the GCSE specification for Unit 3.	Unit 2 - The EU • Intent: Students will be more aware of the countries forming the European Union and how it came into existence, its role within the UK and an overview of the physical and human characteristics of the member states. • Implementation: Students create a timeline of participation. They have the opportunity to work collaboratively and individually to research and present information on member states. They have the opportunity to present arguments for and against the UK's membership - highly important with the current political climate. • Impact: Students will learn where they fit within the wider world, and within the EU, which is highly important considering the current political climate. They will also be able to formulate their own opinions and develop their debating skills. This is a basic introduction to a short topic in Unit 2 Section B of the GCSE specification -	Unit 3 - Tropical Rainforests • Intent: students are introduced to the rainforest biome and the focus is distribution, characteristics and the impact of human activity. • Implementation: students have the opportunity to research TRF's (Tropic Rainforests) and locate on a map. they will also build and present a model named rainforest as part of their first assessment. They will then progress to considering the issue of deforestation, the causes of deforestation and how this can be reduced. They will be formally assessed using GCSE style questions and command words. • Impact: Students will gain the basic understanding of concepts and ideas surround TRF's. Should they choose to take forward in Year 10, they will be re-introduced to these concepts. This is also an opportunity to tackle current news surrounding deforestation. This is a basic introduction to TRF's which forms a large part of the GCSE specification for Unit 1 Section B.	Unit 4 - Coasts • Intent: students will be learning about the East coast of England is a multi-use area. This is giving the opportunity to revisit the issues surrounding energy (Sizewell C) and tourism (Aldeburgh). students are also going to be introduced to classifying and prioritising the use of sea defences. • Implementation: Students will be reminded of their earlier field trip to Aldeburgh. There is group based activities, ICT research and presentations, alongside a collaborative project where they apply their knowledge and understanding gathered throughout this unit. • Impact: Students will gain the basic understanding of coastal issues and sea defences Should they choose to take forward in Year 10, they will be re-introduced to these ideas. This is also an opportunity to tackle the current news surrounding the nuclear debate and coastal erosion. This is a basic
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		UK in the wider world.		introduction to coasts, which forms a large part of the GCSE specification for Unit 1 Section C.	
SMSC in Geography					
Spiritual To foster a sense of 'awe & wonder' around global tourist destinations & the Tropical Rainforests					
Moral - Considering the interactions of humans & their environment through issues such as tourism & deforestation - Opportunity to find out about & promote the role of the Rainforest Alliance in reducing rates of deforestation					
Social - Opportunity to reflect on British values & the countries role in the world when studying the EU - Recognising the value of tourism to the local economy - Evaluating the impact of tourism on our region - Recognising why our part of the coastline is referred to as the Energy coast & the implications of this to them. - Opportunity to promote debate, respect & encourage informed opinions when studying ideas around leaving the EU					
Cultural - Opportunity to research & present information about an EU member state with a focus on celebrating cultural differences - Consider the views & opinions of indigeneous rainforest tribes					
History	Unit 1 - Should Henry VIII be known as Henry the Great? Intent: This unit of work focuses on a period of important social, political, economic and religious change. Students explore how Church and State united with the formation of the Church of England. They consider the impact of the religious upheaval of the Reformation on ordinary people's lives. The period of study looks at the importance of renaissance ideas, the development and the impact of new inventions on scientific progress. Implementation:	Unit 2 - Why was Elizabeth I such a successful queen? Intent: In this unit students will learn about Elizabeth's reign and consider to what extent the image of her reign as a 'Golden Age' is correct. They will look at how Elizabeth dealt with the Catholic threat to her throne by learning about her dilemma with Mary Queen of Scots and the attempted invasion of the Spanish Armada. They will investigate why Elizabeth never married, and how Elizabethan propaganda depicted an age of progress and achievement. Students will examine how Elizabeth sought to solve the tensions between Catholics and Protestants and the religious settlement that consolidated the role of State and the Church of England. They will explore life in Elizabethan England including the renaissance in English theatre, art and architecture. Implementation: This unit of work ask students to investigate how Elizabeth has been traditionally portrayed in English history. Students watch a film on the life of Elizabeth and evaluate how accurately the film portraits the Elizabethan age. They will examine aspects of her reign and apply their knowledge to give an	Unit 3 - Why was the 17th century shocking? Intent: In this unit students explore the upheaval of the 17th century. Students investigate whether the Gunpowder plotters were framed. They explore the causes and consequences of the English Civil War and the Commonwealth. They undertake an enquiry into the reasons why people believed in witchcraft through an investigation of local Witch Trials. Students explore the Enlightenment and the development of science in the 17th Century. They conduct an enquiry in order to assess	Unit 4 - Thomas Clarkson: The forgotten hero of abolition? Intent: In this unit students explore Britains role in the Slave Trade. They study why the transatlantic Slave Trade developed in the 18th century. Students explore diferring views of the Slave Trade in the 19th century and explain the work of the Abolitionist movement to end the Slave Trade. The unit of work also poses the question of why history has forgotten heroes. Implementation: Students conduct their own investigation into	Unit 5 - Why did Leiston Change in the 19th Century? Intent: In this unit students explore the Industrial revolution from the perspective of the changes to Leiston and surrounding area in the 19th/20th century. They investigate the development of the Garrett works in Leiston and the Maltings complex at Snape. Students look at changes in transport infrastructure and the impact of the Railway on the people of Leiston Implementation: Students have opportunities to make use of historical sites as a source of evidence. They will have an

This unit of work aims to not only teach students a body of knowledge about this period in History, but to also develop students' enquiry skills. The particular key concept foci for this unit are chronology and significance. The lessons form individual enquiries with students completing the unit of study by evaluating the significance of Henry VIII by comparing him with other 'Great Britains'. Impact: GCSE context for Health and the People & Elizabethan England. Students appraise the significance of Henry VIII. They consider the qualities required for leadership by looking at what makes a 'Great Britain'. They evaluate the impact of the changes caused by the Reformation and explore the role of Government and the development of the Parliamentary system.	opinion on whether Elizabeth was a successful queen. Impact: Early Elizabethan England 1558-88 paper 2 GCSE topic. The particular unit focuses on the key historical concepts of cause and consequence. The unit allows students to consider questions of the role of gender in British history. Students develop their analysis of pictorial sources of evidence through an exploration of Elizabethan portraiture. Students consider the development of British identity through the study of Elizabethan art, literature and architecture.	whether the 17th century was an age of Science or superstition. Implementation: This unit of work focuses on the historical concepts of significance, cause and consequence and knowledge and understanding. Students explore a range of historical sources to test out hypothesis in which they challenge conventional historical interpretations. Impact: GCSE context AQA Health and the People. Students gain an understanding of the Enlightenment and the development of Science in 17th century Britain. Students consider the role of Government and the development of the Parliamentary system and investigate alternative forms of governance and protest.	Britains role in the development of the Slave Trade. They watch the film 'Amazing Grace' and investigate why William Wilberforce has been given most of the credit for the Abolition of Slavery. They collate their own evidence to argue against the Slave Trade. Working in groups they create an Abolitionist campaign against Slavery. Impact: This unit allows students to consider the impact of the development of Empire on Britain and the wider world. It allows students to explore political systems, discrimination, prejudice & racism. Students explore our nation's cultural heritage and the legacy of the British empire - both positive and negative.	opportunity to visit the Long Shop Museum / and or Snape maltings. and use the sites as part of their enquiry question. Impact: Development of skills to support GCSE AQA Use of historical Sites Paper 2 Question 4. Students have an opportunity to engage with the local community as an historical resource. It is anticipated that as this unit develops members of the local community can be utilised as part of the teaching experience.
SMSC in History Spiritual • By considering how things would be different if the course of events had been different; for example what difference would it have made if the Normans had not been successful in 1066? • By looking at local history and investigating the reasons why there is a landmark, building or museum. • By speculating about how we mark important events from history and the people who stopped them Moral • By exploring the results of right and wrong behaviour in the past • By considering some of the characteristics of people who have had a bad influence and caused suffering to others. What have others done to stop injustice? Are there examples from their own local area? • By going beyond the facts and asking pupils to make hypotheses and pose questions such as 'what if...?' 'what would have turned a tragedy into a triumph?' Social				

	• By giving the trigger for discussions about how groups and communities organised themselves in the past. • By considering questions about social structure in the past.; for example, What might pupils say about the rights of children in earlier times? Is it important that society looks after young children? Are there people who still don't get a fair deal? • By encouraging pupils to talk to their parents and grandparents; for example, when learning about World War Two Cultural • By exploring local history and under researched history and history around us • By investigating how culture is shaped by history, exploring the 'cultural heritage' and in particular the Christian influence on British culture. • By taking pupils on visits to heritage sites • Knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values					
Maths	Algebraic techniques • Brackets, equations and inequalities • Sequences • Indices Life Skills: Taxation 1 – What goes in and what comes out	Representations • Working in the Cartesian plan • Representing data • Tables and Probability Life Skills: What is a charity?	Proportional Reasoning • Ratio and scale • Multiplicative change Life Skills: Living on a budget 1	Developing number • Developing number sense • Fractions and percentages • Standard index form • Number sense Life Skills: Savings -how can you spend less	Developing Geometry • Angles in parallel lines and polygons • Area of trapezia and circles • Line symmetry and reflection Life Skills: If I won the lottery	Reasoning with Data The data handling cycle Measures of location Life Skills: Part time jobs
	SMSC in Maths Spiritual • By making connections between pupils' numeracy skills and real life; for example, pie charts could compare how a child in Africa spends her day with how children in the UK spend their time. • By considering pattern, order, symmetry and scale both man made and in the natural world Moral • By engaging pupils playfully; for example, in unequal shares of resources, why might someone be upset if they received less than other people? • By reflecting on data that has moral and ethical implications; for example pupils might consider the difference in amounts of money spent on non-essentials compared with food aid/water aid Social • By the sharing of resources within the classroom, the negotiating of responses and group problem solving • By analysing social data e.g. on health care, poverty, bullying Cultural • By asking questions about the history of maths: for example, 'What do the Egyptians, Greeks and Indians discover that we still use in maths today?'					
Music	Feeling Blue? Intent For students to understand where Blues music originated from and its importance in the development of current music. To listen to a range of Blues music and identify key artists in the style. Implementation Students will begin by exploring the Blues Scale, learning to play this on a variety of instruments, they will then create their own call and response using their own melodies and taught riffs.		Let's Boogie! Intent For students to understand Dance Music with a focus on Disco and how it changed the world! Implementation Either instrumentally or through Music Technology students will begin by exploring some of the fundamentals of Dance Music; Hooks, Synthesizers, 4 of the Floor Drum Beats, Tempo, Bass lines etc. Students will then combine these elements to create their own disco composition or learn a famous song from one of the greats!		'I Can Play Samba!' Intent Samba is an infectious joyous form of music making and will enable students to rhythmically progress from their work on African Drumming. Implementation Students will work as a whole class Samba band learning a variety of Ostinatos building up texture to create Polyrhythms. We will also return to our previous work on Call and Response to build whole class performances using a variety of techniques.	

	Students will then combine these melodies over a 12-bar blues progression in the key of D to be able to put together their own group blues composition/performance. Impact This unit aims to develop student's improvisation/compositional skills alongside continuing to promote their team work and instrumental skills.	Impact This unit aims to instil a love of making music together from the offset and an expectation that performance is integral to music making.	Impact This unit should develop students' ability to maintain an independent part, better understand and work with rhythmic notation and their group work/collaboration skills.		
	SMSC in Music Students explore and develop their own interests in music through studying a range of styles and learning to compose and play in these styles. We also look at how in all genres music is a valuable tool for self expression and through listening to a variety of music we discuss how musicians have overcome obstacles through being able to openly express themselves. Students learn to appreciate and understand the musical interests of their peers through evaluation and demonstration. Students offer feedback and encourage their peers through assessment and learn how to promote confidence in performing and composing. Students complete evaluation of performances and compositions demonstrating their willingness and ability to reflect. Music can also be a cultural experience and allow us to learn about how others live and use music for purposes. This builds students' ability to accept and understand all types of people. Performing builds confidence along with resilience and teamwork. Students consistently work in pairs or groups of various abilities and backgrounds. Their work requires students to understand each other and their strengths/limitations. Teamwork is encouraged in order to be successful in composing and performing, especially as a successful ensemble which is a requirement in most level 2 Music Qualifications. The music department also aims to bring students together in musical opportunities which span the year groups for example christmas concert, summer showcase, talent shows, choir, samba band, musical productions etc. this again builds valuable interpersonal skills for all students.				
Physical Education	Unit 1 - Hockey/Rugby /Netball/Football Dependant on PE grouping: students over the Autumn term will study 3 team sports. Intent: students will develop their skill acquisition and tactical understanding of the above listed games to demonstrate a developed mastery of the skills within a small game. Some students will then be able to apply these skills with	Unit 2 - Hockey, Tag/Rugby, Football and Netball Intent: students will develop their skill acquisition and tactical understanding of the above listed games to demonstrate a developed mastery of the skills within a small game. Some students will then be able to apply these skills with control into a competitive game. Implementation: Transferring skills and concepts to a conditioned	Unit 3 - Swimming Intent: Students will be consolidating their swimming strokes and stamina from Year 7. Focus will also be on personal survival, as we are a coastal school and students do swim in the sea. They will also take part in competitive swimming depending on ability. Implementation: In curriculum time, students have access to	Unit 4 - Individual Sports Intent:students will participate in trampolining, badminton, fitness, aerobics and dance. Students will develop their skill acquisition and composition/ choreography skills of the above listed activities to show control and to develop some consistency in their movement patterns. fitness planning or consistency of skill. Implementation: students will revisit	Unit 5 - Athletics Intent: Students will develop their skillful performance in the three disciplines of running, throwing and jumping. Implementation: Students will recap the safety and techniques of the throws and jumps in a practice and competitive environment. Extra curricular provision and competition will allow for improved performance. Impact: Students will have awareness of safety/technique and officiation at an athletic event. Students will experience individual competition in lesson and club time. Unit 6 - Striking Games & Net Games Intent: Students will participate and perform in a variety of striking games/individual sports,

	control into a competitive game. Implementation: Transferring skills and concepts to a conditioned competitive game format. Thinking and decision making to develop the knowledge and understanding of the games .Showing understanding and ability to officiate the simple rules,and coach peers in positional play. Some students will be able to apply the tactics to small sided games in the curriculum and transfer these into inter school team play. Impact: To develop game play within the recognised format. Skills should show control and developing consistency and teamwork skills within the core curriculum and extended into extra curricular for club learning and competitive fixtures. A commitment to and desire to improve and to participate in and out of lesson time. Students will also compete in their House for events in these activities. Students will be able to play as part of a team. they will develop leadership skills and communication/cooperation skills. skills and communication/cooperation skills.Some	competitive game format. Thinking and decision making to develop the knowledge and understanding of the games Showing understanding and ability to officiate the simple rules,and coach peers in positional play. Some students will be able to apply the tactics to small sided games in the curriculum and transfer these into inter school team play. Impact: To develop game play within the recognised format. Skills should show control and developing consistency and teamwork skills within the core curriculum and extended into extra curricular for club learning and competitive fixtures. A commitment to and desire to improve and to participate in and out of lesson time. Students will also compete in their House for events in these activities. Students will be able to play as part of a team. they will develop leadership skills and communication/cooperation skills. Some will be House Sports Ambassadors	the facilities at Leiston Leisure Centre and are taught in ability groups according to their need - ranging from adequate swimmers to competitive club swimmers. Impact:all students will have an ability to swim a minimum of 25m as per Government recommendations but will be progressing to be able to swim continuously at a pace appropriate to their fitness in the water. All should have an awareness of hazards, risk and prevention. All will have an awareness and responsibility for their personal safety in pool and open water scenarios. Some will look at developing their lifesaving skills They will also be able to compete in House competitions within school and inter-school competition. Lifelong learning, making swimming a choice for a healthy active lifestyle.	sports and safety awareness of these sports. Trampolining will follow the awards scheme to recognise the tariff difficulty of movement technique and execution of skill.Extracurricular club for this sport and also a competition at county level. Impact:Students are re-introduced to the local leisure centre and its facilities, so they have an awareness of sports outside of curriculum time. There are also extracurricular activities in place for this to extend their learning in these sports. Students are introduced to personal planning in the gym to make this a part of their independence and safe understanding of a healthy lifestyle.	applying the rules as appropriate to the game being learned. Students will develop the techniques of the ground shots and the service.Most will be able to score in a game of doubles whilst those attending club will have more opportunity to develop as singles players.All students will be able to access the club and play competitive tennis in extra curricular time. This will provide progression to a higher level Implementation: Students will perform to find control and some consistency in their individual skilful performance and to work within the team games of striking to develop their understanding of the full game rules according to the game being played. Some will officiate in the primary competitions in these events . All will have the opportunity to compete in House Summer Sports Day events which are traditional in athletic format and also allow for team striking games to be experienced in a full competitive format Impact: All students will have the opportunity to develop control in their individual skills and develop their understanding of the rules and scoring systems in these games. Some will be House ambassadors for sports day whilst all students will be part of their year group team and work together to be successful in their own performances whilst valuing their contribution to the House team. Students will use teamwork and cooperation to develop their own character and resilience in the choices they make in participating for their House.
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	will be House Sports Ambassadors.					
	SMSC in PE Spiritual • By delighting in movement, particularly when pupils are able to show spontaneity • By taking part in activities such as dance, games and gymnastics which help pupils to become more focused, connected and creative. • By being aware of one's own strengths and limitations Moral • By discussing fair play and the value of team work. • By developing qualities of self discipline, commitment and perseverance • By developing positive sporting behaviour Social • By developing a sense of belonging and self esteem through team work • By developing a sense of community identity through taking part in inter school events Cultural • By learning about the history of sport, and where they originate from • By making links with national and global sporting events such as the World Cup and the Olympics • By exploring rituals surrounding sporting activities					
PSHE/ Careers Education	1. Healthy Lifestyle 2. Healthy Mind 3. Communication 4. Teamwork	1. British Values - Tolerance 2. Racism 3. Disability 4. Teenagers & Prejudice	1. Global awareness 2. Emotional Literacy 3. Goal and target setting	1. Online Grooming 2. LGBT Homophobia 3. Personal Safety - First Aid	1. Love and relationships 2. Consent 3. Teenage Pregnancy	1. Vaping and smoking 2. Cancer awareness 3. Enterprise and Entrepreneur
	Intent The intent of our PSHE curriculum is to deliver a range of topics and experiences that are accessible to all and ensure that each of our students understand how to play a positive and successful role within the school, community and our society. The aim is to provide students with the required knowledge to tackle many of the moral, social and cultural issues that are a part of growing up for them. We will provide our students the opportunities for them to learn about their rights and responsibilities and appreciate what it means to be a member of a diverse society. They will be encouraged to develop their sense of self worth by playing a positive role and will be given the tools to do this. Implementation Throughout the year, the students will develop their knowledge on a fortnightly basis with a variety of lessons designed to be informed and discussed. Additional sessions will be run through tutor time activities and whole year or school drop down days. These days will either support what is being discussed in the classroom or will deepen their understanding of the subject matter. The curriculum will be taught by the PSHE team but will be supported by outside experts where necessary. Impact					

	Students will be able to approach a range of real life situations and apply their skills and attributes to help navigate themselves through modern life. From exposure to a range of global issues and problems, students can build up tolerance and a sense of responsibility of being a global citizen. Students can understand the different lifestyles that people may live and be respectful and tolerant towards those leading different lives to themselves. SMSC in PSHE Spiritual • By developing awareness of and responding to others' needs and wants • By exploring meaning and purpose for individuals and society • By developing resilience and inner strength Moral • By exploring what is right and wrong and to work out what we need to do in this particular community to make sure everyone thrives. • By making explicit links to the school's distinctive ethos as a church school. Social • By helping pupils to engage in a democratic process for agreeing the rules for community life. • By creating opportunities for pupils to exercise leadership and responsibility; pupils might be asked 'Why do we think this important?' 'What could we do about it?' 'Who would like to take it further?' Cultural • By exploring how different cultures can offer great insights into how we lead our lives • By providing pupils with opportunities to make choices about some aspects of classroom and school life		
Religious Education	Unit 6: Introduction to Hinduism Intent: This is a unit of 7-8 introductory lessons on Hinduism, intending to bring a level of understanding of this colourful religion to students, many of whom have no direct access to the religion in their own community. There will be one assessment opportunity within the unit. Implementation: through 7-8 lessons, students will consider, discuss and evaluate key beliefs of God, karma and rebirth, temples and worship. In the second half of the term, students will consider and reflect on the Hindu path of life, symbolism and celebrations. Impact: This study of Hinduism will help students to develop: • respect of Hinduism, through knowing its basic beliefs • religious language specific to Hinduism • an awareness of how Hinduism is a way of life, not just a religion • knowledge of the key practices of Hinduism	Unit 5: Introduction to Buddhism Intent: This is a unit of 7 introductory lessons about Buddhism. Many students will have little or no prior knowledge of Buddhism, though some may have some preconceptions. The attempt to explain Buddhist philosophy in a simple way will provide an accessible route to more in-depth study at GCSE and post-16. There will be one assessment opportunity within the unit. Implementation: through 7 lessons, students will consider, discuss and evaluate who the Buddha was and an outline of important events in his life; fundamental Buddhist teachings; reflect on Buddhist monasticism and ethics; as well as Buddhist symbolism and celebration. Impact: This study of Buddhism will help students to develop: • respect of Buddhism, through knowing the basic beliefs • religious language specific to Buddhism • an awareness of how Buddhism is a way of life, not just a religion • knowledge of the key practices of Buddhism.	Unit 3: Introduction to Islam Intent: This is an introductory unit of 6-7 lessons on Islam which is intended to be revisited and extended during GCSE studies. There will be one assessment opportunity within the unit. Implementation: through 6-7 lessons, students will consider, discuss and evaluate key beliefs of Islam, the life of Muhammad and the development of Islam into a worldwide and diverse faith. During the second half of term, students will consider Muslim worship in a mosque as well as the Five Pillars of Islam. Impact: This study of Islam will help students to develop: • a knowledge of the foundations of Islam • religious language specific to Islam • an awareness of how Islam has developed into a worldwide religion • knowledge of the key beliefs and practices of Islam.

SMSC in RE

Spiritual

- ability to be reflective about their own beliefs, religious or otherwise, that inform their perspective on life and their interest in and respect for different people's faiths, feelings and values
- sense of enjoyment and fascination in learning about themselves, others and the world around them
- use of imagination and creativity in their learning
- willingness to reflect on their experiences

Moral

- ability to recognise the difference between right and wrong and to readily apply this understanding in their own lives, recognise legal boundaries and, in so doing, respect the civil and criminal law of England
- understanding of the consequences of their behaviour and actions
- interest in investing and offering reasoned views about moral and ethical issues and ability to understand and appreciate the viewpoints of others on these issues

Social

- use of a range of social skills in different contexts, for example working and socialising with other pupils, including those from different religious, ethnic and socio-economic backgrounds
- willingness to participate in a variety of communities and social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively

Cultural

- understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and those of others
- understanding and appreciation of the range of different cultures within school and further afield as an essential element of their preparation for life in modern Britain
- knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain
- willingness to participate in and respond positively to artistic, musical, sporting and cultural opportunities
- interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity and the extent to which they understand, accept, respect and celebrate diversity, as shown by their tolerance and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities

Science

Ecosystems

Through practical exploration students will learn about:

- Habitats
- Food chains and Webs
- **Assessment: Quadrats**
- Adaptations
- Easter Island
- The Importance of Insects
- Poisons
- Parasites

Space

Through practical exploration students will learn about:

- Galileo's Trial
- The Earth in Space
- Man on the Moon
- Solar System
- Who won the space race?
- Exploring the universe
- Gravity
- **Assessment: Craters**
- Mission to Mars

Heat

Through practical exploration students will learn about:

- Heat
- Temperature
- Conductors and Insulators
- Changing state
- Convection
- Radiation
- **Assessment: Maintaining temperatures**
- Why do penguins huddle?

Acids and Alkali's

Through practical exploration students will learn about:

- Acids and Alkalis in the home
- Making an indicator
- Measuring pH using Universal Indicator.
- Stings
- Neutralisation Reactions
- Bath Bombs
- Making Crystals

Body Systems

Through practical exploration students will learn about:

- Food and Diets
- BMI
- Analysing Food
- **Assessment: Energy in Food**
- The Digestive System
- The circulatory System
- The Respiratory System
- Skeleton and Muscles

Waves

Through practical exploration students will learn about:

- Sound Waves
- Light
- Reflection and Refraction
- IR and UV
- EM Spectrum
- **Assessment: Waves**
- Seismic Waves

Reactivity

Through practical exploration students will learn about:

- Displacement

						• Extracting Metals • Solubility • Temperature • Concentration • Catalysts • Conservation of Mass • END/EXO
	SMSC in Science Spiritual • By demonstrating openness to the fact that some answers cannot be provided by Science. • By creating opportunities for pupils to ask questions about how living things rely on and contribute to their environment. • By using tools such as Star Walk which allow pupils to plot the stars in relation to their location and open up questions about the size of the universe and how it might have been formed Moral • By offering pupils the chance to consider the wonder of the natural world and the inventions which have made the world a better place. • By considering that not all developments have been good because they have caused harm to the environment and to people. • By encouraging pupils to speculate about how science can be used both for good and evil. Social • By using opportunities during Science lessons to explain how to keep other people safe and how they might protect a younger or vulnerable young person. • By exploring the social dimension of scientific advances e.g. environmental concerns, medical advances, energy processes Cultural • By asking questions about the ways in which scientific discoveries from around the world have affected our lives. There is a rich heritage of scientific discoveries from Hindu, Egyptian and Muslim traditions					