

A stylized, light blue unicorn head and neck are depicted in profile, facing right. The unicorn has a single, long, braided horn and a flowing mane. It is set against a dark blue background with a large, light blue circular arc behind its head. A solid yellow vertical bar is on the far left of the page.

Sancton Wood School

Curriculum Overview

2022-23

Year 7

English

Language, Literature and Spoken Language

Michaelmas 1	Michaelmas 2	Lent 1
<p>Autobiography/Memoir</p> <p>Read: Boy (Roald Dahl)</p> <p>Language: Assessment: Writing Pen Portrait</p> <p>Literature Assessment: First PEEL paragraph on character</p> <p>Skills: Introducing PEEL structure; features of autobiography and memoir writing; simile; metaphor; personification; alliteration; emotive language; sensory language</p>	<p>World War 1 Fiction</p> <p>Read: Private Peaceful (Michael Morpurgo)</p> <p>Language Assessment: Lang Paper 1, Q2 Language Methods</p> <p>Literature Assessment: PEEL, Charlie & Brotherhood</p> <p>Skills: Building on PEEL with focus on embedding evidence; imagery; repetition; flashbacks and flashforwards; historical background to WW1</p>	<p>Mystery Genre</p> <p>Read: Murder Most Unladylike (Robin Stevens)</p> <p>Language Assessment: Lang Paper 1, Q3 Structural Methods</p> <p>Literature Assessment: PEEL Paragraph, Narrative Voice</p> <p>Skills: Building on PEEL with focus on expanding explanations; genre; red herrings; narrative voice; perspective and POV</p>

English

Language, Literature and Spoken Language

Lent 2	Summer 1	Summer 2
<p>Mystery Genre</p> <p>Read: Murder Most Unladylike (Robin Stevens)</p> <p>Language Assessment: Lang Paper 1, Q5 Writing an opening to a murder mystery Literature Assessment: PEEL Paragraphs, Characters of Daisy & Hazel</p> <p>Skills: Building on PEEL with focus on strengthening links; openings; settings; characterisation; cliffhangers; endings</p>	<p>Drama</p> <p>Read: A Midsummer Night's Dream (Shakespeare)</p> <p>Language Assessment: Spoken Language, Group dramatic performance Literature Assessment: Perfect PEELing with Puck</p> <p>Skills: Shakespearean verse; reading & 'translating' Shakespearean English; prologue and epilogue</p>	<p>Poetry</p> <p>Read: Poems (Journeys)</p> <p>Language Assessment: Producing a poem of journey Literature Assessment: PEEL paragraph on poetry terms</p> <p>Skills: iambic pentameter; rhyme; rhythm; line; verse; poetic foot</p>

Michaelmas 1

All sets:

Analysing and displaying data. Data project with investigation into misleading data. Scatter graphs, grouped frequency, pie charts and number skills.

Michaelmas 2

Set 1 (Delta book 1)

Equations, functions and formulae
Fractions

Set 2 (Theta book 1)

Expressions, functions and formulae.
Decimals and measures

Set 3 (Pi book 1)

Expressions, functions and formulae.
Graphs - form stories to match a 'real-life' graph they have plotted.

Lent 1

Set 1 (Delta book 1)

Angles and Shapes
Decimals

Set 2 (Theta book 1)

Fractions
Probability

Set 3 (Pi book 1)

Factors and multiples
Decimals and measures

Lent 2	Summer 1	Summer 2
<p>Set 1 (Delta book 1)</p> <p>Equations Multiplicative reasoning</p> <p>Set 2 (Theta book 1)</p> <p>Ratio and proportion Lines and angles</p> <p>Set 3 (Pi book 1)</p> <p>Angles and lines Measures and shapes</p>	<p>Set 1 (Delta book 1)</p> <p>Perimeter, volume and area - investigation and mini-project on perimeter and area relationships and presentation to class.</p> <p>Set 2 (Theta book 1)</p> <p>Sequences and graphs Presentation to class.</p> <p>Set 3 (Pi book 1)</p> <p>Fractions, decimals and percentages incorporating in starters for set2/3 for summer 1 Presentation to class.</p>	<p>Set 1 (Delta book 1)</p> <p>Sequences and Graphs</p> <p>Set 2 (Theta book 1)</p> <p>Transformations-set2/3 starts this in summer 1</p> <p>Set 3 (Pi book 1)</p> <p>Transformations</p> <p>All sets: - Financial Maths - compound and simple interest investigation + calculations.</p>

Computing

Michaelmas 1

E-safety/School network

- Essential for safe use of technology in their digital lives and use of different tools in the classroom.
- Folder organisation using cloud storage.
- Identifying potential hazards in an ICT lab and how to avoid it.
- Password security.
- Baseline test.

What is inside a computer?

- Identify input / output and storage devices.
- Identify the main components on the mother board (CPU/ RAM/ROM)
- Type of storage (Optical, solid state and magnetic)

Tasks:

Teacher/pupil questioning Use of old motherboard to show the main components of a motherboard. Create posters to present information to a given audience.

Michaelmas 2

Data representation

- Why does a computer use Binary to store data?
- Introduction to how data is stored by Computers.
- Memory capacity measured in KB,MB,TB.
- Computers use Binary to store data.
- Conversion of binary to denary
- Represent numbers/characters using binary.
- Use of ASCII table to code and decode messages.
- Teacher/pupil questioning
- Binary/denary conversion Decoding messages using the ASCII table.
- End of unit assessment MCQs

Lent 1

Spreadsheets: Data modelling, The Animal Rescue Centre

- To develop a basic understanding of storing and manipulating data using a specific scenario.
- To promote a cause for The Animal rescue Centre.
- Creating a poster to promote the Animal rescue Centre and organizing charitable event: use of Desk top publisher.
- Use online image editor for manipulate images.
- Students to create basic spreadsheet
- Students to use basic formulae '+', '-', '/', '*' Functions SUM, MAX, MIN, AVERAGE
- Students to use more advance features e.g spin buttons, macros.

Computing

Lent 2

Computational thinking

- Algorithm, Abstraction, decomposition.
- Students will demonstrate their understanding of each concept by creating flowcharts and writing pseudocode.
- What is algorithm?
- What is decomposition?
- What is abstraction?
- Represent an algorithm using flowcharts and pseudocode. information
- Teacher/pupil questioning
- End of unit assessment MCQs

Summer 1

Python Turtle

- Students will be introduced to the basic programming concepts: Iteration, selection, and sequence.
- Use of the Python library to create graphics.
- Students will be introduced to the IDLE: trinket.io
- They will learn the basic commands to create a few simple shapes.
- Formative assessment.

Summer 2

Python Turtle

- Use of basic programming concepts, iteration, selection, and sequence to create more graphics.
- More able students to create a game using python turtle.
- Teacher/pupil questioning Students create graphics using Python turtle.
- Students screenshot their work to show their understanding and evaluation using Microsoft word.
- End of unit assessment MCQs
- Students to complete a small project using Python turtle.

Michaelmas 1 + 2

ORGANISMS

- To know that parts of the human skeleton work as a system for support, protection, movement.
- To understand that antagonistic pairs of muscles create movement when one contracts and the other relaxes.
- To know that the musculoskeletal system is muscles and bones working together to cause movement and support the body.
- To learn how to use a light microscope to observe and draw cells and compare different types of cells, labelling their different features and relating it to their functions.
- Explain how unicellular organisms are adapted to carry out functions that in multicellular organisms are done by different types of cells.

Lent 1 + 2

ECOSYSTEMS

- To compare food chains to form a food web.
- To explain issues with human food supplies in terms of insect pollinators.
- To describe how a species' population changes as its predator or prey population changes.
- To explain the effects of environmental changes and toxic materials on a species' population.
- Children will suggest what might happen when an unfamiliar species is introduced into a food web.
- To understand how insects are needed to pollinate food crops and how pollen is carried by the wind, insects and animals.
- To identify parts of the plant linking their structure to their function
- Children will describe the main steps that take place when a plant reproduces successfully.
- To understand why seed dispersal is important to survival of the parent plant and its offspring.

Summer 1 + 2

GENES

- To explain whether characteristics are inherited, environmental or both. They will be able to plot bar charts or line graphs to show discontinuous or continuous variation data.
- To learn how variation helps a particular species in a changing environment and how they can become adapted to particular environmental conditions.
- To learn the difference between puberty and adolescence and the changes that take place during puberty.
- Sex Ed: To learn about the stages in development of a foetus from the production of sex cells to birth.
- To understand the process of fertilisation and implantation and the developmental stages of the foetus and how substances can be passed from mother to foetus.
- To learn about the menstrual cycle and how it links to contraception and fertility.

Chemistry

Michaelmas 1

The particle model

Introduction to the particle model of matter.

Application to understanding solids, liquids and gases, and what happens when objects melt, freeze, boil and condense.

How do atoms (tiny particles) combine to form larger molecules?

What do molecules look like, and how do they react to form different molecules?

Michaelmas 2

Separating mixtures

This unit will be taught as a series of laboratory experiments.

After establishing the concept of solubility, students will learn the uses and merits of a range of separation techniques.

These include filtration, evaporation, distillation, and finally chromatography.

Lent 1

Acids and Alkalis

Students will explore the different acids and alkalis which exist both in nature and as household and industrial chemicals.

What is the pH scale?

What makes things acidic or alkaline and how do we make predictions about chemical substances?

Chemistry

Lent 2

Metals and non-metals

This term focuses on the reactions of metals and non-metals, and how and why they are placed in the reactivity series the way they are.

Experiments will build an appreciation of the reactivity series through reactions of metals with water, acids and oxygen.

Summer 1

Earth structure:

Practical based unit. Students will model the rock cycle in the laboratory and use it to explain the formation of sedimentary, metamorphic and igneous rocks.

How does the chemical structure of rocks relate to their physical properties?

What links metamorphic rock to the concept of crystallisation?

Summer 2

The Universe

How do scientists model the vast universe?

How do models explain why objects appear to move?

How do they show the phases of the moon?

Physics

Michaelmas 1

Force

What is a force?

What is an interaction pair?

What is the unit for force?

How do we calculate forces?

How do forces interact?

What does it mean if forces are balanced or unbalanced?

Michaelmas 2

Forces

How can we measure and calculate speed?

Why does the speed of an object depend on the speed of an observer?

What does a distance-time graph show us?

How can you calculate speed using a distance-time graph?

What is the difference between mass and weight?

How does gravity affect objects?

Lent 1

Electricity

What is potential difference?

How do we draw a circuit diagram?

What is an electric field?

How do charges interact with each other?

What is current?

How do we measure current?

How does current affect components in a circuit?

Physics

Lent 2

Electricity

What is resistance?

How do we measure resistance?

How does resistance affect components in a circuit?

What is the difference between series and parallel circuits?

How does voltage behave in series and parallel circuits?

Food and fuels

How much energy do we use?

How much energy is there in food and fuels?

Summer 1

Food and fuels

What do electricity companies charge you for?

How much energy do our devices use?
What happens to energy?

How is energy transferred

Summer 2

Sound waves and speed

How is sound produced?

How fast does sound travel, and what can it travel through?

How are loudness and amplitude linked?

How can we use an oscilloscope to measure amplitude?

How is amplitude affected by reflection and absorption?

How are frequency and wavelength linked?

How can we draw waves to show frequency and wavelength?

How does the ear work?

How can hearing be damaged?

History

Michaelmas 1

History Skills

Chronology and Timelines

Primary and Secondary Sources

Perspective and Bias

Source Analysis

Mini investigation on the Titanic

History Skills Assessment

Michaelmas 2

1066 – conquest and change

Britain before 1066 – Vikings and Anglo-Saxons

1066 and the Battle of Hastings

William's Problems when taking power

Castles- Motte and Bailey project

Lent 1

Medieval Life

Life in the Medieval Period and the Feudal System

Heraldry

Crime and Punishment

Medieval Research Project

Medieval research Project Exhibitions

History

Lent 2

Medieval Life

Thomas Becket – crown vs church

The Black Death depth study

The Peasants Revolt

Summer 1

Late Medieval

The Renaissance Introduction

Da Vinci

The Printing Press – how it changed the world

Wars of the Roses

Summer 2

Course info

Geography

Michaelmas 1

My home planet

What is geography? What is the difference between human, physical and people environment geography? Planet Earth: how did the world begin? The world and the British Isles today: what are the seven continents and five oceans and where are they located on the planet in relation to each other. Concepts of global, national, regional and local space and place. Individual continents/ major countries research project, poster and presentations

Michaelmas 2

Treasure seekers

Grid references, scale, direction, contours & relief, latitude & longitude, OS maps, Treasure maps, Cambridge and its surrounding area as seen on an OS map: locating the station, the school, major landmarks and where possible their homes.

Assessment

Lent 1

Our restless earth:

Exploring tectonics The structure of the earth, convection currents and the movement of tectonic plates, conservative, constructive, destructive subduction and destructive collision plate boundaries and their key feature

Geography

Lent 2

The World of Work

How do we classify different types of employment? How do employment structures differ around the world? What are the factors which influence the location of different industries? What are the impacts of different industries? Why is tourism an important tertiary industry?
Assessment

Summer 1

A Population Explosion

To learn how and why the population of the world has changed over the course of history. To learn the mechanics of population change and how to analyse graphical information about population change. Students will be thinking about the implications of a population explosion and how to manage the consequences of rapid growth and population decline.

Summer 2

Detectives & decision makers

How to conduct a local area geographical investigation. Basic Fieldwork techniques and how to conduct a geographical investigation. Learning the skills to be able to write up and present findings in a coherent and convincing manner. Students will design and carry out an investigation into their local area.

Assessment

General Studies

Lent

BUSINESS STUDIES

Talk + Outline of task: Produce a business model and product to sell for profit at our Charity House event.
Introduction to Business Studies]
Charity House Event: Ideas, Pitches and F'Back
Small Business Study
'Dragons Den' Presentation and allocation of funds
Talk: Marketing Masterclass and Branding session
Preparation for Charity Event
Charity House Event
Charity House event review.

Spring

CREATIVE STUDIES

FILM STUDY

Talk + Outline of the task: **Produce a short 3-5 minute film based on the starting points document.**

Film Careers and Industry Insights + Planning 1

What makes a good short film + Examples

Planning Pre-Production 2: Storyboard, script, running order, locations, costumes

Filming & Editing

First view: Targets for development

Filming 2

Editing

Screening for year group.

MEDIA STUDY

Talk: The Art of Podcasting + Outline of Task

What are the features and structures of a podcast?

Ideas and Pitches, feedback and drafting

Research, scripting and recording

Summer

INSPIRING FIGURES FROM HISTORY

Charles Darwin

Tensin Gyatso

Nelson Mandela

DK to confirm

DK to confirm

RESEARCH AND PRESENTATION

Pecha Kutcha Presentation (10x10): My Hero

Michaelmas 1 & 2

History of God

- Who were the gods and goddesses of prehistory? Are ancient artefacts evidence of religious beliefs? Almost every society that has ever existed has had beliefs in supernatural beings (e.g. spirits, ghosts, gods etc) and beliefs about the afterlife. Why?
- Who were the pagan gods and goddesses of the ancient world? The story of Enuma Elish.
- Who is the god of Judaism? Monotheism. All-powerful. Covenant. Sacrifice. Abraham and Issac.
- Who is the god of Christianity? Messiah. Comparison to Judaism. The Trinity. Ultimate Questions
- What are ultimate questions? Why are they important?
- How did everything begin? Creation, Genesis, and Science.
- Are humans naturally good or naturally evil? Philosophical views on human nature. Adam and Eve. Allegory.
- All Saints Day - significance in Christianity and other cultures.
- How should we live our lives? Ethics. The Ten Commandments. The Great Commandments of Jesus. The Five Yamas of Hinduism. The Principle of Utility.
- Are we just meat machines? Theories of the self. Religious beliefs about the self.
- What happens to us when we die? Christian and Hindu beliefs.
- Christmas and Hannukah.

Lent 1 & 2

Judaism

Chosen People. A leap of faith. How did Judaism begin? Who is Father Abraham?
 Rescued. Who is Moses? What was rescued?
 A meal to remember: The Pesach. What is the Passover? Why is this night different from all other nights?
 God's Laws. Explore the laws given to Moses. How should we live in a world of God's creation?
 The Torah. What is the Torah? Why is the Torah sacred?
 Keeping the 1st commandment. How do Jews worship God? Why are beliefs, spaces, and rituals important?
 Worship in the home - Shabbat. What is the fourth commandment? Why are women so important in the celebration of Shabbat? How do we express our beliefs in ritual?
 Worship in the home - Mezuzahs and food laws. How do Jews carry out their beliefs at home?
 What steps do we take to remind ourselves about what is important?
 Special occasions – Birth and Coming of Age. How do Jews welcome a new child? What happens at a Bar/Bat Mitzvah? What do you think it means to be a Son or Daughter of the Commandments?
 Special occasions - Marriage. What happens at a Jewish Wedding? What do special ceremonies say about what is most important?
 Persecution. What is persecution and prejudice? How has suffering made Jews today aware of their 'Jewishness'?

Summer 1 & 2

Islam

The 5 Pillars of Islam. Why are they so important to Muslims? What would the five pillars of your religion be. Shahadah and Zakat.

Sawn – Fasting – Ramadan.

Salah – Prayer.

Hajj - Pilgrimages.

Sunni and Shi'a Islam.

Family.

Divorce.

Architecture and Mosques.

Artefacts.

Comparison of religions studied so far this year.

Classics

Michaelmas 1

Chapter 1

Language

Nouns (1st-3rd declension, without neuters); nominative and accusative; adjectives

Culture

Gladiators and the Amphitheatre

Michaelmas 2

Chapter 2

Language

Regular verb person endings; the infinitive; the imperative

Culture

Roman Education

Lent 1

Chapter 3

Language

Prepositions with the accusative case; plurals

Culture

Fables and Slavery

Classics

Lent 2

Chapter 4

Language

Perfect and imperfect tenses

Culture

Roman Theatre

Summer 1

Chapter 5

Language

Prepositions with the ablative case

Culture

Roman Dinner Parties

Summer 2

Chapter 6

Language

Irregular verbs sum, eram, possum, poteram

Culture

Cleopatra and Augustus

Michaelmas 1

Look, Stop, Draw

DEVELOP

Introduction to the Formal Elements of Art and Design.

Investigate how Artists use the formal elements in an Art History context.

REFINE

Experiment with applying a variety of formal elements, including line, tone, colour theory, composition, pattern etc

Michaelmas 2

Look, Stop, Draw

RECORD

Explore a variety of media and techniques. Participate in self and peer assessment to improve skills and reflect on progress.

PRESENT

Use sketchbooks to document progress and understanding of each formal element.

Lent 1

Colour

DEVELOP

Understand how colours are made and how Artists use colour theory to create different effects, moods, and meanings in artworks.

REFINE

To apply this to their previous terms learning on the formal elements to create realistic and abstract artworks.

Lent 2

Colour

RECORD

Explore colour combinations using paint, chalk, and oil-pastel techniques. Document learning outcomes in your sketchbook.

PRESENT

Create a large-scale personal piece of art which demonstrates their understanding of the formal elements and colour theory.

Summer 1

Making and Moulding African Masks

DEVELOP

Introduction to making and moulding African Masks Create a mind-map that explores the theme of masks and their purpose. Discuss and research diverse types of African masks.

REFINE

Experiment with media and techniques using pencil, pen, watercolour, and oil-pastel. Draw African inspired animal masks, exploring line, pattern, and colour.

Summer 2

Making and Moulding African Masks

RECORD

Document written and visual examples of your ideas as they progress. Participate in self and peer assessment to review and refine your work as it progresses.

PRESENT

Develop drawings into a ceramic mask using clay tools and techniques. Evaluate your mask by explaining its purpose and meaning.

Music

Michaelmas 1

Instrumental performance for those who have instrumental lessons.

Instruments of the orchestra – learning about how this changes through time.

Research on the different types of instruments and their role.

Develop skills on identifying the sounds of the instruments.

Project concludes with an assessment on aural identification of instruments and a written test on the orchestra.

Michaelmas 2

Elements of music.

Graphic scores - what are they, how do they work, what do they show?

Drawing a graphic score of a piece / interpreting a graphic score.

Project concludes with a performance of the graphic score and a written assessment on the elements of music.

Lent 1

Rhythm notation

Recognising rhythm patterns both visually and aurally

Performance of 'All Stations To...

Music

Lent 2

Rhythm notation continued.

How to use Sibelius – a score writing package.

Compose a rhythm-based piece using Sibelius

Summer 1

Investigating music through time from the Baroque era through to Modern classical music

Project concludes bringing all information gathered thus far and putting it into the context of historical periods.

Summer 2

Creating a musical performance of a well-known tune.

Performance and Evaluation

Drama

Michaelmas 1

Introduction to Drama and dramatic techniques:

Body Language
Tableaux
Reflection
Performance Skills
With a focus on team building

Michaelmas 2

Devising – using a picture / poem or event to create drama. Focus on techniques to build tension and suspense

Lent 1

The Woman in Black Exploring how to create atmosphere, tension and suspense for an audience

Drama

Lent 2

Introduction to Shakespeare - Macbeth - applying the skills learned in our previous topic (creating atmosphere) to a series of opening scenes of some of Shakespeare's most famous play

Summer 1

From Page to Stage – exploring the role of the actor and director using the text *The Incredibles*.

Summer 2

The Fantastical - exploring *The Lion, the Witch and the Wardrobe* - using this well-known story to explore physicality, sound effects, creating atmosphere and the use of slow motion

Spanish

Michaelmas 1

Me presento;

Discussing school, subjects and preferences; giving justified opinions; translation skills; Me gusta(n); el/la/los/las; Using the negative, adjectives and -ar -er and -ir verbs; Using the definite and indefinite articles; Conjugating verbs in present tense 1st and 2nd person singular

Michaelmas 2

Describing family, friends and where you live;

Saying what yourself and other people look like; Translation skills; Using possessive adjectives; The verbs ser and tener and estar; Using verbs in the third person.

Lent 1

Describing your town or village; Telling the time;

Translation skills; Using 'a', 'some' and 'many' in Spanish; Irregular verbs ir

Spanish

Lent 2

Free time activities;
Ordering in a café (role plays with realia);
Developing spontaneous speaking skills;
Use of tú and usted;
Stem-changing verbs: querer

Summer 1

Saying what you are going to do this weekend;
Saying what you normally do at the weekend and are going to do this weekend;
The near future tense;
Combining two timeframes together – using the present and the near future tense

Summer 2

Holidays - using preterite;
Talking about a past holiday;
Translation skills; The preterite of the verb ir; Introduction to combining 3 timeframes together across all 4 language skills

French

Michaelmas 1

Languages Week; Myself;
Talking about your likes and dislikes;
Describing yourself and other people;
Translation skills; Adjectival agreement
Using the negative; Using avoir

Michaelmas 2

(CONT) Languages Week; Myself;
Talking about your likes and dislikes;
Describing yourself and other people;
Translation skills; Adjectival agreement
Using the negative; Using avoir

Lent 1

Free Time;
Discussing hobbies and activities –
computers, mobiles, sports;
Translation skills; Using jouer à , faire de,
aimer plus the infinitive and also ils and
elles.

French

Lent 2

Talking about your town and village;

Giving directions; Saying what you can do in town;

Translation skills; Using il y a.../il n'y a pas de...;

Using on peut + the infinitive;

STEM week either: Louis Pasteur or The CERN.

Book week either: Jules Verne: around the words in 80 days or Victor Hugo: The Hunchback of Notre-Dame.

Summer 1

Talking about your holidays and getting ready to go out;

Buying drinks and snacks;

Using higher numbers;

Translation skills; Using reflexive verbs (singular);

the near future tense; Je voudrais..+ infinitive

Summer 2

Writing skills;

Holiday plans;

Saying what you would like to do;

Revision booklet and using Blooket to revise vocabulary (inc animals);

Writing a poem;

Describing a painting: Gustave Courbet; Fête de la musique. 21 juin; Translation skills

Mandarin

Michaelmas 1

Consonants: 3 Aspirated consonants; 7 Dental consonants;

Vowels: 6 Single vowels; 9 Combination vowels; 5 Front nasals; 4 Back nasals;

Syllable structure: Media vowel; Independent vowel; 4 Tones; Without

Tone situation; The relationship between syllable and Chinese Character; the combination of a Chinese Character; Voiced sound 'b'-'h'; Voiced and aspirated sound 'j' 'q' 'x'; Dental and voiced sound 'zh' 'ch' 'sh' 'z' 'c' 's' 'r'; Alveolar: dental and nasal sound 'an'-'ong'; Labiodental: voiced sound 'u' 'ü'; Syllable: technique in how to combine two sounds; Intonation:

Techniques in making the tone correct; Comparative study between 2 tones in English and 4 tones in Mandarin Chinese;

The difference between simplify system and traditional system; Writing rule: left to right, top to down, middle first then two sides.

Michaelmas 2

1. learning simple characters
2. Talking about your age
3. .Learning some basic greetings
4. .Introducing yourself and others
5. Discovering China; Learning more about Chinese characters; the regulation of how numbers are formed; Asking about age: formal and informal; apply numbers and '岁' to give answers; Basic greeting phrases
Self-introduction: 1st, 2nd and 3rd single personal pronouns; Strokes and Radical '女'

Lent 1

1. Talking about family using measure words
2. Talking about your pets
3. Learning to say dates and months
4. Finding out about Chinese homes and families; Learning more about Chinese Characters; Family tree: family members names; quantify article '口' and '个'; Be verb and action verb: '是' and '有'; Animal names: quantify article '只' and '条'; Dates and Months; Strokes and Radical '犭' for mammals

Mandarin

Lent 2

1. Talking about what you do in your free time
2. Talking about what you like doing
3. Talking about sport
4. Learning the days of the week
5. Learning about young people's hobbies in China; Learning more about Chinese Characters; Action nouns and deny action: '不'=don't; Like and dislike; Special question phrase '谁'=who/whom; Be able to do: Can='会'; Days of the week: Formal and informal; two ways of saying Sunday; Strokes and Radical '扌' and '彳'

Summer 1

1. Talking about school subjects
2. Telling the time
3. Talking about your school timetable
4. Talking about school in China
5. (Self-study) Discovering schools in China; Learning more about Chinese Characters; Subject names: Special question phrase '什么'=what; '几'=unknown number; '多少'=how many/how much; Comparative study: Simple question and Special question; Time phrases; Comparative study: 1st, 2nd and 3rd personal pronoun –single and plural; Two ways of making simple questions; Strokes and Radical '讠' and '口'

Summer 2

1. Talking about what you like to eat and drink
2. Talking about different kinds of food and drinks
3. Talking about meal times
4. Ordering food in a restaurant
5. Regional food; Learning more about Chinese Characters; Food and drink names; verbs to use when ordering food; To want='想'; Strokes and Radical '火', '艹' and '讠'; Revise all knowledge points

Michaelmas 1 & 2

Rugby/Tag Rugby/Hockey

Pupils split into competitive and recreational groups

All pupils to learn the skills involved in the game and the competitive groups to apply these skills into fast paced competitive games.

To be able to perform in a competition with outstanding sportsmanship

Health Related exercise

Yoga, Dance, HIIT, Circuits, Boxcercise

Knowing how to warm up and cool down

Taking heart rate and breathing rate

Different types of exercises for different muscles

Designing own exercise routine

Badminton

Indoor- Badminton

To learn: types of shot, serving, footwork, scoring, match play, singles and doubles.

Lent 1 & 2

Football/ Lacrosse

Pupils split into competitive and recreational groups

All pupils to learn the skills involved in the game and the competitive groups to apply these skills into fast paced competitive games.

To be able to perform in a competition with outstanding sportsmanship

Netball/Handball

To further develop skills in: passing, shooting, footwork, defending, game play, positions and tactical play in attack and defence

Summer 1 & 2

Athletics ; Performing at Maximal levels

Learning and developing skills in

Running Short and long distance

Jumping, long jump and high jump

Throwing

Shot putt, Javelin

Tennis

Developing skills and knowledge in

Serves, different types of shots,

footwork, tactical play, sequences and scoring

Striking and Fielding -Cricket

To be able to under arm throw and low cradle catch a ball accurately

To be able to over arm throw and high cradle catch a ball accurately

To be able to perform an around the side throw and cradle catch a ball accurately

To perform simple or complex over arm bowling accurately with consistency.

To be able to bat the ball in a variety of ways

To be able to create fielding and batting tactics

To be able to perform in a competition with outstanding sportsmanship

To be able to create fielding and batting tactics

Michaelmas 1

Being Me in My world

- 1) How do I fit in to the world I live in
- 2) Understanding how identity is affected by a range of factors
- 3) I Understand how peer pressure operates within groups
- 4) I can recognise how I present myself online
- 5) I understand what can influence my behaviour online
- 6) I can maintain positive relationships online and offline

Michaelmas 1

Celebrating Differences

- 1) I understand what prejudice and discrimination are.
- 2) I can challenge my own and others attitudes and values and accept difference in others
- 3) I understand what stereotyping is and the impact it can have in society
- 4) I know what the equality act is and how this affects people from day to day
- 5) I can understand what bullying is and what it is not and some of the motivations behind bullying behaviours
- 6) I understand how respect has an impact on relationships

Lent 2

Dreams and Goals

- 1) I can identify my dreams and goals and recognise that these may change over time.
- 2) I can identify some of the skills that may benefit my future, including employment.
- 3) I can use my experiences, including mistakes and setbacks, to make appropriate changes to my plans and behaviour.
- 4) I can explain how responsible choices enable me to move towards my dreams and goals. I can give an example of when an irresponsible or unsafe choice could affect a person's dreams and goals.
- 5) I can demonstrate how to respond to a situation requiring first aid. I can give an example of when an irresponsible or unsafe choice could affect a person's dreams and goals.
- 6) I understand that the choices I make affect my relationships, health and future.

Lent 2

Healthy Me

- 1) I can explain ways to help myself when I feel stressed
- 2) I understand how health can be affected by emotions and know a range of ways to keep myself well and happy. I recognise when I feel stressed and the triggers associated with this. I understand how physical activity can help combat stress.
- 3) I know about different substances and the effects they have on the body and why some people use them.
- 4) I understand the positive impact of healthy lifestyle choices such as good nutrition, exercise and sleep on my body and mind.
- 5) I understand the role of vaccinations and can explain differing views on this.
- 6) I can summarise some key things I can do to sustain my wellbeing.

Summer 1

Relationships

- 1) I can identify characteristics and benefits of positive, strong, supportive, relationships. I understand what expectations might be of having a romantic/ attraction relationship. I understand what is meant by consent.
- 2) I can identify the supportive relationships in my life. I know that relationships change and suggest how to manage this.
- 3) I can identify why people sometimes fall out. I can suggest ways to manage conflict within my friendship group.
- 4) I can understand that discernment is an important skill when being a consumer of media.
- 5) I can recognise when to use assertiveness in some of my relationships. I can understand the personal and legal consequences of sexting. I can understand what it meant by consent.
- 6) I can summarise behaviours and attitudes that could make a relationship healthy or unhealthy and can explain what discernment is

Summer 2

Changing Me

- 1) I can understand the changes that happen during puberty. I understand that practices such as Female Genital Mutilation and breast ironing are forms of abuse. I know where to access help if I am worried or concerned about puberty or abuse.
- 2) I know how a baby is conceived naturally. I know that there are other ways a baby can be conceived e.g., IVF. I understand how a baby develops inside the uterus and is born.
- 3) I know there are different types of committed stable relationships and that some people may choose to have children or not. I can make links between positive, healthy family relationships and effective parenting. I can identify some of the roles and responsibilities of being a parent.
- 4) I know that the media can have a positive or negative impact on a person's self-esteem or body image. I know where to go for help if I am worried about my body image or self-esteem.
- 5) I know some of the changes in my brain during puberty. I understand some of the emotional changes during puberty. I know where to access support if I am worried about adolescence.
- 6) I can summarise the potential impact of changes in puberty on how I feel and suggest ways to cope with the changes.