

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

Sancton Wood School

Curriculum Overview

2022-23

Year 8

English

Language, Literature and Spoken Language

Michaelmas 1

Travellers Abroad

Read: My Family & Other Animals (Gerald Durrell)

Language Assessment: Lang Paper 2, Q3
Language

Literature Assessment: PEEL response
to character of Rose-Beetle Man

Skills: Building on PEEL with a focus on
evaluating evidence; features of travel
writing; comic writing; accent; dialect

Michaelmas 2

Travellers Abroad

Read: My Family & Other Animals (Gerald Durrell)

Language Assessment: Lang Paper 2, Q5
Writing Persuasively

Literature Assessment: PEEL extract
question on theme of Gerry's freedom

Skills: Building on PEEL with a focus on
adding language & structural methods
into explanation; elements of persuasion
including anecdote, flattery, rule of three,
expert opinions

Lent 1

World War 2 Fiction

Read: Once (Morris Gleitzman)

Language Assessment: Lang Paper 1, Q5
Writing in media res

Literature Assessment: Analysis of 3
main quotations

Skills: Building towards PEAL by learning
how to analyse language; in media res;
unreliable narrator; historical background
on WW2 and Jewish ghettos

English

Language, Literature and Spoken Language

Lent 2	Summer 1	Summer 2
<p>Refugee Fiction</p> <p>Read: Refugee Boy (Benjamin Zephaniah)</p> <p>Language Assessment: Lang Paper 1, Q4 Evaluation</p> <p>Literature Assessment: PEAL paragraph on Alem</p> <p>Skills: Building towards PEAL by learning how to distinguish between explanation & analysis; background on Ethiopian/Eritrean war; analysis of current media on refugees; learning to make evaluative statements and responses</p>	<p>Drama</p> <p>Read: Noughts & Crosses Play (Malorie Blackman)</p> <p>Language Assessment: Spoken Language, Paired dramatic performance</p> <p>Literature Assessment: PEAL paragraph (1-2) on character of either Sephy or Callum</p> <p>Skills: Dialogue; monologue; oxymoron; features of dystopian literature; themes of race and class</p>	<p>Poetry</p> <p>Read: Poems (Outsiders)</p> <p>Language Assessment: Producing a Blackout Poem or a Found Receipt Poem</p> <p>Literature Assessment: PEAL paragraphs (2) on poet's use of language & structural methods</p> <p>Skills: enjambment; caesura; free verse; blank verse; found poetry; blackout poetry; slam poetry</p>

Michaelmas 1

Set 1 (Delta book 2)

Factors and Powers
Working with powers

Set 2 (Theta book 2)

Number
Area and volume

Set 3 (Pi book 2)

Number properties and calculations
Shapes and measures in 3D

Michaelmas 2

Set 1 (Delta book 2)

2D shapes and 3D solids
Real-life graphs.

Set 2 (Theta book 2)

Expressions and equations
Real-life graphs - form stories to match
a 'real-life' graph they have plotted.

Set 3 (Pi book 2)

Statistics
Expressions and equations

Lent 1

Set 1 (Delta book 2)

Transformations
Fractions, decimals and percentages

Set 2 (Theta book 2)

Decimals and ratio
Lines and angles

Set 3 (Pi book 2)

Decimal calculations
Angles

Maths

Lent 2	Summer 1	Summer 2
<p>Set 1 (Delta book 2)</p> <p>Constructions and oci Probability</p> <p>Set 2 (Theta book2)</p> <p>Calculating with fractions Straight-line graphs</p> <p>Set 3 (Pi book 2)</p> <p>Number properties Sequences</p>	<p>Set 1 (Delta book 2)</p> <p>Scale drawings and measures</p> <p>Set 2 (Theta book2)</p> <p>Expressions and Statistics, graphs and charts</p> <p>Set 3 (Pi book 2)</p> <p>Fractions and percentages</p>	<p>Set 1 (Delta book 2)</p> <p>Graphs (optional)</p> <p>Set 2 (Theta book2)</p> <p>Percentages, decimals and fractions-</p> <p>year 8 set 2 starts here in summer 1 Investigation and mini-project and presentation to class.</p> <p>Set 3 (Pi book 2)</p> <p>Probability</p>

Computing

Michaelmas 1

E-safety

How to use the school network responsibly.

- ☐ Computer room rules
- ☐ Email/respectful communication
- ☐ Password security
- ☐ E-safety
- ☐ Use of web browsers
- ☐ Using local drive v cloud storage
- ☐ Basic digital literacy skills.

Computer systems : What makes a computer. Application of computer systems in Real life. Input/ output and storages devices. Cloud storage.

Michaelmas 2

Introduction to language scripting; Html , creating webpages

Students need to be introduced to other types of scripting languages, e.g. used to create webpages.

Introduction to debugging where students need to identify errors and debug their html codes. Simple introduction to a text language program

Skills:

Establish user needs
Plan a website with user in mind
Efficient website design
Use of html tags to create webpages.
Structuring a page using html tags

Lent 1

Introduction to hmtl part 2.

Inserting text, images, hyperlinks using html. Use of Javascript to create a form. Evidencing and evaluating website with peer review

Apply feedback form (MS embedded).

Computing

Lent 2

The Internet as a network/ Cybersecurity

History of the Internet as a network.
Wired and wireless connection.

Cybersecurity
History of the internet
Internet as a network
Method of connections

Cybersecurity: Threats and preventions
How devices communicate with each other across a network.

Network hardware
Internet protocols v Mac addresses
Videos about major company using undersea cables for transatlantic internet connection

Summer 1

Micro: bits (Physical Computing) How do we program a computer?

Use of physical computer to give students an easy experience of coding and seeing the results instantaneously.

Identify the features of the Micro: bits board and other components.

How to use input. Outputs and other elements of the Micro: bits

Know how to create basic programs to control events.

Formative assessments/Homework

Summer 2

Micro bits physical computing:

Students will be introduced to the Kitronic buggy, which they will need to program.

They will apply the skills to work in group and download program created online into their kits. Formative assessment and end of unit assessment.

Biology

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

Elements

Study the structure of the atom including sub-atomic particles.

Understand how atoms combine to create new compounds and how their chemical formula can be written.

Explore polymers and their applications in modern materials.

Michaelmas 2

Periodic Table

Understand how the modern Periodic Table is constructed (including groups and periods).

Deduce the properties of Group 0, 1 and 7 elements.

Predict how the reactivity of elements vary within each group.

Lent 1

Types of reactions

Describe some reactions as combustion and some as thermal decomposition.

Explore why different products are obtained and make predictions, using the particle model, to help explain what is happening in a chemical reaction.

Chemistry

Lent 2

Chemical Energy

Monitor energy changes in a range of chemical reactions.
Learn to deduce if a reaction is giving out heat or taking in heat from its environment.

Discuss the consequences of energy changes in reactions in terms of practical uses (cold/heat packs) or for safety considerations (explosions).

Summer 1

Earth

Understand the chemistry behind changes in the atmosphere and review factors contributing to global warming.

Overview of the carbon cycle (including chemical formulae of all gases therein) and its impact on climate change.

Summer 2

Earth resources

The final topic will focus on how metals are extracted from ores and discuss the issues related to recycling.

Michaelmas 1

Forces

What are contact forces?

What happens to a moving object when the resultant force is zero?

What affects drag forces and friction?

How can we reduce drag and friction?

How do objects react when squashed or stretched?

What is Hooke's Law?

Michaelmas 2

Forces

What is a moment?

How do we calculate a moment?

How do fluids exert pressure?

How do we calculate pressure?

How does atmospheric pressure change with height?

How does pressure in a liquid change with depth?

Why do some things float?

How do you calculate pressure?

What is stress?

What does stress do to solids?

Lent 1

Magnetic fields

How do magnets interact?

How do you draw a magnetic field?

What is the Earth's magnetic field?

What is an electromagnet?

How do you make a strong electromagnet?

What is the Earth's magnetic field?

Why might you use an electromagnet, rather than a permanent magnet?

How do electric bells, loudspeakers, and circuit breakers work?

Physics

Lent 2

Work and energy

What is work?

What do simple machines do?

What is thermal energy?

What is temperature?

Why does adding thermal energy to a substance increase its temperature?

What is insulation?

How can we use insulation to keep things hot or cold?

How does sound transfer energy?

Summer 1

Electromagnetic waves

How do microphones and speakers work?

What is the electromagnetic spectrum?

Is the electromagnetic spectrum harmful?

How can we use the electromagnetic spectrum?

How can plants and animals use the electromagnetic spectrum?

Summer 2

Electromagnetic waves

What happens to light when it shines through glass?

What are transverse and longitudinal waves?

How can we use models to explain waves?

What is superposing?

History

Michaelmas 1

The Tudors - Edward, Mary I, Elizabeth I

Henry VIII – hero or villain

Henry VIII and the Reformation

Spotlight on Edward VI and changes to the church

Spotlight on Mary I – does she deserve the name Bloody Mary

Michaelmas 2

The Stuarts and Cromwell

Spotlight on Elizabeth I

Judging the Tudors Assessment

Gunpowder Plots and James I

Charles I and the World Turned Upside Down

Charles on Trial

Lent 1

The Abolition of the Slave Trade

Background to the Slave Trade

The Slave Triangle

Focus on the Middle Passage

Slave Plantations

Abolition of the Slave Trade

Slavery Assessment

History

Lent 2

Industrial Revolution

The foundations of a new age

The development of factories and children working

Living conditions in the cities

Summer 1

Industrial Revolution

Spotlight on the railway

Inventions research and presentation

Explorers

Early explorers

Columbus and Magellan

Summer 2

Explorers

Scott vs Shackleton – the race to the South Pole

The Conquest of Everest

The Moon

End of year assessment

Geography

Michaelmas 1

Extreme Environments

From barren deserts to wild jungles: major world biomes. The climate and characteristics of hot deserts and Tropical Rainforest, causes, consequences and solutions to deforestation of rainforests globally.

Michaelmas 2

Burning Planet

Global warming: natural and enhanced, what is climate change? The reality of climate change today, who will be worst affected? Is it too late? what can we do?

Lent 1

Go with the Flow

The importance of rivers in shaping our landscapes and lives.

How does a drainage basin work? What are the key physical features of a river? How is flooding caused, how will it affect our lives and what can be done to manage it?

Geography

Lent 2

Mighty Oceans & Rolling Waves

Waves and tides, processes of marine erosion & transport

Marine landforms of erosion including cliffs, headlands and bays, caves, arches, stacks and stumps, landforms of deposition including beaches, sand dunes, spits and salt marshes, Coastal management strategies. Mapleton case study

Summer 1

Can Money buy Happiness?

Students will investigate world economic development – what is it and how do we measure it? Students will compare and contrast places at different levels of development. Students will develop an understanding of the causes of inequality and ways to address the development gap.

Summer 2

Africa

What & where, countries and regions, history and change, economy, ethnicity and population distribution, rivers and relief, biomes, creating a layered map of Africa's physical and human geography.

Michaelmas 1 & 2

Buddhism

Students learn about the beginnings of Buddhism and the reasons why it started.

Students learn about the life of the Buddha

Students learn the Three Marks of Life and how they apply to their lives.

Students learn about Buddhist symbols and prayer flags and design their own

Students and try a 'stilling exercise' to see what meditation would be like and describe their experiences

Students compare Buddhism to other religious beliefs

Lent 1 & 2

Hinduism

Understand the polytheistic nature of Hinduism by exploring the "trinity" of Brahma, Vishnu & Shiva

Explain that all Hindu gods are aspects of Brahman

Identify & explain the significance of items used for puja both in the mandir and at home

Investigate the festivals of Diwali, Raksha Bandhan and Holi

Understand, then explain the importance of varna, dharma & ashrama to Hindus

Explore the ritual of a Hindu marriage ceremony

Critique the idea of karma

Compare reincarnation with different religious beliefs on life after death

Summer 1 & 2

Sikhism

Describe the foundation of Sikhism and its central purpose

Explore the character of Guru Nanak in order to understand his contribution to Sikhism

Identify the importance of the gurdwara and langar/seva

Explain why langar and seva are significant

Link the 5 Ks with the central philosophy of Sikhism

Compare Sikh attitudes to life after death with that of other religions

Discuss Sikh attitudes towards race & gender

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

Mexican Day of the Dead

DEVELOP

Learn about Art inspired by the Mexican Day of the Dead and the use of cultural symbolism. Complete artist research and analysis.

REFINE

Practice the use of Mexican symbols in your own artwork and plan a large-scale piece.

Michaelmas 2

Mexican Day of the Dead

RECORD

Participate in self and peer assessment activities to document your ideas and progress

PRESENT

Create an A3 piece based on the symbolic works of the Mexican Day of the Dead using a variety of drawing skills and techniques.

Lent 1

Hand Built Pots

DEVELOP

Learn about the history of coil pottery and explore different cultures which have created them. Analyse the different style characteristics and links to religion.

REFINE

Referring to cultural examples come up with design ideas for their own clay pot.

Lent 2

Hand Built Pots

RECORD

Participate in self and peer assessment activities to document your ideas and progress.

PRESENT

Create a final 3D pot using a range of clay and glaze techniques

Summer 1

Aboriginal Art

DEVELOP

Research the key characteristics of Aboriginal Art by investigating the work of traditional and contemporary Aboriginal artists. Investigate how signs and symbols focus on portraying and narrating the stories of 'Dreamtime'.

REFINE

Plan your own artwork using Aboriginal symbols. Experiment with earthy colour schemes and dot painting techniques. Select an Aboriginal animal for drawing activities.

Summer 2

Aboriginal Art

RECORD

Evaluate and refine your work as it progresses.

PRESENT

Present a final artwork that combines Aboriginal techniques and symbolism with an observational animal drawing.

Music

Michaelmas 1

Exploring the differences between pulse and rhythm. Identifying regular and irregular pulse within music.
Study of the 'Rite of Spring' and Stravinsky.

Michaelmas 2

Reading staff notation – treble clef, extension task – bass, alto and tenor clef notation with transposition.

Ostinato patterns – identify these within music.

Group work – create an ostinato piece using tuned percussion – links to gamelan, minimalism and dance music.

Perform ostinato piece.

Lent 1

Minimalism – research project on a minimalist composer.

Composition based on minimalist techniques using Sibelius.

Music

Lent 2

Exploring music from Africa and South America with a particular focus on Samba music. Composition and performance of a piece based on Samba techniques and structural devices.

Summer 1

Major scales – what makes a major scale – the structure and sound.

Chromatic scale – keyboard work. Prepare a performance on the keyboard/piano of 'Für Elise'.

Research task - Beethoven

Summer 2

Create an 8-bar melody based using repetition, sequence and retrograde devices

Drama

Michaelmas 1

The focus is on voice, physicality and dynamics through the exploration of emotions and mime.

Michaelmas 2

Stylised Drama - learning how and when to use non-naturalistic theatrical techniques - including the use of physical theatre, freeze frame, mime, slow motion and many more...

Lent 1

Dracula

Practical exploration of key scenes in the play with consideration of director's intention and audience response.

General Studies

Michaelmas

STUDY SKILLS

Digital Literacy [PPT]
Mind mapping [PPT]
Scanning and Skimming 1 [PPT]
Scanning and Skimming 2 [PPT]
Memory Boosting [PPT]
Research & Essay competition

Spring

INDEPENDENT STUDY UNIT

Coursera (5-8 week study)

PRESENTING SKILLS

Drama session: speaking with confidence
Prepare a presentation from the Coursera study
Presentation [TED-X Linked?]

Summer

POLITICAL AND ECONOMIC STUDY

The UN [PPT]
EU & NATO [PPT]
Human and Legal Rights [PPT]
Democracy in the UK [PPT]

SCIENTIFIC, TECHNICAL & ENVIRONMENTAL STUDY

The development of technology [PPT]
The History of Medicine [PPT]
Fair Trade [PPT]
Environmental Awareness [PPT]

Drama

Lent 2

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

Summer 1

From Page to Stage – exploring text for performance. Using an abridged version of Romeo and Juliet. Looking at the role of the director and the director's intention

Summer 2

Spies and Secrets - using non-verbal communication / focus on actors' physicality to create meaning. Comedy and Tragedy - genre, juxtaposition and contrast - use of split-scene to enhance performance.

Spanish

Michaelmas 1

Talking about a past holiday;
Saying what you did on holiday;
Describing the last day on holiday;
Saying what your holiday was like;
Translation skills; The preterite or verb ir and regular -ar, -er and -ir verbs;
The preterite of ver ser; Personal preferences and free time;
Mobile phones and saying what you use them for.

Michaelmas 2

My interests;
Saying what type of music you like;
Expressing opinions on TV programmes;
Saying what you did yesterday;
Translation skills; Revision of the present tense;
Giving a range of opinions;
The comparative;
Using the present and past tenses together.

Lent 1

Food;
Saying what food you like;
Describing mealtimes;
Ordering a meal in a restaurant.;
Discussing what to buy for a party;
Giving an account of a party;
Learning about food in other countries;
Translation skills;
Using a wider range of opinions;
Using negatives;
The formal 'you'; Using the near future;
Using three tenses together;
Using direct object pronouns

Spanish

Lent 2

Socialising;

Developing skills using three timeframes;

Arranging to go out with friends; Making excuses; Translation skills;

Using the preterite, present and near future tenses together;

Using me gustaria + infinitive;

Using verbs querer + poder

Summer 1

Discussing getting ready to out;

Clothes and saying what you wear for different occasions;

Describing sporting events;

Giving an account of a sporting / other event you have been to;

Summer holidays - using 3 tenses together; Describing a holiday home and holiday activities;

Using reflexive verbs;

Revision of adjectival agreement;

Using demonstrative adjectives this/these;

Using the comparative and superlative.

Summer 2

Asking for and giving directions;

Talking about summer camps; Describing a world trip;

Discussing holiday destinations; Translation skills;

The imperative;

Developing using three tenses together;

Tackling challenging listening;

Using mejor and peor.

French

Michaelmas 1

Talking about television programmes, films, reading and the internet;

Translation skills;

Talking about what you did yesterday;

The present tense of avoir and être and of -er, -ir, and -re verbs;

The perfect tense

Michaelmas 2

Paris - perfect tense - saying what you did, where you went;

Virtual visit of Paris (with VR sets);

Translation skills;

The perfect tense of regular and irregular verbs;

Christmas: celebration in Guadeloupe-
Kasika and Benzo

Lent 1

Identity- personality, relationships, music, clothes;

Translation skills;

Adjectival agreement;

Giving and justifying opinions; Using reflexive verbs;

[Perfect tense of regular and irregular verbs to continue alongside Module 3 through classwork and homework tasks];

Using the near future tense; Weekly Film Club;

To boost listening, speaking, reading and writing skills via language and culture student booklet

French

Lent 2

Describing the home;
Talking about meals, food and events;
Translation skills;
Using il faut; Using three tenses;
Prepositions;
Book week either: Jules Verne: around the world in 80 days or Victor Hugo: The Hunchback of Notre-Dame.
STEM week either: Louis Pasteur or The CERN.

Summer 1

Talking about talent and ambition;
Vouloir, pouvoir and devoir;
The imperative;
Translation skills;
Writing to our pen-pals in Ornans.
Introducing Ornans.

Summer 2

Revision booklet and using Booklet for vocabulary revision.

14TH July: French national day. The French revolution.

Mandarin

Michaelmas 1

Numbers 1 – 20;

Ask and answer how old people are;
Phrases for Greetings;

Ask and answer what people's names
are; Revise numbers;

Learning about China;

Investigating Chinese Characters

Michaelmas 2

Measure Words 个 and 口;

A special word to use when counting two
: 两; To have: 有;

To not have: 没有; The use of 吗 (ma) to
ask a closed question; Measure Words:
条 and 只;

Asking and answering whether people
have pets at home;

Revising 有 and 没有;

Talking about pets at home;

Learning how to say twelve months in
Chinese;

Learning how to say birthdays/dates:
year first, then month, day last;

Talking about people's birthdays.

Lent 1

Asking and answering questions about
hobbies;

Asking whether people are doing
something today;

Answering with 'yes' or 'no'; Dialogue
activities;

Learning how to use 'too';

Subject + too (也) verb + (object);

Practising what people like doing and
what people don't like doing;

Revising the vocabulary regarding
hobbies.

Mandarin

Lent 2

Talking about what activities on different days;

Days of the week;

Talking about people's hobbies in China with the vocabulary learnt in the unit;

Asking and answering what subjects people like at school;

Talking about what subjects people like or dislike;

revising 'to have' & 'to not have' and days of the week.

Summer 1

Learning to tell the time in Chinese;

The order of the time words; Subject + day of the week + period of the day + specific time + verb + (object);

Saying 'yes' and 'no'; Talking about daily routine/a school day;

Learning to say nationality;

Country + 人; Asking and answering whether your class is big and how many students there are in your class;

Subject + 在 + place + verb

Summer 2

Learning about schools and education system in China;

Like and Dislike about food and drinks;

Different food and drinks on different days of the week; Word order;

Subject + meal (breakfast/lunch /dinner) + verb 吃 + food;

Future Tense; Subject + 想(want to/would like to) + verb

Michaelmas 1 & 2	Lent 1 & 2	Summer 1 & 2
<p>Rugby/Tag Rugby/Hockey</p> <p>Pupils split into competitive and recreational groups</p> <p>All pupils to learn the skills involved in the game and the competitive groups to apply these skills into fast paced competitive games.</p> <p>To be able to perform in a competition with outstanding sportsmanship</p> <p>Badminton</p> <p>To learn: types of shot, serving, footwork, scoring, match play, singles and doubles.</p> <p>Basketball</p> <p>To gain skills in passing, dribbling, shooting, footwork, defending, game play, positions and tactical play in attack and defence</p>	<p>Football/ Lacrosse</p> <p>Pupils split into competitive and recreational groups</p> <p>All pupils to learn the skills involved in the game and the competitive groups to apply these skills into fast paced competitive games.</p> <p>To be able to perform in a competition with outstanding sportsmanship</p> <p>Netball/Handball</p> <p>To further develop skills in:</p> <p>passing, shooting, footwork, defending, game play, positions and tactical play in attack and defence</p>	<p>Tennis</p> <p>Developing skills and knowledge in</p> <p>Serves, different types of shots, footwork, tactical play, sequences and scoring.</p> <p>Athletics</p> <p>Performing at Maximal levels Learning and developing skills in Running Short and long distance Jumping, long jump and high jump Throwing Shot put, Javelin</p>

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.