

Futura
Learning Partnership

Futura Curriculum

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Foreward

The Futura Curriculum has been a significant development for the trust. It has ensured that colleagues in each subject area have thought carefully about what we decide to teach our pupils: what knowledge, both substantive and disciplinary, is essential for pupils to succeed in a subject; how best do we sequence knowledge to support progress; how do ensure pupils are prepared for the next stage in their education; how do we enable pupils to have experiences beyond those in the national curriculum.

The collaborative work of subject experts from across the trust has produced the content outlined here, our first Futura curriculum. This has been a substantial undertaking and we are very grateful for their endeavours. As the curriculum is reviewed iteratively, the current version of each subject curriculum is shared via Sharepoint.

Gary Schlick
Chief Executive Officer



'This has been a substantial undertaking and we are very grateful for their endeavours'



The Futura curriculum

The Futura curriculum will be ambitious and inspirational. It will provide access and entitlement to powerful knowledge, ensuring enjoyment and promoting the very best life chances.

It will encapsulate our values:



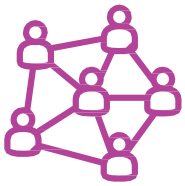
Respect

- Each school has its own distinctive identity; this will be reflected in the local context of its curriculum.
- The curriculum will be planned progressively across the phases, to build on previous learning and prepare pupils for their next stage



Opportunities

- A rich and diverse curriculum, both inside and outside the classroom, which exceeds the full intent of the National Curriculum.
- A curriculum that enables success for all pupils regardless of their starting points.



Collaboration

- A coherently sequenced 2-19 curriculum curated by our subject experts.
- A curriculum that is enhanced by cross-trust experiences.



Aspiration

- The curriculum in each school will be designed to prepare learners for the next stage of their education, giving them the knowledge and cultural capital needed to succeed in their adult life.
- A curriculum that introduces pupils to a range of experiences and knowledge that broadens their horizons and prepares them for life as global citizens.
- A wider curriculum that promotes emotional, physical and spiritual wellbeing.

All our schools follow the Futura Curriculum that has been de veloped by cross-phase groups of passionate subject specialists. The curriculum has been planned vertically and horizontally giving thought to the optimum knowledge sequence for building secure schema. Progression through the curriculum is by shared age related expectations. At each phase, the curriculum focuses on closing gaps, early intervention, and developing the core literacy and numeracy skills for success at that level.



Futura Art and Design

Curriculum framework

Art and Design Curriculum Framework

Intent:

The Futura Learning Partnership intent for Art and Design is that learners will explore a diverse range of traditional and contemporary Artists, Craftspeople and Designers, fostering their curiosity and understanding of the world around them. Learners' experiences will enable them to develop an appreciation of their own and other cultures and how artistic styles have been influenced over time. Through high quality art lessons learners will become reflective critical thinkers with the abilities to express themselves creatively. They will learn to evaluate their own work and the work of others. A well-sequenced art curriculum will allow learners to make continued progression through the refinement of skills and building on prior knowledge. Learners will have the opportunity to apply their skills and knowledge in a range of contexts. Learners will be exposed to art in the local community, galleries and museums to inspire and inform their creative practice.

Inclusion: Our curriculum is ambitious for all and strives to address inclusion and disadvantage in its intent and implementation

Aims: Underpinning the intent are the following key **substantive and disciplinary** concepts:

- developing ideas through investigations, demonstrating critical understanding of sources.
- refining work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.
- recording and communicating ideas, observations and insights relevant to intentions as work progresses.
- presenting a personal and meaningful response that realises intentions and demonstrates understanding of visual language. (Final outcome)

Further details on these concepts, including how they progress from EYFS to Yr 11, on p20

Year Group	**Skills development and progression**	**Suggested lesson activities/projects**	**Suggested resources**	**Suggested artist/theme/concept**
EYFS	Creating with materials Nursery: ● Explores colour and how colours can be changed ● Develops an understanding of using lines to enclose a space, and begins to use drawing to represent actions and objects based on imagination, observation and experience ● Uses various construction materials, e.g. joining	Drawing to music – representing sound with line. Colour could be added to the strongest shapes. Use the painting 'Composition II in Red, Blue, and Yellow.' Create their own Mondrian with black tape and paint. Use different size brushes to paint in the shapes in primary colours. All About Me Painting - Self Portraits, Family, Home, Pets etc.	Charcoal, pencils, crayons Poster paints, brushes	Kandinsky-Abstract Art Mondrian-Abstract/Modern Art

	pieces, stacking vertically and horizontally, balancing, making enclosures and creating spaces ● Uses tools for a purpose Reception: ● Uses their increasing knowledge and understanding of tools and materials to explore their interests and enquiries and develop their thinking ● Develops their own ideas through experimentation with diverse materials, e.g. light, projected image, loose parts, watercolours, powder paint, to express and communicate their discoveries and understanding. ● Expresses and communicates working theories, feelings and understandings using a range of art forms including visual art. Being imaginative and expressive ● Creates representations of both imaginary and real-	Harvest / Autumn Drawing / Printing leaves, fruit and vegetables Festivals and Celebrations Diwali / The Christmas Story (Printing, Painting, Textiles) Weather – Hot and Cold Colours Animals in hot and cold places Sculpture – Construct 3D Forms Chinese New Year - Textiles / Sculpture – Chinese Dragon Animals Easter – Cards / Baskets / Gifts Drawing/ Painting/ Printing/ Sculpture Growth and Change Drawing / Painting Our Community Traditional Stories	Poster paints, leaves, hands, potatoes etc Play dough, clay, salt dough, recycled and natural materials. A range of fabrics A range of card, crepe paper, tissue paper etc. Boxes, crepe paper, glitter, card tubes, material, ribbons, foil etc. Printing objects ICT, photographs, digital media	

	life ideas, events, people and objects ● Initiates new combinations of colours and materials for their own imaginative purposes ● Uses combinations of art forms, e.g. moving and singing, making and dramatic play, drawing and talking, constructing and mapping ● Responds imaginatively to art works and objects, e.g. that sculpture is squishy. ● Introduces a storyline or narrative into their play **End of Reception ELG:** - Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function; - Share their creations, explaining the process they have used.			
1-2	**Drawing** – Draw from observation, imagination and memory. Create different types of line, eg zig zag, wavy, curved. Colour within lines.	When drawing from observation start with a series of timed drawings and do them in pen so students cannot rub out. Continuous line drawing. Continuous line drawing using only straight lines. Wrong hand drawing. Then go on to produce a longer study.	Pencil, biro, crayon	Vincent Van Gogh Rembrandt Picasso

	Begin mark making to show pattern and texture. **Painting** – Mix primary colours to make secondary colours. Add white and black to make tints and tones. Create colour wheels. **Printing** – Use press print to create repeating or overlapping patterns. Use objects to create repeat patterns. **Sculpture** - Use a range of soft and hard materials to construct 3D forms from observation/imagination.	Use of sketchbooks Self-Portraits From observation, draw buildings in their local area. Food and Farming - Draw / paint / print with fruit and vegetables Religious Art / Festivals / Seasons Mixing colours to paint trees or flowers. Take their colour wheels outside and find the colours they have created. Wonderful Wildlife – Animal, leaf or flower printing Food and Farming – Printing with fruit and vegetables Investigating printing with a range of objects Dinosaur footprints Pirate flags Outdoor sculptures Dinosaur eggs, mould superheroes Installation art as inspiration	Poster paints Watercolours Different objects Poster paint Printing block made from card and string.	Monet Henri de Toulouse-Lautrec William Morris Georg Gerster Andy Goldsworthy Henry Moore

	Textiles – Join materials using glue or stitch. Weaving and plaiting. Applying colour to fabric. **Digital media** – Use a wide range of tools to create different textures, lines, colours and shapes. Eg Dazzle, paint, 2simple.	Dye / Tie n Dye T-Shirts Woven / plaited headbands (50s / 60s topic) Carnival/ animal masks Sewing stuffed shapes Drawing self - Portraits Drawing a digital alien Drawing a digital castle using 2D shapes Festival / Seasonal Art	Natural materials Clay, playdoh combined with rigid materials. Add texture with sand or glitter etc. Use wire frame to combine art work for sculpture. Salt dough Plasticine Card base and sticking sequins, wool, materials, tissue paper etc. Felt, needle and thread. IPad or computer- Dazzle, paint, 2simple etc.	Charles Rennie Mackintosh Anthony Gormley Michael Kalish Janet Brooke – buildings/city scenes Mateusz Urbanowicz – shop fronts Caroline Ashwood – Abstract flowers/trees. 

3-4	**Drawing** – Draw from observation, imagination and memory with increasing control. Use different grades of pencil to show line, tone and texture. Use mark making to show light and shadow. Begin to show an awareness of a third dimension and perspective. **Painting** - Mix primary colours to make secondary colours. Add white and black to make tints and tones. Create colour wheels. Mix colours effectively and be able to identify and create warm and cool colours. To understand colour families and create a colour wash. **Printing** - Use press print to create precise repeating or overlapping patterns with two or more colours. Use objects to create repeat patterns. Record patterns from observation. Make printing blocks (e.g from coiled string). **Sculpture** - Use a range of soft and hard materials to construct 3D	When drawing from observation start with a series of timed drawings and do them in pen so students cannot rub out. Continuous line drawing. Continuous line drawing using only straight lines. Wrong hand drawing. Then go on to produce a longer study. Apply marks to an observational drawing of an object. Self-Portraits Cave Paintings Colour wash with sunset backdrops with black card in front. Eg Stonehenge image. Use warm and cool colours- eg Van Gogh Sunflowers Seasonal Art Ancient Greek or Roman repeating patterns.	Water colours and card Poster paint Polystyrene blocks, or coiled string on card. Clay, mod roc	Pete Scully – Illustrator who uses mark making. His shoe drawings would be good to look at for this. Mary Anning Van Gogh- looking at warm and cool colours

	forms from observation/imagination. Be able to use joining techniques. Carving/scoring in clay. Start to add detail to 3D forms to convey feelings, expression or movement. **Textiles** – Join materials using glue or stitch. Weaving and plaiting. Applying colour to fabric. Use a range of stitches. Quilt, pad and gather fabric. Add decoration using beads, buttons, feathers etc. Use techniques such as knotting, fraying, fringing and twisting. **Digital media** – Use a wide range of tools to create different textures, lines, colours and shapes. Eg Dazzle, paint, 2simple. Create and manipulate images, videos and sound recordings.	Mosaic Tessellations Egyptian/ Bronze Age Clay pots (coiled and joined) Recycling Collage Fabric collages Weaving baskets or with natural materials in outdoor area. Batik art Use a range of stitches. Quilt, pad and gather fabric. Create and manipulate images, videos and sound recordings.	Fabric Weaving material Batik IPads Photo manipulation software	Barbara Hepworth Michelangelo Rodin Donatello Picasso Mario Testino Campbell

		Photo editing		Goferman
5-6	**Drawing** – Draw from observation, imagination and memory with control and purpose. Use different grades of pencil to show line, tone and texture. Begin to develop techniques to depict movement, perspective and reflection. Develop an awareness of composition, scale and proportion. Use mark making to show light and shadow. **Painting** - Mix primary colours to make secondary colours. Create colour wheels and colour palettes. Mix colours effectively and be able to identify and create warm and cool colours. To understand colour families and create a colour wash. Explore blending techniques and	When drawing from observation start with a series of timed drawings and do them in pen so students cannot rub out. Continuous line drawing. Continuous line drawing using only straight lines. Wrong hand drawing. Then go on to produce a longer study. Apply marks to an observational drawing of an object. Sketching Landscapes Portraits Extreme Weather – 'Painting up a Storm' Vikings and Anglo Saxons - Seascapes Mountains / Valleys	Watercolours	Lorraine Shemesh is a good artist to look at here for her use of light and shadow – especially her object series. You could work from real food packaging, or photos from a birds-eye viewpoint. Kurt Jackson Hans Holbein Joseph Turner Hokusai

	application to create different artistic styles. **Printing** - Use press print to create precise repeating or overlapping patterns with two or more colours. Use objects to create repeat patterns. Record patterns from observation. Make printing blocks (e.g from coiled string). Use mono print techniques to create an image and add text or photographic samples to a print. Begin to experiment with other mixed media. **Sculpture** - Use a range of soft and hard materials and tools to construct 3D forms/sculptures from Observation / imagination and own designs. Be able to use joining techniques confidently. Start to build armatures or wire structures to provide stability and form. Use carving/scoring in clay. Start to add detail and decoration to 3D forms and explore finishing techniques such as paint and glaze. **Textiles** – Join materials using glue or stitch. Weaving and plaiting. Applying colour to fabric. Use a	Greek Pots Local Area – Georgian Bath Ceramic Tiles	Printing blocks Rollers Clay, paint Ceramic tiles	Lichtenstein Warhol Josiah Wedgewood Kuresumi Stern Rieger

	range of stitches with increasing confidence and precision. Quilt, pad and gather fabric. Add decoration using beads, buttons, feathers etc. Use techniques such as knotting, fraying, fringing and twisting. **Digital media** – Use a wide range of tools to create different textures, lines, colours and shapes. Eg Dazzle, paint, 2simple. Create and manipulate images, videos and sound recordings. Enhance digital media by editing.			Bircken Hicks McLeod McMennamy Seveso

KS3 and KS4

Assessment

Assessment	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
KS3						7-9 Futura
KS4			Y11 5hr final piece mock exam	Y10 5hr mock exam	Y11 10hr exam	

Standardisation	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
KS3						7-9
KS4		Y11	Y10	Y11		

7	**Suggested themes** Under the Sea Plastic Ocean project Around the world Still life Day of the dead	**Explore** – Mind map Mood board How to transcribe and analyse an artist's work Research artists and cultures suggested to develop ideas surrounding a theme **Record** – Tone Line	**Explore** – • Know of artists linking to a theme • Know of key words and art terms linking to a theme • Know of and use techniques used by artists **Record** – • Lighter and darker shades	Henry Matisse Angela Pozzi Aurora Robson Millie Morotta Ernst Haeckel Courtney Mattison Fauvism MC Escher Aboriginal art Native Americans Day of the dead

		Shape Colour theory Shadow Form **Experiment** – Collage Clay relief sculpture Glaze Recycled materials Painting techniques Monoprinting Pattern Wax resist **Present** - Layout Titles	• Drawing using simple shapes • Know Primary/Secondary/Tertiary/ Contrasting/ Warm/ Cool • Use line to create pattern **Experiment** – • Use positive and negative space to arrange different elements • Know how manipulate a range of materials **Present** - • Develop your own response inspired by artists studied • Know how to present work using various background techniques	Islamic art Michael Craig-Martin The Aztecs Indigenous tribes
8	Portraiture Landscapes Creatures and Characters Coraline Illustration Project Computer Game Project	**Explore** – Research artists suggested to develop ideas surrounding a theme **Record** – Proportion and scale drawing facial features	**Explore** – • Know of artists linking to a theme • Know of key words and art terms linking to a theme • Know of and use techniques used by artists • In depth annotation and opinions and ideas **Record** • Tonal range using different materials	Pablo Picasso Frida Kahlo Julian Opie Josh Bryan Bisa Butler Hundertwasser Monet Sara Fannelli Tim Burton Hans Christian Anderson John Tenniel Surrealism Salvador Dali Michel Gagne

		Mark making techniques Meaning and mood of colours Caricature, Scale Proportion Symmetry **Experiment** – Mixed media Collage Clay Armature Sculpture Pinch pots **Present** - Layout Titles Typography Design ideas Composition ideas Embellishment	• Tints and shades with paint • Drawing from primary and secondary sources • **Experiment** – • Know how to manipulate a range of 3D materials with growing confidence • Combining and layering materials **Present** - • Develop your own response inspired by artists studied • Know how to present work using relevant background techniques and typography	
9	Environment Architecture Past, Present, Future Lettering/Typography Photography	**Explore** – Research independent artists suggested to develop ideas surrounding a theme	**Explore** – • Select artists linking to a theme • Use key words and art terms linking to a theme to analyse an artwork • Know of and use techniques used by artists to explore a range of ideas • In depth annotation, opinions and ideas	Martina Zoltasek Alex Lucas Andy Warhol Ben Eine Banksy Environmental art Graffiti art Impressionism Antoni Gaudi The civil rights movement Dadaism

		Record – Drawing using the grid technique Painting with watercolour Perspective drawing Framing **Experiment** – Mod Roc Stenciling Clay Photo montage Digital manipulation **Present** - Layout Titles Typography Design ideas Composition ideas Embellishment	**Record** – • Scaling up using the grid technique • One point perspective • Foreground • Background • Rule of thirds **Experiment** – • Know how to manipulate a range of 3D materials independently • Develop, refine and be rigorous with drafting ideas • Use materials and resources with precision **Present** - • Develop your own response inspired by selected artists studied • Confidently select relevant background techniques and typography suited to selected artists	Architecture Surrealism Salvador Dali Andy Warhol
10 Skills project	A series of workshops that develop students skills in more depth	A01 - To develop ideas through investigations, demonstrating critical understanding of sources. A02 - To refine work by exploring ideas, selecting and experimenting	AO1 - In depth analysis of artists work written and visual. Develop own ideas –drafting and critique. AO2 - Material experiments. Annotations explaining own thoughts about different	Henry Moore Yumi Okita Lisa Milroy Kate Malone Pablo Picasso Wayne Thiebaud

		with appropriate media, materials, techniques and processes. A03 - To record and communicate ideas, observations and insights relevant to intentions as work progresses. A04 - To present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.	materials-reflection and evaluation. Refinement of ideas. Annotations explaining reasons for refinements and reflection on successes and failures. AO3 - Observational drawing from primary and secondary sources relevant to theme/idea. Own photos taken relevant to them/idea. Annotations to describe own thoughts about ideas and how they have been inspired by the artist's work. AO4 – Presentation of practical work	
10 Mini project	Surrealism, Natural forms, the History of Art	A01 - To develop ideas through investigations, demonstrating critical understanding of sources. A02 - To refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes. A03 - To record and communicate ideas, observations and insights relevant to intentions as work progresses. A04 - To present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.	AO1 - In depth analysis of artists work written and visual. Develop own ideas –drafting and critique. Annotations to describe own thoughts about ideas and how they have been inspired by the artist's work. AO2 - Material experiments. Annotations explaining own thoughts about different materials-reflection and evaluation.Refinement of ideas. Annotations explaining reasons for refinements and reflection on successes and failures.	Abby Diamond Vincent Van Gogh Ernst Haeckel Andy Warhol Redmer Hoekstra Carole King Salvador Dali Renee Magritte

			AO3 - Observational drawing from primary and secondary sources relevant to theme/idea. Own photos taken relevant to them/idea. AO4 - Personal responses, final outcome, presentation, reflection and annotation	
10 Unit 1	Identity In the News Childhood Detail It matters to me	A01 - To develop ideas through investigations, demonstrating critical understanding of sources. A02 - To refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes. A03 - To record and communicate ideas, observations and insights relevant to intentions as work progresses. A04 - To present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.	AO1 - In depth analysis of artists work written and visual. Develop own ideas –drafting and critique. Annotations to describe own thoughts about ideas and how they have been inspired by the artist's work. AO2 - Material experiments. Annotations explaining own thoughts about different materials-reflection and evaluation. Refinement of ideas. Annotations explaining reasons for refinements and reflection on successes and failures. AO3 - Observational drawing from primary and secondary sources relevant to theme/idea. Own photos taken relevant to them/idea.	Leah Saulnier Sarah Graham Shepard Fairey James Judge Robert Crumb Kurt Jackson Elizabeth Forbes Olivia Kemp Zory Shahroki Louis Jover

			AO4 - Personal responses, final outcome, presentation, reflection and annotation	
11 Unit 1	Identity In the News Childhood Detail It matters to me	A01 - To develop ideas through investigations, demonstrating critical understanding of sources. A02 - To refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes. A03 - To record and communicate ideas, observations and insights relevant to intentions as work progresses. A04 - To present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.	AO1 - In depth analysis of artists work written and visual. Develop own ideas –drafting and critique. Annotations to describe own thoughts about ideas and how they have been inspired by the artist's work. AO2 - Material experiments. Annotations explaining own thoughts about different materials-reflection and evaluation. Refinement of ideas. Annotations explaining reasons for refinements and reflection on successes and failures. AO3 - Observational drawing from primary and secondary sources relevant to theme/idea. Own photos taken relevant to them/idea. AO4 - Personal responses, larger scale final outcome, final piece plans and drafts. presentation, reflection and annotation,	Kerby Rosanes Thumbs Louise McNaught Jenny Saville Stephanie Le Doux Grayson Perry Andy Warhol Pacita Abad
11 Exam Unit 2	Set externally by the exam board students choose from a set of different themes	A01 - To develop ideas through investigations, demonstrating critical understanding of sources.	AO1 - In depth analysis of artists work written and visual. Develop own ideas –drafting and critique.	Artists suggested by the exam board

		A02 - To refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes. A03 - To record and communicate ideas, observations and insights relevant to intentions as work progresses. A04 - To present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.	Annotations to describe own thoughts about ideas and how they have been inspired by the artist's work. AO2 - Material experiments. Annotations explaining own thoughts about different materials-reflection and evaluation. Refinement of ideas. Annotations explaining reasons for refinements and reflection on successes and failures. AO3 - Observational drawing from primary and secondary sources relevant to theme/idea. Own photos taken relevant to them/idea. AO4 - Personal responses, larger scale final outcome, final piece plans and drafts. presentation, reflection and annotation, 10 hr exam	

Substantive and disciplinary concepts

Year Group	To develop ideas through investigations,	To refine work by exploring ideas, selecting	To record and communicate ideas,	To present a personal and meaningful response that

	demonstrating critical understanding of sources. To record and communicate ideas, observations and insights relevant to intentions as work progresses.	**and experimenting with appropriate media, materials, techniques and processes.**	**observations and insights relevant to intentions as work progresses.**	**realises intentions and demonstrates understanding of visual language. (Final outcome).**
EYFS	To state simple facts about what they can see in different pieces of art work.	To experiment with different materials or techniques. eg. printing with leaves compared to pine cones.	To communicate with an adult or peer about how they are going to make their desired creation and what they will use to make it.	Make simple evaluations about what is good about their work.
1	To respond to ideas. To explore ideas and collect visual information.	To discuss and collect different ideas.	To record their ideas and make a list of materials.	Evaluate their work stating what was successful and what could be improved.
2	To respond to ideas. To explore ideas and collect visual information. To explore different methods and materials as ideas develop.	To select and refine materials as ideas develop.	To record and refine ideas.	To say how improvements could be made.
3	To develop ideas from starting points throughout the curriculum.	To adapt and refine ideas as they progress.	To record, refine and communicate ideas and intentions.	To comment on their artwork using visual language.
4	To develop ideas from starting points throughout the curriculum. To collect information, sketches and resources.	To adapt and refine ideas as they progress. To explore ideas in a variety of ways.	To record, refine and communicate ideas and intentions.	To comment on their own and others artwork using visual language.
5	To develop and extend ideas from starting points throughout the curriculum.	To use the qualities of materials to enhance ideas.	To spot the potential in unexpected results as work progresses.	To be able to comment on artworks with a fluent grasp of visual language.

	To collect information, sketches and resources and present ideas in a sketch book.			
6	To develop and imaginatively extend ideas from starting points throughout the curriculum. To collect information, sketches and resources and present ideas imaginatively in a sketch book.	To use the qualities of materials to enhance ideas. To experiment with different materials to produce a variety of effects.	To spot the potential in unexpected results as work progresses. To follow through and extend new ideas.	To be able to comment on artworks with a fluent grasp of visual language. To be able to compare and contrast artworks by different artists.
7	Artists analysis, What, How, Why? Artists studies. Draft ideas. Critique. Labelling on ideas to explain thoughts.	Material experiments. Different techniques and processes. Labelling. Annotations to evaluate and reflect on experiments.	Mind maps. Mood boards. Observational drawing from primary and secondary sources. Annotations describing own thoughts on theme/topic.	Final Outcome e.g - Still life painting, sea creature sculpture, painted clay skull.
8	Artists analysis What, How, Why? Artists studies. Draft ideas. Critique. Annotations to describe thoughts and ideas.	Material experiments. Different techniques and processes. Labelling. Annotations to evaluate and reflect on experiments.	Mind maps. Mood boards. Observational drawing from primary and secondary sources. Annotations describing own thoughts on theme/topic.	Final Outcome e.g - Mixed media landscape, Coraline book, Character model.
9	Artists analysis What, How, Why? Artists studies. Draft ideas. Critique. Annotations to describe thoughts and ideas.	Material experiments. Different techniques and processes. Labelling. Annotations to evaluate and reflect on experiments.	Mind maps. Mood boards. Observational drawing from primary and secondary sources. Annotations describing own thoughts on theme/topic. Own photos relevant to theme/topic.	Final Outcome e.g - 3D letter, Digital portrait collage, Turret sculpture.

10	In depth analysis of artists work written and visual. Develop own ideas – drafting and critique. Annotations to describe own thoughts about ideas and how they have been inspired by the artist's work.	Material experiments. (Begin to select own materials). Annotations explaining own thoughts about different materials - reflection and evaluation. Refinement of ideas. Annotations explaining reasons for refinements and reflection on successes and failures.	Observational drawing from primary and secondary sources relevant to theme/idea. Own photos taken relevant to theme/idea. Mind maps exploring theme/idea. Collection of relevant secondary source visuals. Annotations describing thoughts about theme/idea and links to personal experiences.	Final Outcome – Surrealist painting, illustration, sculpture, mixed media piece.
11	In depth analysis of artists work written and visual. Develop own ideas – drafting and critique. Annotations to describe own thoughts about ideas and how they have been inspired by the artist's work.	Material experiments. (Select own materials). Annotations explaining own thoughts about different materials - reflection and evaluation. Refinement of ideas. Annotations explaining reasons for refinements and reflection on successes and failures.	Observational drawing from primary and secondary sources relevant to theme/idea. Own photos taken relevant to them/idea. Mind maps exploring theme/idea. Collection of relevant secondary source visuals. Annotations describing thoughts about theme/idea and links to personal experiences.	Final outcome/response to personal project.



Futura Computing

Curriculum framework

Computing Curriculum Framework

Intent:

The Futura Learning Partnership intent for Computing is that an exciting and rigorous Computing education will ensure children are immersed in engaging, technology-rich learning experiences which allow them to learn deeply and embed core computing skills, think independently and problem solve in an ever evolving digital world. Regardless of changes within technology and the world we live in, our children will possess the core skills and behaviours required to safely and confidently access new technology to enhance their wider learning, access the curriculum throughout their school journey and inspire a future where technology is used to innovate and make positive change.

We believe that learning about Computing provides an important context for the development of pupils' key learning skills, particularly problem-solving, creative and critical thinking and resourcefulness.

Futura recognise that social context plays a vital role in children's education and as such we aim to provide opportunities for children to experience Computing in ways that are unique to their local and wider community.

Inclusion: Our curriculum is ambitious for all and strives to address inclusion and disadvantage in its intent and implementation

Aims:
Underpinning the intent are key **concepts** and the National Curriculum Computing statements for Key stages 1 and 2 (see blue bullet points in the coverage sections, below). These are further refined with **key substantive and disciplinary concepts**:

Substantive Concept	Definition.
Computer Science	The technical design. The design of new software, the solution to computing problems and the development of different ways to use technology.
Information Technology	The technical knowledge. The design, use and understanding of hardware and software; computers and electronic systems for storing and using information.
Digital Literacy	The technical skills. The ability to use information and communication technologies to find, create, evaluate, and communicate information.

Disciplinary Concept	Definition.
Code	Using and writing codes to produce instructions and algorithms; to solve problems; to test and use logic and sequences against inputs and outputs.
Connect	Being able to safely, efficiently and confidently digitally connect with others.
Communicate	Being able to safely, efficiently and confidently use apps and information technology to communicate ideas.
Collect	Being able to safely, efficiently and confidently find, evaluate, store, sort and use appropriate data.

Implementation:

To meet the aim of delivering this comprehensive set of substantive and disciplinary concepts, the National Centre for Computing Education (NCCE) "Teach Computing" curriculum is followed. These resources and foci may be adapted to suit the school and cohort as well as to match the available software and

hardware. Termly planning as well as Lesson plans and resources can be downloaded from the NCCE site (note: teachers need to create a free account to do so) and web-links to relevant topic pages are included in the coverage sections (below).

Primary Computing Curriculum (Secondary Computing Curriculum starts on p38)

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Coverage:

KS1

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 1	Computing systems and networks – Technology around us. Y1	Creating media – Creating media digital painting Y1	Creating media – Digital writing Y1	Data and information – Grouping data Y1	Programming A – Moving a robot Y1	Programming B – Introduction to animation Y1
	• Connect • Digital Literacy • Information Technology	• Communicate • Connect • Digital Literacy	• Communicate • Connect	• Collect • Information Technology	• Computer Science • Code	• Computer Science • Code
Year 2	Computing systems and networks – IT around us. Y2	Creating media – Digital photography. Y2	Creating media – Making music Y2	Data and information – Pictograms Y2	Programming A – Robot algorithms Y2	Programming B – An introduction to quizzes Y2
	• Connect • Digital Literacy • Information Technology	• Communicate • Connect • Digital Literacy	• Communicate • Connect	• Collect • Information Technology	• Computer Science • Code	• Computer Science • Code

KS2

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 3	Computing systems and networks – Connecting Computer Y3	Creating media – Animation Y3	Creating media – Desktop publishing Y3	Data and information – Branching databases Y3	Programming A – Sequence in Music Y3	Programming B – Events and Actions Y3
	• Connect • Digital Literacy • Information Technology	• Communicate • Connect • Digital Literacy	• Communicate • Connect	• Collect • Information Technology	• Computer Science • Code	• Computer Science • Code
Year 4	Computing systems and networks – The Internet Y4	Creating media – Audio editing Y4	Creating media – Photo editing Y4	Data and information – Data logging Y4	Programming A – Repetition in shapes Y4	Programming B – Repetition in games Y4
	• Connect • Digital Literacy • Information Technology	• Communicate • Connect • Digital Literacy	• Communicate • Connect	• Collect • Information Technology	• Computer Science • Code	• Computer Science • Code
Year 5	Computing systems and networks – Sharing Information Y5	Creating media – Vector Drawing Y5	Creating Media – Video editing Y5	Data and information – spreadsheets Y5 Flatfile databases.	Programming A – Selection in Physical Computing Y5	Programming B – Selection in quizzes Y5
	• Computer Science • Information Technology • Digital Literacy	• Computer Science • Information Technology • Digital Literacy	• Collect • Computer Science • Connect • Information Technology • Digital Literacy	• Collect • Computer Science • Information Technology • Digital Literacy	• Information Technology • Digital Literacy • Code	• Information Technology • Digital Literacy • Code • Collect
Year 6	Computing systems and networks – Communication Y6	Creating media – 3D modelling Y6	Creating media – Web page creation Y6	Data and information – spreadsheets Y6	Programming A – Variables in game Y6	Programming B – Sensing Y6
	• Communicate • Connect • Information Technology • Digital Literacy	• Computer Science • Information Technology • Digital Literacy	• Communicate • Computer Science • Code • Information Technology • Digital Literacy	• Collect • Information Technology • Digital Literacy	• Computer Science • Information Technology • Digital Literacy • Code	• Code • Information Technology • Digital Literacy • Computer Science

Coloured text ("Computer Science, Information Technology, Digital Literacy, Code, Connect, Communicate, Collect") refer to the key computing substantive and disciplinary concepts. Primary curriculum source is the NCCE scheme of work but these topics can be adapted to suite cohort, available resources, etc.

EYFS

From September 2021 the early learning goal (ELG) in technology will be removed from the EYFS statutory framework. Previously the ELG stated "Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes."

Despite its exclusion from the renewed framework, technology undoubtedly has a role to play in early years classrooms, both in preparation for the National Curriculum and within the context of a technologically advanced society.

Below are a range of *suggestions* for how technology can both support and enhance children's learning towards the ELGs in the Reception classroom.

Substantive Knowledge

Computer Science	Information Technology	Digital Literacy
I can explore programmable toys such as Botley, Beebot or Cod-e-apillar. I can use some words like forwards and backwards to describe how I want to make a programmable toy move. I can give a simple set of instructions e.g. how to brush your teeth.	I can name some sources of IT from home and school. I know that typing using a keyboard is another way of writing information. I know that digital devices can be used to create pictures. I know that things can be similar or different in lots of ways and can talk about some of these similarities and differences.	I know what to do if I see something that worries me when I am using a digital device.
Links to ELGs (Sept 2021)		
1. Listening, Attention and Understanding Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. 2. Speaking ELG Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary; Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. 7. Fine Motor Skills Use a range of small tools, including scissors, paint brushes and cutlery.	7. Fine Motor Skills Use a range of small tools, including scissors, paint brushes and cutlery. Begin to show accuracy and care when drawing. 10. Writing Spell words by identifying sounds in them and representing the sounds with a letter or letters; Write simple phrases and sentences that can be read by others. 15. The Natural World Explore the natural world around them, making observations and drawing pictures of animals and plants. 16. Creating with Materials	3. Self-Regulation Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. 4. Managing Self Explain the reasons for rules, know right from wrong and try to behave accordingly.

	Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.	

Disciplinary Knowledge:

Code	Connect	Communicate	Collect
I can push a button to make a programmable toy move. I can find a power button on a programmable toy and that I need to switch it on to make it work.	I can find and start a favourite app on a digital device. I can search for things I like with support on a child-safe search engine.	I can select letters on a keyboard to write simple words and sentences. I am learning where the spacebar and enter button are and what they can do. I can use a mousepad to move a click a cursor, or my finger on a touchscreen to move and select.	I can sort a group of objects using two given criteria e.g. feathers and fur or curved and straight edges.

Year 1

Substantive Knowledge:

Computer Science	Information Technology	Digital Literacy
I can predict the outcome of a command on a device I can match a command to an outcome I can recall words that can be acted out I can compare forwards and backwards movements I can start a sequence from the same place I can predict the outcome of a sequence involving forwards and backwards commands I can compare left and right turns I can experiment with turn and move commands to move a robot I can predict the outcome of a sequence involving up to four commands I can explain what my program should do I can choose the order of commands in a sequence I can debug my program I can compare different programming tools To show that a series of commands can be joined together To identify the effect of changing a value To explain that each sprite has its own instructions To design the parts of a project To use my algorithm to create a program (NC) Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions. (NC) Create and debug simple programs (NC) Use logical reasoning to predict the behaviour of simple programs.	Identify IT in the home and beyond school. Explain how IT benefits us. Recognise how IT can change the way we work. Understand that some digital software can create art. Explain reasoning behind text choices e.g. colour, size and font I can explain what the keys that I have learnt about already do I can say what tool I used to change the text I can compare using a computer with using a pencil and paper I can describe objects using labels I can describe an object I can describe a property of an object I can find objects with similar properties I can choose how to group objects I can describe groups of objects I can record how many objects are in a group I can decide how to group objects to answer a question I can compare groups of objects (NC) Use technology purposefully to create, organise, store, manipulate and retrieve digital content	I can identify rules that help keep us safe and healthy in and beyond the home when using technology I can give some simple examples. I know that the work I create belongs to me. I can name my work so that others know it belongs to me. (NC) Recognise common uses of information technology beyond school (NC) Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.

Disciplinary Knowledge:

Code	Connect	Communicate	Collect
I can run a command on a device I can follow an instruction I can give directions I can find the commands to move a sprite I can use commands to move a sprite	Use a mouse in different ways. Use a keyboard to type and edit text. Use a computer to paint a picture. Selecting and opening a programme or application. Saving and closing a programme or application.	I can open a word processor I can recognise keys on a keyboard I can enter text into a computer I can use letter, number, and space keys I can use backspace to remove text I can type capital letters I can identify the toolbar and use bold, italic, and underline I can select a word by double-clicking I can select all of the text by clicking and dragging I can change the font I can use 'undo' to remove change I can write a message on a computer and on paper	I can match objects to groups I can count objects I can group objects I can count a group of objects I can group similar objects I can group objects in more than one way I can count how many objects share a property

Suggested Key topics:

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Computing systems and networks – Technology around us.	Creating media – Creating media digital painting	Creating media – Digital writing	Data and information – Grouping data	Programming A – Moving a robot	Programming B – Introduction to animation
Connect Digital Literacy Information Technology	Communicate Connect Digital Literacy	Communicate Connect	Collect Information Technology	Computer Science Code	Computer Science Code
Suggested Resources Computer Online paint app e.g. Paintz.app Purple Mash	Suggested Resources Computer or Tablet Paint app e.g. Paintz.app Purple Mash 2paint	Suggested Resources Google Docs Microsoft Word Purple Mash writing templates	Suggested Resources NCCE resources Purple Mash 2Quiz	Suggested Resources Purple Mash 2Go Purple Mash 2code Floor robots (e.g. Beebots)	Suggested Resources Purple Mash 2Create Scratch Jr App
Content links to prior and future learning					
Interdisciplinary link: History, PSHE Linked prior learning: As this is a Year 1 unit, no prior knowledge is assumed. Linked future learning: knowledge of parts of a computer and skills needed to effectively use a computer keyboard and mouse.	Interdisciplinary link: Art Linked prior learning: As this is a Year 1 unit, no prior knowledge is assumed. Linked future learning: Digital content can be manipulated Y1, T3	Interdisciplinary link: English Linked prior learning: As this is a Year 1 unit, no prior knowledge is assumed. Linked future learning: Ability to use keyboard and different functions crosses over all units (T4, 5 and 6) and into Year 2	Interdisciplinary link: Maths Science Linked prior learning: As this is a Year 1 unit, no prior knowledge is assumed. Linked future learning: Year 2, term 4 - pictograms	Interdisciplinary link: Maths Linked prior learning: As this is a Year 1 unit, no prior knowledge is assumed. Linked future learning: Year 2, term 5 on algorithms	Interdisciplinary link: Art Maths Linked prior learning: As this is a Year 1 unit, no prior knowledge is assumed. Linked future learning: Year 3, term 2 animation

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Computing Vocabulary					
technology, computer, laptop, desktop, keyboard, screen, click, drag, mouse, program, type, save, edit, file, cursor, delete, text, Log in, username, password, log out, notification, save	tools, line, shape, fill, undo, erase, brush	keys	Sort, criteria, data, collate, object	Instruction, algorithm, program, debug, direction, arrow, undo, forward, backwards, right turn, left turn	Animation, sound effect
Online Safety					
Health, well-being and lifestyle. Copyright and ownership.	Children begin to understand what personal information is and who you can share it with, including the need to keep passwords private. They begin to recognise the need to know who they are sharing their learning with online and recognise the difference between real and imaginary online experiences. Digiduck's Big Decision http://kidsmart.org.uk/teachers/ks1/digiduck.aspx	Children know who to tell when they see something that makes them uncomfortable and make sure an adult knows what they are doing.	Children recognise the Internet as an exciting place to be but understand the need for a balance in how they spend their time and make good choices about age appropriate activities. I know that work I create belongs to me I can name my work so that others know it belongs to me	Managing Online Information I understand that when I am working on an online platform, I may have access to the rest of the internet. I know who to tell when I see something that makes me uncomfortable.	Managing Online Information I understand that when I am working on an online platform, I may have access to the rest of the internet. I know who to tell when I see something that makes me uncomfortable. I know that work I create belongs to me I can name my work so that others know it belongs to me

Year 2

Substantive Knowledge:

Computer Science	Information Technology	Digital Literacy
I can show the difference in outcomes between two sequences that consist of the same commands I can follow a sequence I can predict the outcome of a sequence I can compare my prediction to the program outcome I can explain the choices I made for my mat design I can identify different routes around my mat I can test my mat to make sure that it is usable I can explain what my algorithm should achieve I can create an algorithm to meet my goal I can use my algorithm to create a program (NC) Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions. (NC) Create and debug simple programs (NC) Use logical reasoning to predict the behaviour of simple programs.	I can identify examples of computers I can describe some uses of computers I can identify that a computer is a part of information technology I can explain the purpose of information technology in the home I can talk about uses of information technology I can compare types of information technology I can list different uses of information technology I can recognise how to use information technology responsibly I can say how those rules/guides can help me I can identify the choices that I make when using information technology I can explain simple guidance for using information technology in different environments and settings I can enjoy a variety of activities Digital Photography I can sort devices into old and new I can talk about how to take a photograph I can explain the process of taking a good photograph I can identify what is wrong with a photograph I can discuss how to take a good photograph I can improve a photograph by retaking it I can explore the effect that light has on a photo I can experiment with different light sources I can recognise that images can be changed I can use a tool to achieve a desired effect I can explain my choices Making Music I can connect images with sounds I can relate an idea to a piece of music I can identify that music is a sequence of notes	I can recognise that images can be changed. (NC) Recognise common uses of information technology beyond school (NC) Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies

	I can use a computer to create a musical pattern using three notes I can refine my musical pattern on a computer (NC) Use technology purposefully to create, organise, store, manipulate and retrieve digital content	

Disciplinary Knowledge:

Code	Connect	Communicate	Collect
I can follow instructions given by someone else I can choose a series of words that can be enacted as a sequence I can give clear and unambiguous instructions I can create different algorithms for a range of sequences (using the same commands) I can use an algorithm to program a sequence on a floor robot I can plan algorithms for different parts of a task I can test and debug each part of the program I can put together the different parts of my program	I can find examples of information technology To recognise that images can be changed	Computing Systems I can open a file I can move and resize images I can demonstrate how information technology is used in a shop I can recognise that information technology can be connected I can explain how information technology helps people Digital Photography I can capture digital photos and talk about my experience I can take photos in both landscape and portrait format I can focus on an object Making Music I can use a computer to experiment with pitch and duration	Pictograms I can record data in a tally chart I can represent a tally count as a total I can compare totals in a tally chart I can enter data onto a computer I can use a computer to view data in a different format I can use pictograms to answer simple questions about objects I can organise data in a tally chart I can use a tally chart to create a pictogram I can explain what the pictogram shows I can tally objects using a common attribute I can create a pictogram to arrange objects by an attribute I can answer 'more than'/'less than' and 'most/least' questions about an attribute I can choose a suitable attribute to compare people I can collect the data I need I can create a pictogram and draw conclusions from it I can use a computer program to present information in different ways I can share what I have found out using a computer I can give simple examples of why information should not be shared

Suggested Key topics:

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Computing systems and networks – IT around us.	Creating media – Digital photography.	Creating media – Making music	Data and information – Pictograms	Programming A – Robot algorithms	Programming B – An introduction to quizzes
Connect Digital Literacy Information Technology	Communicate Connect Digital Literacy	Communicate Connect	Collect Information Technology	Computer Science Code	Computer Science Code
Suggested resources NCCE Different technological devices to show children.	Suggested resources Digital cameras/ iPads https://pixlr.com/x/ Pixlr app	Suggested resources Chrome music lab Untuned percussion instruments	Suggested resources J2e pictogram	Suggested resources Floor robot Beebot	Suggested resources Scratch Jr Purple Mash 2quiz
Content links to prior and future learning					
Interdisciplinary link: PSHE Linked prior learning: Year 1, term 1 Linked future learning: Year 3, term 1 connecting computers	Interdisciplinary link: Art Linked prior learning: Year 1, term 2 using technology Linked future learning: Year 4, term 3	Interdisciplinary link: Music Linked prior learning: First time children will have looked at making music Linked future learning: Year 2, term 5	Interdisciplinary link: Maths, Science Linked prior learning: Year 1, term 4 – grouping data Linked future learning: Year 3, term 4 branching databases	Interdisciplinary link: Maths, Science Linked prior learning: Year 1, term 5 programming a robot Linked future learning: Year 3, term 6	Interdisciplinary link: English Linked prior learning: First time children will have used a programme to create a quiz Linked future learning: Year 4, term 6

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Computing Vocabulary					
technology	tools, line, shape, fill, undo, erase, brush	sound effects, digitally	pictogram, data, collate	action, algorithm, bug, character, code block, command, debug/ debugging, input, object, properties, repeat	
Online Safety					
Children understand what personal information is and who you can share it with, including the need to keep passwords private. Children begin to recognise the need to know who they are sharing their learning with online and recognise the difference between real and imaginary online experiences. I can identify rules that help keep us safe and healthy in and beyond the home when using technology. I can give some simple examples.	Recognising that images can be changed. Development an awareness that not all pictures they see are 'real'	Children know who to tell when they see something that makes them uncomfortable and make sure an adult knows what they are doing. I know that work I create belongs to me.	Children recognise the Internet as an exciting place to be but understand the need for a balance in how they spend their time and make good choices about age appropriate activities.		Managing Online Information I understand that when I am working on an online platform, I may have access to the rest of the internet. I know who to tell when I see something that makes me uncomfortable. I know that work I create belongs to me I can name my work so that others know it belongs to me

Year 3

Substantive Knowledge:

Computer Science	Information Technology	Digital Literacy
Understand how event blocks can be used to start a project in a variety of different ways. Learn how to create sequence of commands Understand how to programme movement (NC)Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts. (NC)Use sequence, selection and repetition in programs; work with variables and various forms of input and output. (NC)Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs (NC) Understand computer networks, including the Internet; how they can provide multiple services, such as the World Wide Web; and the opportunities they offer for communication and collaboration.	To understand how a digital device works and what parts make up a digital device. Understanding how digital devices help us and how computers are connected. Understand what a branching database is (NC) Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content. (NC) Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.	Copyright and ownership Explain why copying someone else's work from the internet without permission can cause problems and give examples. When searching on the internet for content to use, explain why you need to consider who owns it. Give examples of content that is permitted to be reused. (NC) Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.

Disciplinary Knowledge:

Code	Connect	Communicate	Collect
Use code to make a musical instrument. Learn how to debug a programme.	Managing online information Use key phrases in search engines Use search technologies effectively. Copyright and ownership Use of search tools to find and access online content which can be reused by others.	Learn how to make a stop-frame animation or other type of presentation. Use text and images to communicate clearly Use return, backspace and shift keys Learn how to create a magazine.	Create a branching database Use a branching database to answer questions.

Suggested Key topics:

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Computing systems and networks – Connecting Computer	Creating media – Animation	Creating media – Desktop publishing	Data and information – Branching databases	Programming A – Sequence in Music	Programming B – Events and Actions
Connect Digital Literacy Information Technology	Communicate Connect Digital Literacy	Communicate Connect	Collect Information Technology	Computer Science Code	Computer Science Code
Suggested Resources Paint programme Purple Mash 2Paint	Suggested Resources Stop-frame animation Purple Mash 2Animate Lego figure animation Pivot Animator	Suggested Resources Microsoft Publisher Adobe Spark App Canva Purple Mash 2Publish	Suggested Resources J2data Purple Mash 2Question	Suggested Resources Scratch Purple Mash 2code	Suggested Resources Scratch Purple Mash 2code
Content links to previous learning					
Interdisciplinary link: Maths – number and place value Art Linked prior learning: Year 2, term 1 Linked future Learners will explore the internet as a network of networks. Year 4, term 1	Interdisciplinary link: Art Writing Linked prior learning: Year 1, term 6 Linked future learning: Learners will further develop their video editing skills in Year 5. Year 5, term 3	Interdisciplinary link: Art, English Linked prior learning: It builds on their knowledge of data and information from key stage 1 Year 1 and 2, term 2 Linked future learning: Year 4, term 3	Interdisciplinary link: Science, Maths Linked prior learning: Year 1 and 2, term 4 Linked future learning: Year 4, term 4	Interdisciplinary link: Maths and Music Linked prior learning: Year 2, term 3 and Year 2, term 5 Linked future learning: Year 4, term 5	Interdisciplinary link: Maths and Design and Technology Linked prior learning: Year 3, term 5 Linked future learning: Year 4, term 6

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Computing Vocabulary					
password, internet, blog, username, website, webpage, spoof website, PEGI rating	animation, audio, design templates, entrance animation, font, media, presentation, presentation programme, slide, slideshow, stock image, text box, text formatting, transition		questioning, database, construct, contribute, recording, data, data logger, present data data	Action, algorithm, bug, code block, code design, command, debug/ debugging, design mode, event, If, input, output, repeat, object, properties, timer, computer simulation, selection, variable	
Online Safety					
Children recognise the need to keep personal information and passwords private. They recognise the need for a secure password.	Copyright and ownership Managing online information	Children understand that an adult needs to know what they are doing online and understand how to report concerns, including cyberbullying.	Children understand that any personal information they put online can be seen and used by others.	Copyright and ownership Managing online information	Safety features of different apps and games

Year 4

Substantive Knowledge:

Computer Science	Information Technology	Digital Literacy
To identify that accuracy in programming is important To explain what 'repeat' means To decompose a program into parts To develop the use of count-controlled loops in a different programming environment To explain that in programming there are infinite loops and count-controlled loops To develop a design that includes two or more loops which run at the same time To modify an infinite loop in a given program To design a project that includes repetition (NC) Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts (NC) Use sequence, selection and repetition in programs; work with variables and various forms of input and output. (NC) Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and program (NC) Understand computer networks, including the Internet; how they can provide multiple services, such as the World Wide Web; and the opportunities they offer for communication and collaboration.	To identify that sound can be digitally recorded To explain that a digital recording is stored as a file To explain that audio can be changed through editing To show that different types of audio can be combined and played together To evaluate editing choices made To describe how images can be changed for different uses To make good choices when selecting different tools To evaluate how changes can improve an image To explain that data gathered over time can be used to answer questions To explain that a data logger collects 'data points' from sensors over time To identify the data needed to answer questions (NC) Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content. (NC) Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.	To describe how networks physically connect to other networks To recognise how networked devices make up the internet To outline how websites can be shared via the World Wide Web To describe how content can be added and accessed on the World Wide Web To recognise how the content of the WWW is created by people To evaluate the consequences of unreliable content To explain that digital images can be changed To recognise that not all images are real (NC) Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.

Disciplinary Knowledge:

Code	Connect	Communicate	Collect
To create a program in a text-based language To modify a count-controlled loop to produce a given outcome To create a program that uses count-controlled loops to produce a given outcome To create a project that includes repetition	To understand that any personal information they put online can be seen and used by others. To recognise the effect their writing or images might have on others.	To use a digital device to record sound To change the composition of an image	To use a digital device to collect data automatically To use data collected over a long duration to find information To use collected data to answer questions

Suggested Key topics:

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Computing systems and networks – The Internet	Creating media – Audio editing	Creating media – Photo editing	Data and information – Data logging	Programming A – Repetition in shapes	Programming B – Repetition in games
Connect Digital Literacy Information Technology	Communicate Connect Digital Literacy	Communicate Connect	Collect Information Technology	Computer Science Code	Computer Science Code
Suggested resources The Internet Purple Mash – online safety	Suggested resources Audacity Purple Mash 2sequence	Suggested resources Paint Purple Mash 2paint Sketchbook (touch screen app)	Suggested resources App – Google science journal Purple Mash 2calculate	Suggested resources Logo (turtle) Purple Mash 2Logo	Suggested resources Scratch Purple Mash 2Code Kodu
Content links to previous learning					
Interdisciplinary link: PSHE Linked prior learning: Year 3, term 1 Linked future learning: Year 5, term 1	Interdisciplinary link: Music Linked prior learning: Year 3, term 5 Linked future learning: Year 5, term 3	Interdisciplinary link: Art, PSHE Linked prior learning: Year 2, term 2 Linked future learning: Year 5, term 2 and 3	Interdisciplinary link: Science, Maths Linked prior learning: Year 3, term 4 Linked future learning: Year 5 ,term 4	Interdisciplinary links: Maths and Science Linked prior learning: Year 3, term 5 Linked future learning: Year 5, term 6 and Year 4, term 6	Interdisciplinary links: Maths, Science and Design Technology Linked prior learning: Year 3, term 6 and Year 4, term 5 Linked future learning: Year 5, term 5

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Computing Vocabulary					
computer virus, cookies, copyright, digital footprint, email, identity theft, malware, phishing, plagiarism, spam, motherboard, CPU, RAM, Graphics Card, Network, Card, monitor, speakers keyboard and mouse	Pitch, rhythm, pulse, tempo, dynamics, melody, rippler, texture	Animation, background, frame, flipbook, onion skinning, stop motion, play, sound, video clip	Average, copy and paste, columns, cells, charts, equals tool, formula, formula wizard, move cell tool, random tool, rows, spin tool, spreadsheet, timer	Logo, BK, FD, RT, LT, REPEAT, SETPC, SETPS, PU, PD	Action, alert, algorithm, code design, control, command, debug/ debugging, design mode, event, flowchart bug, get input, If, If/Else, input, object, repeat, selection, computer simulation, simulation, timer, variable
Online Safety					
Children understand the need for rules to keep them safe when exchanging ideas online. They understand that an adult needs to know what they are doing online and understand how to report concerns, including cyberbullying. Children recognise the need to choose age appropriate games to play on their devices, and when to limit use. They recognise the need to protect their devices from viruses.	Copyright and ownership	Self-image and identity Children understand that any personal information they put online can be seen and used by others. They recognise that they can use online tools to collaborate and communicate with others and the importance of doing this responsibly, choosing age-appropriate websites. Children recognise the effect their writing or images might have on others.	Keeping data safe Confidentiality	Copyright and ownership Managing online information	Staying safe when gaming online

Year 5

Substantive Knowledge:

Computer Science	Information Technology	Digital Literacy
To explain that computers can be connected together to form systems To recognise the role of computer systems in our lives To recognise how information is transferred over the internet To explain how sharing information online lets people in different places work together To contribute to a shared project online (NC) understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration. (NC) select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information	To identify that drawing tools can be used to produce different outcomes To recognise that vector drawings consist of layers To recognise video as moving pictures, which can include audio To identify digital devices that can record video To recognise the features of an effective video To identify that video can be improved through reshooting and editing To explain that a loop can stop when a condition is met, eg number of times To conclude that a loop can be used to repeatedly check whether a condition has been met To explain how selection is used in computer programs (NC) select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information	To evaluate my vector drawing To use tools to achieve a desired effect To create a vector drawing by combining shapes To group objects to make them easier to work with To design a physical project that includes selection To create a controllable system that includes selection To relate that a conditional statement connects a condition to an outcome To design a program which uses selection To create a program which uses selection To evaluate my program (NC) select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information

Disciplinary Knowledge:

Code	Connect	Communicate	Collect
To write a program that includes count-controlled loops To explain how selection directs the flow of a program (NC) design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts. (NC) use sequence, selection, and repetition in programs; work with variables and various forms of input and output. (NC) use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs	To consider the impact of the choices made when making and sharing a video	To evaluate different ways of working together online	To capture video using a digital device (NC) use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.

Suggested Key topics:

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Computing systems and networks – Sharing Information	Creating media – Vector Drawing	Creating Media – Video editing	Data and information – flat file databases	Programming A – Selection in Physical Computing	Programming B – Selection in quizzes
Computer Science Information Technology Digital Literacy	Computer Science Information Technology Digital Literacy	Collect Computer Science Connect Information Technology Digital Literacy	Collect Computer Science Information Technology Digital Literacy	Information Technology Digital Literacy Code	Information Technology Digital Literacy Code Collect
Suggested resources: Powerpoint (teaching and for students to create work) Online videos of Systems NCCE Lesson resources	Suggested resources: Google Drawings (docs.google.com/drawings/) Microsoft Publisher, or Microsoft PowerPoint Sketchbook (tablet/touchscreen app) Other paint tools	Suggested resources: IPad camera (files may need converting) Digital camera Movie Maker	Suggested resources: Excel Google sheets NCCE Lesson resources	Suggested resources: Crumble controller (hardware) Kodu or Scratch.mit (not physical – virtual alternative) NCCE Lesson resources	Suggested resources: Scratch.mit NCCE Lesson resources
Content links to previous learning					
Interdisciplinary links: DT, Science Linked prior learning: Year 4, term 1 Linked future learning: Year 6, term 1	Interdisciplinary links: Art and Maths Linked prior learning: Year 4, term 3 and 5 Linked future learning: Year 6, term 2	Interdisciplinary links: Music, PSHE and Art Linked prior learning: Year 4, term 2 and 3 Linked future learning: Year 6, term 3	Interdisciplinary links: Maths Linked prior learning: Year 3 and 4, term 4 Linked future learning: Year 6, term 4	Interdisciplinary links: Art, Science and Maths Linked prior learning: Year 4, term 6 and Year 4, term 6 Linked future learning: Year 6, term 5	Interdisciplinary links: DT, Writing, History, Geography Linked prior learning: Year 5, term 5 Linked future learning: Year 6, term 5

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Computing Vocabulary					
system, hub, information, device, component, collaboration	Vector, shape, drawing, image, rotate, resize, colour, layer, effect, pixel	Video, moving images, sound / audio, camera, lens, record, zoom, angle / movement / pan, effects, transitions, edit	Spreadsheet, graph, chart, record, data, order, sort, field	Logic, command, input, output, variable, control, algorithm, program	Condition, outcome, flow, control, If..., else...
Online Safety					
Copyright and ownership	Using social media apps safely	Managing online information Online relationships Online reputation Self-image and identity	Trusted sources of data	Copyright and ownership	Staying safe when on different apps

Year 6

Substantive Knowledge:

Computer Science	Information Technology	Digital Literacy
To construct a digital 3D model of a physical object design a digital model by combining 3D objects To develop and improve a digital 3D model To plan the features of a web page To define a 'variable' as something that is changeable To create a program to run on a controllable device (NC) use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs	To explain how search results are ranked To compare working digitally with 2D and 3D graphics To identify that physical objects can be broken down into a collection of 3D shapes To review an existing website and consider its structure To explain that objects can be described using data To explain why a variable is used in a program To explain that selection can control the flow of a program (NC) select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information	To recognise why the order of results is important, and to whom To use a computer to create and manipulate three-dimensional (3D) digital objects To identify questions which can be answered using data To create a spreadsheet to plan an event To choose how to improve a game by using variables To design a project that uses inputs and outputs on a controllable device (NC) select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information

Disciplinary Knowledge:

Code	Connect	Communicate	Collect
To design a [variable game] project that builds on a given example To use my design to create a project To evaluate my project To update a variable with a user input To use an conditional statement to compare a variable to a value To develop a program to use inputs and outputs on a controllable device (NC) use sequence, selection, and repetition in programs; work with variables and various forms of input and output. (NC) use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.	To identify how to use a search engine To consider the ownership and use of images (copyright) (NC) use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content. (NC) use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.	To recognise how we communicate using technology To recognise the need to preview pages To outline the need for a navigation path To recognise the implications of linking to content owned by other people To choose suitable ways to present data (NC) understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration. (NC) use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact	To describe how search engines select results To explain that formula can be used to produce calculated data To apply formulas to data, including duplicating

Suggested Key topics:

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Computing systems and networks – Communication	Creating media – 3D modelling	Creating media – Web page creation	Data and information – spreadsheets	Programming A – Variables in game	Programming B – Sensing
Communicate Connect Information Technology Digital Literacy	Computer Science Information Technology Digital Literacy	Communicate Computer Science Code Information Technology Digital Literacy	Collect Information Technology Digital Literacy	Computer Science Information Technology Digital Literacy Code	Code Information Technology Digital Literacy Computer Science
Suggested resources Outlook (or other email platform) Search engines such as Google or Bing or Ecosia School controlled Social Media such as Natterhub	Suggested resources Tinkercad (https://www.tinkercad.com) Kodu NCCE Resources 3D printer if available	Suggested resources Google Sites Wordpress Powerpoint (web-page functionality without web access can be created on here) Dreamweaver NCCE resources	Suggested resources Excel Google Sheets NCCE resources	Suggested resources Kodu Scratch.mit NCCE resources	Suggested resources NCCE resources (linked to use of physical device…) micro:bit (physical device – if not available, use…) makecode.microbit.org emulator
Content links to previous learning					
Interdisciplinary link: PSHE, Oracy, Writing Linked prior learning: Year 5, term 1 Linked future learning: Year 8, term 5	Interdisciplinary link: Art, Design Technology Linked prior learning: Year 5, term 2 Linked future learning: Year 7, term 2	Interdisciplinary link: Writing, Art, History, Geography Linked prior learning: Year 5, term 3 Linked future learning: Year 9, term 3	Interdisciplinary link: Maths Linked prior learning: Year 5, term 4 Linked future learning: Year 7, term 6	Interdisciplinary link: Science, Maths Linked prior learning: Year 5, term 5 Linked future learning: Year 7, term 4	Interdisciplinary link: Science, Maths, DT Linked prior learning: Year 6, term 5 Linked future learning: Year 7, term 5

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Computing Vocabulary					
Search, search engine, address bar, ranking, privacy, security	Physical, virtual, 2D / 3D, view / angle, manipulate, model	Website, web pages, page, address, link, HTML, fair use / copyright, home page	Spreadsheet, data set, row, column, format, calculation, formula, cell, chart / graph	Game, variable, control, input, score, algorithm	Input, process, sense, variable, data flow, device
Online Safety					
Managing online information Online reputation Trusting content	Privacy and security	Privacy Copyright Inappropriate content	Trusted source of data	Time spent online / gaming	Staying safe when making friends online (thinking about transition to secondary)

Impact:

Assessment

Primary assessment of Computing is expected to be mostly teacher assessment through observation in lessons and review of created content. More formal methods (such as tests) could be used where these suit the topic. Teachers may wish to use these attainment descriptors to inform their assessment and reporting (note: the skills cited below may be taught across various year-groups depending on topic, cohort, available resources, etc):

EYFS

There is no specific ELG for Technology following the September 2021 reforms. Practitioners *may* wish to consider children's readiness for the Year 1 Computing Curriculum by assessing the following:

- Children are beginning to be able to give and follow a precise set of instructions.
- Children can name some forms of technology used at home and in school.
- Children have had the opportunity to play with and explore codable toys.
- Children know what to do and who to tell if they see or hear something that worries them online.
- Children are able to interact with age-appropriate programs for painting and word processing.

KS1

Year Group	Key NC statement.	Working towards	Meeting	Exceeding
Year 1	Understand that programs execute by following precise and unambiguous instructions.	Working towards: Beginning to understand that programs execute by following precise and unambiguous instructions.	Meeting: Can understand that programs execute by following precise and unambiguous instructions.	Exceeding: Demonstrates a secure understanding that programs execute by following precise and unambiguous instructions.
	Create simple programs.	Working towards: Has to started to create simple programs.	Meeting: Can create simple programs.	Exceeding: Can confidently create simple programs.
	Use technology safely and respectfully.	Working towards: Has started to use technology safely and respectfully.	Meeting: Can use technology safely and respectfully.	Exceeding: Can consistently use technology safely and respectfully.
	Keep personal information private when using technology.	Working towards: Is usually able to keep personal information private when using technology.	Meeting: Keeps personal information private when using technology.	Exceeding: Consistently keeps personal information private when using technology.
	Know to ask for help if they feel unsure about any online content.	Working towards: Beginning to know they should ask for help if they feel unsure about any online content or contact and who to ask.	Meeting: Knows they should ask for help if they feel unsure about any online content or contact and who to ask.	Exceeding: Asks for help if they feel unsure about any online content or contact.
Year 2	Understand what algorithms are and how they are implemented as programs on digital devices.	Working towards: Beginning to understand what algorithms are and how they are implemented as programs on digital devices.	Meeting: Can understand what algorithms are and how they are implemented as programs on digital devices.	Exceeding: Possesses a secure understanding of what algorithms are and how they are implemented as programs on digital devices.
	Debug simple programs.	Working towards: Has started to debug simple programs.	Meeting: Can debug simple programs.	Exceeding: Can debug simple programs with assurance.
	Use logical reasoning to predict the behaviour of simple programs.	Working towards: Has started to use logical reasoning to predict the behaviour of simple programs.	Meeting: Can use logical reasoning to predict the behaviour of simple programs.	Exceeding: Can readily use logical reasoning to predict the behaviour of simple programs.
	Describe common uses of information technology beyond school.	Working towards: Is usually able to describe common uses of information technology beyond school.	Meeting: Can describe common uses of information technology beyond school.	Exceeding: Can readily describe common uses of information technology beyond school.
	Use technology purposefully.	Working towards: Has started to use technology purposefully to create, organise, store, retrieve and manipulate digital content.	Meeting: Can use technology purposefully to create, organise, store, retrieve and manipulate digital content.	Exceeding: Can use technology purposefully to create, organise, store, retrieve and manipulate digital content.

LKS2

Year Group	Key NC statement.	Working towards	Meeting	Exceeding
Year 3	Design and create programs that use a sequence.	Working towards: Is sometimes able to design and create programs that use a sequence.	Meeting: Can design and create programs that use a sequence.	Exceeding: Can design and create programs that use a sequence with confidence.
	Control physical systems.	Working towards: Can often control physical systems.	Meeting: Can control physical systems.	Exceeding: Can confidently control physical systems.
	Use technology responsibly.	Working towards: Has started to use technology responsibly.	Meeting: Can use technology responsibly.	Exceeding: Can consistently use technology responsibly.
	Recognise acceptable / unacceptable behaviour and content.	Working towards: Can often recognise acceptable / unacceptable behaviour and content.	Meeting: Can recognise acceptable / unacceptable behaviour and content.	Exceeding: Can consistently recognise acceptable / unacceptable behaviour and content.
	Understand the opportunities computer networks offer for communication.	Working towards: Beginning to understand the opportunities computer networks offer for communication.	Meeting: Understands the opportunities computer networks offer for communication.	Exceeding: Possesses a secure understanding of the opportunities computer networks offer for communication.
	Collect and combine information and data.	Working towards: Beginning to collect and combine information and data.	Meeting: Can collect and combine information and data.	Exceeding: Can confidently collect and combine information and data.
Year 4	Design and debug programs that accomplish specific goals.	Working towards: Is usually able to design and debug programs that accomplish specific goals.	Meeting: Can design and debug programs that accomplish specific goals.	Exceeding: Can design and debug programs that accomplish specific goals with assurance.
	Use logical reasoning to detect and correct errors in programs.	Working towards: Has started to use logical reasoning to detect and correct errors in programs.	Meeting: Can use logical reasoning to detect and correct errors in programs.	Exceeding: Can use logical reasoning accurately to detect and correct errors in programs.
	Appreciate how search results are selected.	Working towards: Can often appreciate how search results are selected.	Meeting: Can appreciate how search results are selected.	Exceeding: Fully appreciates how search results are selected.
	Is selective when using digital content.	Working towards: Has started to be selective when using digital content.	Meeting: Is selective when using digital content.	Exceeding: Is consistently selective when using digital content.
	Understand how computer networks can provide multiple services.	Working towards: Beginning to understand how computer networks can provide multiple services, such as the world wide web.	Meeting: Understands how computer networks can provide multiple services, such as the world wide web.	Exceeding: Demonstrates a secure understanding of how computer networks can provide multiple services, such as the world wide web.
	Choose from a variety of software and internet services to accomplish given goals.	Working towards: Can often choose from a variety of software and internet services to accomplish given goals.	Meeting: Can choose from a variety of software and internet services to accomplish given goals.	Exceeding: Can readily choose from a variety of software and internet services to accomplish given goals.
	Design and create content to accomplish a given goal.	Working towards: Can often design and create content to accomplish a given goal.	Meeting: Can design and create content to accomplish a given goal.	Exceeding: Can readily design and create content to accomplish a given goal.

UKS2

Year Group	Key NC statement.	Working towards	Meeting	Exceeding
Year 5	Solve problems in writing programs by decomposing them into smaller parts.	Working towards: Is usually able to solve problems in writing programs by decomposing them into smaller parts.	Meeting: Can solve problems in writing programs by decomposing them into smaller parts.	Exceeding: Can confidently solve problems in writing programs by decomposing them into smaller parts.
	Understand the importance of using technology safely, respectfully and responsibly.	Working towards: Beginning to understand the importance of using technology safely, respectfully and responsibly.	Meeting: Can understand the importance of using technology safely, respectfully and responsibly.	Exceeding: Demonstrates a secure understanding of the importance of using technology safely, respectfully and responsibly.
	Explain how some simple algorithms work and detect and correct errors in them.	Working towards: Can sometimes use logical reasoning to explain how some simple algorithms work and detect and correct errors in them.	Meeting: Can use logical reasoning to explain how some simple algorithms work and detect and correct errors in them.	Exceeding: Can consistently use logical reasoning to explain how some simple algorithms work and detect and correct errors in them.
	Appreciate how search results are ranked.	Working towards: Can often appreciate how search results are ranked.	Meeting: Can appreciate how search results are ranked.	Exceeding: Fully appreciates how search results are ranked.
	Understand the basic workings of computer networks including the internet.	Working towards: Has started to understand the basic workings of computer networks including the internet.	Meeting: Understands the basic workings of computer networks including the internet.	Exceeding: Possesses a secure understanding of the basic workings of computer networks including the internet.
	Combine a variety of software to accomplish given goals on a range of digital devices.	Working towards: Is usually able to combine a variety of software to accomplish given goals on a range of digital devices.	Meeting: Can combine a variety of software to accomplish given goals on a range of digital devices.	Exceeding: Can confidently combine a variety of software to accomplish given goals on a range of digital devices.
Year 6	Work with variables.	Working towards: Can often work with variables.	Meeting: Can work with variables.	Exceeding: Can confidently work with variables.
	Use selection and repetition in programs.	Working towards: Can sometimes use selection and repetition in programs.	Meeting: Can use selection and repetition in programs.	Exceeding: Can use selection and repetition in programs with assurance.
	Simulate physical systems.	Working towards: Is sometimes able to simulate physical systems.	Meeting: Can simulate physical systems.	Exceeding: Can confidently simulate physical systems.
	Identify a range of ways to report concerns about content and contact.	Working towards: Can often identify a range of ways to report concerns about content and contact.	Meeting: Can identify a range of ways to report concerns about content and contact.	Exceeding: Can readily identify a range of ways to report concerns about content and contact.
	Evaluate digital content discerningly.	Working towards: Can sometimes be discerning in evaluating digital content.	Meeting: Is discerning in evaluating digital content.	Exceeding: Is consistently discerning in evaluating digital content.
	Understand the opportunities computer networks offer for collaboration.	Working towards: Has started to understand the opportunities computer networks offer for collaboration.	Meeting: Understands the opportunities computer networks offer for collaboration.	Exceeding: Demonstrates a secure understanding of the opportunities computer networks offer for collaboration.
	Analyse and evaluate information and data.	Working towards: Has started to analyse and evaluate information and data.	Meeting: Can analyse and evaluate information and data.	Exceeding: Can accurately analyse and evaluate information and data.
	Design and create systems that accomplish given goals.	Working towards: Can often design and create systems that accomplish given goals.	Meeting: Can design and create systems that accomplish given goals.	Exceeding: Can confidently design and create systems that accomplish given goals.

Secondary Computing Curriculum

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Updates

18/06/21	FW	GCSE CS Overview - Topics by Year / Term updated
22/06/21	FW	Y7 T3 to Y9T6
22/06/21	FW	Y7 T5 to T6
25/06/21	FW	Order of KS3 Delivery

IMPORTANT NOTE: This document uses Word stylesheet. Please do not make any changes to formatting unless you use the styles.

Key Stage 3

KEY

Substantive Concepts:	**CS** Computer Science | **IT** Information Technology | **DL** Digital Literacy	
Disciplinary Concepts:	**Code**	Using codes to produce instructions, logic and sequences.
	Connect	Able to safely connect with others.
	Communicate	Using apps and information technology to communicate one's ideas.
	Collect	Creating and using data

Links: **&** Interdisciplinary **<<** Previous **>>** Future

Note: Education for a connected world is published by the UK Council for Internet Safety. It appears here as it is delivered through PSHE by referenced by the NCEE in their learning resources.

Overview – Suggested Topics by Year / Term

Year | Term	1	2	3	4	5	6
7	Working with Computers	Formatting & Sources of Information	Algorithms & Flowcharts	Scratch Game 1	Microbit	Networks
8	Ciphers & Codes	Cybersecurity	Scratch Game 2	Python Programming 1	Modelling & Data	Components of a PC
9	Data Representation 2	Data Science	Web Production	App Creation	Python Programming 2	Artificial Intelligence & Robots

Assessment

Time	Type	Purpose
Bi- Annual End of Terms 3, 6	• Assignment marked by teacher, written feedback	• Checking student learning • Provide individual feedback
Termly	• Online Test • Self-Reviewed Personal Learning Checklist	• Checking student learning • Identify gaps of learning
Lesson by Lesson	• Practice questions	• Class discussion and teacher targeted questioning.

Where we teach the National Curriculum at KS3

#	SC	National Curriculum Criteria *(*SC Substantive Concepts. NC items are numbered for reference)*	7-1 Working with Computers	7-2 Formatting & Sources of Information	7-3 Algorithms & Flowcharts	7-4 Scratch Game 1	7-5 Microbit	7-6 Networks	8-1 Ciphers & Codes	8-2 Cybersecurity	8-3 Scratch Game 2	8-4 Python Programming 1	8-5 Modelling & Data	8-6 Components of a Computer System	9-1 Data Representation 2	9-2 Data Science	9-3 Web Production	9-4 App Creation	9-5 Python Programming 2	9-6 Artificial Intelligence & Robots
1	CS IT	Design, use and evaluate computational abstractions that model the state and behaviour of real-world problems and physical systems			y		Y		Y			Y	Y			Y		Y	Y	Y
2	CS	Understand several key algorithms that reflect computational thinking [for example, ones for sorting and searching]; use logical reasoning to compare the utility of alternative algorithms for the same problem			y	Y	Y		Y		Y	Y						Y	Y	
3	CS	Use 2 or more programming languages, at least one of which is textual, to solve a variety of computational problems; make appropriate use of data structures [for example, lists, tables or arrays]; design and develop modular programs that use procedures or functions				Y	Y				Y	Y					Y	Y	Y	
4	CS	Understand simple boolean logic [for example, and, or and not] and some of its uses in circuits and programming; understand how numbers can be represented in binary, and be able to carry out simple operations on binary numbers [for example, binary addition, and conversion between binary and decimal				Y					Y			Y	Y					
5	CS	Understand the hardware and software components that make up computer systems, and how they communicate with one another and with other systems	Y					Y						Y						Y
6	CS	Understand how instructions are stored and executed within a computer system; understand how data of various types (including text, sounds and pictures) can be represented and manipulated digitally, in the form of binary digits					Y		Y			Y		Y					Y	
7	CS IT DL	Undertake creative projects that involve selecting, using, and combining multiple applications, preferably across a range of devices, to achieve challenging goals, including collecting and analysing data and meeting the needs of known users		Y									Y			Y	Y			Y
8	IT DL	Create, reuse, revise and repurpose digital artefacts for a given audience, with attention to trustworthiness, design and usability	Y	Y		Y					Y						Y	Y		

9	IT DL	Understand a range of ways to use technology safely, respectfully, responsibly and securely, including protecting their online identity and privacy; recognise inappropriate content, contact and conduct, and know how to report concerns	Y							Y											

#	SC	National Curriculum Criteria *(*SC Substantive Concepts. NC items are numbered for reference)*	7-1 Working with Computers	7-2 Artificial Intelligence & Robots	7-3 Algorithms & Flowcharts	7-4 Scratch Game 1	7-5 Networks	7-6 Microbit	8-1 Components of a Computer System	8-2 Scratch Game 2	8-3 Python Programming 1	8-4 Ciphers & Codes	8-5 Modelling & Data	8-6 Cybersecurity	9-1 App Creation	9-2 Data Science	9-3 Web Production	9-4 Python Programming 2	9-5 Data Representation 2	9-6 Formatting & Sources of Information
1	CS IT	Design, use and evaluate computational abstractions that model the state and behaviour of real-world problems and physical systems		Y	y			Y			Y	Y	Y		Y	Y		Y		
2	CS	Understand several key algorithms that reflect computational thinking [for example, ones for sorting and searching]; use logical reasoning to compare the utility of alternative algorithms for the same problem			y	Y		Y		Y	Y	Y			Y			Y		
3	CS	Use 2 or more programming languages, at least one of which is textual, to solve a variety of computational problems; make appropriate use of data structures [for example, lists, tables or arrays]; design and develop modular programs that use procedures or functions				Y		Y		Y	Y				Y		Y	Y		
4	CS	Understand simple boolean logic [for example, and, or and not] and some of its uses in circuits and programming; understand how numbers can be represented in binary, and be able to carry out simple operations on binary numbers [for example, binary addition, and conversion between binary and decimal				Y			Y	Y									Y	
5	CS	Understand the hardware and software components that make up computer systems, and how they communicate with one another and with other systems	Y	Y			Y		Y											
6	CS	Understand how instructions are stored and executed within a computer system; understand how data of various types (including text, sounds and pictures) can be represented and manipulated digitally, in the form of binary digits						Y	Y		Y	Y						Y		

7	CS IT DL	Undertake creative projects that involve selecting, using, and combining multiple applications, preferably across a range of devices, to achieve challenging goals, including collecting and analysing data and meeting the needs of known users		Y									Y			Y	Y			Y
8	IT DL	Create, reuse, revise and repurpose digital artefacts for a given audience, with attention to trustworthiness, design and usability	Y			Y				Y					Y		Y			Y
9	IT DL	Understand a range of ways to use technology safely, respectfully, responsibly and securely, including protecting their online identity and privacy; recognise inappropriate content, contact and conduct, and know how to report concerns	Y											Y						

Year 7 Term 1: Working with Computers

NATIONAL CURRICULUM

- Create, reuse, revise and repurpose digital artefacts for a given audience, with attention to trustworthiness, design and usability
- Understand a range of ways to use technology safely, respectfully, responsibly, and securely, including protecting their online identity and privacy; recognise inappropriate content, contact and conduct and know how to report concerns

SUBSTANTIVE CONCEPTS

INFORMATION TECHNOLOGY	• Understand the rules of the computing lab
DIGITAL LITERACY	• Plan effective presentations for a given audience • Recognise a respectful email • Describe how to communicate with peers online • Explain the effects of cyberbullying • Construct an effective email and send it to the correct recipients

DISCIPLINARY CONCEPTS

CONNECT	• I can create an effective email
COMMUNICATE	• I can make positive contributions to the online community. • I can create a memorable and secure password for an account on the school network • I can find personal documents and common applications • I can recognise cyberbullying • I can check who I am talking to online

SUGGESTED RESOURCES	WMAT Computer Systems: Insight, Outlook, OneDrive, Folder. File Explorer | NCCE Lesson Plan, Activities, Worksheets at Impact of technology – Collaborating online respectfully
LINKS	**&** Education for a Connected World **<<** Year 6, Term 1 **>>** Year 8, Term 1
VOCABULARY	Digital footprint, Email, Emoji, Login, Logout, Hazards, Cyber Bullying, Online identity, Presenting Information, Social Media
SAFETY	Cyberbullying, Tone, Online etiquette

Year 7 Term 2: Formatting & Sources of Information

NATIONAL CURRICULUM

- Undertake creative projects that involve selecting, using, and combining multiple applications, preferably across a range of devices, to achieve challenging goals, including collecting and analysing data and meeting the needs of known users
- Create, reuse, revise and repurpose digital artefacts for a given audience, with attention to trustworthiness, design and usability

SUBSTANTIVE CONCEPTS

INFORMATION TECHNOLOGY	• Select the most appropriate software to use to complete a task • Identify the key features of a word processor • Evaluate formatting techniques to understand why we format documents • Apply appropriate formatting techniques
DIGITAL LITERACY	• Critique digital content for credibility • Apply referencing techniques and understand the concept of plagiarism • Evaluate online sources for use in own work • Design the layout of the content to make it suitable for the audience

DISCIPLINARY CONCEPTS

COMMUNICATE	• I can apply techniques in order to identify whether or not a source is credible • I can question the accuracy and veracity of sources of information
COLLECT	• I can apply the key features of a word processor to format a document • I can select appropriate images for a given context • I can demonstrate an understanding of licensing issues involving online content by applying appropriate Creative Commons licences • I can demonstrate the ability to credit the original source of an image

SUGGESTED RESOURCES	NCCE Lesson Plan, Activities, Worksheets at Using media – Gaining support for a cause
LINKS	**&** Education for a Connected World **<<** Year 5, Term 4 **>>** Year 9, Term 2
VOCABULARY	Fake News
SAFETY	Spotting Phishing scams

Year 7 Term 3: Algorithms & Flowcharts

NATIONAL CURRICULUM

- Design, use and evaluate computational abstractions that model the state and behaviour of real-world problems and physical systems
- Understand several key algorithms that reflect computational thinking [for example, ones for sorting and searching]; use logical reasoning to compare the utility of alternative algorithms for the same problem

SUBSTANTIVE CONCEPTS

COMPUTER SCIENCE	• Describe the inputs and outputs into the problem? • Articulate what order do instructions need to be carried out? • Define the difference between serial search and binary search, bubble sort and bucket sort • Recognise how algorithms are important in programming, saving time and improving accuracy • Recognise Pseudocode and its link between programming and English written instruction

DISCIPLINARY CONCEPTS

CODE	• Construct algorithms based on simple day to day actions • Perform the drawing of a shape using an algorthm
COMMUNICATE	• Produce step-by-step instructions for a login system using a flowchart • Evaluate basic algorithm on feedback from peers

SUGGESTED RESOURCES	BBC Bitesize |
LINKS	<< Year 9, Term 4 >> GCSE P2
VOCABULARY	logical thinking, decomposition, algorithm, step-by-step, pseudocode, flowchart, Searching, Sorting, Sequencing, Selection, Iteration, Logical reasoning
SAFETY	

Year 7 Term 4: Introduction to Secondary Scratch

NATIONAL CURRICULUM

- Use two or more programming languages, at least one of which is textual, to solve a variety of computational problems; make appropriate use of data structures (e.g. lists, tables, or arrays); design and develop modular programs that use procedures or functions
- Understand several key algorithms that reflect computational thinking; use logical reasoning to compare the utility of alternative algorithms for the same problem
- Understand simple Boolean logic (e.g. and, or, and not)
- Create, reuse, revise, and repurpose digital artefacts for a given audience, with attention to trustworthiness, design, and usability

SUBSTANTIVE CONCEPTS

COMPUTER SCIENCE	• Compare how humans and computers understand instructions (understand and carry out) • Define a sequence as instructions performed in order, with each executed in turn • Define a condition as an expression that will be evaluated as either true or false • Recognise that computers follow the control flow of input/process/output • Create conditions that use comparison operators (>,<,=) and logic operators (and/or/not) • Describe the need for iteration and define it as a group of instructions that are repeatedly executed
DIGITAL LITERACY	• Making a basic game using programming concepts

DISCIPLINARY CONCEPTS

CODE	• I can modify a sequence and a program to include selection • I can define a variable as a name that refers to data being stored by the computer • I can predict the outcome of a simple sequence that includes variables • I can trace the values of variables within a sequence • I can make a sequence that includes a variable • I can identify where count-controlled iteration can be used in a program • I can detect and correct errors in a program (debugging)
COMMUNICATE	• I can create a game for others to play

SUGGESTED RESOURCES	Scratch | NCCE Lesson Plan, Activities, Worksheets at Programming essentials in Scratch – part I
LINKS	**&** Maths **<<** Year 5, Term 6 **>>** Year 8, Term 2
VOCABULARY	flow, subroutine, selection, count-controlled iteration, operators, and variables, modify, sequence, selection, count-controlled iteration, debugging, conditions, comparison operators (>,<,=), logic operators (and/or/not)
SAFETY	Opening files from the Internet, Danger of macros and exes, Malware

Year 7 Term 5: Microbit

NATIONAL CURRICULUM

- Use two or more programming languages, at least one of which is textual, to solve a variety of computational problems
- Understand several key algorithms that reflect computational thinking; use logical reasoning to compare the utility of alternative algorithms for the same problem
- Understand how instructions are stored and executed within a computer system
- Design, use, and evaluate computational abstractions that model the state and behaviour of real-world problems and physical systems

Design and technology programmes of study: key stage 3

- Apply computing and use electronics to embed intelligence in products that respond to inputs [for example, sensors], and control outputs [for example, actuators], using programmable components [for example, microcontrollers].

SUBSTANTIVE CONCEPTS

COMPUTER SCIENCE

- List the micro:bit's input and output devices
- Write programs that use the micro:bit's built-in input and output devices
- Write programs that use GPIO pins to generate output and receive input
- Write programs that communicate with other devices by sending and receiving messages wirelessly
- Decompose the functionality of a physical computing system into simpler features
- Implement a physical computing project, while following, revising, and refining the project plan

DISCIPLINARY CONCEPTS

CODE

- I can set up a development environment to write, execute, and debug a Python program for the micro:bit
- I can write as simple program to run on the microbit

CONNECT

- I can design a physical computing artifact purposefully, keeping in mind the problem at hand, the needs of the audience involved, and the available resources

SUGGESTED RESOURCES	Microbit and/or python.microbit.org | NCCE Lesson Plan, Activities, Worksheets at Physical computing		
LINKS	**&** Design and technology	**<<** Year 5, Term 5	**>>** Year 8, Term 1
VOCABULARY	Sensors, GPIO, Input, Output		
SAFETY	Physical Hazards		

Year 7 Term 6: Networks

NATIONAL CURRICULUM

- Understand the hardware and software components that make up computer systems, and how they communicate with one another and with other systems
- Understand a range of ways to use technology safely, respectfully, responsibly and securely, including protecting their online identity and privacy; recognise inappropriate content, contact and conduct, and know how to report concerns

SUBSTANTIVE CONCEPTS

COMPUTER SCIENCE	• Define what a computer network is and explain how data is transmitted between computers across networks
INFORMATION TECHNOLOGY	• Define what the internet is • Describe key words such as 'bandwidth', 'protocols', 'packets', and 'addressing' • Describe how internet-connected devices can affect me • Describe how services are provided over the internet
DIGITAL LITERACY	• Be able to protect your online identity • Recognise inappropriate content • How to report concerns

DISCIPLINARY CONCEPTS

CONNECT	• I can compare wired to wireless connections • I can identify network hardware components • I can describe components (servers, browsers, pages, HTTP and HTTPS protocols, etc.) • I can measure the rate at which data is transmitted and discuss familiar examples where bandwidth is important
COMMUNICATE	• I can explain the term 'connectivity' to collect and share information about me with or without my knowledge

SUGGESTED RESOURCES	NCCE Lesson Plan, Activities, Worksheets at Networks from semaphores to the Internet
LINKS	**&** Education for a Connected World, Maths **<<** Year 5, Term 1 **>>** Year 8, Term 1
VOCABULARY	Network, protocol, mainframe, personal computer, stand-alone, HTTP, Network cable, hub, server, router, ISP, Wired, wireless, 3G, 4G, 5G, WiFi, bandwidth, bit, megabit, gigabit, broadband, buffering, Internet, World Wide Web, WWW, internet services, email, Voice over Internet Protocol (VoIP), Internet of Things (IoT), spam, privacy, security, web browser, web server, web page, search engine, HTTPS, URL, domain name, domain name system
SAFETY	Shoulder Surfing, Virus Threats, Safe WIFI connections, Browser Vulnerabilities, HTTP

Year 8 Term 1: Ciphers & Codes

NATIONAL CURRICULUM

- Design, use and evaluate computational abstractions that model the state and behaviour of real-world problems and physical systems
- Understand several key algorithms that reflect computational thinking [for example, ones for sorting and searching]; use logical reasoning to compare the utility of alternative algorithms for the same problem
- Understand how instructions are stored and executed within a computer system; understand how data of various types (including text, sounds and pictures) can be represented and manipulated digitally, in the form of binary digits

SUBSTANTIVE CONCEPTS

COMPUTER SCIENCE	• Apply the principles of encryption and decryption in the classroom • Understand the way computers interpret characters through Unicode, ASCII, hexadecimal and binary
INFORMATION TECHNOLOGY	• Realise the need for individuals to use encryption • Be able to discuss the benefits and drawbacks of governments and other organisations having access to individuals data • Give examples of how encryption and decryption has benefited society • Determine the type of encryption used for different types of scenarios
DIGITAL LITERACY	• Recognise how encryption impacts your day-to-day life

DISCIPLINARY CONCEPTS

CODE	• I can perform conversion between hexadecimal and binary to integers • I can encrypt basic codes • I can encrypt substitution codes • I can explain how Vernam ciphers work • I can demonstrate the means of using public and private keys • I can use different codes to encrypt and decrypt code

SUGGESTED RESOURCES	BBC Bitesize Bletchley Park
LINKS	**&** Maths **>>** Year 9, Term 5
VOCABULARY	Binary, Hexadecimal, Cipher, Substitute, Encrypt, Decrypt, Morse Code, Vernam, Public Key, Private Key, End-to-end
SAFETY	HTTPS, using unsecure channels of communication

Year 8 Term 2: Cybersecurity

NATIONAL CURRICULUM

- Understand a range of ways to use technology safely, respectfully, responsibly and securely, including protecting their online identity and privacy; recognise inappropriate content, contact and conduct, and know how to report concerns

SUBSTANTIVE CONCEPTS

INFORMATION TECHNOLOGY	• Critique online services in relation to data privacy • Question how malicious bots can have an impact on societal issues
DIGITAL LITERACY	• Explain how a DDoS attack can impact users of online services • Understand the laws involved in laws around computer use • Recognise how human errors pose security risks to data • Implement strategies to minimise the risk of data being compromised through human error

DISCIPLINARY CONCEPTS

CONNECT	• I can explain the difference between data and information • I can explain the need for the Computer Misuse Act and Data Protection Act • I can identify the most effective methods to prevent cyberattacks • I can identify strategies to reduce the chance of a brute force attack being successful • I can describe how different types of malware causes problems for computer systems • I can explain how networks can be protected from common security threats

SUGGESTED RESOURCES	https://threatmap.checkpoint.com/ | NCCE Lesson Plan, Activities, Worksheets at Cybersecurity
LINKS	**&** Education for a Connected World **<<** Year 7, Term 1 **>>** GCSE P1
VOCABULARY	Anti-virus, Blagging, CAPTCHA, Ethical hackers, Firewall, Hacking, Installing a firewall, Penetration testers, Phishing, Ransomware, Shouldering, Social engineering, Spam, System administrators, The Computer Misuse Act, The Copyright, Designs, and Patents Act ,The Data Protection Act, The Freedom of Information Act, Trojans, Two-factor authentication, User permissions, Viruses, Worms
SAFETY	Implicit throughout

Year 8 Term 3: Scratch Game 2

NATIONAL CURRICULUM

- To use two or more programming languages, at least one of which is textual, to solve a variety of computational problems; to make appropriate use of data structures (for example, lists, tables, or arrays); to design and develop modular programs that use procedures or functions
- To understand several key algorithms that reflect computational thinking; use logical reasoning to compare the utility of alternative algorithms for the same problem
- To understand simple Boolean logic (for example, AND, OR, and NOT)
- To create, reuse, revise, and repurpose digital artefacts for a given audience, with attention to trustworthiness, design, and usability

SUBSTANTIVE CONCEPTS

COMPUTER SCIENCE

- Define decomposition as breaking a problem down into smaller, more manageable subproblems
- Identify how subroutines can be used for decomposition
- Define a subroutine as a group of instructions that will run when called by the main program or other subroutines
- Evaluate which type of iteration is required in a program
- Define a list as a collection of related elements that are referred to by a single name

DISCIPLINARY CONCEPTS

CODE

- I can identify when lists can be used in a program and use them
- I can decompose a larger problem into smaller subproblems
- I can apply appropriate constructs to solve a problem
- I can identify where condition-controlled iteration can be used in a program and implement its use

SUGGESTED RESOURCES	Scratch | NCCE Lesson Plan, Activities, Worksheets at Programming essentials in Scratch – part II
LINKS	**&** Maths **<<** Year 7, Term 4 **>>** Year 9, Term 4
VOCABULARY	Decomposition, Subroutines, Condition-controlled iteration, Lists, Tables, Arrays, Problem solving, Boolean logic - AND, OR, and NOT
SAFETY	Opening files from the Internet, Danger of macros and exes, Malware

Year 8 Term 4: Python Programming 1

NATIONAL CURRICULUM

- Use 2 or more programming languages, at least one of which is textual, to solve a variety of computational problems; make appropriate use of data structures [for example, lists, tables or arrays]; design and develop modular programs that use procedures or functions
- Understand how instructions are stored and executed within a computer system;
- Understand several key algorithms that reflect computational thinking [for example, ones for sorting and searching]; use logical reasoning to compare the utility of alternative algorithms for the same problem
- Design, use and evaluate computational abstractions that model the state and behaviour of real-world problems and physical systems

SUBSTANTIVE CONCEPTS

COMPUTER SCIENCE

- Describe what algorithms and programs are and how they differ
- Recall that a program written in a programming language needs to be translated in order to be executed by a machine
- Describe the semantics of assignment statements
- Use simple arithmetic expressions in assignment statements to calculate values
- Generate and use random integers
- Use multi-branch selection (if, elif, else statements) to control the flow of program execution
- Describe how iteration (while statements) controls the flow of program execution
- Combine iteration and selection to control the flow of program execution
- Use Boolean variables as flags

DISCIPLINARY CONCEPTS

CODE

- I can write simple Python programs that display messages, assign values to variables, and receive keyboard input
- I can locate and correct common syntax errors
- I can use iteration (while loops) to control the flow of program execution
- I can use variables as counters in iterative programs
- I can use relational operators to form logical expressions
- I can use binary selection (if, else statements) to control the flow of program execution
- I can receive input from the keyboard and convert it to a numerical value

SUGGESTED RESOURCES

Repl.it or similar IDE | NCCE Lesson Plan, Activities, Worksheets at Introduction to Python programming

LINKS	**<<** Year 6, Term6 Year 7, Term 4	**>>** Year 9, Term 4
VOCABULARY		
SAFETY		

Year 8 Term 5: Modelling & Data

NATIONAL CURRICULUM

- Design, use, and evaluate computational abstractions that model the state and behaviour of real-world problems and physical systems
- Undertake creative projects that involve selecting, using, and combining multiple applications, preferably across a range of devices, to achieve challenging goals, including collecting and analysing data and meeting the needs of known users

SUBSTANTIVE CONCEPTS

COMPUTER SCIENCE	• Use formulas and functions to perform calculations
INFORMATION TECHNOLOGY	• Explain the difference between data and information • Explain the difference between primary and secondary sources of data • Analyse data • Collect data • Create appropriate charts in a spreadsheet

DISCIPLINARY CONCEPTS

CODE	• I can use cell references, format data, autofill • I can implement conditional formatting • I can create formulas for add, subtract, divide, and multiply • I can create functions for SUM, COUNTA, AVERAGE, MIN, MAX, COUNTIF
COMMUNICATE	• I can create graphs and charts
COLLECT	• I can collect, sort and filter data

SUGGESTED RESOURCES	Microsoft Excel, Google Sheets | NCCE Lesson Plan, Activities, Worksheets at Modelling data – Spreadsheets
LINKS	**&** Maths **<<** Year 6, Term 4 **>>** Year 9, Term 2
VOCABULARY	+, -, *, /, columns, rows, cells, formatting, formulas, autofill, graphs, SUM, COUNTA, AVERAGE, MIN, MAX, COUNTIF
SAFETY	Misinformation through graphs

Year 8 Term 6: Components of a Computer System

NATIONAL CURRICULUM

- Understand simple Boolean logic [for example, AND, OR and NOT] and some of its uses in circuits and programming
- Understand the hardware and software components that make up computer systems, and how they communicate with one another and with other systems
- Understand how instructions are stored and executed within a computer system

SUBSTANTIVE CONCEPTS

COMPUTER SCIENCE

- Analyse how the hardware components used in computing systems work together in order to execute programs
- Recall that a general-purpose computing system is a device for executing programs
- Recall that a program is a sequence of instructions that specify operations that are to be performed on data
- Explain the difference between a general-purpose computing system and a purpose-built device
- Recall that all computing systems, regardless of form, have a similar structure ('architecture')
- Describe how hardware is built out of increasingly complex logic circuits
- Describe the steps involved in training machines to perform tasks (gathering data, training, testing)

DISCIPLINARY CONCEPTS

CODE

- I can describe the function of the hardware components used in computing systems
- I can describe how the hardware components used in computing systems work together in order to execute programs
- I can define what an operating system is, and recall its role in controlling program execution
- I can describe the NOT, AND, and OR logical operators, and how they are used to form logical expressions
- I can use logic gates to construct logic circuits, and associate these with logical operators and expressions
- I can recall that, since hardware is built out of logic circuits, data and instructions alike need to be represented using binary digits
- I can explain the implications of sharing program code

SUGGESTED RESOURCES	NCCE Lesson Plan, Activities, Worksheets at Computing systems
LINKS	<< Year 7, Term 1 >> GCSE P1
VOCABULARY	hardware, software, programs, executing, sequence, general-purpose, embedded system, architecture, logic circuits, training machines, testing, NOT, AND, OR, expressions, operators, binary, digits
SAFETY	

Year 9 Term 1: Data Representation 2

NATIONAL CURRICULUM

- Understand how data of various types (including text, sounds and pictures) can be represented and manipulated digitally, in the form of binary digits

SUBSTANTIVE CONCEPTS

COMPUTER SCIENCE	• Recall that the colour of each picture element is represented using a sequence of binary digits • Define key terms such as 'pixels', 'resolution', and 'colour depth' • Explain the function of microphones and speakers as components that capture and generate sound • Recall that sound is a wave • Explain how the manipulation of digital images amounts to arithmetic operations on their digital representation • Explain how attributes such as sampling frequency and sample size affect characteristics such as representation size and perceived quality, and the trade-offs involved • Recall that bitmap images and pulse code sound are not the only binary representations of images and sound available (Vectors, MIDI) • Describe how digital images are composed of individual elements and can be represented as a sequence of bits

DISCIPLINARY CONCEPTS

CODE	• I can perform basic image and sound editing tasks using appropriate software and combine them in order to solve more complex problems requiring image and sound manipulation • I can define key terms such as 'sample', 'sampling frequency/rate', 'sample size' • I can compute the representation size of a digital image, by multiplying resolution (number of pixels) with colour depth (number of bits used to represent the colour of individual pixels) • I can calculate representation size for a given digital sound, given its attributes • I can describe the trade-off between representation size and perceived quality for digital images • I can define 'compression', and describe why it is necessary
COMMUNICATE	• I can describe and assess the creative benefits and ethical drawbacks of digital manipulation

SUGGESTED RESOURCES	GIMP, Audacity, Fireworks | NCCE Lesson Plan, Activities, Worksheets at Representations – going audiovisual
LINKS	**&** Maths **<<** Year 4, Term 2 & 3 **>>** GCSE P1
VOCABULARY	Bit Depth, Bitmap, Binary, Capture, Colour Depth, Compression, Conversion, Digitised, File Size, GIF, JPG, Manipulation, MIDI, Mosaic, Pixel, Pulse, Resolution, Sampling Rate, Sample Size, Vector
SAFETY	Image, sound, video manipulation, fake news

Year 9 Term 2: Data Science

NATIONAL CURRICULUM

- Undertake creative projects that involve selecting, using, and combining multiple applications, preferably across a range of devices, to achieve challenging goals, including collecting and analysing data and meeting the needs of known users
- Design, use and evaluate computational abstractions that model the state and behaviour of real-world problems and physical systems

SUBSTANTIVE CONCEPTS

INFORMATION TECHNOLOGY	• Explain how visualising data can help identify patterns and trends in order to help us gain insights • Use an appropriate software tool to visualise data sets and look for patterns or trends
DIGITAL LITERACY	• Recognise examples of where large data sets are used in daily life • Select criteria and use data set to investigate predictions • Define the terms 'correlation' and 'outliers' in relation to data trends • Identify the steps of the investigative cycle • Describe the need for data cleansing • Analyse visualisations to identify patterns, trends, and outliers

DISCIPLINARY CONCEPTS

CONNECT	• I can define data science • I can identify the steps of the investigative cycle and can solve a problem by implementing steps of the investigative cycle on a data set • I can identify the data needed to answer a question defined by the learner • I can use findings to support a recommendation, draw conclusions and report findings • I can evaluate findings to support arguments for or against a prediction • I can visualise a data set • I can apply data cleansing techniques to a data set
COLLECT	• I can create a data capture form

SUGGESTED RESOURCES	NCCE Lesson Plan, Activities, Worksheets at Data science
LINKS	**&** Maths **<<** Year 7, Term 3
VOCABULARY	Accessible, Analysis, Axis, Cleanse, Conclusion, Correlation, Data, Data science, Graph, Infographic, Outlier, Plan, Problem, Trend, Visualisation

Year 9 Term 3: Web Production

NATIONAL CURRICULUM

- Undertake creative projects that involve selecting, using, and combining multiple applications, preferably across a range of devices, to achieve challenging goals, including collecting and analysing data and meeting the needs of known users
- Create, reuse, revise and repurpose digital artefacts for a given audience, with attention to trustworthiness, design and usability
- Use 2 or more programming languages, to solve a variety of computational problems

SUBSTANTIVE CONCEPTS

COMPUTER SCIENCE	• Modify HTML tags using inline styling to improve the appearance of web pages • Assess the benefits of using CSS to style pages instead of in-line formatting • Recognise how JavaScript can add functionality to a webpage
DIGITAL LITERACY	• Discuss the impact of search technologies and the issues that arise by the way they function and the way they are used • Use search technologies effectively • Describe what a search engine is • Explain how search engines 'crawl' through the World Wide Web and how they select and rank results

DISCIPLINARY CONCEPTS

CODE	• I can code a webpage using HTML
CONNECT	• I can create hyperlinks to allow users to navigate between multiple web pages
COMMUNICATE	• I can recognise different types of navigation on websites • I can use CSS to style a webpage • I can use JavaScript to add functionality to a webpage • I can make a functioning website using HTML, CSS & JavaScript to communicate a topic
COLLECT	• I can perform different types of search based on operators • I can describe how webpages are searched and ranked

SUGGESTED RESOURCES	Notepad, Notepad ++, Dreamweaver | NCCE Lesson Plan, Activities, Worksheets at Developing for the web
LINKS	**&** Education for a Connected World **<<** Year 6, Term 3
VOCABULARY	Tags, Navigation, Links, HTML, CSS, Javascript, Forms
SAFETY	Security Threats, Giving information online, trust, HTTPS

Year 9 Term 4: App Creation

NATIONAL CURRICULUM

- Design, use, and evaluate computational abstractions that model the state and behaviour of real-world problems and physical systems
- Use two or more programming languages, at least one of which is textual, to solve a variety of computational problems; make appropriate use of data structures [for example, lists, tables, or arrays]; design and develop modular programs that use procedures or functions
- Understand several key algorithms that reflect computational thinking; use logical reasoning to compare the utility of alternative algorithms for the same problem
- Create, reuse, revise, and repurpose digital artefacts for a given audience, with attention to trustworthiness, design, and usability

SUBSTANTIVE CONCEPTS

COMPUTER SCIENCE	• Identify when a problem needs to be broken down • Implement and customise GUI elements to meet the needs of the user • Recognise that events can control the flow of a program • Use user input in an event-driven programming environment and in a block-based programming language • Use variables in an event-driven programming environment and in a block-based programming language • Develop a partially complete application to include additional functionality

DISCIPLINARY CONCEPTS

CODE	• Use a block-based programming language to create a sequence and to include sequencing and selection • Identify and fix common coding errors • Pass the value of a variable into an object
COLLECT	• Establish user needs when completing a creative project • Reflect and react to user feedback • Evaluate the success of the programming project • Apply decomposition to break down a large problem into more manageable steps

SUGGESTED RESOURCES	MIT App Inventor http://appinventor.mit.edu/ | NCCE Lesson Plan, Activities, Worksheets at Mobile app development
LINKS	**&** Education for a Connected World
VOCABULARY	Design, Usability, Interface, Syntax, Logic, Debugging, Modify, Sequence, Selection, Iteration, Input, Controls
SAFETY	Sharing information, data harvesting, in-app purchases

Year 9 Term 5: Python Programming 2

NATIONAL CURRICULUM

- Use 2 or more programming languages, at least one of which is textual, to solve a variety of computational problems; make appropriate use of data structures [for example, lists, tables or arrays]; design and develop modular programs that use procedures or functions
- Understand how instructions are stored and executed within a computer system;
- Understand several key algorithms that reflect computational thinking [for example, ones for sorting and searching]; use logical reasoning to compare the utility of alternative algorithms for the same problem
- Design, use and evaluate computational abstractions that model the state and behaviour of real-world problems and physical systems

SUBSTANTIVE CONCEPTS

COMPUTER SCIENCE

- Recall if-elif-else statement, while statements, for statements, loops
- Combine key programming language features to develop solutions to meaningful problems
- Selection (if-elif-else statements) to control the flow of program execution
- Iteration (while statements) to control the flow of program execution,(for statements) to iterate over list items, (for loops) to iterate over lists and strings
- Use variables to keep track of counts and sums

DISCIPLINARY CONCEPTS

CODE

- I can write programs that display messages, receive keyboard input, and use simple arithmetic expressions in assignment statements
- I can locate and correct common syntax errors
- I can create lists and access individual list items
- I can perform common operations on lists or individual items
- I can perform common operations on strings or individual characters

SUGGESTED RESOURCES	NCCE Lesson Plan, Activities, Worksheets at Python programming with sequences of data
LINKS	**&** Maths **<<** Year 8, Term 3 **>>** GCSE P2
VOCABULARY	Selection, flow, program execution, iteration, while statements for statements, for loops), lists, strings, variables, counts, sums, keyboard input, arithmetic expressions, assignment statements, syntax errors
SAFETY	

Year 9 Term 6: Artificial Intelligence & Robots

NATIONAL CURRICULUM

- Design, use and evaluate computational abstractions that model the state and behaviour of real-world problems and physical systems
- Understand the hardware and software components that make up computer systems, and how they communicate with one another and with other systems
- Undertake creative projects that involve selecting, using, and combining multiple applications, preferably across a range of devices, to achieve challenging goals, including collecting and analysing data and meeting the needs of known users

Design and technology programmes of study: key stage 3

- Apply computing and use electronics to embed intelligence in products that respond to inputs [for example, sensors], and control outputs [for example, actuators], using programmable components [for example, microcontrollers].

SUBSTANTIVE CONCEPTS

COMPUTER SCIENCE	• Describe how machine learning differs from traditional programming
INFORMATION TECHNOLOGY	• Provide broad definitions of 'artificial intelligence' and 'machine learning' • Identify examples of artificial intelligence and machine learning in the real world
DIGITAL LITERACY	• Recognise privacy issues associated with AI • Associate the use of artificial intelligence with moral dilemmas

DISCIPLINARY CONCEPTS

CODE	• I can list advantages and disadvantages of current technology • I can examine the ways that separate the physical, mental and emotional limits of humans from robots
CONNECT	• I can examine the requirements to make a basic robot for a specific purpose • I can evaluate the uses of artificial intelligence to help humans in the future for different purposes

SUGGESTED RESOURCES	Learn | Code.org - Robotics
LINKS	**&** Design & Technology **<<** Year 1, Term5 **>>** Year 9, Term 4
VOCABULARY	Digital Assistants, Robots, Sensors, Privacy, Speech recognition systems, Turing Test, Machine learning, Self-learning
SAFETY	Privacy, Ethics of automation

Key Stage 4 – GCSE Computer Science

Intent

KS4 offers GCSE Computer Science (OCR J277). Substantive content and focus is almost entirely computer science and the disciplinary work has an emphasis centred largely on code and programming. The GCSE builds on principles and skills from Key Stage 3 in greater depth.

National Curriculum Key stage 4

All pupils must have the opportunity to study aspects of information technology and computer science at sufficient depth to allow them to progress to higher levels of study or to a professional career.

All pupils should be taught to:

- develop their capability, creativity and knowledge in computer science, digital media and information technology
- develop and apply their analytic, problem-solving, design, and computational thinking skills
- understand how changes in technology affect safety, including new ways to protect their online privacy and identity, and how to report a range of concerns

The National Centre for Computing Education maps the previous specification (valid only for Year 12 during 2020-21) to the National Curriculum.

KS4 Intent

From OCR:

The qualification will build on the knowledge, understanding and skills established through the Computer Science elements of the Key Stage 3 programme of study. The content has been designed not only to allow for a solid basis of understanding but to engage learners and get them thinking about real world application.

OCR's GCSE (9–1) in Computer Science will encourage learners to:

- understand and apply the fundamental principles and concepts of Computer Science, including abstraction, decomposition, logic, algorithms, and data representation
- analyse problems in computational terms through practical experience of solving such problems, including designing, writing and debugging programs
- think creatively, innovatively, analytically, logically and critically
- understand the components that make up digital systems, and how they communicate with one another and with other systems
- understand the impacts of digital technology to the individual and to wider society
- apply mathematical skills relevant to Computer Science.

Content & Assessment

Formal Assessment

The course has 2 examined paper both worth 50% and a compulsory non-examined assessment worth 0%

Paper 1 'Computer Systems' focuses on • Systems Architecture • Memory • Storage • Wired and wireless networks • Network topologies, protocols and layers • System security • System software • Ethical, legal, cultural and environmental concerns	Paper 2 – 'Computational thinking, algorithms and programming' focuses on: • Algorithms • Programming techniques • Producing robust programs • Computational logic • Translators and facilities of languages • Data representation

Ongoing Assessment

Time	Type	Purpose
Bi- Annual	Year 10 – Mock – June Year 11 Paper 1 – November Year 11 Paper 2 - March	Testing knowledge, understanding and skills under exam conditions. Provides a measure of progress to date. Student answers are fed into a personal learning checklist which then is given to students. Students can view the learning objectives that they need to focus on and refer to a learning links document with links to online sources of information.
Termly/ Twice a term	Online Test Assignment marked by teacher, written feedback	Checking student learning. Assignments provide individual feedback.
Lesson by Lesson	Practice questions	Class discussion and teacher targeted questioning.
Late Year 10	Programming Project	Compulsory – centre assigned, not an NEA

Overview - Topics by Year / Term

Term	Year 10	Year 11
1	2.5.1 Languages 2.5.2 The Integrated Development Environment (IDE) 2.2.1 Programming fundamentals - Sequence *2.2.1 Programming fundamentals - Selection*	*NEA – Non Examination Assessment*
2	1.2.3 Units 1.2.4 Data storage *2.2.1 Programming fundamentals - Iteration* 2.1.1 Computational thinking	1.5.1 Operating systems 1.5.2 Utility software 1.1.3 Embedded systems 1.3.1 Networks and topologies
3	2.3.1 Defensive design 2.1.2 Designing, creating and refining algorithms 2.1.3 Searching and sorting algorithms *2.2.1 Programming fundamentals - Remainder*	1.3.2 Wired and wireless networks, protocols and layers 1.4.1 Threats to computer systems and networks 1.4.2 Identifying and preventing vulnerabilities
4	2.2.2 Data types 2.2.3 Additional programming techniques	1.6.1 Ethical, legal, cultural and environmental impact
5	2.3.2 Testing 2.4 Boolean logic 1.2.5 Compression	*Revision*
6	111 CPU Architecture 112 CPU Performance 121 Primary Memory 122 Secondary Memory	*Examinations*

Key Stage 4 – Non GCSE

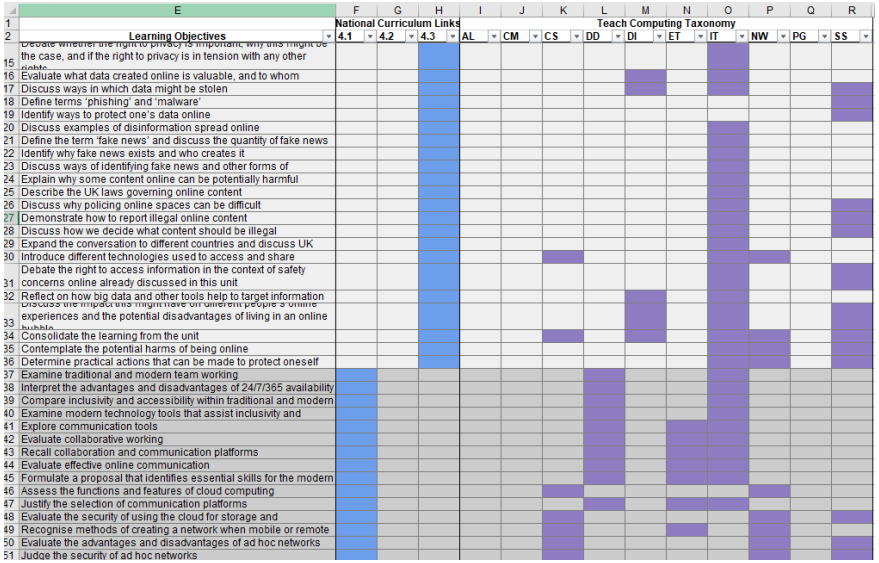
National Curriculum Key stage 4 (Non GCSE)

All pupils must have the opportunity to study aspects of information technology and computer science at sufficient depth to allow them to progress to higher levels of study or to a professional career.

All pupils should be taught to:

- develop their capability, creativity and knowledge in computer science, digital media and information technology
- develop and apply their analytic, problem-solving, design, and computational thinking skills
- understand how changes in technology affect safety, including new ways to protect their online privacy and identity, and how to report a range of concerns

The National Centre for Computing Education lists 110 learning objectives for non GCSE computing.



	E	F	G	H	I	J	K	L	M	N	O	P	Q	R
1		National Curriculum Links			Teach Computing Taxonomy									
2	Learning Objectives	4.1	4.2	4.3	AL	CM	CS	DD	DI	ET	IT	NW	PG	SS
15	Debate whether the right to privacy is important, why this might be the case, and if the right to privacy is in tension with any other rights													
16	Evaluate what data created online is valuable, and to whom													
17	Discuss ways in which data might be stolen													
18	Define terms 'phishing' and 'malware'													
19	Identify ways to protect one's data online													
20	Discuss examples of disinformation spread online													
21	Define the term 'fake news' and discuss the quantity of fake news													
22	Identify why fake news exists and who creates it													
23	Discuss ways of identifying fake news and other forms of													
24	Explain why some content online can be potentially harmful													
25	Describe the UK laws governing online content													
26	Discuss why policing online spaces can be difficult													
27	Demonstrate how to report illegal online content													
28	Discuss how we decide what content should be illegal													
29	Expand the conversation to different countries and discuss UK													
30	Introduce different technologies used to access and share													
31	Debate the right to access information in the context of safety concerns online already discussed in this unit													
32	Reflect on how big data and other tools help to target information													
33	Discuss the impact this might have on different people's online experiences and the potential disadvantages of living in an online bubble													
34	Consolidate the learning from the unit													
35	Contemplate the potential harms of being online													
36	Determine practical actions that can be made to protect oneself													
37	Examine traditional and modern team working													
38	Interpret the advantages and disadvantages of 24/7/365 availability													
39	Compare inclusivity and accessibility within traditional and modern													
40	Examine modern technology tools that assist inclusivity and													
41	Explore communication tools													
42	Evaluate collaborative working													
43	Recall collaboration and communication platforms													
44	Evaluate effective online communication													
45	Formulate a proposal that identifies essential skills for the modern													
46	Assess the functions and features of cloud computing													
47	Justify the selection of communication platforms													
48	Evaluate the security of using the cloud for storage and													
49	Recognise methods of creating a network when mobile or remote													
50	Evaluate the advantages and disadvantages of ad hoc networks													
51	Judge the security of ad hoc networks													

Key Stage 5

Intent

From the examination board:

> The OCR A Level in Computer Science will encourage learners to be inspired, motivated and challenged by following a broad, coherent, practical, satisfying and worthwhile course of study. It will provide insight into, and experience of how computer science works, stimulating learners' curiosity and encouraging them to engage with computer science in their everyday lives.

KS5 offers A Level Computer Science (OCR H446). Substantive content and focus is almost entirely computer science and the disciplinary work has an emphasis centred largely on code and programming. The A Level builds on principles and skills from the GCSE in greater depth so knowledge links frequently refer back to key stage 4

Content & Assessment

Paper 1 Examination 40% • Characteristics of processors, input, output and storage devices • Software and software development • Exchanging data • Data types, data structures and algorithms • Legal, moral, cultural and ethical issues	**Paper 2** Examination 40% • Elements of computational thinking • Problem solving and programming • Algorithms to solve problems and standard algorithms	**NEA** Internally marked, Externally moderated 20% • Programming Projeect

Ongoing Assessment

Time	Type	Purpose
Bi- Annual	Year 13 – Mock – Paper 1 October Paper 2 – January Year 12 Mock April	Testing knowledge, understanding and skills under exam conditions. Provides a measure of progress to date. Student answers are fed into a personal learning checklist which then is given to students. Students can view the learning objectives that they need to focus on and refer to a learning links document with links to online sources of information.
Termly/ Twice a term	Online Test Assignment marked by teacher, written feedback	Checking student learning. Assignments provide individual feedback.

Lesson by Lesson	Practice questions	Class discussion and teacher targeted questioning.
Late Year 12 to early 13	Programming Project documentation and development	Ongoing submissions and written feedback given to students

Overview - Topics by Year / Term

Term	Year 12	Year 13
1	• 1.1.1 - Processor Structure Function • 1.1.2 - Types of processor • 1.1.3 - Input Output Storage	• 2.1.1 - Thinking abstractly • 2.1.2 - Thinking ahead • 2.1.3 - Thinking procedurally • 2.1.4 - Thinking logically • 2.1.5 - Thinking concurrently • 2.2.2 - Computational methods
2	• 2.2.1 - Programming techniques • 1.4.1 - Data Types • 1.4.2 - Data Structures • 1.4.3 - Boolean Algebra	• 1.2.1 - Systems Software • 1.3.2 - Databases • 1.3.1 - Compression Encryption Hashing
3	• 1.2.2 - Application Generation • 1.2.3 - Software Development	• 1.3.3 - Networks • 1.3.4 - Web Technologies
4	• 1.2.4 - Types of Programming Language • 2.3 - Algorithms	• 1.5.1 - Computing Related Legislation • 1.5.2 - Moral Ethical Issues
5	Project • Analysis • Design • Testing • Evaluation	*Revision*
6	Project • Developing the solution • Testing • Evaluation	*Examinations*



Futura Design Technology

Curriculum framework

Design Technology Curriculum Framework

Intent:

Our DT Curriculum aims to equip students with the knowledge, skills and attitudes they need to become successful, innovative young designers and makers.

By building on prior experience, students progressively develop technical skills and practical expertise. They are encouraged to think creatively, imaginatively and be ambitious in their design ideas. They are given opportunities to solve real and relevant problems within a variety of contexts, considering their own and others' needs, wants and values. They learn to recognise the importance of design and technology in the real world and its relevance in everyday life. They are given opportunities to learn about and be inspired by designs and designers past and present who have impacted on life across the world.

Through the design, make, evaluate process, students are guided to develop skills of team work, communication, resilience and reflectiveness through problem solving. They learn to use knowledge and understanding from other curriculum areas including mathematical, scientific, computing and art skills, applying them in relevant and practical contexts. In this way, we aspire for our students to become articulate, dynamic thinkers able to approaching new challenges with confidence and enthusiasm

Inclusion: Our curriculum is ambitious for all and strives to address inclusion and disadvantage in its intent and implementation

Aims: Underpinning the intent are key **substantive and disciplinary concepts**

In order to recognise the different areas with DT, the document covers:

P3 Primary Product Design
P24 Primary Textiles
P27 Primary Food
P33 Secondary Design Technology (Product Design and Textiles)
P45 Secondary Art Textiles
P49 Secondary Food
P54 KS4 Hospitality & Catering
P60 KS5 Product Design

Primary Product Design

In planning and guiding what children learn, practitioners must reflect on the different rates at which children are developing and adjust their practice appropriately. The three Characteristics of Effective Teaching and Learning are **playing and exploring** - children investigate and experience things, and 'have a go'; **active learning** - children concentrate and keep on trying if they encounter difficulties, and enjoy achievements; **creating and thinking critically** - children have and develop their own ideas, make links between ideas, and develop strategies for doing things. In addition, the prime areas of learning **(PSE, CL, PD)** underpin and are an integral part of children's learning in all areas.

Range 6: Physical Development: Uses simple tools to effect changes to materials; Handles tools, objects, construction and malleable materials safely and with increasing control and intention
Range 6: Expressive Arts and Design: Uses their increasing knowledge and understanding of tools and materials to explore their interests and enquiries and develop their thinking; Develops their own ideas through experimentation with diverse materials, e.g. light, projected image, loose parts, watercolours, powder paint, to express and communicate their discoveries and understanding
ELG: Physical Development: Fine Motor Skills: Use a range of small tools, including scissors, paintbrushes and cutlery.
ELG: Expressive Arts and Design: Creating with Materials: Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function; Share their creations, explaining the process they have used.

EYFS DT Skills

Design	Make	Evaluate	Technical Knowledge
Opportunities for children to design things as part of provision or adult-led task.	Many opportunities in the EYFS classroom for making. Questioning by adults about the process.	Achieved through questioning by adults.	Quality interactions with adults in the classroom when making and the use of questioning and modelling.

First-hand experiences and pupil offer:

DT at Foundation Stage is introduced through some adult –led and some child-led activities. There are always opportunities for children to design and make through the continuous provision in the classroom. Some food-making activities are introduced through adult-led tasks.

The first-hand experiences children should be offered are:

- Opportunities for making within the provision – could be construction, junk-modelling, artwork, etc.
- Some adult set tasks centred around making and/or designing.
- Opportunities to make food for a purpose with an adult.
- Questioning by adults is focussed on the process children used to make, what they would do differently next time.

Year Group	Substantive Knowledge	Disciplinary Knowledge
EYFS	Designing Explore the sensory qualities of materials Begin to use the language of designing and making, e.g. join, build and shape. Making: To learn to construct with a purpose in mind. To learn how to use a range of tools, e.g. scissors, hole punch, stapler, woodworking tools, rolling pins, pastry cutters. Children have basic hygiene awareness. Analysing and Evaluating Learning about planning and adapting initial ideas to make them better. Begin to talk about changes made during the making process, e.g. making a decision to use a different joining method. Understanding the World	Designing Expressive arts and design – Being imaginative Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology. Making Expressive arts and design – Exploring media and materials Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form, and function; - Share their creations, explaining the process they have used Analysing and Evaluating Understanding the World https://content.twinkl.co.uk/resource/8b/d2/t-tp-2548814-learning-in-eyfs-what-dt-subject-leaders-need-to-know_ver_4.pdf?__token__=exp=1611657971~acl=%2Fresource%2F8b%2Fd2%2Ft-tp-2548814-learning-in-eyfs-what-dt-subject-leaders-need-to-know_ver_4.pdf%2A~hmac=8e440df37445db352b9ef95cfd9c5357520d0a3824209a521f62b03a71af69ce
	Substantive Knowledge	Disciplinary Knowledge
	DESIGNING	
KS1	Technical Knowledge in Year 1: Learn about what healthy foods are and where some come from. Think of interesting ways to decorate food that I have made. Technical Knowledge in Year 2: Learn about what healthy foods are and where they come from.	Year 1: Pupils can be given an idea and know what to do. Describe my design using pictures. Follow a design criteria. Year 2: Children can think of their own ideas and explain what they want to do. Describe their design using pictures, model mock-ups and words. Make their own simple design criteria, using a simple design brief.

	Think of interesting ways to decorate food that I have made thinking of what would be best for the person eating it. <u>Understanding contexts, users and purposes</u> State what products they are designing and making Begin to understand the needs of users other than themselves. Generate and talk about ideas by handling materials and components – handling, investigating and disassembling. Learn to use and respond to simple design criteria to help develop their ideas. <u>Generating, developing, modelling and communicating ideas</u> Generate ideas by drawing on their own experiences Use knowledge of existing products to help come up with ideas Model ideas by exploring materials, components and construction kits and by making templates and mock-ups Use information and communication technology, where appropriate, to develop and communicate their ideas.	<u>Understanding contexts, users and purposes</u> Work confidently within a range of contexts, such as imaginary, story-based, home, school and gardens. Be able to say whether their products are for themselves or other users. Describe what their products are for. Be able to say how their products will work. Be able to say how they will make their products suitable for their intended users. <u>Generating, developing, modelling and communicating ideas</u> Develop and communicate ideas verbally and through labelled drawings.
<u>MAKING</u>		
	Technical Knowledge in Year 1:	<u>Year 1:</u> Select appropriate tools and materials to use and why.

	Use and explore different levers and slides in my work. Demonstrate a range of cutting and shaping techniques; tearing/cutting/folding and curling. Understand the importance of food safety and hygiene; washing hands. Technical Knowledge in Year 2: Use and explore different mechanisms; levers and slides in my work. Demonstrate a range of cutting and shaping techniques; tearing/cutting/folding and curling. Understand the importance of food safety and hygiene; washing hands <u>Planning</u> Learn simple characteristics and properties of materials they will use in order to make informed choices. <u>Practical Skills and techniques</u> Learn how to keep themselves and other safe when using tools and materials such as holding scissors away from self and clothes, etc. Use a range of materials and components, including construction materials and kits and mechanical components. Measure, mark out, cut and shape soft materials. Shape paper and card by cutting with scissors. Assemble, join and combine materials and components with adhesives and tapes.	Use tools safely. <u>Year 2:</u> Select appropriate tools and materials to use and why. Use tools safely. <u>Planning</u> Plan by suggesting what to do next and how to progress as their ideas develop. Select from a range of tools and equipment, explaining their choices. Select from a limited range of tools and materials with help, e.g. hole punches, hand drills, sandpaper. <u>Practical Skills and techniques</u> Follow procedures for safety and hygiene. Choose materials and techniques to suit purpose and be able to explain reasons for their choices. Make an object with simple moving parts. Choose appropriately from simple finishing techniques, including those from art and design in order to enhance their products.

	Saw wood with a gents saw/backsaw. Use wood glue. Use a and drill or hole punch. Learn simple finishing techniques, including those from art and design. <u>Technical Knowledge</u> <u>Mechanisms and control</u> Use wheels and axles (pushed through) Use construction kits Identify how toys can be made to move (push, pull) Make moving joints using paper fasteners, wood, etc Use programmable toys (e.g. Roamer) Create pop-ups and sliders <u>Structures</u> Build structures, exploring how they can be made stronger, stiffer and more stable. Make box models, card and wood constructions Make joints which allow movement, e.g. axles Use construction kits	
<u>ANALYSING AND EVALUATING</u>		
	Technical Knowledge in Year 1: Make more than one prototype and learn which works best. Technical Knowledge in Year 2: Think of interesting ways to decorate food that I have made thinking of what would be best for the person eating it.	<u>Year 1:</u> Talk about their own work identifying likes and dislikes of the design. Identify ways to improve my design. <u>Year 2:</u> Talk about their own work identifying likes and dislikes of the design. Identify ways to improve their design by reflecting on the design brief. <u>Own ideas and products</u>

	<u>Own ideas and products</u> Develop a technical vocabulary related to the products they are making. Use of design criteria to guide production process. <u>Existing products</u> Pupils should learn to explore and ask questions of products such as: What products are. Who products are for. What products are for. How products work. How products are used. Where products might be used. What materials products are made from. What they like and dislike about products.	Be able to talk about their ideas, saying what they like and dislike. Identify what they could have done differently to improve their work in the future. <u>Existing products</u> Pupils use their investigative skills to describe and analyse existing products relating their findings to their own ideas for products.

Possible Contexts	
EYFS	*Woodwork/construction:* Learn to use woodwork tools safely Learn to make a den Develop woodwork skills Making houses for 3 Little Pigs Junk modelling and construction *Cooking and nutrition:* Learn to make toast and discuss hygiene Make a healthy sandwich and discuss hygiene Make pancakes and discuss hygiene Cooking at forest school and discussing hygiene An enabling environment should provide: • Provide a range of materials and objects to play with that work in different ways for different purposes, for example, egg whisk, torch, other household implements, pulleys, construction kits and tape recorder. • Provide a range of programmable toys, as well as equipment involving ICT, such as computers.

	• Provide resources for joining things together and combining materials, demonstrating where appropriate. • Provide children with opportunities to use their skills and explore concepts and ideas through their representations. • Have a 'holding bay' where models and works can be retained for a period for children to enjoy, develop, or refer to. • Make materials accessible so that children are able to imagine and develop their projects and ideas while they are still fresh in their minds and important to them. Provide children with opportunities to use their skills and explore concepts and ideas through their representations.
KS1	Year 1: <u>Cooking and nutrition:</u> Design, make and evaluate a healthy super food vegetable smoothie (link to English book 'Super Tato') Design, make and evaluate ice lollies and ice cream. (link to Year 1 topic: Seaside Safari) <u>Construction/Structures/Woodwork:</u> Make a photo frame from natural materials – forest school. (link to Year 1 topic: Seasons Come, Seasons Go) Design, make and evaluate a bridge/boat inspired by Brunel. (link to Year 1 topic: Clever Construction) <u>Mechanisms:</u> Design a moving animal picture for the art auction. (link to Year 1 topic: Poles Apart) <u>Textiles:</u> Design, make and evaluate a tile for a Keynsham patchwork blanket. (link to Year 1 topic: Time Travellers) Year 2: *Cooking and nutrition:* Design, make and evaluate bread made for a 'Wild Thing' picnic feast. (link to Year 2 topic: Once Upon A Time …) Exploring and tasting world cuisine (link to Year 2 topic: Oh The Places You'll Go!) *Construction/Structures/Woodwork:* Design, make and evaluate houses 1666 – recreate the Great Fire of London. (link to Year 2 topic: Panic on Pudding Lane) Design, make and evaluate a mini-beast hotel. (link to Year 2 topic: No Place Like Home) Making a Den when role playing being stranded on an imaginary island. (link to Year 2 topic: Adventure is out there!) *Mechanisms:* Design, make and evaluate a moon buggy using wheels and axels. (link to Year 2 topic: Reach for the Stars) *Textiles:* Dream catchers/cultural art project as part of Year 2 leavers celebration preparations. (link to Year 2 topic: Oh The Places You'll Go!) Structures – Box models Mechanisms – Jumping Jack puppets, Pop up cards, wheeled vehicles with axles

LKS2	Substantive Knowledge	Disciplinary Knowledge
	DESIGNING	
	Understanding contexts, users and purposes Know how to gather information about the needs and wants of particular individuals and groups using surveys, questionnaires, etc Generate ideas by collecting and using information from a number of sources, including ICT based sources to generate design ideas. Disassemble and investigate everyday products to see how they fit their purpose. Work from a given design specification to guide their thinking. Generating, developing, modelling and communicating ideas Learn what a prototype is and use pre-made examples of prototypes and patterns Learn to create labelled and annotated sketches of their ideas. Learn an increasing range of correct technical vocabulary to use to enable them to explaining	Understanding contexts, users and purposes Work confidently within a range of contexts, such as the home, school and leisure. Indicate the design features of their products that will appeal to intended users Describe the purpose of their products and explain how particular parts of their products work Generating, developing, modelling and communicating ideas Use pre-given prototypes to discuss design ideas. Use annotated sketches, cross-sectional drawings and exploded diagrams to develop and communicate their ideas Generate realistic ideas, focusing on the needs of the user Make design decisions that take account of the availability of resources
	MAKING	
	Planning Know: • how to use learning from science to help design and make products that work • how to use learning from mathematics to help design and make products that work • that materials have both functional properties and aesthetic qualities	Planning Select tools and equipment suitable for the task Explain their choice of tools and equipment in relation to the skills and techniques they will be using. explain their choice of materials and components according to functional properties and aesthetic qualities

	• the correct technical vocabulary for the projects they are undertaking Know: • how mechanical systems such as levers and linkages or pneumatic systems create movement • how simple electrical circuits and components can be used to create functional products • how to program a computer to control products • how to make strong, stiff shell structures <u>Practical skills and techniques</u> Learn essential procedures for safety and hygiene when handling materials and tools safely. Learn skills needed to measure, mark, cut out and shape a range of materials. e.g. using saws and sand paper using cms to measure. Use a wider range of materials and components than KS1, including construction materials and kits, mechanical components and electrical components. Use tools independently with increasing accuracy, control and awareness of conservation e.g. bench hooks and mitre blocks, electric components (such as bulbs and buzzers), wire strippers, staplers, cardboard triangles etc. Learn to use a range of tools with accuracy including scissors, … what tools should we include for lks2 and uks2? Learn how finishing techniques can improve the appearance of their product <u>Technical knowledge</u> <u>Mechanisms and control</u> • Use simple mechanisms, e.g. syringes for pneumatics, levers.	Order the main stages of making <u>Practical skills and techniques</u> Apply knowledge in order to follow procedures for safety and hygiene. Apply measuring, marking and cutting skills with some accuracy. Assemble, join and combine materials and components with some accuracy. Select the correct tools to use with different materials. Apply a range of finishing techniques, including those from art and design, with some accuracy.

	• Give a series of commands (Roamer). • Use levers and pulleys to create moving parts using split pins, card and string. <u>Structures</u> • Use construction kits to test for strength. • Investigate how structures can fail when loaded, and stabilise structures to withstand greater loads. • Understand different structures types, shell/frame <u>Electrical Circuits</u> • Explore batteries and bulbs. • Use simple switches to achieve a functional result	
	<u>ANALYSING AND EVALUATING</u>	
	Know about inventors, designers, engineers, chefs and manufacturers who have developed ground-breaking products <u>Own ideas and products</u> Be able to refer to their design criteria as they design and make. Modifying plans as they work and use their design criteria to evaluate their completed products. <u>Existing products</u> Learn to investigate and analyse: • how well products have been designed • how well products have been made • why materials have been chosen • what methods of construction have been used • how well products work • how well products achieve their purposes • how well products meet user needs and wants	Use what the work of famous inventors and engineers to influence and inspire their own design process. <u>Own ideas and products</u> Be able to identify the strengths and areas for development in their ideas and products Be able to consider the views of others, including intended users, to improve their work With support, suggest alternative ways to make their products or how their products could be improved. <u>Existing products</u> Investigate and analyse asking questions such as: • who designed and made the products? • where products were designed and made? • when were these products designed and made? • can this product can be recycled or reused? • What is the intended purpose of the product?

Possible Contexts	
LKS2	Structures – Skyscrapers (link to y4 geography topic: North America) Mechanisms – making shadow puppets (link to Y3 science: Light) Electrical – (link to Y4 Science: Electricity) – light circuit with a switch. Use to light a night light.
UKS2	Structures – Bridges (link to Victorians: Isambard Kingdom Brunel) Mechanisms – levers and pulleys Electrical – make a game or fairground ride using buzzers, alarms, motors

UKS2	Substantive Knowledge	Disciplinary Knowledge
	DESIGNING	
	Understanding contexts, users and purposes Generate ideas by collecting and using information, from a number of sources, including ICT based sources. Look at mechanical products to see how they function and meet user's needs. Know how to carry out research, using surveys, interviews, questionnaires and web-based resources Learn how to develop their own simple design specification to guide their thinking.	Understanding contexts, users and purposes Work confidently within an increasing range of contexts, such as the home, school, leisure, culture, enterprise, industry and the wider environment Be able to identify the needs, wants, preferences and values of particular individuals and groups. Take user's views into account when designing. Indicate the design features of their products that will appeal to intended users. Considering safety and reliability. Describe the purpose of their products explain how particular parts of their products work.

	<u>Generating, developing, modelling and communicating ideas</u> Learn how to create a prototype/pattern to scale Learn to create cross-sectional drawings and exploded diagrams. Learn about the properties and qualities of materials they might use such as cardboard, wood, plastic.	<u>Generating, developing, modelling and communicating ideas</u> Test their ideas using prototypes and pattern pieces in order to develop and improve their ideas. Communicate design ideas in a variety of ways including verbally, written, using annotated sketches, cross-sectional drawings and exploded diagrams to develop and communicate their ideas. Use computer-aided design to develop and communicate their ideas? How could we enable this in KS2? Make design decisions, taking account of constraints such as time, resources and cost.
	<u>MAKING</u>	
	<u>Planning</u> Learn to use a range of tools in order to be able to choose appropriately from them. Know: • how to use learning from science to help design and make products that work • how to use learning from mathematics to help design and make products that work • that materials have both functional properties and aesthetic qualities • *that materials can be combined and mixed to create more useful characteristics* • that mechanical and electrical systems have an input, process and output • *the correct technical vocabulary for the projects they are undertaking* Know: • how mechanical systems such as cams or pulleys or gears create movement	<u>Planning</u> Produce appropriate lists of tools, equipment and materials that they need. Formulate step-by-step plans as a guide to making. Work from a detailed plan.

	• how more complex electrical circuits and components can be used to create functional products • how to program a computer to monitor changes in the environment and control their products • how to reinforce and strengthen a 3D framework <u>Practical skills and techniques</u> Learn essential procedures for safety and hygiene when handling materials and tools safely. Learn to measure, mark, cut out and shape a range of materials. e.g. using saws and sand paper using cm & mm to measure. Use modelling wire, pliers, wire cutters etc. Be taught how to use techniques that involve a number of steps. Learn how finishing techniques can strengthen and improve the appearance of their product. <u>Technical knowledge</u> <u>Mechanisms and control</u> • Use simple mechanisms, e.g. pulleys, cams, cogs. Attach to motors for electrical control • Begin to use hydraulics. • Design ICT controlled mechanisms- use computer to control programs and equipment. FLOWOL. <u>Structures</u> • Construct regular free standing 3D frames - bridges • Use techniques for reinforcing and strengthening structures. • Use construction kits and building instructions to identify how structures are stabilised and strengthened. <u>Electrical Circuits</u> • Switch motors on/off	<u>Practical skills and techniques</u> Apply knowledge in order to follow procedures for safety and hygiene Accurately apply skills to measure, mark out, cut and shape materials and components Accurately assemble, join and combine materials and components Demonstrate resourcefulness when tackling practical problems. Applying knowledge of materials and tools to solve problems they encounter. Choose appropriate finishing techniques and apply with increasing accuracy, e.g. collage, paint to enhance the appearance of their product.

	• Control electrical circuits with ICT (e.g. use computer to operate switch – see above)	
	ANALYSING AND EVALUATING	
	Know about inventors, designers, engineers, chefs and manufacturers who have developed ground-breaking products <u>Own ideas and products</u> Be able to refer to their design criteria as they design and make. Modifying plans as they work and use their design criteria to evaluate their completed products. <u>Existing products</u> Learn ow to investigate and analyse: • how well products have been designed • how well products have been made • why materials have been chosen • what methods of construction have been used • how well products work • how well products achieve their purposes • how well products meet user needs and wants	Use what the work of famous inventors and engineers to influence and inspire their own design process. <u>Own ideas and products</u> Be able to identify the strengths and areas for development in their ideas and products Be able to consider the views of others, including intended users, to improve their work Be able to critically evaluate the quality of the design, manufacture and fitness for purpose of their products as they design and make Be able to evaluate their ideas and products against their original design specification suggesting things they would do differently next time. <u>Existing products</u> Investigate and analyse products by asking questions such as: • how much products cost to make? • how innovative products are? • how sustainable the materials in products are ? • what impact products have beyond their intended purpose?

Possible Contexts	
LKS2	Structures – Skyscrapers (link to y4 geography topic: North America) Mechanisms – making shadow puppets (link to Y3 science: Light) Electrical – (link to Y4 Science: Electricity) – light circuit with a switch. Use to light a night light.
UKS2	Structures – Bridges (link to Victorians: Isambard Kingdom Brunel) Mechanisms – levers and pulleys Electrical – make a game or fairground ride using buzzers, alarms, motors

This progression draws on the progression framework produced by DATA (Design and Technology Association) in line with the 2014 DT curriculum. Additional resources to support the teaching of DT can be found on their website by following the links below.

We support and champion design and technology education in schools - D&T Association (data.org.uk)

D&T Primary Clickable Progression Framework KS1 & 2 - D&T Association (data.org.uk)

PRODUCT DESIGN Curriculum Map	
Designing	
LKS2	**UKS2**
SUBSTANTIVE KNOWLEDGE	
Understanding contexts, users and purposes Know how to gather information about the needs and wants of particular individuals and groups using surveys, questionnaires, etc Generate ideas by collecting and using information from a number of sources, including ICT based sources to generate design ideas. Disassemble and investigate everyday products to see how they fit their purpose. Work from a given design specification to guide their thinking. **Generating, developing, modelling and communicating ideas** Learn what a prototype is and use pre-made examples of prototypes and patterns Learn to create labelled and annotated sketches of their ideas.	**Understanding contexts, users and purposes** Generate ideas by collecting and using information, from a number of sources, including ICT based sources. Look at mechanical products to see how they function and meet user's needs. Know how to carry out research, using surveys, interviews, questionnaires and web-based resources Learn how to develop their own simple design specification to guide their thinking. **Generating, developing, modelling and communicating ideas** Learn how to create a prototype/pattern to scale Learn to create cross-sectional drawings and exploded diagrams. Learn about the properties and qualities of materials they might use such as cardboard, wood, plastic.

Learn an increasing range of correct technical vocabulary to use to enable them to explaining	
DISCIPLINARY KNOWLEDGE	
<u>Understanding contexts, users and purposes</u> Work confidently within a range of contexts, such as the home, school and leisure. Indicate the design features of their products that will appeal to intended users Describe the purpose of their products and explain how particular parts of their products work **<u>Generating, developing, modelling and communicating ideas</u>** Use pre-given prototypes to discuss design ideas. Use annotated sketches, cross-sectional drawings and exploded diagrams to develop and communicate their ideas Generate realistic ideas, focusing on the needs of the user Make design decisions that take account of the availability of resources	**<u>Understanding contexts, users and purposes</u>** Work confidently within an increasing range of contexts, such as the home, school, leisure, culture, enterprise, industry and the wider environment Be able to identify the needs, wants, preferences and values of particular individuals and groups. Take user's views into account when designing. Indicate the design features of their products that will appeal to intended users. Considering safety and reliability. Describe the purpose of their products explain how particular parts of their products work. **<u>Generating, developing, modelling and communicating ideas</u>** Test their ideas using prototypes and pattern pieces in order to develop and improve their ideas. Communicate design ideas in a variety of ways including verbally, written, using annotated sketches, cross-sectional drawings and exploded diagrams to develop and communicate their ideas. Use computer-aided design to develop and communicate their ideas Make design decisions, taking account of constraints such as time, resources and cost.
<u>Making</u>	
LKS2	UKS2
SUBSTANTIVE KNOWLEDGE	
<u>Planning</u>	**<u>Planning</u>**

Know: • how to use learning from science to help design and make products that work • how to use learning from mathematics to help design and make products that work • that materials have both functional properties and aesthetic qualities • the correct technical vocabulary for the projects they are undertaking Know: • how mechanical systems such as levers and linkages or pneumatic systems create movement • how simple electrical circuits and components can be used to create functional products • how to program a computer to control products • how to make strong, stiff shell structures **<u>Practical skills and techniques</u>** Learn essential procedures for safety and hygiene when handling materials and tools safely. Learn skills needed to measure, mark, cut out and shape a range of materials. e.g. using saws and sand paper using cms to measure. Use a wider range of materials and components than KS1, including construction materials and kits, mechanical components and electrical components. Use tools independently with increasing accuracy, control and awareness of conservation e.g. bench hooks and mitre	Learn to use a range of tools in order to be able to choose appropriately from them. Know: • how to use learning from science to help design and make products that work • how to use learning from mathematics to help design and make products that work • that materials have both functional properties and aesthetic qualities • *that materials can be combined and mixed to create more useful characteristics* • that mechanical and electrical systems have an input, process and output • *the correct technical vocabulary for the projects they are undertaking* Know: • how mechanical systems such as cams or pulleys or gears create movement • how more complex electrical circuits and components can be used to create functional products • how to program a computer to monitor changes in the environment and control their products • how to reinforce and strengthen a 3D framework **<u>Practical skills and techniques</u>** Learn essential procedures for safety and hygiene when handling materials and tools safely. Learn to measure, mark, cut out and shape a range of materials. e.g. using saws and sand paper using cm & mm to measure. Use modelling wire, pliers, wire cutters etc. Be taught how to use techniques that involve a number of steps.

blocks, electric components (such as bulbs and buzzers), wire strippers, staplers, cardboard triangles etc. Learn to use a range of tools with accuracy including scissors Learn how finishing techniques can improve the appearance of their product **Technical knowledge** **Mechanisms and control** • Use simple mechanisms, e.g. syringes for pneumatics, levers. • Give a series of commands (Roamer). • Use levers and pulleys to create moving parts using split pins, card and string. **Structures** • Use construction kits to test for strength. • Investigate how structures can fail when loaded, and stabilise structures to withstand greater loads. • Understand different structures types, shell/frame **Electrical Circuits** • Explore batteries and bulbs. • Use simple switches to achieve a functional result	Learn how finishing techniques can strengthen and improve the appearance of their product. **Technical knowledge** **Mechanisms and control** • Use simple mechanisms, e.g. pulleys, cams, cogs. Attach to motors for electrical control • Begin to use hydraulics. • Design ICT controlled mechanisms- use computer to control programs and equipment. FLOWOL. **Structures** • Construct regular free standing 3D frames - bridges • Use techniques for reinforcing and strengthening structures. • Use construction kits and building instructions to identify how structures are stabilised and strengthened. **Electrical Circuits** • Switch motors on/off • Control electrical circuits with ICT (e.g. use computer to operate switch – see above)
DISCIPLINARY KNOWLEDGE	
Planning Select tools and equipment suitable for the task Explain their choice of tools and equipment in relation to the skills and techniques they will be using. explain their choice of materials and components according to functional properties and aesthetic qualities	**Planning** Produce appropriate lists of tools, equipment and materials that they need. Formulate step-by-step plans as a guide to making. Work from a detailed plan. **Practical skills and techniques**

Order the main stages of making **<u>Practical skills and techniques</u>** Apply knowledge in order to follow procedures for safety and hygiene. Apply measuring, marking and cutting skills with some accuracy. Assemble, join and combine materials and components with some accuracy. Select the correct tools to use with different materials. Apply a range of finishing techniques, including those from art and design, with some accuracy.	Apply knowledge in order to follow procedures for safety and hygiene Accurately apply skills to measure, mark out, cut and shape materials and components Accurately assemble, join and combine materials and components Demonstrate resourcefulness when tackling practical problems. Applying knowledge of materials and tools to solve problems they encounter. Choose appropriate finishing techniques and apply with increasing accuracy, e.g. collage, paint to enhance the appearance of their product.
<u>ANALYSING AND EVALUATING</u>	
LKS2	UKS2
SUBSTANTIVE KNOWLEDGE	
Know about inventors, designers, engineers, chefs and manufacturers who have developed ground-breaking products **<u>Own ideas and products</u>** Be able to refer to their design criteria as they design and make. Modifying plans as they work and use their design criteria to evaluate their completed products.	Know about inventors, designers, engineers, chefs and manufacturers who have developed ground-breaking products **<u>Own ideas and products</u>** Be able to refer to their design criteria as they design and make. Modifying plans as they work and use their design criteria to evaluate their completed products. **<u>Existing products</u>**

<u>Existing products</u> Learn to investigate and analyse: • how well products have been designed • how well products have been made • why materials have been chosen • what methods of construction have been used • how well products work • how well products achieve their purposes • how well products meet user needs and wants	Learn to investigate and analyse: • how well products have been designed • how well products have been made • why materials have been chosen • what methods of construction have been used • how well products work • how well products achieve their purposes • how well products meet user needs and wants
DISCIPLINARY KNOWLEDGE	
Use what the work of famous inventors and engineers to influence and inspire their own design process. **<u>Own ideas and products</u>** Be able to identify the strengths and areas for development in their ideas and products Be able to consider the views of others, including intended users, to improve their work With support, suggest alternative ways to make their products or how their products could be improved. **<u>Existing products</u>** Investigate and analyse asking questions such as: • who designed and made the products? • where products were designed and made? • when were these products designed and made? • can this product can be recycled or reused? • What is the intended purpose of the product?	Use what the work of famous inventors and engineers to influence and inspire their own design process. **<u>Own ideas and products</u>** Be able to identify the strengths and areas for development in their ideas and products Be able to consider the views of others, including intended users, to improve their work Be able to critically evaluate the quality of the design, manufacture and fitness for purpose of their products as they design and make Be able to evaluate their ideas and products against their original design specification suggesting things they would do differently next time. **<u>Existing products</u>** Investigate and analyse products by asking questions such as: • how much products cost to make? • how innovative products are? • how sustainable the materials in products are ? • what impact products have beyond their intended purpose?

Primary Textiles

Year Group	Substantive Knowledge	Disciplinary Knowledge	Possible contexts
EYFS	Learn to thread using pre-punctured fabric and card		Sewing cards
KS1	Introduce learning to thread a needle (large binca type). Learn to tie simple reef knots. Learn to use running stitch to join two pieces of fabric.	Understand the difference between running stitch and basting stitch and apply. Understand that a 3-D textiles product can be assembled from two identical fabric shapes	Threading garlands or Lei Create simple stuffed toy
LKS2	Learn to weave with a variety of materials. Learn to sew using a range of basic stitches e.g: running stitch, back stitch and over stitch. Learn to thread a needle (large binca type). Learn to tie simple knots. Use patterns and templates. Pinning and cutting with increasing accuracy. Learn about the properties of a small range of fabrics.	Make informed choices from the sewing stiches they have learned in order to join fabrics and/or add embellishment and decoration (applique). Apply decoration to their work using buttons, beads, sequins. Choose from a small range of fabrics according to properties, purpose, ease of working, aesthetics.	Binca bookmarks Link weaving to History (Bronze, Iron age) Felt Christmas decorations/ winter hangings

UKS2	Learn to use different ways to join materials, e.g. glue, pins, press studs, Velcro, various stitches, buttons. Learn to make own simple pattern pieces. Children are able to join fabrics using a range of stitches with increasing independence including blanket stitch.	Use patterns and prototypes to try out ideas.	Victorian embroidery Make a bag, purse

TEXTILES Progression Map	
LKS2	**UKS2**
Learn to weave with a variety of materials. Learn to sew using a range of basic stitches e.g: running stitch, back stitch and over stitch. Make informed choices from the sewing stiches they have learned in order to join fabrics and/or add embellishment and decoration (applique). Learn to thread a needle (large binca type). Learn to tie simple knots. Use patterns and templates. Pinning and cutting with increasing accuracy. Learn about the properties of a small range of fabrics. Choose from a small range of fabrics according to properties, purpose, ease of working, aesthetics. **<u>Suggested Products</u>** Binca bookmarks Link weaving to History (Bronze, Iron age) Felt Christmas decorations/ winter hangings	Learn to use different ways to join materials, e.g. glue, pins, press studs, Velcro, various stitches, buttons. They choose and apply decoration to their work using buttons, beads, sequins. Learn to make own simple pattern pieces. Use patterns and prototypes to try out ideas. Children are able to join fabrics using a range of stitches with increasing independence including blanket stitch. They make informed choices from the sewing stiches they have learned in order to join fabrics and/or add embellishment and decoration (applique). **<u>Suggested Products</u>** Victorian embroidery Make a bag, purse or wallet.

Primary Food

Year Group	Substantive Knowledge	Disciplinary Knowledge	Possible contexts
KS1	Know how to name and sort foods into the five groups in The eatwell plate. Know that everyone should eat at least five portions of fruit and vegetables every day. Know that all food comes from plants or animals. Know that food has to be farmed, grown elsewhere (e.g. home) or caught. Know how to prepare simple dishes safely and hygienically, without using a heat source. <u>Techniques to be taught should include</u> Learn to use a bridge technique to cut soft food safely. Know how to use a peel and grate safely and accurately. Spread butter with a knife.	Apply knowledge of healthy eating to plan a balanced meal for themselves. Follow procedures for safety and hygiene for the skills learned. Follow a simple recipe applying skills learned.	<u>Notes:</u> Grow vegetables Farm visits Soup making Sandwich making

LKS2	To understand the importance of a varied diet and know the 5 areas of the 'eatwell' plate. To develop an awareness of seasonality and food miles. To develop an understanding of basic hygiene and how bacteria develops. <u>Techniques to be taught should include</u> Use both a bridge and a claw technique to cut soft food. Use measuring cups, spoons, and digital scales to measure out ingredients in grams. Using a jug to measure liquids in ml. Cracking an egg & beating an egg Mixing to form a bread dough Kneading & shaping dough Use both a bridge and a claw technique to cut hard food. Peeling & grating soft foods e.g. courgette, cheese Using measuring cups, spoons, and balance scales. Using a jug to measure liquids. Cutting fat into flour and rubbing fat into flour.	Apply knowledge of healthy eating to plan a balanced diet. Use their knowledge of seasonality and food miles to influence their choice of ingredients when designing. Follow procedures for safety and hygiene Know when to use a bridge or a claw technique when cutting food.	Bread making – possibly leading to sandwich making Pizza making – pair with a healthy salad Pancake making Smoothies Cheese scones Fruit crumble Shortcrust pastry – cheese straws x

UKS2	To develop an understanding of the dietary needs of individuals and how they differ (athlete, older person, child). Know how a variety of ingredients are grown, reared, caught and processed. To develop a deeper understanding of basic hygiene and how bacteria develops. <u>Techniques to be taught should include</u> Introduce simple combination of 'Bridge' and 'Claw' e.g. onion Grating harder foods e.g. apple, carrot, parmesan Using the hob with adult supervision e.g. to sweat a soup Rolling pastry Cracking an egg & separating Using a hand mixer or blender	Use their understanding of dietary needs to design a meal for an individual. Choose ingredients with a growing awareness of conservation, sustainability and animal welfare. Independently select equipment appropriate to the task. Be able to explain their choices. Begin to use their time efficiently e.g: wash up or cut toppings whilst waiting for a pie to cook.	Making soup WW2 link: humble pie Muffins Cupcakes Tarts

This skills progression is based on the ***Focus on Food*** checklist for Primary schools.

Additional information along with video clips to help teach techniques and useful recipe ideas linked to teaching specific skills can be found at:

http://focusonfood.fudgetechnical.co.uk/index

FOOD Progression Map			
Year 3	**Year 4**	**Year 5**	**Year 6**
To understand the importance of a varied diet and know the 5 areas of the 'eatwell' plate and apply knowledge of healthy eating to plan a balanced meal. To develop and apply understanding of basic hygiene and how bacteria develops. **<u>Techniques to be taught should include</u>** Use both a bridge and a claw technique to cut soft food. Use measuring cups, spoons, and digital scales to measure out ingredients in grams. Using a jug to measure liquids in ml. Mixing to form a bread dough Kneading & shaping dough Peeling & grating soft foods e.g. courgette, cheese **<u>Suggested products</u>**	To develop an awareness of seasonality and food miles. Use their knowledge of seasonality and food miles to influence their choice of ingredients when designing. To continue to develop and apply understanding of basic hygiene and how bacteria develops. **<u>Techniques to be taught should include</u>** Use both a bridge and a claw technique to cut hard food. Be able to select techniques appropriately. Use measuring cups, spoons, and digital scales to measure out ingredients in grams. Using a jug to measure liquids in ml. Cracking an egg & beating an egg	To develop an understanding of the dietary needs of individuals and how they differ (athlete, older person, child). Know how a variety of ingredients are grown, reared, caught and processed. To develop a deeper understanding of basic hygiene and how bacteria develops. **<u>Techniques to be taught should include</u>** Introduce simple combination of 'Bridge' and 'Claw' e.g. onion Grating harder foods e.g. apple, carrot, parmesan Using the hob with adult supervision e.g. to sweat a soup **<u>Suggested products</u>** Making soup or stew	Be able to apply their understanding of individual dietary needs to design a meal for an individual such as an athlete, soldier. Know how a variety of ingredients are grown, reared, caught and processed. To develop a deeper understanding of basic hygiene and how bacteria develops. **<u>Techniques to be taught should include</u>** Rolling pastry Cracking an egg & separating Using a hand mixer or blender **<u>Suggested products</u>** WW2 link: humble pie Muffins

Bread making – possibly leading to sandwich making Pizza making – pair with a healthy salad Pancake making Smoothies Cheese scones Fruit crumble Shortcrust pastry – cheese straws	Peeling & grating soft foods e.g. courgette, cheese Cutting fat into flour and rubbing fat into flour. **<u>Suggested products</u>** Cheese scones Fruit crumble Shortcrust pastry – cheese straws	Muffins	Choose ingredients with a growing awareness of conservation, sustainability and animal welfare. Independently select equipment appropriate to the task. Be able to explain their choices. Begin to use their time efficiently e.g: wash up or cut toppings whilst waiting for a pie to cook.

Suggested contexts and extra-curricular links

Year 3	Textiles Science link - Plants and their uses	Mechanisms Shadow puppets Science link: Light	Food Geography link: Wet & Dry places Science link: Animals including humans (nutrition and food)
Year 4	Electrical circuits Night lights Science link: Electricity – light circuit with a switch.	Structures Skyscrapers Geography link: North America	Food Science links - States of matter, Food chains & digestive system Geography link: Sustainability
Year 5	Structures Bridges History link: Local history - Isambard Kingdom Brunel Geography link: Rivers	Textiles Cross stitch History link – Victorians	Food States of matter, reproduction in plants (fruit & seeds) Geography link: Climate change
Year 6	Electrical circuits Make a game or fairground ride using buzzers, alarms, motors Science link – Electricity & light	Mechanisms Levers and pulleys Science link: Forces (Y5 revision) Geography link: Mountains	Food Science link - States of matter, diet & exercise, classifying plants

Secondary Product Design, DT Textiles and Engineering

Curriculum Intent Statement:

For students to:

- Be able to apply scientific, mathematical and material knowledge in order to problem solve, design and build quality prototypes.
- Develop a consideration of users' needs wants and values in an ever evolving technological world.
- Be encouraged to take risks and be able to test and refine practical solutions in order to develop innovative outcomes.
- Develop practical skills to solve problems in a variety of contexts.
- To be aware of social, moral and environmental issues in order to inspire a more sustainable future.

The key schema (areas of knowledge and skills) in Product Design and Engineering are:

- Understanding user needs – Identification of different market sectors, demographics, cultural, social and economic design considerations. The different research techniques used to refine design contexts.
- Drawing skills – Orthographic, Isometric and One and Two point perspective, freehand design sketches.
- Mathematics – Area, units of measurement, conversion and engineering calculations.
- Mechanical Systems, Motion and Forces – Hydraulics, Gears and Pulleys. How to use these systems to solve a proposed problem. Types of motion, Forces.
- Materials and Properties – Metals, Polymers, Wood, fabrics, textiles materials, Ceramics, Composites. Classification of materials, working properties and how to test materials.
- Health and Safety – To be able to work safely in the workshop/textiles rooms environment and understand the importance of health and safety and the associated legislation in an industrial environment.
- Tools and Equipment – To be able to work independently in the workshop/textiles rooms in order to manufacture products using a range of materials. To be able to identify feasible manufacturing solutions.
- CAD/CAM – To be able to appropriately apply CAD/CAM within the design and make process in order to manufacture high quality products.
- Engineering Disciplines – To develop and awareness and understanding of the different sectors of engineering.
- Electronics – Simple electronics, circuits with an input and output, programmable components.
- Sustainable Design – To develop an awareness and understanding of the need to sustain resources and create a conscious and analytical design methodology.
- Evaluating – To be able to reflect, refine and identify future development opportunities.

'Subject' disciplinary knowledge is:

In designing:

The ability to use primary and secondary research methods in order to develop an understanding of user needs; to develop specifications to inform the design of innovative, functional, appealing products that respond to needs in a variety of situations; to apply knowledge of materials and how they behave to designs; to design feasible products and outline how they will be manufactured; to be able to communicate their designs using a range of methods including hand drawings and CAD. To consider sustainability when developing design solutions.

In making:
The ability to work safely and independently in order to manufacture high quality working solutions; to accurately produce and follow a project plan; to be able to adapt their approach in response to challenges during manufacture.

In knowledge:
The ability to apply their knowledge of Materials, Mathematics, Mechanical Systems and their effect on forces and motion to their designing in order to create innovative and feasible solutions; to be able to incorporate electronic systems in to their designing; to be able to embed intelligence in products that respond to inputs and control outputs using programmable components.

In Evaluating:
The ability to analyse the work of other designers and engineers, past and present to develop and broaden their understanding; to investigate new and emerging technologies and understand its' impact on individuals, society and the environment, to be able to test, evaluate and refine their own ideas against a specification, taking into account the views and needs of others.

Our curriculum is planned and sequenced as a cumulative curriculum where knowledge builds upon, reinforces and expands previous learning. This enables students to know more and remember more. Our schemes of learning are built around our key schema and substantive knowledge is built upon from KS2 across Key Stage 3 and 4. Our curriculum connects prior learning and ensures that essential skills are covered early that they can be applied in numerous contexts later.

Whilst we are aware of the vast differences in the experience students will have had of DT at primary school our KS3 curriculum is ambitious and students are encouraged to apply their designing, making, evaluative skills alongside substantive technical knowledge to design situations, using their skills to solve problems and producing high quality outcomes.

Our KS4 curriculum builds on from the strong foundations we lay at Key Stage 3 …

Our curriculum model plans for students to remember more through

- Low stakes testing throughout each module in KS3 – Key terms and concepts, the content that is included on the knowledge organiser.
- End of module tests in KS3 focusing on key concepts from the schema that have been covered in that module.
- Use of retrieval starters in KS4 focusing on substantive knowledge that we would want to be automatic and fluent for students.
- Formal end of unit tests in KS4.

The cultural capital needed to succeed in Engineering is woven through our curriculum:

- We have CEIAG activities written in to our schemes of learning from Year 7-11. These focus on developing students' awareness of the different roles that are available in the engineering and product design sectors and the qualification paths to those roles. We aim to expose students through these activities to careers that they might not have considered and show them that it is possible for anybody to pursue these qualifications and roles. Our aim is to raise our students' aspirations beyond that of the manual trades that they automatically link to the word 'engineering'.
- Throughout our schemes of work we introduce students to important Engineers and designers past and present in order that they develop an appreciation of iconic designs and technologies.
- In lessons we highlight current affairs relating to the subject or work topic as they appear. We aim to give current and relevant real world context to all of our design situations.

The key Schema

Understanding User Needs

Success in **'curriculum schema'** is students knowing, remembering, understanding and being able to Identify different market sectors, demographics, cultural, social and economic groups. To use a range of research techniques in order to understand the needs of identified users and be able to adapt and refine designs in order to meet user needs.

	Substantive Knowledge	Disciplinary Knowledge
KS3	Needs of users of different age, gender, interests and abilities. Designing for a client with imposed design constraints.	Students can recognise the different needs of different user groups and can apply their knowledge of user and client needs to build design specifications and inform design solutions.
KS4	As above plus: Requirements of different cultures, social and economic groups.	Students can use primary and secondary research techniques in order to gather information about a specific user group and understand the advantages and disadvantages of the research techniques used. Students are able to adapt existing designs to meet the needs of new users and situations.

Drawing Skills

Success in **Drawing Skills** is students knowing, remembering, understanding and being able to communicate their ideas fluently with others through 2D and 3D freehand sketches, 2D and 3D working drawings applying the conventions of engineering drawings from BS8888 and using rendering, dimensions, different types of line and scale appropriately.

	Substantive Knowledge	Disciplinary Knowledge
KS3	How to draw simple shapes using 1 and 2 point perspective. Using isometric for 3D drawings. Use of 3rd angle orthographic drawing. Confidently sketching to communicate. Visible, construction and dimension lines.	Students are able to identify the different types of drawing and can communicate their own design ideas using these methods.
KS4	As above looking at more complex shapes and assemblies. Use of 1st angle orthographic. Conversion from imperial to metric measurement and vice versa. Appropriate choice	Students are able to independently select appropriate drawing methods for their requirements and can confidently produce 2D and 3D working drawings in order to communicate their ideas that fully comply with BS8888. They are

	of scale. Use of Tolerance. Hidden detail and centre lines. BSI, BS8888, ISO.	able to explain the benefits of working to BS8888 and how it fits with the corresponding ISO standards.

Mathematics

Success in **Mathematics** is students knowing how to apply the concepts and formulae in engineering contexts and to use these processes to support the development of their own concepts and ideas. Students will remember the appropriate units for the calculations that they do and will be able to use a scientific calculator correctly in order to perform calculations. Students will understand how Maths and Science can be used to solve engineering problems.

	Substantive Knowledge	Disciplinary Knowledge
Ks3	Area, Volume. Power, Resistance, Current and Voltage.	To be able to apply the formulae in order to solve problems related to their project work during design, development and manufacture. Students will be able to remember and apply the correct units for the calculations that they undertake.
KS4	SI Units. Power, Force, etc from spec	Students will be able to select the appropriate formulae to use in a given situation. They will be able to draw out the important quantities from engineering scenarios in order to help them to determine which calculation is most appropriate in each situation.

Mechanical Systems, motion and forces

Success in **Mechanical systems, motion and forces** is students knowing and understanding the different types of forces and motion and how mechanical systems can be used in products to enable changes in movement and force.

	Substantive Knowledge	Disciplinary Knowledge
KS3	Movement: Linear, Reciprocating, Oscillating, Rotating.	To be able to apply their knowledge of movement and forces to a design situation, producing feasible design solutions that can resist the forces acting on

	Forces: Tension, Compression, Torsion, Bending, Shear. Mechanical Systems - Gears	them. To be able to explain how gear systems can be used to our advantage in products and to be able to devise simple gear systems for use in their own designs.
KS4	As above plus Mechanical Systems: Hydraulics, Pulleys.	Students can identify a range of mechanical systems in existing products and explain the purpose of using them in that scenario. Students can develop their own mechanical system designs to solve a specific problem.

Materials and their properties

Success in **Materials** is students knowing the different types of materials, where they originate from and being able to classify them. Students will know how to use technical vocabulary to describe properties of each material. They will understand how to test and select suitable materials for a specific purpose based on their working properties and will be able to justify their choices.

	Substantive Knowledge	Disciplinary Knowledge
KS3	Woods: Classifications of timber, hardwoods, softwoods, composition of manufactured boards. Plastics: Classification, thermoplastics, thermosetting plastics. Metals: Classification, ferrous and non-ferrous metals, alloys. Material Properties: Mechanical, Textiles: smart and modern materials, fibres and fabrics, natural and synthetic fabrics, primary source to stock form. Material characteristics: Aesthetics, Cost, Environmental Impact.	Students will be able be identify specific materials used in existing products and explain why they were used, suggesting alternatives where appropriate. They will be able to carry out material tests for a range of mechanical properties and select materials based on the outcomes using their data to justify material choice. They will be able to suggest materials for their design ideas. They will understand where materials come from and the implications of this source for cost, environmental impact.
KS4	As above, plus: composite materials, ceramics, elastomers. Material Properties: Chemical, Optical, Textiles: smart and modern materials, fibres and fabrics, natural and synthetic fabrics, how fabrics behave for different purposes, primary source to	Students will be able to justify their material choices based on a wider range of material properties. They will select from a broader range of materials. They will understand how materials can be combined to create new materials with improved properties, be able to identify where

	stock form, stock form and types, weaving, knitting and bonding.	these have been used in existing products and make suggestions for where these could be used in their own designs.

Health and Safety

Success in **Health and Safety** is students knowing health and safety rules pertaining to the workshop and being able to explain why they are in place. They will be able to demonstrate independent and confident use of the guidelines in order to work safely in the workshop environment. They will know and understand the range of control measures that are in place in the school workshop environment and the PPE requirements of each machine. They will go on to learn about the various items of legislation that relate to the manufacturing environment and be able to relate the legislation to specific engineering scenarios across a range of sectors.

	Substantive Knowledge	Disciplinary Knowledge
KS3	Workshop/textiles rooms Health and Safety rules. Control Measures used in the workshop. PPE used in the workshop.	Students will follow the health and safety rules relating to the school workshop environment. They will be able to explain why the rules in place and how they reduce the risk to individuals. They will be able to identify PPE used in the workshop and apply the correct PPE in a given situation. They will be able to identify and explain the control measures used in the workshop. They will be able to identify unsafe situations and make suggestions of how to reduce the risk
KS4	Health and Safety Legislation: COSHH, RIDDOR, HASAWA, MHOR, PPE in industry.	Students will be able to identify what aspect of H&S each piece of legislation covers and how this reduces risk in specific engineering environments. They will be able to identify and explain the consequences that may results from not following the relevant health and safety legislation. They will be able to suggest suitable PPE for a range of industrial scenarios.

Tools and Equipment

Success in **Tools and Equipment** is students being able to identify and range of hand tools, portable power tools and fixed machines and what they are used for. Students will be able to independently select and use a range of tools and machinery skilfully and safely in order to produce high quality, functional products.

	Substantive Knowledge	Disciplinary Knowledge
KS3	Hand Tools: Coping saw, tenon saw, hack saw, chisel, file, tin snips, abrasive paper, screw driver, Marking out: Try square, steel rule, bradawl, scriber, centre punch. Portable Power Tools: Biscuit Cutter, Cordless Drill, line bender, Fixed Machines: Pillar Drill, Buffing Machine, Belt Sander, Scroll Saw, vacuum former Sewing machines, hand sewing, cutting, soldering	Students will be able to identify and competently use the tools and machinery outlined in order to produce high quality outcomes.
KS4	As above, plus: Portable Power tools: use of hand held sander, hand held router, Knowledge of: angle grinder, Sewing machines, hand sewing, Tyvek, tie dye, batik, heat press.	Students can select and competently use the tools and equipment in order to produce high quality outcomes. Where students are unable to use equipment (due to H&S guidance) they will have an awareness and understanding of the machinery, its appropriate use and the health and safety implications associated with each.

CAD/CAM

Success in **CAD/CAM** is students being able to apply CAD/CAM skills appropriately within the Design and Make process in order to manufacture high quality products.

	Substantive Knowledge	Disciplinary Knowledge
KS3	CAD: 2D Design Tinker CAD Google Sketch Up CAM: Laser Cutter	Students will be able to use the CAD packages in order to produce 2D and 3D digital drawings and know how to prepare a file for laser cutting. They will understand how a laser cuter works and the health and safety considerations for the machine.

		They will know which materials are able to be laser cut.
KS4	CAD: As above plus Autodesk Inventor. CAM: As above plus knowledge (not use) of CNC router and CNC lathe. CAD/CAM sewing machine	Students will be able to use the CAD software to produce 2D and 3D digital drawings. They will understand when and how the CNC router and lathe are used in industry and be able to identify and give examples of products that have been manufactured in this way.

Engineering Disciplines, Iconic and Important work of others.

Success in **Engineering disciplines** is students knowing and understanding a range of different engineering sectors. Being able to give examples of products developed and manufactured by each sector and being able to explain the benefit and impact that these products have had on society. This knowledge will encompass a range of important and iconic designs and designers/engineers.

	Substantive Knowledge	Disciplinary Knowledge
KS3	Mechanical, Civil, Aerospace, Electronic,	Students will be able to explain what type of products each of the sectors are concerned with and give specific examples, explaining the benefits that each product has brought to society and individuals. They will be able explain the qualifications/subjects needed to enter each sector.
KS4	As above plus: Biomedical, Automotive Biomedical, Chemical, Communications, Software	Students will be able to explain what type of products each of the sectors are concerned with and give specific examples, explaining the benefits that each product has brought to society and individuals. They will be able explain the qualifications/subjects needed to enter each sector.

Electronics

Success in **electronics** is students understanding the basic principles of electronics: current, voltage, resistance and power. They will be able to use appropriate formulae to calculate these values for a given scenario. They will be able to design and construct simple electronic circuits, with an input and an output. They will experiment with programmable components and understand how they can be programmed to achieve different outcomes.

	Substantive Knowledge	Disciplinary Knowledge
KS3	Basic electronic principles. How to calculate voltage, power, current and resistance. How to decode a resistor's value. How to build simple circuits. How to use programmable controllers in circuits.	Students will use their electronics knowledge in order to design and build electronic products to satisfy a given design scenario.
KS4	Students will revisit the above information looking at more complex applications of their electronics knowledge.	Students will use their electronics knowledge in order to design and build electronic products to satisfy a given design scenario.

Sustainable Design

Success in **sustainable design** is students understanding the 6 Rs of sustainability and being able to explain why it is important for us to sustain the resources that we have for future generations. They will be able to identify where the materials that they use originate from in their raw form and the implications of this for the environment. They will consider the end of a products life when designing and be able to analyse and evaluate the environmental credentials of existing products.

	Substantive Knowledge	Disciplinary Knowledge
KS3	Where materials come from. The environmental implications of materials. The 6 Rs. End of life considerations.	Students will be able to apply their knowledge of sustainability in order to design environmentally conscious products. They will select materials with sustainability in mind and be able to justify their selections on this basis.
KS4	As above plus how materials are recycled, how many times they can be recycled and whether the material loses quality upon recycling.	Students will select materials based on a wide range of environmental credentials, fully justifying their selection.

Evaluating

Success in **evaluating** is students being able to analyse the work of others identifying good features and areas for development. They will then be able to incorporate these findings in to their work. They will be able to reflect on their own work throughout the design and manufacture process and refine their products based on findings. At the end of a project they will be able to identify successes and areas for future development.

	Substantive Knowledge	Disciplinary Knowledge
KS3	Evaluative language: Structure of a final evaluation: Positives, Negatives, Improvements. Product Analysis using ACCESS FM.	Students will be able to reflect on their own work and that of others to identify positives, negatives and improvements that could be made. Students will be able to evaluate their own skills alongside practical outcomes.
KS4	As above plus: Iterative Design.	Students will be able to reflect on their own work and that of others to identify strengths and areas for development. Students will be able to evaluate their own skills alongside practical outcomes. Students will evaluate throughout the design and make process refining their ideas in response to their findings,

Summative Assessment plan

In all Key Stage 3 units of work we assess against the 4 areas of:

- Develop
- Make
- Knowledge
- Evaluate

Students receive a Red, Amber or Green against each skill assessed for that unit and these are communicated to the student via the assessment sheet that is stuck in the front of their DT book. Students have the opportunity to improve the skill and the RAG will then be updated on the sheet, this may take place as part of live marking.

These RAG ratings are then transferred in to Doddle

In Key stage 4 students are formally tested at the end of every unit of work in preparation for the exam. These test marks are communicated on students tracking sheets and recorded on teacher tracking sheets.

Secondary Art Textiles

Curriculum Intent Statement:

For students to;

- Have an in depth knowledge of the formal elements within Art Textiles
- Be able to identify and analyse the formal elements in the work of Textiles Artists and Designers to inform and enhance their own creative practice.
- Understand how to effectively communicate their ideas using a range of textile and drawing techniques, developing confidence with a wide range of textiles tools and equipment.
- Apply an understanding of the elements in Textiles to their exploration and experimentation of a range of different media and techniques.
- Reflect on their creative output to enable the refinement and development of work through purposeful risk taking.
- Connect their experiences within Textiles to the wider context of the Creative Industries, Art History and Cultural identity.

The key schema (areas of knowledge and skills) in 'subject' are:

- Designing and developing – Use a range of appropriate techniques to communicate ideas.
- Making – The ability to produce practical outcomes using a range of textiles techniques, tools and equipment.
- Knowledge – Colour Theory, formal element, textiles media and components.
- Evaluating/ Artist Research – The ability to analyse and evaluate artists work to inform their own design and development.

'Subject' disciplinary knowledge is:

In designing and developing: The ability to communicate unique and creative ideas using drawn and textile techniques and to develop ideas through experimentation.

In making: The ability to apply knowledge of textile techniques and processes in order to produce practical textile outcomes.

In knowledge: The ability to apply colour theory, knowledge of the formal elements, textiles media and components to analysis, designing, experimentation and production of final personal outcomes.

In evaluating: The ability to critically analyse the work of artists, identifying how they have used the formal elements and using a wide range of sophisticated vocabulary.

Our curriculum is planned and sequenced as a cumulative curriculum where knowledge builds upon, reinforces and expands previous learning. Our schemes of learning are built around our key schema and substantive knowledge is built upon across Key Stage 3 and 4. Disciplinary knowledge will become progressively more advanced and students will incorporate more complex skills and techniques into their designing and making.

Outcomes from students will increasingly be self-led with each student working independently from a chosen theme. Our curriculum allows our students to apply the iterative process to their chosen body of work by allowing students to explore their own strengths and interests.
Our curriculum model plans for students to remember more through: • Low stakes testing throughout each module in KS3 – Key terms and concepts, the content that is included on the knowledge organiser. • Low stakes retrieval starters in KS4 based on knowledge from the previous weeks learning.
The cultural capital needed to succeed in Textiles' is woven through our curriculum, for example: • CEIAG activities written in to the schemes of work. • Links with Ken Stradling gallery giving students exposure to working artists and opportunities to exhibit their work in a public gallery. • Teachers reference industry experience to inspire students.

The key Schema

Designing and developing

Success in **Designing and developing** is students understanding how to use inspiration from a range of sources including other artists work and their own experimentation to inspire their own work. They will be able to communicate their ideas confidently and fluently, presenting their ideas to a high standard. They will clearly show development in their creative practice, articulately explaining their design and development decisions.

	Substantive Knowledge	Disciplinary Knowledge
KS3	Drawing skills, use of texture, line, tone, pattern and shape. Colour theory.	Students will be able communicate their own design ideas using different methods.
KS4	As above plus be able to continue developing ideas over a prolonged period of time.	Students will be able communicate their own ideas through combining technique and apply the iterative process to their development of techniques and designs.

Making

Success in **Making** is students being able to use a wide range of textiles art techniques in order to create a high quality, refined practical outcome.

	Substantive Knowledge	Disciplinary Knowledge
KS3	Tacking, hand stitching, decorative stitching. Set-up and use of sewing machine. Seam allowance, zips, buttons, sequins. Applique, Reverse Applique, Stencilling, batik and different printing methods (mono and block)	Students will be able to transform communicated ideas into 3D outcomes using textiles techniques.
KS4	As above plus couching, quilting, stitch and cut, transfer printing and patchwork.	As above but independently.

Knowledge

Success in **Knowledge** is students understanding the creative process, being able to use a number of creative strategies in order to generate ideas. Students will know about a range of textiles materials and understand how to best work with them in order to create their desired outcomes. Students will know and understand how to work with a range of components and embellishments and be able to use them in order to enhance their practical work. They will have an understanding of colour theory and the formal elements and be able to comment on artist's use of it in their work as well as applying it in their own.

	Substantive Knowledge	Disciplinary Knowledge
KS3	Colour Theory. The formal elements; Texture, Line, Pattern, Shape.	Students will be able to apply knowledge to their communicated ideas and final outcomes.
KS4	As above plus awareness of a broad range of artists/designers.	As above.

Evaluation

Success in **Evaluation** is students knowing and understanding how to analyse and evaluate work of others, identifying key features, materials, themes, the use of colour and the formal elements. They will be able to evaluate their own work at completion and throughout the creative process in order to drive the development of their project. They will be able to form and express their own opinions in response to the work of others.

	Substantive Knowledge	Disciplinary Knowledge
KS3	Evaluative language and creative analysis of artist and own work.	Students will be able to reflect on their own work and that of others to identify how successful they have been and how others can inspire students own work. Students will be able to evaluate their own skills alongside practical outcomes.
KS4	As above plus compare and contrast.	Students will be able to reflect on their own work and that of others to identify how successful they have been and how others can inspire students own work. Students will be able to evaluate their own skills alongside practical outcomes. Students will be able to compare works of others and suggest where work contrasts.

Secondary Food

Curriculum Intent Statement:

For students to:

- Develop knowledge of and become competent in a wide range of food skills and techniques.
- Be able to select and use a range of equipment safely and efficiently.
- Understand the functional properties of ingredients to build scientific understanding that underpins key food preparation and cooking processes.
- Apply an understanding of functional properties of ingredients when choosing and planning recipes.
- Reflect on theoretical and practical outcomes to enable them to make judgments about food choices
- Develop knowledge and understanding of Food preparation and Nutrition (SBL / WW) the hospitality and catering industry (BDS)
- Connect their experiences to develop life skills for the future.

The key schema (areas of knowledge and skills) in Food are:

- Tools and Equipment – Selecting and using the appropriate equipment in order to prepare dishes.
- Skills and Techniques – Skilfully use a range of techniques and processes in order to prepare, cook and present food.
- Functional properties of ingredients – Understand the role that each ingredient plays in a recipe and how to adapt recipes to meet particular customer needs.
- Health and Safety – How to work safely in the kitchen environment. How to prevent food causing ill health. Legislation relating to the hospitality and catering industry.
- Nutrition – What constitutes a balanced diet? Which food groups do different nutrients come from? Understanding the function of nutrients for individuals' particular needs and the effects of excess and deficiency of nutrients. The effect of cooking on nutritional value.
- Where food comes from – Provenance, Sustainability, Food Miles., environmental impact of food choice.
- Evaluation – Identifying successes and areas for development in dishes. Suggesting Improvements and checking for quality throughout preparation to the finished product. The

BDS

- Hospitality and Catering environment – Understanding the hospitality and catering environment and how the industry operates

SBL / WW

- Food Preparation and Nutrition

‘Subject’ disciplinary knowledge is:

In developing: the ability to adapt and develop recipes to meet healthy dietary guidelines and meet a range of dietary requirements. To be able to make decisions about the suitability of menu choices addressing a range of factors, showing an awareness of customer needs, environmental factors and the impact of food provenance and organoleptic properties of food choices made. To be able to plan menus for given situations considering equipment, techniques, production plans and identifying risks and recommend personal safety and control measures.
To be able to describe the structure and analyse job requirements within the hospitality and catering industry to develop an understanding of factors that affect the successes and recommend suitable provisions for particular target groups.

In making: the ability to work safely and hygienically in order to use a variety of food commodities, skills, techniques and equipment during food preparation and cooking. To be able to follow recipes independently and use time effectively to make food products with increased accuracy using a range of presentational techniques.

In knowledge: the ability to apply their knowledge of safety, equipment, techniques, functions of ingredients, food provenance when planning menus and making food choices in order to create quality successful outcomes. To incorporate knowledge of how the hospitality and catering provision operates and the environment in which providers operate to meet customer requirements and to be successful.

In evaluating: the ability to identify areas of success in practical outcomes and to be able to suggest strengths and weaknesses. To show an understanding of where improvements and be made whilst identifying quality checks throughout choice of food commodities, preparation techniques, cooking methods and presentation of food.
To be able to make adjustments to skills, techniques and organoleptic properties of food products being made.

The key Schema

Tools and equipment

Success in Tools and Equipment is students knowing the names of the tools and equipment that they use in the food room and remembering what they look like. They should understand how to safely and independently use each piece of equipment in order to prepare food and be able to identify the correct tool to complete a desired result when preparing, cooking and presenting food.

	Substantive Knowledge	Disciplinary Knowledge
KS3	Use a range of small hand tools and electrical equipment. Oven, hob, grill , microwave, food processor , electrical hand whisk, blender, weighing scales, measuring jugs ,sharp knives, mashers, peelers, garlic press, colander , sieves, bun tins , baking trays, rolling pins, colour coded chopping boards , grater , juice extractors, zesters Prepare a variety of food items using a range of equipment ; cakes, bolognaise, cheese and potato pie, fruit crumble, pizza , banana cake, scotch eggs, quiche, soup, sauces sweet and savoury	Students are able to independently select and use an appropriate range of small hand and electrical equipment safely and efficiently to prepare a range of dishes.

Skills and techniques

Success in **Skills and Techniques** is students being able to use a wide range of skills and techniques confidently and safely in the kitchen. They will be able to select appropriate skills and justify their choice. They will be able to present food in a professional manner which is appealing to the consumer.

	Substantive Knowledge	Disciplinary Knowledge
KS3	Skills and techniques: Food preparation – weighing , measuring, mixing , beating , sieving , portioning, slicing , dicing, crushing, peeling, cutting, mashing, grating, rubbing in, coring, kneading, proving ,rolling, blending, enrobing, whisking, squeezing, zesting, melting Cooking methods – baking, simmering, browning, sweating, boiling, grilling, shallow frying, sauce reduction. Dextrinisation, co-agulation, gelatinisation	Students are able to successfully use a range of techniques, independently following a recipe in order to prepare and cook dishes.

Functional properties of ingredients

Success in **Functional properties of ingredients** is students understanding the role that each ingredient plays in a recipe from a scientific perspective. This will enable students to design, develop and adapt dishes successfully. They will be able to identify specific areas for development where outcomes are not successful.

	Substantive Knowledge	Disciplinary Knowledge
KS3	Testing for readiness, enzymic browning, dextrinisation, co agulation, gelatinisation	Be able to explain how and why food is cooked and the functional properties of ingredients to

		build up scientific understanding that underpins key food preparation and cooking processes.

Health and Safety

Success in **Health and Safety** is students knowing how to work safely in the food room. They will be able to explain why the health and safety rules are in place and why it is important to follow them. They will understand how to work safely with food in order to avoid food causing ill health. They will be able to describe and explain the various pieces of legislation pertaining to the hospitality and catering industry.

	Substantive Knowledge	Disciplinary Knowledge
KS3	Personal hygiene rules and general safety rules within the kitchen. Bacteria, cross contamination, food storage	To be able to understand the importance of good food safety and hygiene including knowing how to get ready to cook. Be able to apply principles of cleaning, preventing cross contamination, safe storage of food including chilling, cooking food thoroughly and reheating food until it is steaming hot.

Nutrition

Success in **Nutrition** is students knowing how to eat a balanced diet in line with the Eat Well Guide and the 8 tips to healthy eating. They will be able to explain which foods contain which nutrients and why those nutrients are important. They will be able to explain how to develop dishes for those with special diets and adapt recipes to meet these needs.

	Substantive Knowledge	Disciplinary Knowledge
KS3	Eat well guide, 8 tips/ government guidelines to healthy eating, 5 a day campaign Nutrients to include water and fibre Special dietary needs	Students can apply healthy eating advice and understand people's needs to develop diets for different individuals when planning recipes and choosing ingredients. To be able to identify nutrients within foods and be aware of the importance of achieving a balanced diet.

Where food comes from

Success in **Where food comes from** is students being able to make informed decisions about what food and ingredients to buy and where and when to buy it based on its seasonality, provenance and environmental impact. They will understand the processing that the food has undergone before the point of purchase. Students will become informed consumers and be aware of the impact of food choice within the hospitality and catering on menu planning and meeting customer needs.

	Substantive Knowledge	Disciplinary Knowledge
KS3	Provenance, country of origin, seasonality , food miles, carbon foot print, sustainability, organic farming	How to apply knowledge of where food comes from, in order to make good choices when selecting and purchasing ingredients. Understand how this affects menu choice and the environment

Evaluation

Success in **Evaluation** is students being able to identify strengths and areas for development of the dishes that they prepare. Students will be able to analyse issues with practical outcomes and identify the cause of them, applying their knowledge of food science to solve problems and suggest improvements.

	Substantive Knowledge	Disciplinary Knowledge
KS3	Write evaluations to describe the taste, texture and appearance of food made. Skills and techniques covered How food meets a particular need	To be able to reflect upon outcomes and show an understanding of outcomes relating to skills, techniques, processes use and to discuss how to make changes or improvements to products. Students will be able to describe the organoleptic qualities of food products.

KS4 Hospitality & Catering

Subject: Hospitality and Catering Level 1/2 Award WJEC	**Topic**: A04 Term 1 Know how food can cause ill health	**Duration**: Term 1 (8 weeks – 1 double / 3 single lessons a fortnight) *Term 2 (7 weeks AO3 should be started within term 2)*	**Year**: 10 (& 11 Production plan practical assessment)
	Topic: A03 Understand how hospitality and catering provision meets health and safety requirements	**Duration:** Term 2 (7 weeks – 1 double / 3 single lessons a fortnight) *Term 3 (6 weeks AO1/2 should be started within term 3)*	**Year**: 10

Substantive, Disciplinary knowledge and Skills expectation
Health and Safety Success in **Health and Safety** is students knowing how to work safely in the food room. They will be able to explain why the health and safety rules are in place and why it is important to follow them. They will understand how to work safely with food in order to avoid food causing ill health. They will be able to describe and explain the various pieces of legislation pertaining to the hospitality and catering industry.

	Substantive Knowledge	Disciplinary Knowledge
KS4	How the hospitality and catering provision meets health and safety requirements : Personal responsibility within the workplace, risks to personal safety and control measures to avoid risks in hospitality and catering provision. Know how food can cause ill health – food related causes of ill health, role and responsibility of the environmental health officer, food safety legislation, types of food poisoning, symptoms of food induced ill health.	As key stage3 and to also have a deeper understanding of the food related causes of ill health including food allergies and intolerances. To understand the importance of food safety legislation within the hospitality and catering industry and describing the roles and responsibilities of the environmental health officer. To also be able to identify risks and control measures for personal safety within a catering situation and be aware of their own responsibilities to ensure good safety and hygienic practices.

MAKING / PRACTICAL SKILLS

Tools and equipment

Success in Tools and Equipment is students knowing the names of the tools and equipment that they use in the food room and remembering what they look like. They should understand how to safely and independently use each piece of equipment in order to prepare food and be able to identify the correct tool to complete a desired result when preparing, cooking and presenting food.

	Substantive Knowledge	Disciplinary Knowledge
KS4	Tools and equipment as Key Stage 3 but also to include **Electrical** –food mixers, ice cream makers, deep fat fryers, variety of attachments for the food processor – grating, slicing **Specialist equipment**: piping bags, waffle maker, pancake tray, blow torch, pasta machines, ravioli tray, cannoli tubes, burger press, lattice pastry cutter	Students are able to independently select and use an appropriate range of small hand and electrical equipment safely and efficiently to prepare a range of dishes. Students are also be able to use a wider range of specialised equipment for particular food product and make choices when menu planning.

Skills and techniques

Success in Skills and Techniques is students being able to use a wide range of skills and techniques confidently and safely in the kitchen. They will be able to select appropriate skills and justify their choice. They will be able to present food in a professional manner which is appealing to the consumer.

	Substantive Knowledge	**Disciplinary Knowledge**
KS4	**Skills and techniques**: as KS3 and also **food preparation** – shaping, hydrating, presentation techniques, piping , filleting, setting, marinate, manipulate sensory properties. **cooking methods**, steaming, poaching, braising, stewing, roasting, sautéing, au gratin, baking blind , blanching quality assurance of commodities to be used in food preparation	Students are able to select with reasoning the appropriate techniques required in order to prepare dishes and demonstrate a high level of competence in a wider range of food skills.

Subject: Hospitality and Catering Level 1/2 Award WJEC	**Topic: A01** Understand the environment in which hospitality and catering provisions operate. **A02** Understand how hospitality and catering provisions operate.	**Duration**: Term 3 (6 weeks – 1 double / 3 single lessons a fortnight) Term 4 (6 weeks – 1 double / 3 singles a fortnight)	**Year**: 10
Subject: Hospitality and Catering Level 1/2 Award WJEC	**Topic:** revision / exam question practice. Unit 2 introduction – food groups / balanced diet	**Duration**: Term 5 (6 weeks – 1 double / 3 single lessons a fortnight) Term 6 (6 ½ weeks)	**Year:** 10

Substantive, Disciplinary knowledge and Skills expectation

Terms 3& 4 will focus on LO1&2 knowledge
Terms 5 & 6 will complete Unit 1 and re visit all LO 1 – 4 during revision activities. After the Unit 1 exam in June pupils will start to research knowledge required for Unit 2
Term 1 Year 11 – Nutrition knowledge

The Hospitality and Catering Environment

Success in **The Hospitality and Catering Environment** is students being able to understand the environment in which hospitality and catering providers operate and how hospitality and catering provision operates. Students will be able to develop an awareness of the structure, job requirements and working conditions within the industry and students will have a wider understanding of how the industry operates. This understanding will allow students to understand factors that make the hospitality and catering industry successful and review and recommend provisions and their suitability for given situations.

	Substantive Knowledge	**Disciplinary Knowledge**
KS4	Structure of the hospitality and catering industry Job requirements within the industry Working conditions of different job roles within the industry Factors affecting success of hospitality and catering providers Operation of the kitchen Operation of front of house	To be able to propose a hospitality and catering provision to meet specific requirements and discuss the disadvantages and advantages of proposals.

	How the hospitality and catering provision meets customer requirements	

Nutrition

Success in **Nutrition** is students knowing how to eat a balanced diet in line with the Eat Well Guide and the 8 tips to healthy eating. They will be able to explain which foods contain which nutrients and why those nutrients are important. They will be able to explain how to develop dishes for those with special diets and adapt recipes to meet these needs.

	Substantive Knowledge	**Disciplinary Knowledge**
KS4	Functions of nutrients in the human body Nutritional needs of specific groups Characteristics of unsatisfactory nutritional intake. The impact of cooking methods on the nutritional value of foods	To be able to understand the importance of nutrition when planning menus and to understand the importance of creating balanced meals / menus that will meet particular dietary needs

Subject: Hospitality and Catering Level 1/2 Award WJEC	**Topic:** Unit 2	**Year:** 11

Substantive, Disciplinary knowledge and Skills expectation
Term 1 - Nutrition substantive and disciplinary knowledge applies **Where food comes from**

Success in **Where food comes from** is students being able to make informed decisions about what food and ingredients to buy and where and when to buy it based on its seasonality, provenance and environmental impact. They will understand the processing that the food has undergone before the point of purchase. Students will become informed consumers and be aware of the impact of food choice within the hospitality and catering on menu planning and meeting customer needs.

	Substantive Knowledge	**Disciplinary Knowledge**
KS4	Factors to consider when proposing dishes when planning a menu to explain how dishes on a menu address environmental issues whilst meeting customer needs and trends. Fossil fuels, non-renewable energy, packaging	To be able to discuss how the hospitality and catering industry has an impact on the environment and to be able to discuss ways in which the industry can reduce its impact when planning menus, storing and preparing foods, cooking foods,

Functional properties of ingredients

Success in **Functional properties of ingredients** is students understanding the role that each ingredient plays in a recipe from a scientific perspective. This will enable students to design, develop and adapt dishes successfully. They will be able to identify specific areas for development where outcomes are not successful.

	Substantive Knowledge	**Disciplinary Knowledge**
KS4	As above plus setting agents, raising agents, denaturing, Water soluble, fat soluble vitamins, starches, proteins, calcium, sodium	And also to be able to understand the impact that different cooking methods have on the nutritional value of food.

KS5 Product Design

Curriculum Intent Statement:

For students to:

- To work creatively when designing and making and apply technical and practical expertise.
- Be open to taking design risks, showing innovation and enterprise whilst considering their role as responsible designers and citizens
- Develop intellectual curiosity about the design and manufacture of products and systems, and their impact on daily life and the wider world
- Work collaboratively to develop and refine their ideas, responding to feedback from users, peers and expert practitioners
- Gain an insight into the creative, engineering and/or manufacturing industries
- Develop the capacity to think creatively, innovatively and critically through focused research and the exploration of design opportunities arising from the needs, wants and values of users and clients
- Develop knowledge and experience of real world contexts for design and technological activity
- Develop an in-depth knowledge and understanding of materials, components and processes associated with the creation of products that can be tested and evaluated in use
- Be able to make informed design decisions through an in-depth understanding of the management and development of taking a design through to a prototype/product
- Be able to create and analyse a design concept and use a range of skills and knowledge from other subject areas, including mathematics and science, to inform decisions in design and the application or development of technology
- Be able to work safely and skilfully to produce high-quality prototypes/products
- Have a critical understanding of the wider influences on design and technology, including cultural, economic, environmental, historical and social factors
- Develop the ability to draw on and apply a range of skills and knowledge from other subject areas, including the use of mathematics and science for analysis and informing decisions in design
- To be aware of social, moral and environmental issues in order to inspire a more sustainable future.

The key schema (areas of knowledge and skills) in Product Design are:

- Understanding user needs – Human responsibility, Identification of different market sectors, demographics, cultural, social and economic design considerations.
- The different research techniques used to refine design contexts.
- Understanding the industrial and commercial practices – Stages of production, manufacturing methods, manufacturing and management systems, Risk assessment and safe working practices.
- Drawing skills – Orthographic, Isometric and One- and Two-point perspective, freehand design sketches, Computer aided design.
- Mathematics – Area, units of measurement, conversion and engineering calculations.
- Mechanical Systems, Motion and Forces – Hydraulics, Gears and Pulleys. How to use these systems to solve a proposed problem. Types of motion, Forces.
- Materials and components – Materials working characteristics, application properties, finishes, components and their application.

- Health and Safety – To be able to work safely in the workshop environment and understand the importance of health and safety and the associated legislation in an industrial environment including risk assessment.
- Tools and Equipment – To be able to work independently in the workshop in order to manufacture products using a range of materials and processes.
- To be able to identify feasible manufacturing solutions.
- CAD/CAM – To be able to appropriately apply CAD/CAM within the design and make process in order to manufacture high quality products.
- Sustainable Design – To develop an awareness and understanding of the need to sustain resources and create a conscious and analytical design methodology.
- Evaluating – To be able to reflect, refine and identify future development opportunities.

'Subject' disciplinary knowledge is:

In designing:
The ability to use primary and secondary research methods in order to develop an understanding of user needs and product marketability ; to develop a design brief and specifications to inform the design of innovative, functional, appealing products that respond to needs of the client; to apply knowledge of materials and how they behave to designs; to design feasible products and outline how they will be manufactured and marketed; to be able to communicate their designs using a range of methods including hand drawings and CAD. To consider sustainability when developing design solutions.

In making:
The ability to work safely and independently in order to model and manufacture high quality working solutions; to accurately produce and follow a project plan; to be able to adapt their approach in response to challenges during manufacture.

In knowledge:
The ability to apply their knowledge of Materials, Mathematics, and science to their designing in order to create innovative and feasible solutions; to be able to incorporate components, composites and electronic systems into their designing; to be able to embed intelligence in products that respond to inputs and control outputs using programmable components.

In Evaluating:
The ability to analyse the work of other designers and engineers, past and present to develop and broaden their understanding; to investigate new and emerging technologies and understand its' impact on individuals, society and the environment, to be able to test, evaluate and refine their own ideas against a specification, considering the views and needs of others.

Our curriculum is planned and sequenced as a cumulative curriculum where knowledge builds upon, reinforces and expands previous learning. This enables students to know more and remember more. Our schemes of learning are built around our key schema and substantive knowledge is built upon from KS2 across Key Stage 3 and 4 into key stage 5. Our curriculum connects prior learning and ensures that essential skills are covered early that they can be applied in numerous contexts later.

Whilst we are aware of the vast differences in the experience students will have had of DT at primary school and secondary, our KS5 curriculum is ambitious and students are encouraged to apply their designing, making, evaluative skills alongside substantive technical knowledge to design situations, using their skills to solve problems and producing high quality outcomes.

Our KS5 curriculum builds on from the strong foundations we lay at Key Stage 3 and 4 …

Our curriculum model plans for students to remember more through

- Low stakes testing throughout each module in KS3 – Key terms and concepts, the content that is included on the knowledge organiser.
- End of module tests in KS3 focusing on key concepts from the schema that have been covered in that module.
- Use of retrieval starters in KS4 and KS5 focusing on substantive knowledge that we would want to be automatic and fluent for students.
- Formal end of unit tests in KS5

The cultural capital needed to succeed in product design is woven through our curriculum:

- We have CEIAG activities written in to our schemes of learning from Year 7-11. These focus on developing students' awareness of the different roles that are available in the engineering and product design sectors and the qualification paths to those roles. We aim to expose students through these activities to careers that they might not have considered and show them that it is possible for anybody to pursue these qualifications and roles. Our aim is to raise our students' aspirations beyond that of the manual trades that they automatically link to the word 'engineering'.
- Throughout our schemes of work we introduce students to important Engineers and designers past and present in order that they develop an appreciation of iconic designs and technologies.
- In lessons we highlight current affairs relating to the subject or work topic as they appear. We aim to give current and relevant real-world context to all of our design situations.

The key Schema

Understanding User Needs

Success in **'curriculum schema'** is students knowing, remembering, understanding and being able to Identify different market sectors, demographics, cultural, social and economic groups. To use a range of research techniques in order to understand the needs of identified users and be able to adapt and refine designs in order to meet user needs.

	Substantive Knowledge	Disciplinary Knowledge
KS3	Needs of users of different age, gender, interests and abilities. Designing for a client with imposed design constraints.	Students can recognise the different needs of different user groups and can apply their knowledge of user and client needs to build design specifications and inform design solutions.
KS4	As above plus: Requirements of different cultures, social and economic groups.	Students can use primary and secondary research techniques in order to gather information about a specific user group and understand the advantages and disadvantages of the research techniques used. Students can adapt existing designs to meet the needs of new users and situations.
KS5	As above plus: User centred design, needs wants and values. Sowing an appreciation of the needs of specific consumers, such as young children, the elderly or those with special physical needs.	Students can use investigative research into the needs, wants and values of users to define a design opportunity or problem that could lead to the production of a design brief and specification. Using above and below the line analysis an in-depth approach of research. Students can understand the effect of legislation/regulations related to product design and consumer protection

Drawing Skills

Success in **Drawing Skills** is students knowing, remembering, understanding and being able to communicate their ideas fluently with others through 2D and 3D freehand sketches, 2D and 3D working drawings applying the conventions of engineering drawings from BS8888 and using rendering, dimensions, different types of line and scale appropriately.

	Substantive Knowledge	Disciplinary Knowledge

KS3	How to draw simple shapes using 1 and 2 point perspective. Using isometric for 3D drawings. Use of 3rd angle orthographic drawing. Confidently sketching to communicate. Visible, construction and dimension lines.	Students are able to identify the different types of drawing and can communicate their own design ideas using these methods.
KS4	As above looking at more complex shapes and assemblies. Use of 1st angle orthographic. Conversion from imperial to metric measurement and vice versa. Appropriate choice of scale. Use of Tolerance. Hidden detail and centre lines. BSI, BS8888, ISO.	Students are able to independently select appropriate drawing methods for their requirements and can confidently produce 2D and 3D working drawings in order to communicate their ideas that fully comply with BS8888. They are able to explain the benefits of working to BS8888 and how it fits with the corresponding ISO standards.
KS5	As above looking at more complex shapes and assemblies. Use of modelling and testing to evolve ideas and to support decision making, demonstrating effective independent use of skills/techniques to clearly communicate ideas and proposals to a third party. Appropriate choice of 2D, 3D drawing, section drawings or partial sectioned drawings, system and schematic diagrams, mathematical drawings and CAD	Students are able to apply an iterative design process to generate and communicate excellent initial ideas with sophisticated detailing, selecting the appropriate drawing method for their requirements and can confidently produce 2D and 3D working drawings, which has identified and perceptively considered environmental, sustainability, costs, social, moral and ethical factors, which are clearly relevant to the design and potential user(s). Students are able to develop a detailed proposal, including comprehensive and relevant details of materials, dimensions, finishes and production techniques, which clearly addresses all requirements of the design brief and specification. Students will know ow to find relevant information related their product's design and use, from documents such as Health and Safety legislation, BS and COSHH.

Mathematics

Success in **Mathematics** is students knowing how to apply the concepts and formulae in engineering contexts and to use these processes to support the development of their own concepts and ideas. Students will remember the appropriate units for the calculations that they do and will be able to use a scientific calculator correctly in order to perform calculations. Students will understand how Maths and Science can be used to solve engineering problems.

	Substantive Knowledge	Disciplinary Knowledge
KS3	Area, Volume. Power, Resistance, Current and Voltage.	To be able to apply the formulae in order to solve problems related to their project work during design, development and manufacture. Students will be able to remember and apply the correct units for the calculations that they undertake.
KS4	SI Units. Power, Force, etc from spec	Students will be able to select the appropriate formulae to use in a given situation. They will be able to draw out the important quantities from engineering scenarios in order to help them to determine which calculation is most appropriate in each situation.
KS5	Percentages, surface area, volume, trigonometry, graphs and charts, coordinates and geometry, statistics and probability, Ratio	Students will be able to select the appropriate formulae to use in each design situation. They will be able to apply the important quantities from engineering scenarios in order to help them to determine which calculation is most appropriate in each design situation. They will be able to demonstrate an understanding of the Mathematical requirements appropriate to both technical principles and design and make skills.

Mechanical Systems, motion and forces

Success in **Mechanical systems, motion and forces** is students knowing and understanding the different types of forces and motion and how mechanical systems can be used in products to enable changes in movement and force.

	Substantive Knowledge	Disciplinary Knowledge
KS3	Movement: Linear, Reciprocating, Oscillating, Rotating. Forces: Tension, Compression, Torsion, Bending, Shear. Mechanical Systems - Gears	To be able to apply their knowledge of movement and forces to a design situation, producing feasible design solutions that can resist the forces acting on them. To be able to explain how gear systems can be used to our advantage in products and to be

		able to devise simple gear systems for use in their own designs.
KS4	As above plus Mechanical Systems: Hydraulics, Pulleys.	Students can identify a range of mechanical systems in existing products and explain the purpose of using them in that scenario. Students can develop their own mechanical system designs to solve a specific problem.
KS5	N/A	N/A

Materials and their properties

Success in **Materials** is students knowing the different types of materials, where they originate from and being able to classify them. Students will know how to use technical vocabulary to describe properties of each material. They will understand how to test and select suitable materials for a specific purpose based on their working properties and will be able to justify their choices.

	Substantive Knowledge	Disciplinary Knowledge
KS3	Woods: Classifications of timber, hardwoods, softwoods, composition of manufactured boards. Plastics: Classification, thermoplastics, thermosetting plastics. Metals: Classification, ferrous and non-ferrous metals, alloys. Material Properties: Mechanical, Textiles: smart and modern materials, fibres and fabrics, natural and synthetic fabrics, primary source to stock form. Material characteristics: Aesthetics, Cost, Environmental Impact.	Students will be able be identify specific materials used in existing products and explain why they were used, suggesting alternatives where appropriate. They will be able to carry out material tests for a range of mechanical properties and select materials based on the outcomes using their data to justify material choice. They will be able to suggest materials for their design ideas. They will understand where materials come from and the implications of this source for cost, environmental impact.
KS4	As above, plus: composite materials, ceramics, elastomers. Material Properties: Chemical, Optical, Textiles: smart and modern materials, fibres and fabrics, natural and synthetic fabrics, how fabrics behave for different purposes, primary source to stock form, stock form and types, weaving, knitting and bonding.	Students will be able to justify their material choices based on a wider range of material properties. They will select from a broader range of materials. They will understand how materials can be combined to create new materials with improved properties, be able to identify where these have been used in existing products and make suggestions for where these could be used in their own designs.

KS5	As above, plus: natural materials and elements synthetic materials, regenerated materials, composites. Stock forms of the above materials to include, bonded, laminated, profiled, sheet and woven forms, availability and comparative costs	Students will be able to develop a general appreciation of the wide range of materials and components available to them, designers and manufacturers. The students will be able to show a more detailed knowledge of a range of materials, partly developed through use in their specialist NEA work. Students will show an understanding of the complex interrelationships between material, form and manufacturing process and show consideration of how the material affects the structure of the product, which will allow students to make an informed decision of material selection.

Health and Safety

Success in **Health and Safety** is students knowing health and safety rules pertaining to the workshop and being able to explain why they are in place. They will be able to demonstrate independent and confident use of the guidelines in order to work safely in the workshop environment. They will know and understand the range of control measures that are in place in the school workshop environment and the PPE requirements of each machine. They will go on to learn about the various items of legislation that relate to the manufacturing environment and be able to relate the legislation to specific engineering scenarios across a range of sectors.

	Substantive Knowledge	Disciplinary Knowledge
KS3	Workshop/textiles rooms Health and Safety rules. Control Measures used in the workshop. PPE used in the workshop.	Students will follow the health and safety rules relating to the school workshop environment. They will be able to explain why the rules in place and how they reduce the risk to individuals. They will be able to identify PPE used in the workshop and apply the correct PPE in a given situation. They will be able to identify and explain the control measures used in the workshop. They will be able

		to identify unsafe situations and make suggestions of how to reduce the risk
KS4	Health and Safety Legislation: COSHH, RIDDOR, HASAWA, MHOR, PPE in industry.	Students will be able to identify what aspect of H&S each piece of legislation covers and how this reduces risk in specific engineering environments. They will be able to identify and explain the consequences that may results from not following the relevant health and safety legislation. They will be able to suggest suitable PPE for a range of industrial scenarios.
KS5	Workshop/textiles rooms Health and Safety rules. Control Measures used in the workshop. PPE used in the workshop. Health and Safety Legislation: COSHH, RIDDOR, HASAWA, MHOR, PPE in industry.	Students will be able to select and safely use a range of specialist tools, techniques, processes, equipment and machinery appropriate to the design and manufacture of domestic, commercial and industrial products and systems they will be able to Select and safely work with appropriate machinery, tools, materials and components to realise their chosen prototype. Students will show a good understanding of all Health and Safety regulations needed within the environment they will work in.

Tools and Equipment

Success in **Tools and Equipment** is students being able to identify and range of hand tools, portable power tools and fixed machines and what they are used for. Students will be able to independently select and use a range of tools and machinery skilfully and safely in order to produce high quality, functional products.

	Substantive Knowledge	Disciplinary Knowledge
KS3	Hand Tools: Coping saw, tenon saw, hack saw, chisel, file, tin snips, abrasive paper, screwdriver, Marking out: Try square, steel rule, bradawl, scriber, centre punch. Portable Power Tools: Biscuit Cutter, Cordless Drill, line bender,	Students will be able to identify and competently use the tools and machinery outlined in order to produce high quality outcomes.

	Fixed Machines: Pillar Drill, Buffing Machine, Belt Sander, Scroll Saw, vacuum former Sewing machines, hand sewing, cutting, soldering	
KS4	As above, plus: Portable Power tools: use of handheld sander, hand held router, Knowledge of: angle grinder, Sewing machines, hand sewing, Tyvek, tie dye, batik, heat press.	Students can select and competently use the tools and equipment in order to produce high quality outcomes. Where students are unable to use equipment (due to H&S guidance) they will have an awareness and understanding of the machinery, its appropriate use and the health and safety implications associated with each.
KS5	As above, plus: Hot glue gun,	Students can select and competently use the tools and equipment in order to produce high quality outcomes. Where students are unable to use equipment (due to H&S guidance) they will have an awareness and understanding of the machinery, its appropriate use and the health and safety implications as well as the risk assessment associated with each.

CAD/CAM

Success in **CAD/CAM** is students being able to apply CAD/CAM skills appropriately within the Design and Make process in order to manufacture high quality products.

	Substantive Knowledge	Disciplinary Knowledge
KS3	CAD: 2D Design Tinker CAD Google Sketch Up CAM: Laser Cutter	Students will be able to use the CAD packages in order to produce 2D and 3D digital drawings and know how to prepare a file for laser cutting. They will understand how a laser cuter works and the health and safety considerations for the machine. They will know which materials are able to be laser cut.
KS4	CAD: As above plus Autodesk Inventor. CAM: As above plus knowledge (not use) of CNC router and CNC lathe. CAD/CAM sewing machine	Students will be able to use the CAD software to produce 2D and 3D digital drawings. They will understand when and how the CNC router and lathe are used in industry and be able to identify and give

		examples of products that have been manufactured in this way.
KS5	CAD: Autodesk inventor, 2D design, CURA CAM: Laser cutter (independently used) 3D Printer	Students will be able to independently use CAD and CAM software and processes to develop their design idea's. Showing an understanding of the software and how this can influence the products processes and speed. Students will be able to use appropriate software at both formative and summative stages of their designing. Modelling their prototypes to 1/6th scale suitable to their outcome. Using CAD to communicate their ideas clearly.

Engineering Disciplines, Iconic and Important work of others.

Success in **Engineering disciplines** is students knowing and understanding a range of different engineering sectors. Being able to give examples of products developed and manufactured by each sector and being able to explain the benefit and impact that these products have had on society. This knowledge will encompass a range of important and iconic designs and designers/engineers.

	Substantive Knowledge	Disciplinary Knowledge
KS3	Mechanical, Civil, Aerospace, Electronic,	Students will be able to explain what type of products each of the sectors are concerned with and give specific examples, explaining the benefits that each product has brought to society and individuals. They will be able explain the qualifications/subjects needed to enter each sector.
KS4	As above plus: Biomedical, Automotive Biomedical, Chemical, Communications, Software	Students will be able to explain what type of products each of the sectors are concerned with and give specific examples, explaining the benefits that each product has brought to society and individuals. They will be able explain the qualifications/subjects needed to enter each sector.
KS5	As above:	Students will be able to explain what type of products each of the sectors are concerned with and give specific examples, explaining the benefits that each product has brought to society and individuals. They will be able explain the qualifications/subjects needed to enter each sector.

Electronics

Success in **electronics** is students understanding the basic principles of electronics: current, voltage, resistance and power. They will be able to use appropriate formulae to calculate these values for a given scenario. They will be able to design and construct simple electronic circuits, with an input and an output. They will experiment with programmable components and understand how they can be programmed to achieve different outcomes.

	Substantive Knowledge	Disciplinary Knowledge
KS3	Basic electronic principles. How to calculate voltage, power, current and resistance. How to decode a resistor's value. How to build simple circuits. How to use programmable controllers in circuits.	Students will use their electronics knowledge in order to design and build electronic products to satisfy a given design scenario.
KS4	Students will revisit the above information looking at more complex applications of their electronics knowledge.	Students will use their electronics knowledge in order to design and build electronic products to satisfy a given design scenario.
KS5	As above:	Students will use their prior electronics knowledge in order to design and make products suitable for the current market / client needs to enhance their own design ideas where needed.

Sustainable Design

Success in **sustainable design** is students understanding the 6 Rs of sustainability and being able to explain why it is important for us to sustain the resources that we have for future generations. They will be able to identify where the materials that they use originate from in their raw form and the implications of this for the environment. They will consider the end of a products life when designing and be able to analyse and evaluate the environmental credentials of existing products.

	Substantive Knowledge	Disciplinary Knowledge
KS3	Where materials come from. The environmental implications of materials. The 6 Rs. End of life considerations.	Students will be able to apply their knowledge of sustainability in order to design environmentally conscious products. They will select materials with

		sustainability in mind and be able to justify their selections on this basis.
KS4	As above plus how materials are recycled, how many times they can be recycled and whether the material loses quality upon recycling.	Students will select materials based on a wide range of environmental credentials, fully justifying their selection.
KS5	As above plus understanding what values (technical. Economic, social, environmental and moral) are implicit in product design solutions. The conservation of raw materials. how manufacturing products effect the environment. What the Sustainability issues are that impacts the environment.	Students will be able to apply their knowledge of environmental factors showing an understanding how the disposal, surplus materials, components and by-products can affect the environment and re-design accordingly for a greener future. Justifying their selection of materials for the design and make outcome.

Evaluating

Success in **evaluating** is students being able to analyse the work of others identifying good features and areas for development. They will then be able to incorporate these findings into their work. They will be able to reflect on their own work throughout the design and manufacture process and refine their products based on findings. At the end of a project, they will be able to identify successes and areas for future development.

	Substantive Knowledge	Disciplinary Knowledge
KS3	Evaluative language: Structure of a final evaluation: Positives, Negatives, Improvements. Product Analysis using ACCESS FM.	Students will be able to reflect on their own work and that of others to identify positives, negatives and improvements that could be made. Students will be able to evaluate their own skills alongside practical outcomes.
KS4	As above plus: Iterative Design.	Students will be able to reflect on their own work and that of others to identify strengths and areas for development. Students will be able to evaluate their own skills alongside practical outcomes. Students will evaluate throughout the design and make process refining their ideas in response to their findings,
KS5	As above plus: qualitative and/or quantitative criteria	Students will be able to reflect on their own work and that of others to identify strengths and areas for

		development. Students will be able to evaluate their ideas and decisions whilst applying iterative design processes. Students will evaluate throughout the design and make process refining their ideas in response to their findings.

Summative Assessment plan

In all Key Stage 3 units of work we assess against the 4 areas of:

- Develop
- Make
- Knowledge
- Evaluate

Students receive a Red, Amber or Green against each skill assessed for that unit and these are communicated to the student via the assessment sheet that is stuck in the front of their DT book. Students have the opportunity to improve the skill and the RAG will then be updated on the sheet, this may take place as part of live marking.

These RAG ratings are then transferred in to Doddle

In Key stage 4 students are formally tested at the end of every unit of work in preparation for the exam. These test marks are communicated on students tracking sheets and recorded on teacher tracking sheets.

In Key Stage 5 students are formally tested at the end of every unit of work in preparation for the exam. These test marks are communicated on students tracking sheets and recorded on teacher tracking sheets.



Futura Drama

Curriculum framework

Drama Curriculum Framework

Intent:

At the Futura Learning Partnership we believe that students should experience outstanding drama lessons that expose them to a range of theatre styles and performances. Through our engaging curriculum we aim to focus on developing students' creativity and performance skills through a diverse selection of practical lessons. In KS3 students will explore a range of styles and genres to ensure students have a vast experience of theatre and learn key skills and techniques to prepare them for further study at KS4 and KS5. Each unit will help students develop their performance and creative skills using both script work and more independent devised piece. We pride ourselves in the range of important social, emotional, and political topics which students are exposed to within our curriculum. We aim to encourage discussion,

engagement, and reflection around these crucial topics to experiment with ideas and to allow students to express themselves through imaginative performances. The drama experience in KS3 will encourage a life-long interest in drama and the theatre industry and will help students to develop essential transferable skills such as teamwork, independence, creativity, resilience and communication to prepare students for their future studies and employment opportunities.

Inclusion: Our curriculum is ambitious for all and strives to address inclusion and disadvantage in its intent and implementation

Aims: Underpinning the intent are key **substantive and disciplinary concepts**:

Year 7

Year Group	Substantive Knowledge	Disciplinary Knowledge	Possible Context
7	1. Performance Skills: - Characterisation - Movement (facial expressions, gestures, body language, posture, proxemics) - Voice (pitch, pace, volume, emphasis, pause, accent - Communication with audience - Using stage space 2. Explorative techniques: - Still image - Narration - Thought tracking - Slow Motion - Soundscapes - Flashback/flashforward - Improvisation - Hot seating 3. Theatre Styles and Practitioners	1. Ability to transfer skills to a range of performances including scripted and devised. Students can maintain a clear character throughout a performance. They will be able to maintain their role on stage. Students can use vocal and physical skills to present both character and emotion. Students understand how to use the performance space. Students have a good understanding of how performance skills communicate meaning to an audience. 2. Students can use and apply explorative techniques accurately to a range of performances (both scripted and devised). 3. Students can describe the conventions of the theatre style/practitioner. Students can use the practical techniques of a theatre style in performance. Students have a basic understanding of how the practitioners influenced the theatre style. Students can transfer skills to other performances. 4. Students show a reasonable interpretation of the script. Students can explain what the script is	- Mime and movement, voice - Darkwood Manor - Lloyds Leisure Facility - Charlie and the chocolate factory - Introduction to script work - Live Theatre review

	- Mime (exaggerated movement, comedic techniques) 4. Initial Script Work - Read an age-appropriate script - Understand characters - Understand plot - Follow stage directions - Learn dialogue - Mood and atmosphere 5. Devising - Respond to a stimulus (textual, visual, aural) - Develop ideas from a stimulus - Experiment with ideas using improvisation - Explorative techniques (still image, narration, thought tracking, slow motion, flashback) - Create a character - Build a story - Refine and rehearse performance 6. Some analysis/Evaluation of performances - Using set criteria to assess own and others performance - Providing feedback (WWW and EBI) - Use examples	about. Students can stage the script maintaining a character throughout and applying the correct stage directions. Students can show the relationships between characters considering the mood and atmosphere of the piece. Students are able to show that they understand the style through incorporation of skills and techniques. 5. Students can create a clear story and character in performance. Students can work with others in responding to the stimulus. Students can suggest ideas and use improvisation to develop characters and narrative. Students can create ideas for performance, considering appropriate starting points, key moments and endings. Students can experiment with dramatic techniques when creating drama. 6. Students can describe what happened in a performance. Students can discuss what they enjoyed about a performance. Students can discuss improvements that are needed for a performance. Students can use keywords within their verbal feedback 7. Students can explain what the play is about Students show a reasonable understanding of the production and the design elements used. Students have some understanding of what the	

	- Terminology expected - Respond to feedback 7. Live Theatre - Watch clips from a live theatre production - Understand the plot - Understand the characters - Know the main design areas for live theatre (costume hair and make-up, set and props, lighting, sound, staging) - Know basic terminology relating to each design area. Costume – colour, fabric, condition, accessories, practicalities Lighting – colour, fade, spotlight, gobo, wash, gels Sound – pitch, tempo, volume, live, recorded Set/Props – colour, condition, position, material, practicality Staging – Upstage, Down stage, Stage left, stage right, centre stage - Understand that design elements communicate meaning - Know careers relating to theatre (costume designer, lighting designer, sound designer, director, choreographer, stage manager)	key themes and issues in the production. Students can describe the impact design elements have on an audience and how they help communicate meaning. Students can take on the role of designers to produce their own ideas on how to stage a production. Students have some understanding of the careers that are involved in putting on a production.	

Suggested Topics

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 7	**Mime, movement and voice**	**Charlie and the Chocolate Factory**	**Darkwood Manor**	**Lloyds Leisure Facilities**	**Introduction to script work**	**Live Theatre (Production may vary depending on what is available)**
	Intent Understand how you use physical and vocal control and manipulation to create characters in a variety of styles. **Implementation** Practical exploration of a variety of vocab, movement/body exercises, mime and still image in rehearsal and performance.	**Intent** Understand how to devise from a story and create characters through Charlie and the Chocolate Factory. **Implementation** Exploration of scenes, characters, themes and issues through the original book, and film adaptations.	**Intent** Understand how to use a stimulus to create characters and build a story. **Implementation** Solve a mystery by responding to photographs, stories, hot seating, thought tracking and modern cultural references.	**Intent** Further develop the use of movement, physicality, voice and devising skills. **Implementation** Practical exploration of physical theatre, persuasive language, advertising and interview techniques and a variety of stimuli.	**Intent** Understand how to use basic scripts in rehearsal and performance. Understand how to devise from a script. **Implementation** Exploration of rehearsal technique, developing character and memorising lines with script extracts as well as creation of their own.	**Intent** To explore a live theatre production and understand the key performance and design elements. **Implementation** Exploration of characters, themes and issues in the production through script work and devising. Analyse and evaluate the design elements and how they are used in the performance.

	Impact Students will be able to use their voices and physicality in a variety of ways to develop characters effectively, be able to create pieces of mime.	**Impact** Students will be able to manipulate their body and voice to create characters	**Impact** Students will be able to create clear characters and link stimuli to develop a story along a central theme.	**Impact** Students will be able to more skilfully manipulate their body and voice to manipulate a story, and have a basic understanding of the work place.	**Impact** Students will be able to perform scripts, memorise lines and have a basic understanding of staging/rehearsal techniques.	**Impact** Students to have a clear understanding of plot, characters, performance skills and design skills.

Year 7 Assessment Grid

Skill	Developing	Secure	Extending
Characterisation	On stage you are unable to stay in role and perform without losing focus. Your character does not fit the explored theme/style of Drama. When on stage, you are not considering other people or your audience and it is difficult to see who you are performing as	Characterisation showcases an adequate understanding of your character within performance. You may be able to sustain your role; however you come out of character easily and are unable to sustain your role on stage. You can showcase some characterisation skills, however these are not always consistent and lack rapport with your performances and live audience.	Pupils will be able showcase a clear character on stage. They will be able to capture different personas and portray their characters with a sense of confidence. They will be able to sustain their role on stage and be able to acknowledge the use of their audience.
Voice and Movement	Vocal skills are sound, with an adequate understanding of how they can be used to communicate meaning to an audience. Vocal delivery is appropriate but inconsistent at times. There is an awareness of tone, volume, pitch and pause.	Vocal skills are secure. There is an understanding of how choices show meaning. Vocal delivery shows an understanding of character and the skills are appropriate. There is a secure use of vocal tone, pace, pitch and volume. There is an awareness of how physical skills communicate meaning to an audience. There is a secure use of gesture, expressions and use of space	Vocal skills are excellent. Students show understanding of how creative vocal choices show meaning to an audience. Vocals are used to present both character and emotion. Students are able to demonstrate an assured use of pace, pitch, projection and tone. Physical skills are confident, with a good understanding of how choices made communicate meaning to an audience. Movement is engaging, dynamic and skilful throughout. Physical skills show a confident use of gesture, expressions and use of space
Understanding of Performance Style	You can sustain your role on stage. There are some moments where the style isn't always clear within your performance. You have energy and drive within your performance which showcases good intent and with some confidence.	Your involvement is clear and apparent within your performance. You can control your character on stage with focus and commitment and there is an awareness of the style explored	On stage your performance is engaging and energetic You are able to showcase that you understand the style, through incorporation of skills and technique You have made a clear contribution to the development and performance at all times
Analysis and evaluation	You have a sound ability to reflect on your own performance and that of others. You can identify some strengths and weaknesses using some key terms. You show some understanding of theatrical aims and intentions.	You have a secure ability to reflect on your own performance and that of others. You can give detailed feedback on strengths and weaknesses using examples from the performance using appropriate drama terminology. You show an insightful understanding of theatrical aims and intentions.	You have an excellent ability to reflect on your own performance and that of others. You can confidently analyse and evaluate the strengths and weaknesses using appropriate examples from the performance. You confidently use a wide range of specialist drama terminology. You show an intrinsic understanding of theatrical aims and intentions.

Year 8

Year Group	Substantive Knowledge	Disciplinary Knowledge	Possible Context
8	1. Consistent application of performance Skills: - Movement (facial expressions, gestures, body language, posture, proxemics) - Voice (pitch, pace, volume, emphasis, pause, accent - Communication with audience - Staging types (proscenium arch, traverse, thrust, in the round) 2. Confident application of explorative strategies: - Still image - Narration - Thought tracking - Slow Motion - Cross-cutting - Flashback/flashforward - Marking the moment - Improvisation - Multi-role - Direct address - Placards	1. Ability to transfer skills to a range of performances including scripted and devised. Students can sustain a clear character on stage with confidence. Students will be able to use their audience and other performers on stage with an effective rapport. Students show excellent use and control of physical and vocal skills. Students show an assured understanding of how performance skills communicate meaning to an audience. Students can perform in using a variety of staging types. 2. Students can confidently apply a range of explorative strategies to their own performances (both scripted and devised). 3. Students can explain the conventions of the theatre style/practitioner. Students can confidently use the practical techniques of a theatre style in performance. Students have a good understanding of how the practitioners influenced the theatre style. Students are able to apply the techniques and theories to a range of performances.	- Blood Brothers - Matilda - Devising from a range of stimulus - Stanislavski - Hairspray - Brecht - Live Theatre

	- Monologue - Hot seating 3. Theatre Styles and practitioners - Explore at least 2 different theatre styles and practitioners - Practically explore the conventions of the theatre style/practitioner - Learn and apply the techniques of the practitioner Students should explore at least one of the following practitioners: - Stanislavski (Naturalism, Stanislavski system, given circumstances, magic if, aims and objectives, subtext, super-objective) - Musical Theatre (chorus, ensemble, choreography, motif, canon, unison) - Brecht (The 'V' Effect, Epic Theatre, multi-role, narration, Gestus, direct address, placards, communicating a message) 4. Script Work - Read an age-appropriate script - Understand character/plot - Follow stage directions - Learn dialogue	4. Students show a good interpretation of the script. Students have a clear understanding of what the script is about. Students can confidently stage the script communicating a clear character throughout and applying the stage directions. Students can clearly show the relationships between characters using performance skills. Students are able to sustain the mood and atmosphere of the piece Students are able to showcase the correct attribute for the chosen style using skills and techniques. 5. Student can create an engaging performance from a range of stimulus. Students can discuss a range of ideas as a group in response to a stimulus. Students can develop each other's ideas through improvisation and drama conventions/techniques. Students can creatively experiment with dramatic techniques when creating drama. 6. Students can discuss what was successful in a performance. Students can confidently suggest improvements for developments. Students can use clear examples to support their feedback using key terminology in their feedback. 7. Live Theatre	

	- Mood and atmosphere - Themes/issues of the play - Genre 5. Devising - Respond to a stimulus (textual, visual, aural) - Develop creative ideas from a stimulus - Experiment with ideas using a range of explorative strategies (improvisation, hot seating, - Dramatic techniques (still image, narration, thought tracking, slow motion, cross-cutting marking the moment, multi-role, monologue, direct address) - Theme/message - Refine and rehearse performance - Create an original performance 6. Confident analysis/Evaluation of performances - Using set criteria to assess own and others performance, providing/acting on feedback. - Providing useful and detailed feedback (WWW and EBI) - Use clear examples - Apply key terminology confidently - Respond to feedback 7. Live Theatre	Students show a good understanding of the production and the design elements used. Students have a clear understanding of what the key themes and issues in the production. Students can confidently analyse the impact design elements have on an audience and how they help communicate meaning. Students can effectively take on the role of designers to produce their own ideas on how to stage a production. Students have a good understanding of the careers that are involved in putting on a production.	

	- Watch clips from a live theatre production - Understand the plot - Understand the characters - Understand the importance of the design areas for live theatre (costume hair and make-up, set and props, lighting, sound, staging) - Confidently use terminology relating to each design area. Costume – colour, fabric, condition, accessories, practicalities Lighting – colour, fade, spotlight, gobo, wash, gels Sound – pitch, tempo, volume, live, recorded Set/Props – colour, condition, position, material, practicality Staging – Upstage, Down stage, Stage left, stage right, centre stage - Understand that design elements communicate meaning - Know careers relating to theatre (costume designer, lighting designer, sound designer, director, choreographer, stage manager)		

Suggested Topics

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
	Blood Brothers	Matilda	Devising (responding to different types of stimulus)	Practitioners- Stanislavski & Brecht	Hairspray	Live Theatre (Production may vary depending on what is available)
Year 8	**Intent** For students to have a full understanding of the play Blood Brothers including characters, storyline, theme and moral issues **Implementation** Practical study of the text looking at various scenes as well as off text improvisation. **Impact** Students to have full understanding of the	**Intent** To explore adaptation in the arts using Matilda the film, book and musical **Implementation** Exploration of characters, themes and issues in Matilda through script work and devising **Impact** Students to have a clear understanding	**Intent** For students to be able to devise a variety of work using a plethora of stimulus materials **Implementation** Students to use articles, songs, poems etc to create meaningful work and use various techniques to create the word **Impact** Students to have acquired a variety	**Intent** For students to have an understanding of Stanislavski and Brecht and their methods for an actor **Implementation** To look at their theories and apply them to both devised and scripted work **Impact** For students to use the methods learnt in	**Intent** To explore the musical theatre genre through Hairspray and the segregation in 1950's America **Implementation** Explore acting, dance and song from scenes from Hairspray and the impact of segregation on people during the time. **Impact** To understand the genre and the skills	**Intent** To explore a live theatre production and understand the key performance and design elements. **Implementation** Exploration of characters, themes and issues in the production through script work and devising. Analyse and evaluate the design elements and how they are used in the performance. **Impact** Students to have a clear understanding of

	play and the moral dilemmas facing the characters	of character, theme and genre	of skills to create devised work	order to improve their acting skills	required to be a musical theatre performer	plot, characters, performance skills and design skills.

Year 8 Assessment Grid

Skill	Developing	Secure	Extending
Characterisation	Your character is underdeveloped and you cannot showcase a clear character on stage without losing focus. There are times within the performance where you drop character and this impedes the fluency of the work. There is limited rapport OR communication with other performers and your live audience.	Characterisation showcases a good understanding of the performed role, within the genre you are exploring. There are moments of consistency within your role, however these are not always clear. You may come out of character at times during the performance. You have a general consistency, however confidence is not always apparent and this effect your rapport with the audience and other characters on stage.	Pupils will be able to sustain a character on stage and perform with confidence in front of a live audience. They will be able to use their audience and other performers on stage with an effective rapport. There will be a sense of continued focus and character development at this stage
Voice and Movement	Vocal skills are sound with an adequate understanding of how they can be used to communicate meaning to an audience. Vocal delivery is appropriate. There is a sound control over the vocal skills however with moment so inconsistences. There is sound understanding of physical skills to communicate meaning demonstrating an adequate control. Demonstration of gesture, expression, stillness, and contact.	Vocal skills are secure; there is an effective understanding of how creative choices communicate meaning to an audience. Vocal delivery is consistent. Physical skills are secure, with an effective understanding of how choices communicate meaning to an audience. Physical delivery is consistent. There is a secure use of physical techniques, gesture, expression, stillness, use of space and contact. There is a good range of physical movement.	Vocal skills are excellent. Students show an assured understanding of how creative choices communicate meaning to an audience. Vocals are creatively used to present both character and emotion presenting a developed understanding. There is a clear technical control over vocal clarity, tone, pace, pause and projection. Physical skills are assured, showing an understanding of how creative choices communicate meaning to the audience. There is an excellent use and control of physical techniques; gesture, expressions, stillness, use of space and stance. Physical performance shows a variation and range.
Understanding of Performance Style	There is an emerging energy on stage which shows some excellent areas of confidence on stage. You are able to control and sustain your role on stage and be aware of the stylistic demands of the genre. You are able to creatively transform the text/devised performance to suit the style.	You have contributed to the performance and process of the work There is some control over the style and you can use moments of dramatic conventions in your work There is a sustained energy and drive in your performance piece. You have a developed character at this stage.	You have made a clear contribution to the groups outcomes and development On stage you are able to showcase the correct attributes for your chosen style You can use your skills of the style to present a text/devised performance on stage. You are confidence on stage and can drive the performance forward with your use of skill & confidence.

Analysis and evaluation	You have a sound ability to reflect on your own performance and that of others. You can identify some strengths and weaknesses using some key terms. You show some understanding of theatrical aims and intentions.	You have a secure ability to reflect on your own performance and that of others. You can give detailed feedback on strengths and weaknesses using examples from the performance using appropriate drama terminology. You show an insightful understanding of theatrical aims and intentions.	You have an excellent ability to reflect on your own performance and that of others. You can confidently analyse and evaluate the strengths and weaknesses using appropriate examples from the performance. You confidently use a wide range of specialist drama terminology. You show an intrinsic understanding of theatrical aims and intentions.

Year 9

Year Group	Substantive Knowledge	Disciplinary Knowledge	Possible Context
Year 9	1. Effective and creative application of performance Skills: - Movement (facial expressions, gestures, body language, posture, proxemics) - Voice (pitch, pace, volume, emphasis, pause, accent - Communication with audience - Staging types (proscenium arch, traverse, thrust, in the round) 2. Effective and creative application of explorative strategies: - Still image - Narration - Thought tracking - Slow Motion - Cross-cutting - Flashback/flashforward - Marking the moment - Multi-role - Direct Address	1. Ability to transfer skills to a range of performances including scripted and devised. Students can effectively communicate their character on the stage. Students have a sense of fluency in their rapport and are fully aware of their audience. Students show engaging and skilful use and control of physical and vocal skills. Students show comprehensive understanding of how performance skills communicate meaning to an audience. Students can creatively adapt their performances to suit a range of staging types. 2. Students can creatively apply a range of explorative strategies to their own performances (both scripted and devised). 3. Students have a thorough understanding of the conventions of the theatre style/practitioner. Students can creatively use the practical techniques of a theatre style in performance. Students have an excellent understanding of how the practitioners influenced the theatre style. Students are able to effectively apply the	- Devising based on real life events - TIE - The Curious Incident of the Dog in the Night-time - Devising responding to a range of stimulus - Dear Evan Hansen - Live theatre (Billy Elliot)

	- Monologue - Hot seating 3. Theatre Styles and practitioners - Explore at least 2 different theatre styles and practitioners - Practically explore the conventions of the theatre style/practitioner - Learn and apply the techniques of the practitioner Students should explore at least one of the following practitioners: - Theatre in Education (target audience, narration, placards, direct address, monologue, message) - Physical Theatre (Frantic assembly, lifts, leans, control, fluency) 4. Script Work - Read an age-appropriate script - Understand character - Follow stage directions - Learn dialogue - Mood and atmosphere - Themes/issues - Genre	techniques and theories to a range of performances. 4. Students show a comprehensive interpretation of the script. Students have a thorough understanding of what the script is about. Students can communicate convincing characters throughout creatively using stage directions. Students can effectively show the relationship between characters creatively applying performance skills. Students can successfully communicate the mood and atmosphere of the piece. Students demonstrate assured understanding in relation to the style of the piece. 5. Students can create an imaginative performance. Students can plan and notate ideas which demonstrate creativity and originality in response to a wide range of stimuli. Students can work co-operatively and sensitively with others in a group, contributing appropriate ideas and extend those of others. Students can effectively apply a range of dramatic techniques. 6. Students can explain why a performance was successful. Students can effectively explain how improvements would develop the performance.	

	5. Devising - Respond to a stimulus (textual, visual, aural) - Develop creative ideas from a stimulus - Experiment with ideas using a range of explorative strategies (hot seating, improvisation) - Dramatic techniques (still image, narration, thought tracking, slow motion, cross—cutting, flashback/flashforward, marking the moment, multi-role, direct address, monologue) - Theme/message - Refine and rehearse performance - Create an original performance 6. Effective analysis/evaluation of performances - Using set criteria to assess own and others performance, providing/acting on feedback - Providing insightful and detailed feedback (WWW and EBI) - Use specific examples - Effectively use key terminology - Respond to feedback 7. Live Theatre - Watch clips from a live theatre production - Understand the plot	Students can use detailed examples to support their feedback using key terminology. 7. Students show a comprehensive understanding of the production and the design elements used. Students have a thorough understanding of what the key themes and issues in the production. Students can effectively analyse and evaluate the impact design elements have on an audience and how they help communicate meaning. Students can creatively take on the role of designers to produce their own ideas on how to stage a production. Students have a comprehensive understanding of the careers that are involved in putting on a production.	

	- Understand the characters - Understand the impact of the design areas for live theatre (costume hair and make-up, set and props, lighting, sound, staging) - Effectively use terminology to analyse to each design area. Costume – colour, fabric, condition, accessories, practicalities Lighting – colour, fade, spotlight, gobo, wash, gels Sound – pitch, tempo, volume, live, recorded Set/Props – colour, condition, position, material, practicality Staging – Upstage, Down stage, Stage left, stage right, centre stage - Effectively analyse and evaluate how design elements communicate meaning - Creatively design their own production - Know careers relating to theatre (costume designer, lighting designer, sound designer, director, choreographer, stage manager)		

Suggested Topics

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 9	**Devising based on real life events**	**Theatre in Education**	**The Curious Incident of the Dog in the Night-time**	**Devising responding to a stimulus**	**Dear Evan Hansen**	**Live Theatre**
	Intent For students to be able to devise a variety of work based on real life disasters that have happened.	**Intent** The unit will introduce students to the style and genre of Theatre in Education, exploring how theatre can be used to highlight an issue aimed at a particular target audience.	**Intent** The unit will introduce students to physical theatre and how to create more movement based pieces	**Intent** For students to be able to devise a variety of work using a plethora of stimulus materials	**Intent** For students to have a full understanding of the play Dear Evan Hansen including characters, storyline, theme and moral issues	**Intent** To explore a live theatre production and understand the key performance and design elements.
	Implementation Students to use clips, articles, eye witness accounts, poems etc to create meaningful work and use various techniques to create the work	**Implementation** Students will consider the different age groups that might be appropriate audience for developing pieces of TIE.	**Implementation** Following the activities below students will be explore different scenes from The Curious Incident of the Dog in the Night Time	**Implementation** Students to use articles, songs, poems etc to create meaningful work and use various techniques to create the word	**Implementation** Practical study of the text looking at various scenes as well as off text improvisation.	**Implementation** Exploration of characters, themes and issues in the production through script work and devising. Analyse and evaluate the design elements and how they are used in the performance.
	Impact	**Impact**	**Impact**	**Impact**	**Impact**	**Impact**

	Students to have acquired a variety of skills to create devised work	The unit will result in students creating and performing their own short Theatre in Education piece.	The unit will enable students to create physical theatre influenced pieces which explore the key issues in the play with a particular focus on understanding the main character, Christopher and how autism affects him.	Students to have acquired a variety of skills to create devised work	Students to have full understanding of the play and the moral dilemmas facing the characters	Students to have a clear understanding of plot, characters, performance skills and design skills.

Year 9 Assessment Grid

Skill	Developing	Secure	Extending
Characterisation	Characterisation demonstrates a sound understanding of the role and its context within the performance. Characterisation is generally consistent and clear, showing adequate focus and confidence. Sound rapport and communication with other performers.	Characterisation demonstrates a secure understanding of the role and its context within the performance. Characterisation is secure, showing sustained focus and confidence. Effective rapport and communication with audience/other performers.	Characterisation is outstanding, showcasing a clear awareness of the role in context of the performance. You are able to effectively communicate on stage with other actors, have a sense of fluency in your rapport and be fully aware of your audience.
Voice and Movement	Vocal skills are sound, with an adequate understanding of how creative choices communicate meaning to the audience. Vocal delivery is generally appropriate and consistent. Sound technical control in the use of vocal techniques (clarity, pace, inflection, pitch, projection). Vocal performance shows general variation and range. Physical skills are sound, with an adequate understanding of how creative choices communicate meaning to the audience. Physical delivery is generally appropriate and consistent. Sound technical control in the use of physical techniques (gesture, facial expression, stillness, stance, contact, use of space and spatial relationships). Physical performance shows general variation and range.	Vocal skills are secure, with an effective understanding of how creative choices communicate meaning to the audience. Vocal delivery is appropriate, consistent and purposeful. Secure technical control in the use of vocal techniques (clarity, pace, inflection, pitch, projection). Vocal performance shows competent variation and range. Physical skills are secure, with effective understanding of how creative choices communicate meaning to the audience. Physical delivery is appropriate, consistent and purposeful. Secure technical control in the use of physical techniques (gesture, facial expression, stillness, stance, contact, use of space and spatial relationships). Physical performance shows competent variation and range.	Vocal skills are assured, with a comprehensive understanding of how creative choices communicate meaning to the audience. Vocal delivery is engaging, dynamic and skilful throughout. Accomplished technical control in the use of vocal techniques (clarity, pace, inflection, pitch, projection). Vocal performance shows comprehensive variation and range. Physical skills are assured, with comprehensive understanding of how creative choices communicate meaning to the audience. Physical delivery is engaging, dynamic and skilful throughout. Comprehensive technical control in the use of physical techniques (gesture, facial expression, stillness, stance, contact, use of space and spatial relationships). Physical performance shows comprehensive variation and range.
Understanding of Performance Style	Clear contribution to the realisation of the group's artistic intention in performance. Performance demonstrates clear control and understanding in relation to style, genre and theatrical conventions. Demonstrates a coherent interpretation of the text in performance. Individual performance is generally developed and has clear impact, showing emerging energy and ease.	Effective contribution to the realisation of the group's artistic intention in performance. Performance demonstrates secure control and understanding in relation to style, genre and theatrical conventions. Demonstrates a convincing and sustained interpretation of the text in performance. Individual performance is developed, thoughtful and sympathetic, creating effective impact and showing sustained energy and ease.	Assured contribution to the realisation of the group's artistic intention in performance. Performance demonstrates assured control and understanding in relation to style, genre and theatrical conventions. Demonstrates an accomplished and comprehensive interpretation of the text in performance. Individual performance is refined, articulate and dynamic, creating significant impact with ability to drive the piece, showing accomplished energy and ease.

Analysis and evaluation	You have a sound ability to reflect on your own performance and that of others. You can identify some strengths and weaknesses using some key terms. You show some understanding of theatrical aims and intentions.	You have a secure ability to reflect on your own performance and that of others. You can give detailed feedback on strengths and weaknesses using examples from the performance using appropriate drama terminology. You show an insightful understanding of theatrical aims and intentions.	You have an excellent ability to reflect on your own performance and that of others. You can confidently analyse and evaluate the strengths and weaknesses using appropriate examples from the performance. You confidently use a wide range of specialist drama terminology. You show an intrinsic understanding of theatrical aims and intentions.

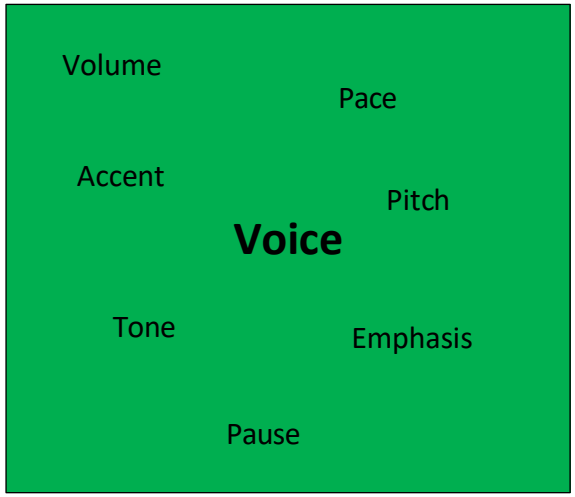
KS3 Levels

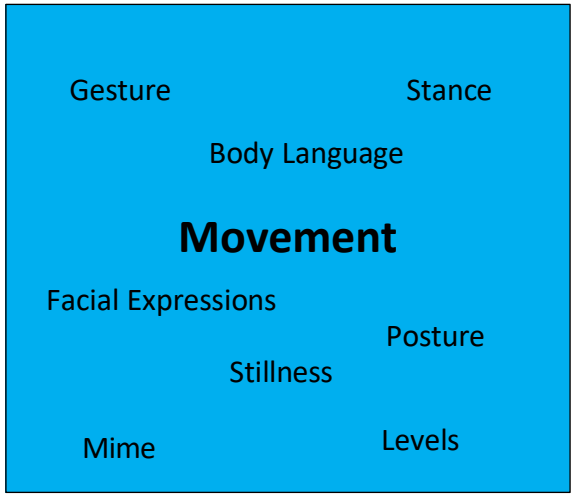
	Rehearsal Group work How you put a piece of work together through developing ideas and working with others	**Performing** How you develop your practical skills through the	**Evaluating** How you reflect on your own work and the work of others, explore why decisions were made, target where you can develop and how you might do it.
8/9	I make a major contribution to discussions making clear connections between different stimuli, genre and text. I am a sensitive group member and I listen to others and make informed decisions that improve the work.	My performance uses an outstanding range of drama skills to excite and engage the audience.	My evaluation is accurate and stimulates change. I use precise examples to evaluate and justify reasons why linking to the intended impact on the audience and evaluate success. I can set challenging targets for myself and others and be clear about how they will be achieved.
7	I make a full contribution to discussions making connections between topics, genres and ideas. I lead without dominating and can take on ideas of other group members to improve the work.	I am a highly accomplished performer with a clear and thorough understanding of how to communicate with an audience using drama skills imaginatively.	My evaluation is informed and I use analytical drama vocabulary. I use appropriate examples to evaluate and confidently justify. I can set appropriate targets for myself and others to improve further work.
6	I listen actively to discussions contributing thoughtful comments and rounded ideas. I am supportive group member, I listen to others ideas and confidently take on the role of director.	I perform skilfully communicating to the audience using drama skills in an interesting and creative way.	I can evaluate effectively giving ideas for how to make work better. I use clear examples to evidence what went well and where to improve in my own and the work of others. I can justify why decisions were made. I can show an awareness of

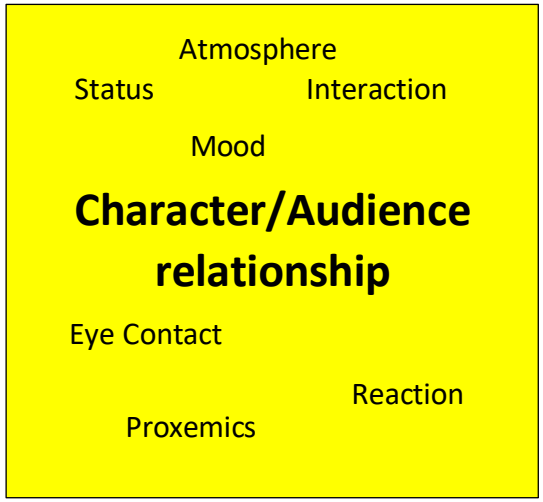
			how the audience responded and why. I set achievable targets for myself and others.
5	I listen actively to discussions and always contribute own thoughts and ideas. I lead in a group shaping and structuring the work.	I can communicate effectively to the audience in performance using a range of drama skills	I can use drama vocabulary when talking about performance and can explain my opinions. I can use some examples to evidence what went well and where to develop in my own work and that of others. I can show an awareness of how the audience responded and why. I set realistic targets for myself and others.
4	I listen actively to discussions contributing ideas and thoughts. I make contributions during group work and sometimes lead.	I perform with confidence and good audience awareness. I use some drama skills effectively.	I can evaluate work giving ideas for how to make work better when prompted. I can recognise what went well and where to develop in my own work and the work of others with reference to some moments. I show an understanding of what the audience might think or feel about your work. I can set myself realistic targets for the next piece of work.
3	I listen to discussions and share some thoughts and ideas. I share my own ideas and opinions to help develop the piece.	I perform with some confidence and some audience awareness. I use some drama skills in performance.	I can use drama vocabulary when talking about performance. I can identify what went well in a piece and moments that could be improved.

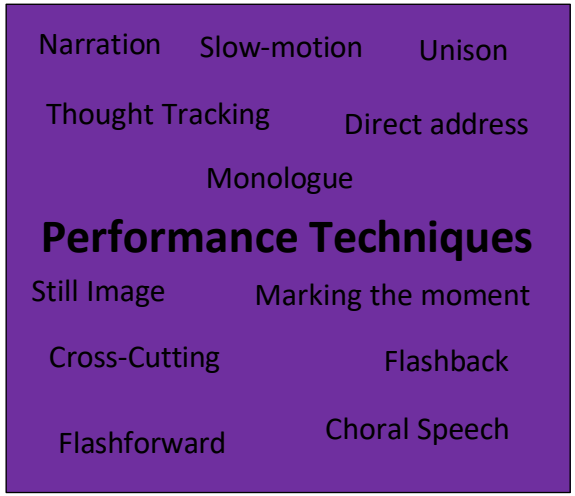
2	I listen to discussions and can answer questions when asked. I can share my ideas when asked.	I keep in role for the performance	I can say what I like or dislike about a piece of work.
1	I follow instructions. I listen to discussions	I can take part in a performance	I can show an opinion when asked.

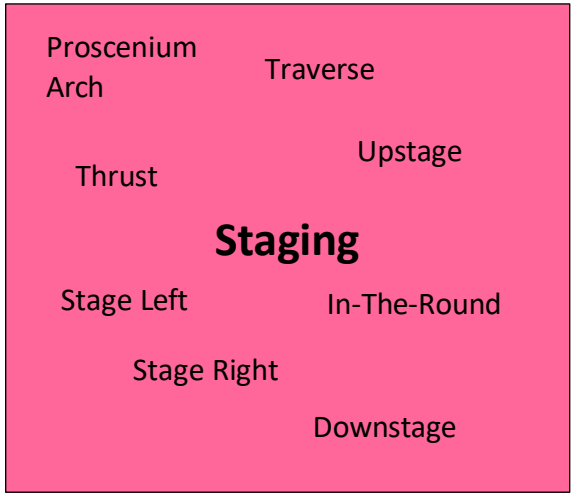
Key Performance Vocabulary



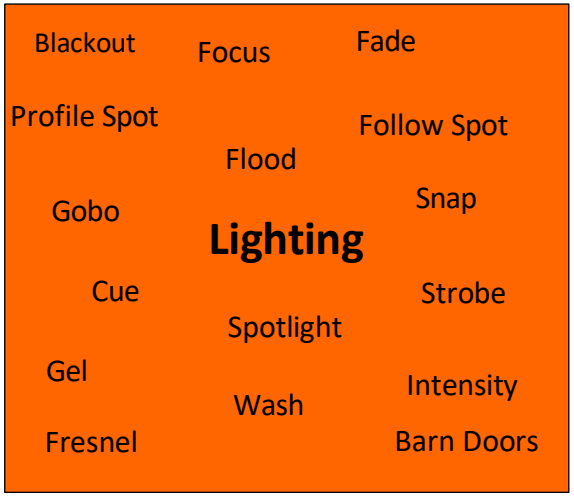


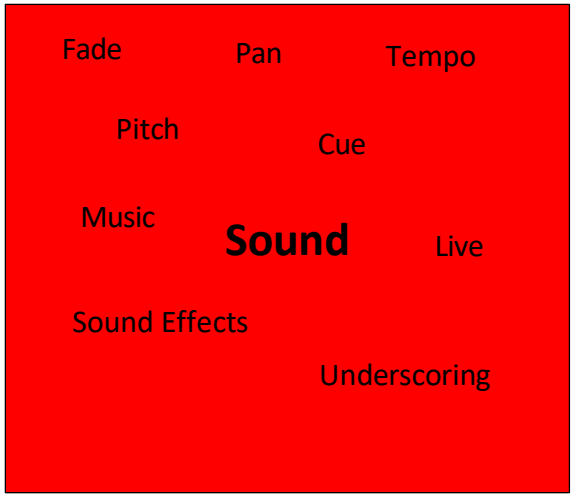




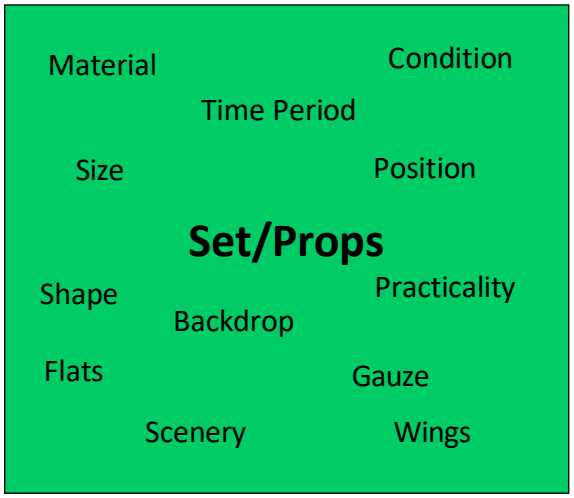


Key Design Vocabulary



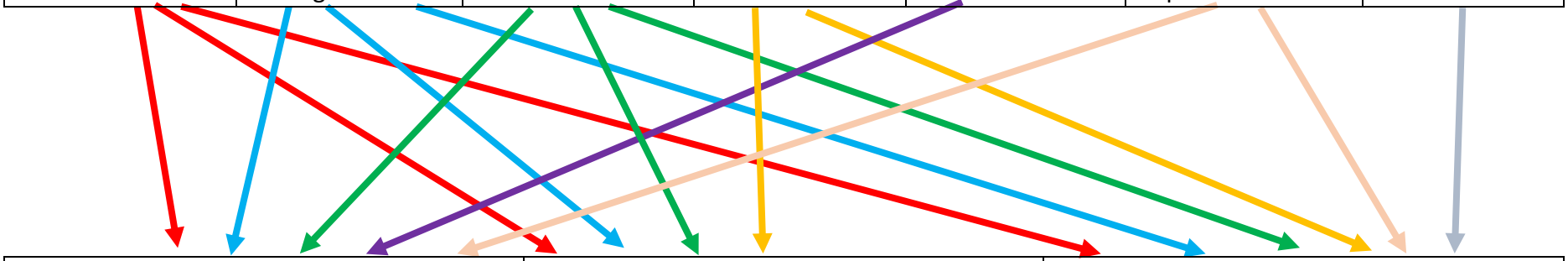






Links to GCSE Course

Substantive Knowledge Areas						
Performance Skills	Explorative Strategies	Theatre Styles and Practitioners	Script Work	Devising	Analysis/Evaluation of performances	Live Theatre



	GCSE	
Component 1	Component 2	Component 3
Learners participate in the creation, development and performance of a piece of devised theatre using either the techniques of an influential theatre practitioner or a genre, in response to a stimulus. Learners must produce: • a realisation of their piece of devised theatre • a portfolio of supporting evidence • an evaluation of the final performance or design.	Learners will be assessed on either acting or design. Learners study two extracts from the same performance text chosen by the centre. Learners participate in one performance using sections of text from both extracts	Section A: Set Text A series of questions on one set text from a choice of five Section B: Live Theatre Review One question, from a choice of two, requiring analysis and evaluation of a given aspect of a live theatre production seen during the course.



Futura English

Curriculum framework

English Curriculum Framework

Intent

The Futura Learning Partnership intent for English is that a high-quality education will inspire children to become creative and critical thinkers. We believe that it is the right of every child to become a competent and confident user of the English language; able to live, work and succeed in the literate world. Children will be able to communicate fluently and confidently, using a wide vocabulary accurately and effectively. They will be able to critique a range of fiction and non-fiction texts, appreciating a rich and varied literary heritage. Children will be inspired to become imaginative writers who can write coherently with a high level of accuracy in spelling, punctuation and grammar; children will be able to adapt their language and style in and for a range of contexts, purposes and audiences. English provides the fundamental building blocks for

students to succeed in all subjects; a high level of literacy provides the vehicle needed to unpick key concepts across the curriculum. This, alongside carefully selected texts appropriate to our contexts, develops the cultural capital needed to succeed in life. Crucially, we aim to foster a love of literature through widespread reading for enjoyment.

Inclusion: Our curriculum is ambitious for all and strives to address inclusion and disadvantage in its intent and implementation

Aims: Underpinning the intent are the following key **substantive and disciplinary concepts**:

1. The mechanics of writing
2. Reading fluently, accurately and for meaning
3. Using evidence
4. Critical analysis of texts
5. Making links and connections between and across texts
6. Adapting for audience and purpose

1. The mechanics of writing

Success is students being able to write accurately with no errors in spelling, punctuation and grammar. They should know, remember and understand 'rules' of spelling, punctuation and grammar so that they can apply them to their own writing. They should be able to accurately use sophisticated vocabulary, ambitious punctuation and varied grammatical structures, making deliberate choices to create an impact on the reader.

End point expectations:

	Substantive knowledge	**Disciplinary knowledge**	**Possible context**
EYFS	Knows how to hold a pencil between thumb and two fingers, no longer using whole hand grasp.	Understands the meaning of print- ascribes meaning to marks made.	Birth to Five Matters and Prime (physical/ CLLD)/ Specific (Literacy) Areas Handwriting scheme e.g. Teach, Collins, Nelson, Penpals

	Knowledge of up to RWI Set 2/ Phase 4 GPCs Knows early Common Irregular words. Statement Sentences start with capital letter and end with full stops.	Hears and applies known sounds to transcription of words. Writes simple sentences. Application in writing	Phonic scheme: RWI as preferred scheme Supplementary: Phonics Bug, phonetically decodeable texts e.g. ORT, PM
Year 1	**<u>Handwriting</u>** Begin to form lowercase letters in the correct direction, starting and finishing in the right place Form capital letters Form digits 0-9 **<u>Reading and Spelling</u>** Knowledge of 40+ phonemes already taught (Set 3 RWI) Read and spell common exception words for year 1 Can name the letters of the alphabet	Application across all independent writing. Identification in texts. Hears and applies known sounds to transcription of words. Identification in texts.	Handwriting scheme e.g. RWI, Teach Handwriting, Collins, Nelson, Penpals Phonic scheme: RWI as preferred scheme Supplementary: Phonics Bug, phonetically decodeable texts e.g. ORT, PM

	Can spell suffixes for plurals –s -es Adding suffixes to verbs where there is no change needed –ing, -er, -ed and the prefix un. **<u>Punctuation</u>** Use capital letters and full stops to punctuate many sentences with accuracy. Use capital letters for personal pronouns Use a question mark for a question. Use an exclamation mark when appropriate. **<u>Grammar</u>**	Modification to fit different purposes. Application in independent work. Oral work to distinguish the understanding the structure of a sentence including subject, verb object. Application in independent work.	Jane Considine as preferred scheme Supplementary: Babcock resources/ CGP/ Letts / Spelling Shed / Doodle Spell/ MC Grammar Other Suggested Texts: Literacy Shed <u>Nouns</u> Book of butterflies Read Write Perform: Crazy Creatures. Non Fiction <u>Adjectives</u> The Ugly Sharkling Handa's Surprise Fatou Fetch the Water

	Introduce determiners Introduce prepositions Discuss and use verbs To use the co-ordinating conjunction 'and'. **Key Vocabulary** letter, capital letter word, singular, plural sentence, punctuation, full stop, question mark, exclamation mark	Composing a sentence orally before writing it Sequencing sentences to form short narratives Re-reading what they have written to check that it makes sense Discuss what they have written with the teacher or other pupils	 <u>Non Fiction</u> Read Write Perform: Crazy Creatures <u>Verbs</u> Once in a Lifetime Dangle <u>Joining clauses using 'and'</u> Augustus and His Smile The Clock Tower
Year 2	**<u>Handwriting</u>** Know horizontal and diagonal strokes for joining letters. Write letters and digits with correct size, spacing and orientation in relation to one another. **<u>Reading and Spelling</u>**	Application across all independent writing.	Handwriting scheme e.g. Teach Handwriting, Collins, Nelson, Penpals

	Knowledge of Y2 Spelling patterns and common exception words Spell most age- related homophones accurately **<u>Punctuation</u>** Use capital letters and full stops or question marks to punctuate most sentences with accuracy. To use commas in lists. To use apostrophes for contractions **<u>Grammar</u>** To use the co-ordinating conjunctions 'and', 'but, 'or'.	Identification in texts. Modification to fit different purposes. Application in independent writing Application in independent writing	Phonic scheme: RWI as preferred scheme Supplementary: National Curriculum Appendix 1, Phonics Bug, phonetically decodable texts e.g. ORT, PM Jane Considine as preferred scheme Supplementary: Babcock resources/ CGP/ Letts / Spelling Shed / Doodle Spell/ MC Grammar Other Suggested Texts: The Great Fire of London- Read Write Perform <u>Past/Present Tense</u> The Black Hat <u>Progressive Verb Forms</u> The Bridge <u>Subordination and Coordination</u> The Bridge A Squash and a Squeeze

	To use the subordinating conjunctions 'when', 'if', 'that', 'because'. Use past and present tense (continuous form) mostly correctly. Identify sentence type and its grammatical patterns- statement, question, command, exclamation To use adjectives for expanded noun phrases Use –ly adverbs as sentence starters Use adverbs for clarity **Key Vocabulary** noun, noun phrase statement, question, exclamation, command compound, suffix adjective, adverb, verb tense (past, present) apostrophe, comma	Re-read to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form (progressive)	Mog's Christmas Expanded Noun Phrases The Black Hat The Tear Thief Winter's Child Flat Stanley Cohesion/Sequencing A Dog's Day (Flip book) Time Conjunctions Owl Babies Adventures are the Pits Homophones Mog's Christmas Pronoun I The Girl with The Yellow Bag Questions Zahra

			Lune et L'Autre Exclamations Zahra The Storm Whale
Year 3	**Handwriting** Know horizontal and diagonal strokes for joining letters. Knows which letters do not join e.g. capital letters, when using apostrophes. **Reading and Spelling** Knowledge of some Y3/4 Spelling patterns and common exception words **Punctuation** Inverted commas and the punctuation of dialogue To use the possessive apostrophe accurately. **Grammar**	Application across all independent writing. Identification in texts. Modification to fit different purposes Application in independent writing	Handwriting scheme e.g. Teach Handwriting, Collins, Nelson, Penpals NC Appendix 1/ SophieBee/ No nonsense spelling Jane Considine as preferred scheme Supplementary: Babcock resources/ CGP/ Letts / Spelling Shed / Doodle Spell/ MC Grammar Other Suggested Texts: Expanded Noun Phrases The shirt Machine

	To use the subordinating conjunctions, adverbs and prepositions to express time and cause 'as', 'since', 'during', 'after', 'before' To continue to develop the use of expanded noun phrases To use fronted adverbials Use of the present perfect form of verbs as well as the simple past To continue to use expanded noun phrases and recognise the inclusion of determiners Text introduction to paragraphs as a way to group related material Headings and sub-headings to aid presentation **Key Vocabulary** preposition, conjunction, word family, prefix clause, subordinate		The Iron Man <u>Chronological Sequencing</u> The Rocketeer Winter's Child <u>Paragraphing</u> <u>Fiction:</u> Kindlekrax Oliver and the SeaWigs Myths and legends of King Arthur/ Sword in the stone <u>Non-Fiction:</u> Dragons – Truth, Myths and Legends Everything you need to know about SNAKES <u>Inverted commas and the punctuation of dialogue:</u> A Walk in London Horrid Henry <u>Fronted Adverbials;</u> Leon and the Place Between

	clause direct speech consonant, consonant letter vowel, vowel letter inverted commas (or 'speech marks')		The Firemaker's Daughter Read write Perform Bedtime stories- Dragons
Year 4	**Handwriting** All handwriting is joined. **Spelling** Knowledge of all Y3/4 Spelling patterns and common exception words **Punctuation** Use of plural possessive apostrophe Uses a comma after a fronted adverbial **Grammar**	Application in independent writing Identification in texts. Modification to fit different purposes	NC Appendix 1/ No nonsense spelling/ Spelling Shed / Doodle Spell / MC Grammar Jane Considine as preferred scheme Supplementary: Babcock resources/ CGP/ Letts / Spelling Shed / Doodle Spell/ MC Grammar Other Suggested Texts: Expanded Noun Phrases The shirt Machine The Rocketeer

	Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases. To know and use the four types of determiner: articles (the, a or an) demonstratives (e.g. this, those) possessives (e.g. my, your) quantifiers (e.g. some, every).) Use of paragraphs to organise ideas around a theme Use fronted adverbials of time, place and manner to organise and structure sentences, paragraphs and writing Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition To use direct and Reported Speech	Application in independent writing	Varjak Paw The Miraculous Journey of Edward Tulane <u>Pronouns</u> Ride of Passage Home Sweet Home <u>Cohesion</u> Esio Trot Flotsam Marshmallows <u>Prepositions</u> The Rocketeer Spy Fox Once in a Lifetime <u>Fronted Adverbials</u> Leon and the Place Between Varjak Paw

	Key Vocabulary determiner pronoun, possessive pronoun adverbial		The Miraculous Journey of Edward Tulane, The Firemaker's Daughter Direct and Reported Speech The Dreamgiver Read Write Perform- Battle Cry Evacuation The Rainforest rough guide The Explorer Secrets of a Sun king
Year 5	**Spelling and Punctuation** Applies knowledge of spelling rules and patterns for year 5 including homophones	Identifying how language, structure and presentation contribute to meaning	Relative Clauses Tuesday Emotive and Figurative Language The Mousehole Cat Where my Wellies take me? (Links to local area geography)

	(Please refer to Appendix 1 of the NC) Spells some of the year5/6 key words. Use brackets, dashes or commas to indicate parenthesis Use of commas to clarify meaning or avoid ambiguity Use directions following speech when using direct speech (speech + verb + action) e.g. "Help!" she shouted, climbing up the wall and running away from the dog. **Grammar** **Word** Modal verbs and degree of possibility	Apply spelling rules in their own writing Evidence of application in their own work	<u>Modal Verbs</u> Romeo & Juliet The Highway Man Read Write Perform- Villain Pack –Speeches <u>Cohesion</u> Pandora Shackletons's Journey Non-Fiction Dragonology Are Humans Damaging the Atmosphere?

	Sentence Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun **Sequence and Cohesion** Linking ideas across paragraphs using adverbials of time, place, clarification, addition or emphasis and manner Use devices to build cohesion within a paragraph (Time, place and manner) **<u>Non-Fiction</u>** **Word** As above **Sentence**	Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader Persuasive devices including modal verbs Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own In writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed	

	Distinguish between statements of fact and opinion **Sequence and Cohesion** Use a variety of ways to open texts and draw reader in and make the purpose clear Link ideas within and across paragraphs using a full range of conjunctions, pronouns, determiners and adverbials **Spelling and Punctuation** Use rhetorical questions **Key Vocabulary** modal verb, relative pronoun relative clause parenthesis, bracket, dash cohesion, ambiguity	Retrieve, record and present information from non-fiction Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning	

Year 6	**Spelling and Punctuation** Applies knowledge of spelling rules and patterns for year 5 including homophones (Please refer to Appendix 1 of the NC) Spells some of the year5/6 key words. **Introduce:** Subject and object • Hyphen • Colon/ semi-colon • Bullet points • Ellipsis Use of the semi-colon, colon and dash to mark the boundary between independent clauses	Identifying how language, structure and presentation contribute to meaning Apply spelling rules in their own writing Evidence of application in their own work	<u>Expanded noun phrases Antonyms and Synonyms</u> Red Miss Take Day of the Dead The Alchemist's Letter Goodnight Mr Tom Darwin's Dragons <u>Active and Passive Voice</u> Stich Head Tuesday Street Child <u>Shifts in Formality</u> Cross curricular science. E.g The Human Circulatory System Discursive Writing Persuasive Writing- including letters Balanced arguments <u>Dialogue and formality</u>

	Use of the colon to introduce a list and use of semi-colons within lists **Word** Learn and know how words are related by meaning as synonyms and antonyms Discuss the etymology and morphology of words and word families **Sentence** Secure use of compound sentences and use of semi colon to link clauses Secure use of complex sentences: (Subordination) main and subordinate clauses	In writing narratives, students consider how authors have developed characters and settings in what pupils have read, listened to or seen performed Student s note and develop initial ideas, drawing on reading and research where necessary Students have a secure understanding of the features of the text type and use them correctly across a range of text types.	Who Let the Gods Out? Titanium Holes Brightstorm Rooftoppers <u>Subjunctive Form</u> Matilda <u>Emotive/Figurative Language</u> Wofldwilder Home Sweet Home Beyond the Lines Alma <u>Building Suspense</u> The Ridge Little Freak Skellig Beowulf Private Peaceful <u>Cohesion and adverbials</u> The Nowhere Emporium Alma

	Secure knowledge of and manipulation of clauses To use active and passive voice Recognise the difference between structures typical of informal speech and structures appropriate for formal speech and writing The use of subjunctive forms such as: If I were or Were they to come in some very formal writing and speech **Sequence and Cohesion** (As above for fiction) **Presentation and Layout**		The Lighthouse Skellig Street Child A Midsummer Night's Dream <u>Semi colons and colons</u> The Snow Sister Cosmic Charles Dickins-Scenes from an Extraordinary Life Read Write Perform packs: Sports Manager Planet Earth

	Choosing the writing implement that is best suited for a task **Non-Fiction** **Word** Use topic words Tier 3 **Sentence** (As above for fiction) **Sequence and Cohesion** Linking ideas across paragraphs using a wider range of cohesive devices including cause and effect, contrast and comparison, repetition of a word or phrase. **Spelling and Punctuation** Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text		

	Punctuation of bullet points to list information How hyphens can be used to avoid ambiguity **Key Vocabulary** subject, object active, passive synonym, antonym ellipsis, hyphen, colon, semi-colon, bullet points		
Year 7	Word-level: Verbs, adverbs, nouns (common, proper, abstract, pronouns), articles, adjectives, prepositions, determiners, subject-verb agreement, tense (past, present, future), person (first, third), conjunctions. Sentence-level: Simple, compound and complex sentences. Punctuation: full-stop, comma, question mark, brackets, speech marks (dialogue and direct speech), quotation marks, apostrophes.	Students can identify in the work of others, and can use accurately in their own writing.	Grammar for Writing Debra Myhill resources

Year 8	Word-level: Adverbial, adjectival and noun phrases, plural nouns, imperative verbs, modal verbs, tense (future). Sentence-level: fronted adverbial phrase, compound-complex sentences, noun appositive phrases, conjunctive adverbs. Punctuation: semi-colons, dashes, ellipsis.	Students can identify in the work of others, and can use accurately in their own writing. They are starting to recognise how writers have used devices with intent, and are starting to make choices to craft their own writing for impact.	Grammar for Writing Debra Myhill resources
Year 9	Word-level: subject, direct object, indirect object, passive voice, auxiliary verbs, participles, word endings. Sentence-level: restrictive and non-restrictive clauses, Punctuation: colons, hyphens, punctuating speech.	Students can confidently identify a range of grammatical devices in the work of others, and can use accurately in their own writing. They can explain how writers have used devices with intent, and can craft their own writing to suit audience, purpose and form.	Bristol University Grammar resources https://www.bristol.ac.uk/arts/exercises/grammar/grammar_tutorial/page_41.htm

Years 10 and 11	Revision of key skills/terminology learnt in KS3, with an additional focus on varying/shaping sentence types for impact and using punctuation for effect. Explore how rules can be bent/broken in creative writing for particular effect – e.g. through single-sentence or single-word paragraphs, minor sentences, etc.	Students can analyse the choices made by a writer confidently and articulately, with clear reference to writer's intent and impact. They write with a high level of accuracy, using a range of punctuation and sentence types. They can confidently shape their writing to suit audience, purpose and form, using grammar and punctuation consciously for impact and to influence their reader.	All GCSE texts listed in Section 4. Critical analysis of texts for Years 10 and 11, plus GCSE writing tasks: Range of tasks – descriptive/ narrative and point-of-view (could be taken from AQA past/sample papers)
Years 12 and 13	Application and further development of literary and linguistic skills from KS3/4. This includes confident identification and exploration of techniques and use of terminology within academic writing. Use of linguistic frameworks to understand a writer's style and mode. Use of a wider and more challenging critical vocabulary in academic writing.	Students at this level can write confidently and craft their use of punctuation and language to suit differing purposes and audiences. They are conscious of formality and register and understand how to use academic language to convey their ideas appropriately. They can analyse and evaluate how other writers and speakers use language for effect. They use linguistic frameworks and methods to deconstruct grammatical discourse.	All exam texts listed in section 4. Extracts and exam questions. Exploration of style models. NEA texts and assignments. Wider critical reading.

	Understanding of various written forms and structures and how writers use these for effect.		

2. Reading fluently, accurately and for meaning

Success is being able to read age-appropriate texts fluently and independently. Students are able to understand most of the words that they encounter, and those that they do not understand can be decoded through strategies that they have been taught, such as using etymology and morphology to work out word families.

End point expectations:

	Substantive knowledge	Disciplinary knowledge	Possible context
EYFS	Phonics Phase 1 Distinguishing sounds Phonics RWI Set 1 and 2/ All GPCS for the letters and the alphabet and 10 digraphs/ Phases 2-4 GPCS Recognise full stops in texts. **Key Vocabulary** Phoneme, digraph, trigraph, blend, segment	Segment and blend words with these GPCS. Read texts matched to their phonic level. Understanding of vocabulary in an age appropriate text. Basic retrieval in an age appropriate text.	Phonic scheme: RWI as preferred scheme Supplementary reading schemes as per school. E.g. Phonics Bug/ OUP/ PM
Year 1	Phonic RWI set 3/ Phase 5 GPCS (alternative phonemes)	Read other words of more than one syllable that contain taught GPCs	Phonic scheme: RWI as preferred scheme

	Know suffixes er,est,ing,ed,s,es Y1 Common Exception Words Know to pause at full stops in texts. Identify question marks and exclamation marks in texts	Read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s) Read texts matched to their phonic level. Understanding of vocabulary in an age appropriate text. Basic retrieval in an age appropriate text.	Supplementary reading schemes as per school. E.g. Phonics Bug/ OUP/ PM
Year 2	Year 2 Spelling patterns/ Phonic phase 6 GPCS Suffixes that create superlative and comparative words. Y2 Common Exception words. Identify commas and speech punctuation in texts	Decoding of polysyllabic words. Read age appropriate texts fluently without over reliance on sounding out. Understanding of vocabulary in an age appropriate text. Basic retrieval in an age appropriate text. Use intonation and expression when reading questions and exclamations	Phonic scheme: RWI as preferred scheme Supplementary reading schemes as per school. E.g. Phonics Bug/ OUP/ PM

Year 3	Know prefixes- Dis, and mis In, il, im and ir. re sub inter super anti auto Suffixes- ation, ly Read most Y3/4 Common Exception words Etymology- word families	Reading with fluency, identifying and explaining how word families, prefixes and suffixes contribute to word meaning. Understanding of vocabulary in an age appropriate text. Basic retrieval in an age appropriate text. Use intonation and expression when reading speech. Pause at commas	Progressive reading schemes as per school. E.g. OUP/ PM/ RWI/ Rapid Readers
Year 4	Possessive apostrophes Read all Y3/4 Common Exception words Etymology- word families	Reading with fluency, identifying and explaining how word families, prefixes and suffixes contribute to word meaning. Understanding of vocabulary in an age appropriate text.	Progressive reading schemes as per school. E.g. OUP/ PM/ RWI / Rapid Readers

	Identify devices for parenthesis in texts e.g. dashes, brackets, ellipsis	Basic retrieval in an age appropriate text.	
Year 5	Using prefixes and suffixes to convert nouns or adjectives into verbs. Read most Y5/6 Common Exception words Etymology- word families	Reading with fluency, identifying and explaining how word families, prefixes and suffixes contribute to word meaning. Understanding of vocabulary in an age appropriate text. Basic retrieval in an age appropriate text. Use intonation and expression when reading parenthesis.	Progressive reading schemes as per school. E.g. OUP/ PM/ RWI / Rapid Readers
Year 6	How words are related by meaning. Synonyms and Antonyms Read all Y5/6 Common Exception words Etymology- word families Identify colons, semi colons and hyphens in texts.	Reading with fluency, identifying and explaining how word families, prefixes and suffixes contribute to word meaning. Understanding of vocabulary in an age appropriate text. Basic retrieval in an age appropriate text.	Progressive reading schemes as per school. E.g. OUP/ PM/ RWI / Rapid Readers

Years 7-11	Extension of word-finding strategies: etymology and morphology to break down unfamiliar words. Extension of interpretative skills: implicit and explicit meanings; inference and analysis (including finding multiple possible meanings within words/phrases). **Students are able to use these strategies across a range of age-appropriate and challenging texts which get progressively more difficult as they progress through KS3 and into KS4.**	Students are able to read an age-appropriate text fluently and independently. They are able to decode unfamiliar words using etymology and morphology to make links with other word families. They can identify both explicit and implicit information from texts, making multiple connections to words/phrases used in order to explore different layers of meaning.	All texts listed in Section 4. Critical analysis of texts for Years 7-9, plus GCSE texts listed for Years 10 and 11.
Years 12 and 13	Developing their application of academic and critical reading strategies from KS4. Using inference to interpret and make connections between texts and forms.	Students read with confidence and independence. They read widely around the topic areas to enhance their knowledge of context and can make links between texts and contexts. They draw on their skills of decoding and inference for any unfamiliar words.	All exam texts as listed in section 4. Independent wider and critical reading.

	Reading widely and being able to apply the critical views of others to texts they are studying. Using knowledge of context and form to inform their own critical judgement of a writer's choices and intent.	In English Language they use linguistic frameworks to break words down and investigate their meaning.	

3. Using evidence

Success is students being able to identify within a text which evidence is most relevant and worthy of analysis, and to fluently recall a judicious range of evidence which reinforces their critical viewpoint. They should also embed this evidence to be a seamless part of their response.

End point expectations:

	Substantive knowledge	Disciplinary knowledge	Possible context
EYFS	<u>Vocabulary</u> Introduce new subject specific vocabulary from books to use in speaking. Discuss ambiguous meanings of Tier Two vocabulary as they arise. <u>Inference</u> Act out known books through role play and talk about the feelings of different characters.	Retell a basic story using beginning middle end and key vocabulary. Identify characters and settings Form opinions of characters and stories identifying preferences and judgements on characters	Fairy stories Reading spines e.g. Peter's

	Prediction Make basic predictions in books that follow a repetitive pattern. Predict what might happen next in a story based on what has happened before. Explain Give an opinion about a character and explain why. Retrieve Talk about where a book is set and the characters in it. Answer simple questions about the story. Sequence Identify what happens at the beginning, middle, end		
Year 1	Vocabulary	Explain what is read to them	Age appropriate texts Pie Corbett's Reading Spine

	Speculate about the possible meanings of unfamiliar words met in reading. Check whether the suggested meanings make sense in the context of the text. <u>Inference</u> Speculate about characters from what they say and do, e.g. when role playing parts or reading aloud. Discuss what is suggested about a character from the way or how he/ she speaks Explore the effect of patterned language or repeated words and phrases in familiar stories. <u>Predict</u> Make predictions based on clues such as pictures, illustrations, titles. <u>Explain</u>	Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves. Give/explain the meaning of words in context. Make inference from the text. Predict what might happen from the details stated and implied Identify/explain how information/narrative content is related and contributes to the meaning as a whole. Identify/explain how meaning is enhanced through choice of words and phrases. Retrieve and record key information/key details from fiction and non-fiction. To be able to discuss the sequence of events in books and how items of information are related.	Five Plagues reading spine Links to geography/RE/ JIGSAW Literacy Shed

	Answer simple questions where they recall information from a text. <u>Retrieve</u> Find information in a text about an event, character or topic. Discuss characters' appearance, behaviour and the events that happen to them, using details from the text Find specific information in simple texts they've read or that has been read to them. Find information in a text about an event, character or topic. <u>Sequence</u> Retell stories and parts of stories, using some of the features of story language. Learn and recite simple poems and rhymes, with actions, and re-read them from the text.		
Year 2	<u>Vocabulary</u> Learn how to find the meaning of an unfamiliar word where this is explained in	Explain what is read to them Give/explain the meaning of words in context.	Age appropriate texts Pie Corbett's Reading Spine Five Plagues reading spine

	preceding or subsequent sentences or in a glossary. Check whether a suggested meaning of an unfamiliar word makes sense in the context of the passage. <u>Inference</u> Make inferences about characters from what they say and do, focusing on important moments in a text. Investigate traditional story language, e.g. story openers and endings, scene openers, language which signals a time shift or magical event. <u>Predict</u> Use immediate clues and what they have read already to make predictions about what is going to happen or what they will find out. <u>Explain</u>	Make simple inference from the text. Predict what might happen from the details stated and implied Identify/explain how information/narrative content is related and contributes to the meaning as a whole. Identify/explain how meaning is enhanced through choice of words and phrases. Make comparisons within the text. Retrieve and record key information/key details from fiction and non-fiction. To be able to discuss the sequence of events in books and how items of information are related.	Discussion. Links to geography/RE/ JIGSAW Literacy Shed

	Answer simple retrieval and inference questions by making a point and supporting it with 'evidence' from a text <u>Retrieve</u> Locate information using title, contents, index, page numbers, illustrations, headings, sub headings etc. Express and record their understanding of information orally, using simple graphics, or in writing. Identify what is known for certain from the text about characters, places and events in narrative and about different topics in non - fiction. Give reasons why things happen where this is directly explained in the text. <u>Sequence</u> Retell a story giving the main events in sequence. Draw together information from across a number of sentences to sum up what is known about a character, event or idea.		

Year 3	<u>Vocabulary</u> Practise re-reading a sentence and reading on in order to locate or infer the meaning of unfamiliar words. Discuss unfamiliar words and their possible meaning to clarify their understanding of a sentence or passage. <u>Inference</u> Understand how what a character says or does impacts on other characters, or on the events described in the narrative. Infer characters' feelings in fiction. Discuss the language used to create significant aspects of a text, e.g. opening, build up, atmosphere, and how a writer implies as well as tells. Link what they read to their knowledge and experience of a topic and to their knowledge of similar texts <u>Prediction</u>	Give/explain the meaning of words in age appropriate text. Beginning to make inference from an age appropriate text/ explain and justify using evidence from the text. Predict what might happen from the details stated and implied. Identify/explain how information/narrative content is related and contributes to the meaning as a whole. Identify/explain how meaning is enhanced through choice of words and phrases. Make comparisons within and between texts. Retrieve and record key information/key details from fiction and non-fiction. Summarise main ideas from more than one paragraph.	Age appropriate texts VIPERS Pie Corbett's Reading Spine Five Plagues reading spine Discussion. Links to geography/RE/ JIGSAW Literacy Shed

	Make and modify predictions about the events, characters or ideas in a text on a regular basis throughout their reading. <u>Explain</u> Re-read sections of texts carefully to find 'evidence' to support their ideas about a text. Answer simple retrieval and inference questions by making a point and supporting it with 'evidence' from a text <u>Retrieval</u> Locate, retrieve and collect information from texts about significant or important elements or aspects (e.g. characters, events, topics). Take information from diagrams, flow charts and forms where it is presented graphically. Express and record their understanding of information orally, using simple graphics, or in writing. <u>Summarise</u>		

	Retell main points of a story in sequence. Identify a few key points from across a non-fiction passage.		
Year 4	<u>Vocabulary</u> Identify unfamiliar vocabulary in a text and adopt appropriate strategies to locate or infer the meaning. (E.g.re-reading surrounding sentences and/ or paragraphs to identify an explanation or develop a sensible inference, by identifying root words and derivatives, using the context and syntax, or using aids such as glossaries or dictionaries.) <u>Inference</u> Deduce the reasons for the way that characters behave from scenes across a short story. Understand how writers use figurative and expressive language to hint at and suggest ideas and information in order to capture interest, e.g. how they use language to set scenes, or create moods, arouse expectations, build tension, describe attitudes or emotions.	Give/explain the meaning of words in age appropriate text. Make inference from an age appropriate text/ explain and justify using evidence from the text. Predict what might happen from the details stated and implied Identify/explain how information/narrative content is related and contributes to the meaning as a whole. Identify/explain how meaning is enhanced through choice of words and phrases. Make comparisons within and between texts. Retrieve and record key information/key details from fiction and non-fiction. Summarise main ideas from more than one paragraph.	Age appropriate texts Pie Corbett's Reading Spine Five Plagues reading spine Discussion. Links to geography/RE/ JIGSAW Literacy Shed

	Discuss the meaning of similes and other comparisons that they read. Link what they are reading to prior knowledge and experience and to their knowledge of similar texts <u>Prediction</u> Make predictions about a text based on prior knowledge of the topic, event or type of text. Modify predictions as they read on. <u>Explain</u> Support their ideas about a text by quoting or by paraphrasing from it. Answer retrieval and inferential questions both orally and in writing, by making a point, and explaining it. <u>Retrieval</u> Identify and discuss key sentences and words in texts which convey important		

	information about characters, places, events, objects or ideas. Pick out key sentences and phrases that convey important information. Take information from diagrams, flow charts and forms where it is presented graphically. Collect information from different sources and present it in a simple format, e.g. chart, poster, diagram <u>Summarise</u> Summarise a sentence or paragraphs by identifying the most important elements. Make brief summaries at regular intervals when reading, picking up clues and hints as well as what is directly stated.		
Year 5	<u>Vocabulary</u> Identify when they do not understand the vocabulary used in a text and need to clarify the meaning.	Give/explain the meaning of words in age appropriate text. Make inference from an age appropriate text/ explain and justify using evidence from the text.	Age appropriate texts Pie Corbett's Reading Spine Five Plagues reading spine Debates and discussions

	Give increasingly precise explanations of word meanings that fit with the context of the text they are reading. Check the plausibility and accuracy of their explanation or inference of the word meaning. <u>Inference</u> Understand what is implied about characters and make judgements about their motivations and attitudes from the dialogue and descriptions. Identify and discuss idiomatic phrases, expressions and comparisons (metaphors, similes and embedded metaphors) met in texts, considering why authors might have used them. Link what they read to what they know (prior knowledge and experience), their knowledge of texts, and to what they have read in previous sections, to make inferences and deductions	Predict what might happen from the details stated and implied Identify/explain how information/narrative content is related and contributes to the meaning as a whole. Identify/explain how meaning is enhanced through choice of words and phrases. Make comparisons within and between texts. Retrieve and record key information/key details from fiction and non-fiction. Summarise main ideas from more than one paragraph.	Links to geography/RE/ JIGSAW Literacy Shed

	<u>Prediction</u> Make regular and increasingly plausible predictions as they read, modifying their ideas as they read the next part of the text. <u>Explain</u> Evaluate a book or section of it, referring to details and examples in a text to back up their judgement and support their reasoning. Identify and justify evidence from a text to support a hypothesis. <u>Retrieval</u> Locate information confidently and efficiently, using the full range of features of the information text being read, including information presented graphically. Know how to gain a rapid overview of a text, e.g. by skimming and scanning, and how and when to read slowly and carefully		

	Use different formats to capture, record and explain information about what they have read, e.g. flow charts, for and against columns, matrices and charts of significant information. Establish what is known about characters, events and ideas in narrative and non-fiction texts, retrieving details and examples from the text to back up their understanding or argument. <u>Summarise</u> Make regular, brief summaries of what they've read, identifying the key points. Summarise a complete short text or substantial section of a text. Summarise what is known about a character, event or topic, explain any inferences and opinions by reference to the text.		

Year 6	<u>Vocabulary</u> Check the plausibility and accuracy of their explanation of or inference about a word meaning. Identify when they do not understand the vocabulary used in a text and apply appropriate strategies (re – reading, reading on, using the context, knowledge of syntax or word roots) to clarify the meaning <u>Inference</u> Understand what is implied about characters through the way they are presented, including through the use of a narrator or narrative voice, explaining how this influences the readers' view of characters. Identify the hints and suggestions that writers make through their choices of words and phrases and the associations these evoke, e.g. about characters, events or ideas. Link what they have just read to what they know (prior knowledge and experience),	Discuss and justify how authors use language. Select and use appropriate evidence from a text to justify inferences and summaries. Explain and discuss understanding of a text. Provide reasoned justification for views. Give/explain the meaning of words in age appropriate text. Make inference from an age appropriate text/ explain and justify using evidence from the text. Predict what might happen from the details stated and implied Identify/explain how information/narrative content is related and contributes to the meaning as a whole. Identify/explain how meaning is enhanced through choice of words and phrases. Make comparisons within and between texts. Retrieve and record key information/key details from fiction and non-fiction.	Age appropriate texts Debates and discussions Links to Geography/RE/ JIGSAW Pie Corbett's Reading Spine Five Plagues reading spine Literacy Shed

	their knowledge of texts, and what they have read in previous sections, to make inferences and deductions. <u>Prediction</u> Make plausible predictions and explain what they are basing them on. Discuss how and why they need to modify their predictions as they read. <u>Explain</u> Identify material from texts to support an argument, know when it is useful to quote directly, paraphrase or adapt. Identify and justify evidence from a text to support a hypothesis. <u>Retrieval</u> Retrieve information from texts and evaluate its reliability and usefulness. Know how to gain a rapid overview of a text, e.g. by skimming and scanning and how and when to read slowly and carefully.	Summarise main ideas from more than one paragraph.	

	Record important details retrieved from a text using an appropriate format, e.g. by making a comparisons table Use evidence from across a text to explain events or ideas. Identify similarities and differences between characters, places, events, objects and ideas in texts. <u>Summarise</u> Make regular, brief summaries of what they've read, linking their summary to previous predictions about the text. Update their ideas about the text in the light of what they've just read. Summarise 'evidence' from across a text to explain events or ideas. Summarise their current understanding about a text at regular intervals. Justify Analyse Evaluate Embed evidence within answer		

Year 7	Quotation marks Why we use quotations (to support opinions / ideas) How to structure an analytical paragraph References Informs Tells Shows Explains Highlights Illustrates Indicates Suggests	Students make references to details of texts, using appropriate punctuation. They can use these references to support their ideas, although they may not be succinctly chosen. They can use analytical verbs when exploring simple ideas.	All texts listed in Section 4. Critical analysis of texts for Year 7.
Year 8	How to embed quotations How to select succinct quotations (words and phrases) Conveys Narrates Reveals Displays Emphasises Hints Portrays	Students can embed textual references to support responses. They can begin to use a range of analytical verbs when exploring clear ideas.	All texts listed in Section 4. Critical analysis of texts for Year 8.
Year 9	How to link quotations from within the same text Reinforces Establishes Denotes Determines Exemplifies Signifies Evokes Confirms Persuades	Students can embed apt textual references, including one-word analysis, to support responses. Then can use analytical verbs when exploring detailed ideas. They can reinforce original points with further quotations.	All texts listed in Section 4. Critical analysis of texts for Year 9.

Years 10 and 11	Judicious Perceptive Symbolises Juxtaposes Criticises Represents Encapsulates Elaborates	Students can embed judicious and well-integrated textual references, including single-word analysis, to develop personal responses. They can use analytical adverbs and verbs when exploring critical ideas. They can reinforce original points with perceptive quotations.	All GCSE texts listed in Section 4. Critical analysis of texts for Years 10 and 11.
Years 12 and 13	Evaluate and make sophisticated judgements about a writer's choices. Analyse language, form and concepts. Make critical comments and interpretations. Explore the significance of GAP, context, language and form. Explore the possible influences on a writer or speaker including concepts and theory. Make confident interpretations. Explore representation through language.	Students continue to embed judicious quotations and references into their responses. Their knowledge of critical concepts is sophisticated, and they use these appropriately to enhance and develop their own evaluation of meanings. They understand the importance of differing interpretations and utilise critical ideas to build their own independent argument. In English Language they can use linguistic concepts and methods to evaluate a writer or speaker's language choices in differing modes and contexts.	Exam texts as listed in section 4. Examples of text types or spoken language data.

4. Critical analysis of texts

Success is students being able to analyse how a text has been shaped by a writer (through language and structural choices) to influence the reader, using appropriate subject terminology. It is the ability to understand why a writer has made choices, and how their work has been influenced by genre, context and their purpose. It is the analysis of themes presented by the writer, and understanding the impact that the writer has through presenting these themes.

The main themes that students need to be aware of in literature are:

- Love
- Conflict
- Power
- Identity

- Relationships
- Death
- Nature
- Religion

The key areas of social, cultural and historical context that students need to be aware of in literature are:

- Elizabethan – Patriarchal society, family honour, Elizabethan theatre and audience, tragedy, religion, colonialism
- Romanticism – revolution, rebellion, imagination, nature, religion
- Victorian – social class, bourgeoisie, poverty, Gothic genre, industrialisation, role of women, fallen women, fin de siècle
- WW1 and WW2
- Modern Britain – social class, poverty, political ideas, industrialisation, suffragettes, feminism, Marxism, southern Gothic
- Traditional/ folk tales taken from a range of cultures including nursery rhymes

End point expectations:

	Substantive knowledge	Disciplinary knowledge	Possible context
EYFS	Can pronounce all 44 phonemes. Question words Rhyme Alliteration Rhythm Humour Age/ context appropriate Tier 2 and 3 Vocabulary/ Vocabulary picked up from texts.	Widens vocabulary rapidly Uses language to share feelings, experiences and thoughts and connect ideas. Uses talk and narrative in play. Asks questions Continue a rhyming string. Identify alliteration in a text read to them. Laugh at humorous texts To use in context/ suggest synonyms for	Pie Corbett's Reading Spine Literacy Shed

Year 1	To infer by asking how, why and what Sequencing Age/ context appropriate Tier 2 and 3 Vocabulary	To participate in discussions about what is read and take turns. To answer questions such as: Why was … feeling…? To use in context/ suggest synonyms for	Pie Corbett's Reading Spine Five Plagues reading spine Literacy Shed Vocabulary Ninja
Year 2	To infer by asking how, why and what Sequencing Language Structure Form Theme Age/ context appropriate Tier 2 and 3 Vocabulary	To express views about a wide range of contemporary and classical text types. To answer questions such as: Can you explain why… To use in context/ suggest synonyms for	Pie Corbett's Reading Spine Five Plagues reading spine Literacy Shed Vocabulary Ninja
Year 3	To infer based on characters' feelings, thoughts and motives. Age/ context appropriate Tier 2 and 3 Vocabulary	To answer questions such as: What impression do you get of…? Read books that are structured in different ways and identify the differences. To use in context/ suggest synonyms for	Pie Corbett's Reading Spine Five Plagues reading spine Literacy Shed Ashley Booth

	How to use a dictionary. Main themes as highlighted above.	Using dictionaries to check meaning of unknown words. Beginning to identify themes and conventions.	Vocabulary Ninja
Year 4	To infer based on characters' feelings, thoughts and motives and how this justifies their actions. Age/ context appropriate Tier 2 and 3 Vocabulary	To answer questions such as: How can you tell that…? To use in context/ suggest synonyms for Identifying some themes and conventions independently.	Pie Corbett's Reading Spine Five Plagues reading spine Literacy Shed Ashley Booth Vocabulary Ninja
Year 5	To infer based on characters' feelings, thoughts and motives and how this justifies their actions. Age/ context appropriate Tier 2 and 3 Vocabulary	To use in context/ suggest synonyms for Identify and discuss themes and conventions across a wide range of writing. Recommend books to peers, giving reasons for their choice.	Pie Corbett's Reading Spine Five Plagues reading spine Literacy Shed Ashley Booth Vocabulary Ninja
Year 6	Figurative Language- personification, metaphor, hyperbole, simile, onomatopoeia Age/ context appropriate Tier 2 and 3 Vocabulary Impact	To answer questions such as: Why has the author decided to use…? To use in context/ suggest synonyms for Consolidate identifying and discussing themes and conventions across a wide range of writing.	Pie Corbett's Reading Spine Five Plagues reading spine Ashley Booth Vocabulary Ninja

	To infer based on characters' feelings, thoughts and motives and how this justifies their actions.	Recommend books to peers, giving increasingly considered reasons for their choice	Texts Shakespeare A Mid Summer Night's Dream- plot/ character focus
Year 7	The distinction between audience and reader (a play has an audience, a novel has a reader) Purpose Annotation Genre <u>Key themes</u> Love Conflict Power Identity Relationships Death Nature <u>Key context</u> Elizabethan (Patriarchal society) Shakespearean audiences World War 1 Victorian context <u>Language methods</u> Simile Metaphor Personification Repetition Verbs Adverbs Adjectives	Students can use the correct terminology when referring to plays and novels (audience vs. reader). They can identify the audience that a text has been created for. They can identify simple genres and themes, and can start to make links between them. They can use simple subject terminology to explain the writer's choices and comment on the effect that this has on the reader. They can simply explain how a text was influenced by the historical context a writer was writing in.	<u>Novels</u> Refugee Boy The Garbage King The Book Thief The Boy in the Striped Pyjamas A Monster Calls Oliver Twist Coraline <u>Shakespeare</u> A Midsummer Night's Dream <u>Modern playscripts</u> Phillip Pullman's adaptation of 'Frankenstein' <u>Short stories</u> Traditional fairytales <u>Non-fiction</u> I am Malala Travel Writing <u>Poetry</u> Roald Dahl's Revolting Rhymes Other Cultures Poetry Beowulf

	Alliteration Onomatopoeia <u>Structural methods</u> Stage directions Dialogue Introduces Shift Beginning, middle, end Focus <u>Form</u> Stanza Rhyme Rhythm Autobiography Biography		
Year 8	Writer's viewpoint <u>Key themes</u> Death Nature Relationships Love <u>Key context</u> Victorian – Gothic literature Shakespeare – the belief in the supernatural World War 2 Tragedy <u>Language methods</u>	Students can recognise that a text has been created by a writer to have an effect on the reader, and can explain how they do this using appropriate terminology. They can start to make links between how different writers portray a similar theme. They can clearly explain how a text was influenced by the writer's historical context, and how a writer might be trying to convey a message about the society they lived in. They support their ideas with appropriately chosen references to the text.	<u>Novels</u> A Monster Calls Of Mice and Men Lord of the Flies Animal Farm The Giver Private Peaceful <u>Shakespeare</u> Macbeth The Tempest Much Ado About Nothing <u>Modern playscripts</u>

	Pathetic fallacy Symbolism Hyperbole Emotive language Sibilance <u>Structural methods</u> Narrative voice (unreliable narrator) Foreshadowing Contrast <u>Form</u> Soliloquy Rhyming couplets		<u>Short stories</u> Sherlock Holmes Edgar Allan Poe <u>Non-fiction</u> Articles linked to the theme of identity <u>Poetry</u> War Poetry The Romantic poets
Year 9	Writer's perspective and intention Dystopian fiction <u>Key themes</u> Death Nature Relationships Love Identity <u>Key context</u> Modern Britain – industrialisation, social class Victorian context – Gothic literature Romantic poets <u>Language methods</u> Oxymoron Juxtaposition	Students can clearly identify the writer's perspective and explain how they have crafted their work to impact the reader, using more sophisticated subject terminology. They can clearly explain how a text is linked to its social, cultural and historical context, and how the writer's perspective may have influenced their work. They support their ideas with appropriately chosen references to the text, which are embedded in their answer.	<u>Novels</u> Animal Farm DNA Noughts and Crosses The Woman in Black The Giver Of Mice and Men Kes <u>Shakespeare</u> Othello Macbeth <u>Modern playscripts</u> Blood Brothers DNA <u>Short stories</u>

	Accent/Dialect Colloquial language Received pronunciation Imperatives <u>Structural methods</u> Narrative voice (including unreliable narrator) Foreshadowing Contrast Dramatic irony Prologue Preface Cyclical structure Motif Climax <u>Form</u> Rhyme scheme Quatrains Sonnet Iambic pentameter Omniscient narrator		Dickens <u>Non-fiction</u> Articles and speeches on gang culture and mental health <u>Poetry</u> Romantic Poetry Carol Ann Duffy Seamus Heaney GCSE Poetry anthology
Years 10 and 11	Understanding bias How to be critical and perceptive Evaluation – how to consider two sides of an argument Diatribe, social responsibility/justice, misanthropy/philanthropy, protagonist/antagonist <u>Key themes</u> Death Nature	Students can clearly evaluate the writer's intentions and explain in detail how they have crafted their work to impact the reader, effectively using an advanced range of subject terminology. They can make perceptive links to social, cultural and historical context, and have a thorough understanding of how the writer's perspective may have influenced their work. They can make links between texts from similar and different time periods, and can clearly explain how views might have changed over time. They can	GCSE texts: Range of fiction and non-fiction reading of English Language sources (including AQA past/sample papers) Romeo and Juliet An Inspector Calls Power and Conflict poetry

	Relationships Love Identity Redemption <u>Key context</u> Modern Britain – industrialisation, social class Victorian context – gothic literature, Victorian Christmas <u>Language methods</u> Semantic field Anaphora Sarcasm/irony Declarative Interrogative Charactonym <u>Structural methods</u> Allegory Enjambment Caesura Resolution Revelation Anti-climax Exposition <u>Form</u> Stagecraft Dramatic Monologue Novella Stave	confidently analyse the way that readers from different social, cultural and historical contexts might interpret a text differently, and can recognise how a writer's message could be relevant in today's society. They support their ideas with judiciously chosen references to the text, which are fully embedded in their answer.	A Christmas Carol

Years 12 and 13	**English Literature**: Analysing the ways in which meanings are shaped in literary texts. Making informed judgements using appropriate terminology. Exploring different interpretations using various critical sources. Evaluating the influence of context. **Key themes:** Identity; love; relationships; nature; religion; supernatural; power; gender; outsiders. **Key Context:** Elizabethan – patriarchal society, family honour, tragedy, religion, colonialism. Romanticism – revolution, rebellion, imagination, nature, religion Victorian – social class, bourgeoisie, poverty, industrialisation, role of women, fallen women, fin de siècle, pre-Raphaelites Gothic – genre, influences, characterisation, form, common idea. Modern – social class, political ideas, industrialisation, feminism, Marxism, southern Gothic. **Language and form:** Drama – stagecraft, well-made play, naturalism, realism, symbolism, subtext, motifs, allusions, prose, verse. Poetry – lyric, ballad, monologue, sonnet, meter, figurative imagery, analogy, refrain. Prose – stream of consciousness, subversion, allegory, stereotype, anthropomorphism, omniscient, antagonist, archetypes.	In English Literature students can: -Analyse and evaluate how meanings are shaped in literary texts -Use a wide range of sophisticated terminology to comment on and make judgements about a writer's style and use of techniques. -Support ideas with relevant and judicious quotations from the texts and other critical sources. -Recognise and evaluate the wider contextual influences on the form and structure of a text. -Comment on both contemporaneous and modern audience perceptions of a text -Explore critical views and interpretations of a text and use these to further support independent thought/ argument. In English Language students can: -analyse how language is shaped in a text according to its purpose, audience, genre, mode and context. -Explore how language is used to construct meaning and representation. -identify features of language using methods of language analysis -study, research and evaluate the functions of children's speech -explore how language varies according to different factors including personal and geographical contexts. - explore and analyse how texts are produced to convey views and opinions about language issues	The Tempest (W Shakespeare) Poetry of Christina Rossetti A Doll's House (H Ibsen) Range of Gothic literary extracts The Bloody Chamber (A Carter) Dracula (B Stoker) A Streetcar Named Desire (T Williams) Brand New Ancient (K Tempest) The Handmaid's Tale (Margaret Atwood) Seamus Heaney Poetry The Kite Runner - (Khaled Hosseini) Independent prose text choice Critical reading Child language data – spoken and written Range of texts that convey attitudes to language diversity and change Range of examples of language in use and research data to inform their study of diversity and change. Range of texts about: various subjects; from various writers and speakers; for various audiences and purposes; in a variety of genres; using a variety of modes (written, spoken,

	Critical Theory: Male gaze Feminism Psychoanalytical Marxism **English Language:** Methods of Language analysis Understanding critical concepts and issues relevant to language use. Analysing how contextual factors and language features are associated with the construction of meaning. **Language terminology and frameworks:** Register, purpose, audience, mode. Lexis, semantics, phonology, graphology, pragmatics, grammar, Discourse. **Topics:** Child language theory Prescriptivism Descriptivism Neologisms Political correctness Pejoration Amelioration Accent and Dialect Social identity Attitudes towards Variation Language and social class		electronic); from different times; from different places (global, national, regional).

5. Making links and connections between and across texts

Success is students being able to make perceptive comparisons between texts, recognising how two writers have used methods to convey different viewpoints and perspectives. They can clearly explain how different texts might have been influenced by a writer's context, genre or perspective. They can also make perceptive connections within a text, considering how an idea is presented within an extract and in the text as a whole. Their ideas are supported by a range of judicious quotations.

End point expectations:

	Substantive knowledge	Disciplinary knowledge	Possible context
EYFS	Why and how questions Identify simple settings. Identify main characters Key Phrases for traditional narratives Once Upon a Time First, Then, Next Happily Ever After Knows that, in English, print is read from left to right and top to bottom Reads a range of familiar and common words and simple sentences independently Retells narratives in the correct sequence, drawing on language patterns of stories using visual clues and story scaffolds Shows an understanding of how information can be found in non-fiction texts to	Different texts- poems/ non-fiction/ fiction Note when the same characters appears in different texts	Traditional Tales e.g. The Three Little Pigs Repetitive Patterns e.g. Peace at Last Rhyming Books e.g. Julia Donaldson
Year 1	Introduce orientation questions when introducing texts which make links to the children's own experiences Make links between texts explicitly and model language of similarities. e.g Yesterday our character had the same problem	Learning to appreciate rhymes and poems and recite them by heart. Participate in discussions Explain what is read to them. Linking to own experiences Recognise and join in with predictable phrases	Literacy Shed Poems What am I poems? Vipers Question Stems linked to vocabulary choices Possible Texts:

	Features of stories Creating visuals for stories Key phrases associated with fairy tales and traditional tales e.g Patterns of three Good and Evil(bad) Talking animals Magic <u>Narrative Retelling/ Sequencing</u> Opening Build up Problem Resolution Ending Setting Description Character Description <u>Poetry</u> What am I? poems Rhyming words Repetition for rhyme	Becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics Understand both the books they can already read accurately and fluently and those they listen to by discussing the significance of the title and events Draw on what they already know or on background information and vocabulary provided by the teacher	Fatou Fetch the Water Anansai The Enormous Turnip The Princess and the Pea The 3 Little Pigs Goldilocks and the 3 Bears Jack and the Beanstalk Funny Bones Each Peach Pear Plum The Gingerbread Man
Year 2	Ask orientation questions when introducing texts which make links to the children's own experiences 'This reminds me of when..'	Recognising simple recurring literary language in stories and poetry Participate in discussions about a text Explain what is read to them	<u>Pie Corbett's Reading Spine</u> <u>Five Plagues reading spine</u> Hot Seating the Big Bad Wolf. Venn Diagrams to sort similarities and differences <u>Literacy Shed</u>

	Introduce text-to-text questioning. Does this remind you of anything else? Do you know other characters who have experienced similar? Recognising simple recurring literary language in stories and poetry Creating visuals for stories and using contextualised language associated with the picture to support visual narrative Use the language of 'same,' 'similar' and different <u>Narrative structures</u> Identifying Structure and Sequence Including adverbials for cohesion Opening e.g. In a land far away…. One cold but bright morning….. Build-up e.g. Later that day Problem / Dilemma e.g. To his amazement Resolution e.g. As soon as Ending e.g. Luckily, Fortunately, Consider that stories have messages	Make simple links between familiar texts. Listen to, discuss and express views about a wide range of contemporary and classic texts at a level beyond that at which they can read Independently. Discuss the sequence of events in books and how items of information are related Draw on what they already know or on background information and vocabulary provided by the teacher Being introduced to non-fiction books that are structured in different ways Answering and asking questions. Links to what is familiar.	Possible Texts: Traditional Tales Texts The True story of the 3 Little Pigs Princess smarty Pants Bethan Woolvin's Hansel and Gretel The Last Wolf The Pea and the Princess Sequences of story structure- Traction Man is Here. <u>Poems</u> Diamante Poem Performance List Poem Free Verse Traditional/ Classic Vipers Question Stems linked to vocabulary choices Texts: Stig of the Dump I was a Rat Phillip Pullman(Links to Cinderella from another perspective) The Owl who was Afraid of the Dark

	What is the story teaching? What did the characters learn? The consistent use of present tense versus past tense throughout texts <u>Poetry</u> Rhyming Words Alliteration Use of the Senses Rhyming Patterns <u>Non- fiction structures</u> Determiners for generalisation e.g some most Introduction: Heading Hook/ Factual statement / definition Opening question Sub-headings to introduce sections Use of lists Bullet points for facts Diagrams Ending/summary		

Year 3	Continue text to self and Text-to-text questioning at an age-related level. What kind of text is it? Where is it set? Consider what is known or might be expected from other, similar texts Text to World Encourage children to make links between their reading and their own experiences of the wider world contexts. What does this remind me of in the real world? <u>Narrative Structure</u> Discuss fiction Structure and recognise time adverbials for cohesion. Paragraphs Adverbials of time. Openings Establishes character(s), setting, time of day and type of weather	Increasing familiarity with a range of text types including fiction, non -fiction and poetry. Identify and summarise and make simple comparisons Identifying themes and conventions in a wide range of books Discussing words and phrases that capture the reader's interest and imagination. Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context Identifying main ideas drawn from more than one paragraph and summarising these Identifying how language, structure, and presentation contribute to meaning	<u>Pie Corbett's Reading Spine</u> <u>Five Plagues reading spine</u> <u>Literacy Shed</u> <u>Ashley Booth</u> Vipers Question Stems linked to vocabulary choices

	Build-up –builds in some suspense Problem / Dilemma –include detail of actions / dialogue Resolution - links with the problem Ending – clarity of how this links to the beginning Introductory work on: Poems- free verse, Playscripts Myths Legends <u>Non -Fiction</u> Paragraphs to organise ideas around a theme Introduction Develop hook e.g. Who….? What….? Where….? Why….? When….? How….? Sub-headings to introduce paragraphs Topic sentences Lists of steps Bullet points for facts		

	Flow diagram Research Note taking		
Year 4	Continue text to self and Text-to-text at age related level. <u>Text to World</u> Encourage children to make links between their reading and their own experiences of the wider world contexts. Consolidatory work features of: Poems- Playscripts Reference Books Textbooks Fairy stories Myths and Legends In all writing identify the audience: Who has it been written for? <u>Narrative</u>	Consolidation, identification and summarising of main ideas and use these to make comparisons Increase their familiarity with, listen to and discuss a wide range of age appropriate texts. Recognising some different forms of poetry [for example, free verse, narrative poetry] Continuing to predict what might happen from details stated and implied Identifying main ideas drawn from more than one paragraph and summarising these. Identifying how language, structure, and presentation contribute to meaning	Pie Corbett's Reading Spine Five Plagues reading spine Literacy Shed Projects about global issues: Palm oil, destruction of rainforests, fair trade Reading books that are structured in different ways and reading for a range of purposes Possible Texts: The Kapok Tree Snow White in new York The Paperbag princess The stinky Cheese man and Other Fairly Stupid tales Previously(Links to tense) Anancy the Spider A necklace of Raindrops Perseus King Midas

	<u>Alternative Traditional Tales</u> Structure and adverbials Myths and Legends- Conventions and themes e.g (Journey, quest, paragraphs, magical, problem, solution, dialogue, inverted commas) Moral of the story Messages Good v Evil Consolidate 5 point story structure <u>Poetry</u> Free verse Narrative Haiku Stanza <u>Non Fiction</u>		Vipers Question Stems linked to vocabulary choices

	Endings. Identify personal opinion, response, extra information, reminders, question, warning, encouragement to the reader Repetition to persuade		
Year 5	Continue text to self and Text-to-text at age related level. Text to World Children begin to become aware of wider world contexts and begin to form comparisons between this and a text. How is this text similar to things that happen in the real world? How is this different from things that happen in the real world? In all writing to identify the audience: Who has it been written for and begin to consider why? <u>Narrative</u> Flashbacks Empty words (Someone/somewhere) <u>Poetry</u> Emotive and Figurative language	Maintain pleasure in reading, reading and discussing a wider range of texts. Discuss how authors use language. Supported on how to prepare readings, with appropriate intonation to show their understanding, and should be able to summarise and present a familiar story in their own words. Recommending books that they have read to their peers, giving reasons for their choices. This can include how they are similar and different to other books.	<u>Literacy Shed</u> The Highway Man Journey to J'oburg The Mousehole Cat Graphic novels of classics such as Frankenstein Who let the God's out (links to myths)

	Metaphor Personification Onomatopoeia Similes <u>Non-Fiction</u> Introduce the concepts of: Identification of consistent viewpoint. Rhetorical Questions Degrees of possibility using modal verbs Identification of summarising Newspaper reporting- bias		
Year 6	<u>Text to Self</u> <u>Text to Text</u> <u>Text to World</u> Consolidate and make meaningful links and comparisons and use this to form justified opinions and predictions. In all writing to identify the audience: Who has it been written for and to consider purpose? Précising longer passages to establish key information	Prepare readings, with appropriate intonation to show their understanding, and should be able to summarise and present a familiar story in their own words. Develop discussion and evaluate how authors use language and how it contributes to meaning and make links to other authors and texts which use similar strategies.	Literacy Shed Possible Texts: Illegal The Nowhere Emporium Wonder

	<u>Narrative</u> Story Structures and sequencing including cohesion, suspense, cliff hangers, flashforwards, time slips First Person Narrative Third Person Narrative Dual Narrative Active/ Passive Voice Stories with more than on narrator Reliability of narrator. Use prior knowledge to speculate about characters or events. Use knowledge about a topic to speculate about Possible events <u>Poetry</u> Monologue Soliloquy		Illumanatomy Moth Street Child Rooftoppers Skellig Once Carrie's War Holes The Boy at the back of the Class Ghost Boys Pax

	<u>Non-Fiction</u> Consolidate the concepts of: Identification of consistent viewpoint. Rhetorical Questions Degrees of possibility using modal verbs Identification of summarising Newspaper reporting- bias Orientation Formal and informal styles of writing Structure of layout Conjunctive adverbials Choices for publishing formats		
Year 7	Comparative words – similarly, differently, also, however. Structure of a comparative paragraph – Text A, comparative word, Text B. Links within a text.	Make simple comparisons between two texts with a focus on content using quotations. Students can identify where an idea has been repeated throughout the text.	A comparison of two poems Comparison of original fairytale with rewritten version (e.g. Snow White vs. Roald Dahl's Revolting Rhymes version)
Year 8	Comparative words – both, whereas, on the other hand, in comparison, in contrast. Structure of a comparative paragraph with analysis – Linking statement, Text A	Make clear comparisons about content and methods using quotations to support analysis across two texts. Students can explain how a writer has used a similar or different idea to create effect within the same text.	Comparison of the presentation of characters within a novel or across texts. Comparison of the methods used by writers, e.g. comparing how two poets use rhyme to create different effects.

	analysis, comparative word, Text B analysis. Methods relevant to the texts we are teaching. Reinforces/contrasts.		
Year 9	Comparative words – likewise, although, nevertheless. Structure of a comparative paragraph - Linking statement, Text A analysis of methods/context/intent, comparative word, Text B analysis of methods/context/intent, concluding statement. Context relevant to the texts we are teaching. Methods relevant to the texts we are teaching. Foreshadowing, juxtaposition, cyclical structure.	Make detailed comparisons about content, methods and writer's intention across two texts. Students can analyse patterns within a text and confidently explore why a writer has created these for impact.	Comparison of poetry. Comparison of strong female characters in literature, e.g. Miss Havisham (Great Expectations), Havisham (Duffy) Comparison of themes: Civil rights movement - 'Rosa Parks' by Jean Dean and 'My First Day At School' - Michaela Morgan Expectations of women - 'Still I Rise' by Maya Angelou and 'Daughters' by Phoebe Stucke
Years 10 and 11	Writer's perspective and intention. Context relevant to the texts we are teaching. Methods relevant to the texts we are teaching.	Students can identify and explain similarities within differences, and differences within similarities. Make critical, exploratory comparisons between texts, recognising how a text might differ because of a writer's context or intent. Make perceptive comparisons between content, ideas, methods and viewpoints. Students can evaluate patterns within a text and how an extract relates to the whole, making	All GCSE texts listed in Section 4. Critical analysis of texts for Years 10 and 11, with particular focus on: Comparison of methods, themes and contexts in 2 poems from the Power and Conflict cluster. Comparison of methods used in 2 unseen poems. Evaluating patterns and how an extract relates to a whole in novels, plays and English Language reading sources.

		perceptive links between the ways that ideas, themes, characters and settings are presented at different points.	
Years 12 and 13	**English Literature:** -The study of a drama text and poetry collection Pre 1900. Linking context, views and authorial intentions. -A comparative and contextual study of the Gothic genre and literary movement. -Independent comparative study of drama and prose in the 20th century. -Focus on context, language and form and critical viewpoints. **English Language:** -Exploring text variations and representations with a focus on how language is used in similar or different ways to create meanings. -Responding to theories of Child Language Acquisition by connecting and making links in a collection of data. -Analysing a range of texts that differ in genre, mode and context. Considering how language is used to convey viewpoint.	**English Literature:** Students can: -Explore a range of connections across specific literary texts and movements. -Make detailed links and connections between context, viewpoints, theme, genre, language, form and audience. -Use critical ideas and viewpoints to further develop links and challenge interpretations. -Produce critical essays which evaluate texts and their connections **English Language:** Students can: -Explore connections across texts, informed by linguistic concepts and methods. -Explore the similarities and differences in the way. language is used in various text modes and genres -Make connections in how language is used in specific sets of data.	Poetry of Christina Rossetti/ A Doll's House (H Ibsen) Range of Gothic literary extracts The Bloody Chamber/ (A Carter) Dracula (B Stoker) Critical reading A Streetcar Named Desire (T Williams)/ independent text choice Range of extracts that differ in genre, mode and context Child language data – spoken and written

	-Using linguistic methodology and frameworks to evaluate how language is used to create meaning in different written and spoken texts.	-Compare how language is used to create viewpoint and communicate attitudes and values.	Range of texts that present viewpoints on language diversity and change

6. Adapting for audience, purpose and form

Success is being able to recognise and apply the conventions of different genres and forms. Students need to confidently and accurately adjust their tone, language and structure to suit the needs of their audience, purpose and form. This includes in spoken and written forms.

End point expectations:

	Substantive knowledge	Disciplinary knowledge	Possible context
EYFS	**Oracy Skills** **Physical** To pronounce all the sounds for the letters of the alphabet and ten digraphs correctly. To face the person they are speaking to. **Linguistic** Introduction of age appropriate tier 2 and 3 vocabulary that reflects experience and concrete objects/ people	Extends vocabulary, especially by grouping and naming	Show and tell NELI/ Talk Boost Storytime Talks with a range of other children, adults and groups Loose parts play

	Correct tense of common words. (e.g. *play, playing, will play, played*). Use conjunctions- and, because. **Cognitive** Uses talk for communication To use and combine words to make sentences Rhythm- language patterns Explain why something might happen **Social and Emotional** To use some intonation when speaking Respond in conversation.	exploring the meaning and sounds of new words. Uses a range of tenses Links statements and sticks to a main theme or intention. Uses talk to organise, sequence and clarify thinking, ideas, feelings and events. Speak in full sentences Uses intonation, rhythm and phrasing to make the meaning clear to others. Questions why things happen and gives explanations.	Helicopter stories

	To respond to a story being read e.g. laughing, joining in with repetitive refrains, comment on one aspect	Uses language to imagine and recreate roles and experiences in play situations. Introduces a storyline or narrative into their play. Uses talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences	
Year 1	**Oracy Skills** **Physical** Demonstrate good phonic knowledge by clearly pronouncing the sounds within words. **Linguistic** Introduction of age appropriate tier 2 and 3 vocabulary that reflects subjects/ experiences being taught **Cognitive** Sift information and focus on the important points To read/share and discuss the language in a range of texts that include: Rhyme	Speak in a way that is clear and easy to understand. Read aloud their writing clearly enough to be heard by their peers and the teacher. Use subject specific vocabulary to explain and describe. Recount experiences with interesting detail. Take part in role play of a familiar story.	See text examples in mechanics of writing. Whoosh/ Talk 4 Writing

	Alliteration Adjectives Repetitive structures **Social and Emotional** To stop, look and listen to others.	Take turns to talk Understand instructions with more than one point.	
Year 2	**Oracy Skills** **Physical** Reading with intonation. Speak confidently to a group of peers so that they understand the message of what is being said. **Linguistic** Introduction of age appropriate tier 2 and 3 vocabulary that reflects subjects/ experiences being taught. Investigate examples of formal/ non formal language in texts. **Cognitive** Seek clarification when a message is not clear	Read aloud what they have written with appropriate intonation to make the meaning clear. Reflect on the clarity of the message given. Suggest words or phrases appropriate to the topic being discussed. Know that different language is appropriate in different situations (formal/ informal)	See text examples in mechanics of writing. Whoosh/ Talk 4 Writing

	Ensure stories have a setting, plot and sequence of events. **Social and Emotional** Make contributions that are relevant to those that have come before. Know that different people hold opinions that are different from our own. **Written Skills** Use of the suffixes –er, –est as superlatives and comparatives for impact. Formation of nouns using suffixes such as –ness, –er for impact Formation of adjectives using suffixes such as –ful, –less for impact	Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves. Participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say Use of suffixes to make choices about impact for reader in written work.	

			-er/-est How to Hide a Lion The Tear Thief Persuasive party invitations Topic linked work/recounts

Year 3	**Oracy Skills** **Physical** Bring stories to life with expression and intonation **Linguistic** Use interesting adjectives, adverbial phrases and expanded noun phrases in discussion Vary language between formal and informal according to the situation. **Cognitive** Engage in discussions making relevant points **Social and Emotional** Ask for specific additional information to clarify. Explain a project or concept across the curriculum Respond appropriately when in role including basic improvisation. Make relevant comments or ask questions in a discussion or a debate. **Written Skills** Subject verb agreement Standard English Consider use of verbs for impact	Retrieve and record information from nonfiction Composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (Appendix 2 for split) Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.	See text examples in mechanics of writing. Whoosh/ Talk 4 Writing
Year 4	**Oracy Skills**		

	Physical Use intonation to emphasise punctuation and grammar when reading aloud. **Linguistic** Use vocabulary that is appropriate to the topic being discussed or the audience that is listening. **Cognitive** Understand an increasing range of sentence types **Social and Emotional** Respectfully challenge opinions or points, offering an alternative. Seek clarification by actively seeking to understand others' points of view. **Written Skills** Use a range of sentence types including: Simple sentences and compound sentences. complex sentences with a range of subordinating conjunctions. Begin sentences with similes	Composing and rehearsing sentences orally (including dialogue) Progressively building a varied and rich vocabulary. Use a mixture of sentence lengths to add interest to discussions and explanations.	See text examples in mechanics of writing. Whoosh/ Talk 4 Writing

	Make choices about sentence types to use: Long and short sentences: Long sentences to enhance description or information. Short sentences to move events on quickly		
Year 5	**Oracy Skills** **Physical** Narrate detailed and exciting stories **Linguistic** Understand the meaning of some phrase**s** beyond the literal interpretation Use adventurous vocabulary Explain the meaning of words, offering alternatives Participate in a discussion or a debate Select appropriate language in a range of situations (formal or informal) **Cognitive** Understand how to answer questions that require more than a yes/no or single sentence answer	listen and respond appropriately to adults and their peers ask relevant questions to extend their understanding and knowledge use relevant strategies to build their vocabulary articulate and justify answers, arguments and opinions	See text examples in mechanics of writing. Whoosh/ Talk 4 Writing Cross curricular opportunities for debate and discussion

	Vary the length and structure of sentences Ask questions and make suggestions to take an active part in discussions Expand and justify ideas across the curriculum Reflect on the effectiveness of the explanation Use the conventions and structure appropriate to the type of story or presentation (fiction/non-fiction) **Social and Emotional** Demonstrate active listening by justifying ideas Present and idea or topic to a group of peers **Written Skills**	give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas speak audibly and fluently with an increasing command of Standard English participate in discussions, presentations, performances, role play/improvisations and debates	

	Spelling and Punctuation Use rhetorical questions to draw reader in **Grammar** **Word** Introduce the use emotive language Metaphor Personification -Onomatopoeia **Sentence** **Sequence and Cohesion** Use a variety of ways to open texts and draw reader in and make the purpose clear Link ideas within and across paragraphs using a full range of conjunctions, pronouns, determiners and adverbials	gain, maintain and monitor the interest of the listener(s) consider and evaluate different viewpoints, attending to and building on the contributions of others select and use appropriate registers for effective communication	

	Viewpoint Make conscious choices about emotive vocabulary Consistently maintain viewpoint Express own opinions clearly Summarise clearly at the end to appeal directly to the reader		
Year 6	**Oracy Skills** **Physical** Interweave action, character descriptions, settings and dialogue in a performance. Perform improvised role play, group or class performances considering the effectiveness of delivery **Linguistic** Recognise and explain some idioms	Students can identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning	See text examples in mechanics of writing. Whoosh/ Talk 4 Writing

	Understand the meaning of some phrases beyond the literal interpretation Use sophisticated vocabulary Explain the meaning of words, offering alternatives Add humour to a discussion or a debate where appropriate Select appropriate language in a range of situations (formal or informal) **Cognitive** Use a wide range of phrases that includes determiners, modifiers and other techniques to add extra interest and clarity Ask questions and make suggestions to take an active part in discussions Expand and justify ideas across the curriculum Reflect on the effectiveness of the explanation, expansion and justification Comment on grammatical structure of a range of spoken and written accounts	Students manage shifts between levels of formality through selecting vocabulary precisely and by manipulating grammatical structures. listen and respond appropriately to adults and their peers ask relevant questions to extend their understanding and knowledge use relevant strategies to build their vocabulary articulate and justify answers, arguments and opinions	Cross curricular opportunities for discussion and debate

	Use the conventions and structure appropriate to the type of story or presentation (fiction/non-fiction) **Social and Emotional** Demonstrate active listening by justifying ideas Demonstrate active listening by expanding on the ideas of others Present an explanation to a group of peers **Written Skills** **Spelling and Punctuation** Uses punctuation to enhance meaning and avoid ambiguity **Grammar** **Word**	give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas speak audibly and fluently with an increasing command of Standard English participate in discussions, presentations, performances, role play/improvisations and debates	

	Build in literary feature to create effects e.g. alliteration, onomatopoeia, similes, metaphors **Sentence** Character descriptions 'Show not Tell' Secure use of simple sentences for impact Building Suspense and creating atmosphere To use active and passive voice to create effect and to affect presentation of information in a sentence **Sequence and Cohesion** Make conscious choices when selecting adverbials and pronouns for cohesion **Viewpoint** Express balanced coverage of a topic	gain, maintain and monitor the interest of the listener(s) consider and evaluate different viewpoints, attending to and building on the contributions of others select and use appropriate registers for effective communication	

	Use different techniques to conclude texts **Style and Presentation** Use appropriate formal and informal styles of writing Choose or create publishing format to enhance text type and engage the reader		
Year 7	Essay writing – third person, Standard English, formal, paragraphs, points supported by evidence. Articles – heading, sub-headings, third person, past tense, formal, paragraphs, reported speech, differences between articles and reports. Letters – format (including how to write address and layout on the page), differences between 'yours faithfully' and 'yours sincerely, paragraphs, first person, present tense, Standard English.	Students can write accurately across a range of forms and genres. They can identify and apply the features of the form correctly. They can adjust their tone, language and structure to a range of familiar audiences and recognise the need for formality or informality.	Analytical essay about a character in a novel, e.g. How does ….. present the character of ... ? Travel writing Letter to Year 6 student as part of transition.

	Speeches – first person, Standard English. Delivery of speeches – tone of voice, projection, body language. Review – headline, subheadings, paragraphs, present tense, personal pronouns, adjectives. Narrative writing – third person, past tense, paragraphs. Descriptive writing – third person, past tense, paragraphs, adjectives, adverbs, sensory description, similes, metaphors, personification.		Persuasive speech about a topical issue. Film/book/travel review. Story writing linked to text, e.g. rewriting of a fairytale. Descriptive writing linked to text, e.g. description of a place in the novel.
Year 8	Essay writing – introduction and conclusion, counter-arguments, discourse markers. Articles – structure (beginning, middle, end), articles with different purposes (to persuade – associated methods such as HADAFOREST).	Students can write cohesively across a range of forms. Their writing has a clear structure with appropriate development of ideas. They can recognise that the same text type will use different language devices depending on the audience and purpose, and can accurately adapt their language choices to suit a range of audiences, purposes and forms.	Analytical essay about a theme in a novel, e.g. How does ….. present the theme of… ?

	Letters – letters to argue, plus associated methods (introduction, conclusion, counter-argument, HADAFOREST). Speeches – introduction and conclusion, discourse markers, speeches for different audiences and the impact this has on tone. Review – adapting tone for different audiences (e.g. two reviews of the same film/book aimed at both adults and children). Narrative writing – how to layout and punctuate speech, linking opening and ending. Descriptive writing – linking opening and ending.		
Year 9	Essay writing – discourse markers to build argument. Articles - different types of articles (blogs, magazine articles) and how this will affect tone. Articles to advise (associated	Students can produce engaging and imaginative writing across a full range of purposes, audiences and forms. They can employ a clear 'voice' in their work, giving it originality. They can confidently adapt tone to suit a range of audiences and purposes, utilising a range of carefully selected language devices and	

	methods such as modal verbs, personal pronouns) Letters – experimenting with tone through letters to different audiences. Speeches – persuasive speeches (and associated methods) in response to a topical issue. Review – use of specific subject terminology e.g. film terminology for a film review. Narrative writing – first person narratives, cyclical structure, flashbacks. Descriptive writing – cyclical structure, semantic fields, subverting the image/typical expectation.	experimenting with structure. They show an understanding of the world around them and can engage with topical issues in their writing.	
Years 10 and 11	Extension of all the different forms covered in KS3, with a particular focus on:	Students can perceptively distinguish between the relevant forms of writing/speaking, applying all the varying conventions in an assured and creative manner.	Range of GCSE writing tasks – descriptive/ narrative and point-of-view (could be taken from AQA past/sample papers) Spoken Language Study (persuasive speech and follow-up questions)

	Essay writing – developing a critical argument, especially through introduction of a 'thesis'-style statement that develops throughout essay. Point-of-view Letters/ Articles – establishing a clear critical viewpoint. Development of persuasive devices/vocabulary to include more sophistication. Use of subtler methods such as irony, sarcasm and satire. Speeches – formal, persuasive speeches (and associated methods) in response to a topical issue for GCSE Speaking and Listening assessment. Descriptive/Narrative writing – further developing use of scene-setting/characterisation devices to establish mood and create engagement – e.g. pathetic fallacy, foreshadowing, imagery. Deliberately structuring whole piece for interest and suspense – e.g. through openings and endings, narrative voice (including dual narrative), withholding information, creating contrasts, time shifts, zooming in/ zooming out.	Written responses to exam questions demonstrate a compelling grasp of appropriate tone, techniques and levels of formality suitable for purpose and audience. They make sophisticated choices in terms of structure and language in order to craft their writing for understanding and engagement. Speaking and Listening presentations show a strong insight into the conventions of formal Standard English, alongside deliberate use of non-verbal features to connect with the audience. In both written and spoken language, students can draw on topical, real-life examples to support their opinions and ideas in a convincing way.	

Years 12 and 13	Academic writing - producing creative and informed academic essays using appropriate terminology and concepts. English Language investigation – collecting data on a language topic of choice. Commenting on methodology, analysis of data and concluding findings. Original writing – choice of writing in a wide range of fiction and non-fiction forms including journalism and story writing. Commentary writing – evaluating and analysing methods used in own original writing.	Students have a clear and critical understanding of genre, audience and purpose both as writers and critical readers. They can write coherent, well planned essays with well formulated critical arguments. Their written expression is standard, formal and accurate. They know how to integrate well-chosen, relevant quotations and critical viewpoints into their responses. They use key subject terminology and apply this accurately. Students understand how to write in differing forms and styles. They can analyse how other writers use different forms and apply this to their own repertoire. They understand how to produce an investigative written report.	Exam essays NEA extended essays NEA Language investigation NEA original writing – choice of persuasive, storytelling, informative Writing about language issues in a variety of forms (exam)



Futura Geography

Curriculum framework

Geography Curriculum Framework

Intent:

The purpose of the Futura Learning Partnership geography intent is to provide a framework for high quality geography education across phases to inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. The aim is to ensure that pupils are equipped with knowledge about a diverse range of places, people, resources and natural and human environments, together with a deep understanding of the earth's key physical and human processes. Pupils should make sense of the complex world around them, understand and be confident to investigate some of the major issues, challenges and opportunities that the world faces today. The aim is to ensure that pupils will develop greater competence in using geographical knowledge, approaches, concepts and skills in analysing and interpreting a wide range of different geographical information. In that way pupils will enrich their locational knowledge and spatial and environmental understanding as well as acquire the geographical cultural capital needed to be confident and successful global citizens.

Inclusion: Our curriculum is ambitious for all and strives to address inclusion and disadvantage in its intent and implementation

Aims:

Underpinning the intent are **key substantive and disciplinary concepts**

The **substantive knowledge** concepts:

Location **(L)**	Knowing where places are and having spatial awareness of different countries using maps of the world and other sources leading to a detailed understanding of their environmental regions, physical and human characteristics, countries and cities.
Place and space **(PS)**	Understanding the geographical similarities, differences and links between places and regions
Physical world **(PW)**	Understanding the processes that give rise to key physical features of the world, how they are interdependent and how they bring about spatial variation and change over time.
Human environment **(HE)**	Understanding the processes that give rise to key human features of the world, how they are interdependent and how they bring about spatial variation and change over time.
Interdependence and sustainability **(IS)**	The significant links between places, features, events and people. It examines the importance and impact of maintaining, modifying or breaking connections and the impact this has upon the long-term health of our planet, its people and environments.
Cultural understanding **(CU)**	Understanding the differences between themselves and people from other countries or other backgrounds, especially differences in attitudes and values.

The 5 **disciplinary knowledge** concepts:

Globes, maps and atlases **(GMA)**	Developing the ability to utilise a range of geographical information sources to help to develop an extensive knowledge of a wide range of places, environments and features at a range of scales.

OS map skills **(OSM)**	To develop a range of OS map skills and to be able to use these with confidence to infer information about a place and apply this in context in the classroom and in the field.
Geographical information systems **(GIS)**	To confidently generate, interpret, and infer spatial patterns and trends from a range of sources of G.I.S
Geographical fieldwork **(F)**	To be able to plan and undertake independent enquiry in which skills, knowledge and understanding are applied to investigate geographical questions.
Geographical literacy **(lit)**	Show competence in a range of intellectual and communication skills (oral and written) written, including the formulation of arguments which include elements of synthesis and evaluation of material. The ability to read for geographical meaning in text of an increasingly complex nature (vocabulary, vocabulary and context).
Geographical numeracy **(num)**	Numeracy (number and measurement)-solving numerical problems, the ways in which numerical information is gathered by counting and measuring, and how it is presented in graphs, charts and tables. There are many opportunities within geography for students to develop their numeracy skills.

Assessment statements on p33 and appendix of geographical vocabulary on p45

Geography and British Values Statement

The Department for Education has said: "We want to create and enforce a clear and rigorous expectation on all schools to promote the fundamental British values of democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs." Geography: learning to make a world of difference (February 2011):

'Geography education encourages pupils to explore how places have been changed by the contexts and processes that have shaped them. It helps them to understand the complex ways in which communities and societies are linked and to appreciate the diversity of people's backgrounds. Geography also helps pupils to understand society better. Appreciating diversity encourages positive relationships and shared values. It promotes tolerance and partnership, within local and wider communities.' (111, p. 45) The 2013 Ofsted Geography subject-specific guidance states that outstanding achievement in geography is demonstrated by:

'Pupils are able to express well-balanced opinions, rooted in very good knowledge and understanding about current and contemporary issues in society and the environment.'

Pupils and students learn about British Values through Geography lessons in the Futura Learning Partnership by exploring how places have been changed through human and physical processes. Geography helps pupils to understand the ways in which communities and societies are linked. It encourages children

to gain an appreciation of the diversity of people's backgrounds and to understand society better. This helps to encourage positive relationships and shared values including tolerance and harmony, and a respect for the rule of law whist developing a sense of self-worth Geography promotes understanding, tolerance and harmony within local and wider communities. These values are also encouraged and rewarded in our day-to-day teaching, showing that qualities such as tolerance, mutual respect, teamwork and resilience are valued as we aim to build students' self-esteem. This includes respecting each other and following the rules, as well as adhering to the spirit of fair play when taking part in all our lesson and enrichment activities.

Early Years Foundation Stage.

In planning and guiding what children learn, practitioners must reflect on the different rates at which children are developing and adjust their practice appropriately. The three Characteristics of Effective Teaching and Learning are **playing and exploring** - children investigate and experience things, and 'have a go'; **active learning** - children concentrate and keep on trying if they encounter difficulties, and enjoy achievements; **creating and thinking critically** - children have and develop their own ideas, make links between ideas, and develop strategies for doing things. In addition, the prime areas of learning **(PSE, CL, PD)** underpin and are an integral part of children's learning in all areas.

Birth 2 Five Range 6 statements –

- Looks closely at similarities, differences, patterns and change in nature
- Knows about similarities and differences in relation to places, objects, materials and living things
- Talks about the features of their own immediate environment and how environments might vary from one another
- Makes observations of animals and plants and explains why some things occur, and talks about changes

ELG: People, Culture and Communities

Children at the expected level of development will: - Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps; - Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class; - Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.

Geography skills.

<table>
<tr>
<td rowspan="3">Locational Knowledge

Describe my own immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps

Name the village and city the school is located in</td>
<td colspan="3">Geographical Skills and Fieldwork
Begin to use geographical skills, including first-hand observation, to enhance their locational awareness</td>
<td rowspan="3">Place Knowledge
Identify similarities and differences between places, drawing on my experiences and what has been read in class

Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.</td>
<td rowspan="3">Manmade and Natural Geography

Model the vocabulary needed to name specific features of the natural world, both natural and manmade

Understand the effect of changing seasons on the natural world around me.</td>
</tr>
<tr>
<td>Collect, analyse, and communicate a range of data gathered through experiences of fieldwork.</td>
<td>Interpret a range of sources of geographical information, including maps, diagrams, globes, photographs, and geographical information systems, such as, Google Earth.</td>
<td>Communicate geographical information in a variety of ways e.g. maps and drawings.</td>
</tr>
<tr>
<td colspan="3">Use and draw information from a simple map
Look at aerial views and comment on buildings, open space, roads, and other simple features</td>
</tr>
</table>

First-hand experiences and pupil knowledge offer:

Geography at Foundation Stage is introduced indirectly through activities that encourage children to explore, observe, think, make decisions, and discuss. This is scaffolded through skilful adult interaction. Children will have opportunities to explore a range of geographical skills such as having an awareness of maps and globes and be exposed to images and information about the people and places around them. They will experience first-hand fieldwork and materials which they use to inspire learning.

The first-hand experiences and knowledge the children should be offered are:

- Forest school experience.
- First-hand discussions with children about their local area.

• 'Welly Walks' in and around the local area. • Sharing experiences and visits from their own lives and of those around them. • Sharing stories, pictures, music, maps and globes, fact books and art from and about the world. • Exploring the school environment.
Vocabulary. - Town, village, road, house, farm, world, globe, earth, map, hot, sunny, seasons, cold, snow, weather, manmade, natural

Key Stage 1 substantive and disciplinary knowledge

Substantive knowledge						
Place & Space	**Location**	**Physical world**	**Human environments**	**Interdependence and sustainability**	**Cultural understanding**	**Scale**
Understanding geographical similarities and differences through studying the human and physical geography of a small area of the UK and a small area of a non-EU country.	Name and locate the world's seven continents and five oceans Name, locate and identify characteristics of the four countries and capital cities of the UK and surrounding seas.	Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles	Key human features, including city, town, village, factory, farm, house, office, port, harbour and shop	Begin to establish an understanding of the interaction between physical and human processes.	Begin to understand that people and places are culturally diverse.	Describe localities at a small scale, comparing other similar sized locations to their own local area.

Disciplinary knowledge					
Globes, maps and atlases	**Maps (OS maps)**	**GIS**	**Geographical fieldwork**	**Geographical literacy**	**Geographical numeracy**
Be able to describe local and/or small-scale geographical features. Use world maps, atlases and globes to investigate the world's continents and oceans. Countries and capitals of the UK Compare and contrast a small area of the UK with that of a non-European country Explore weather and climate in the UK and around the world	Devise a simple map and use and construct basic symbols in a key. Use simple grid references (B1 and A1) Use 4-point compass directions Use of aerial photos and plans	Use digital mapping to locate and describe the local area	Ask and answer geographical questions. Identify key features of a location (rural/urban) Use simple fieldwork and observational skills to study the geography of the school	Use basic vocabulary to refer to key physical and key human features. Use locational language of features and routes on a map. Be able to describe local and/or small-scale geographical features	Use simple grid references. Measure and record simple geographical information in tables, graphs and charts. Sort/categorise geographical features – e.g. land uses

KS1 suggested key topics

Years 1 and 2 suggested topic areas	Intent	Link to key concepts	Links to other topic areas.
How does the weather affect our lives?	To be able to identify daily and seasonal weather patterns To be able to Identify seasonal and daily weather patterns in the United Kingdom Use basic weather vocabulary	PW, PS, L, S, GMA	**Previous learning** • Understanding our world **Link to future learning KS2** • Wet and dry places • Climate change **Link to future learning - KS3** • Weather and climate **Link to future learning – KS4** • The challenge of natural hazards

Local Area e.g. **What is the Geography of where I live?**	Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. Develop knowledge of the human and physical geography of a small area of the United Kingdom (local focus) Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom. Use basic geographical vocabulary to refer to key physical feature. Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key. Use simple compass directions (North, South, East and West) and locational and directional language (e.g. near and far; left and right), to describe the location of features and routes on a map. Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.	HE, PS, OSM, GIS, F	**Previous learning** • Understanding the world: People and communities **Link to future learning KS2** • Geographical places-how is the local area changing? **Link to future learning - KS3** • Changing urban worlds **Link to future learning – KS4** • Urban issues and challenges
Contrasting locality **E.g. How does another place compare with where we live?**	To understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom Mapping including keys, naming continents and oceans. Name and locate the world's seven continents and five oceans.	L, IS, PW, HE, GMA, CU, OSM	**Previous learning** • Understanding the world: People and communities **Link to future learning KS2** • The local area-how is it changing? • Countries and cities **Link to future learning - KS3** • Changing urban worlds • The UK and wider world

	Use basic geographical vocabulary to refer to key physical and human features.		**Link to future learning – KS4** • Urban issues and challenges • The changing economic world
Sustainability e.g. **Where does our food come from?**	To explore a geographical issue and understand the geographical factors that surround it. To begin to understand the impacts of humans on our planet. Map work and keys Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans. Compare and contrast a small area of the UK with that of an non-European country. Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles. Explore weather and climate in the UK and around the world. Be able to describe local and/or small-scale geographical features.	IS, PW, HE, GMA	**Previous learning** • Understanding the world: people and communities **Link to future learning KS2** • Climate change • sustainability **Link to future learning - KS3** • The UK and the wider world • Environmental/global issues/future for our planet **Link to future learning – KS4** • The challenge of resource management • The changing economic world
Seaside **E.g. Why is it so much fun beside the sea?**	Naming continents and oceans Use basic geographical vocabulary to refer to key physical features at the coast Begin to explore processes that shape the landscape Geography Fieldwork Identifying physical features. Use simple compass directions (North, South, East and West) and locational and directional language (e.g. near and far; left and right), to describe the location of features and routes on a map. Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical	PW, OSM	**Previous learning** • Understanding our world **Link to future learning KS2** • Mountains, rivers **Link to future learning - KS3** • Coastal landscapes and management **Link to future learning – KS4** • Physical landscapes in the UK

	features; devise a simple map; and use and construct basic symbols in a key.		
Hot and cold places **E.g. Why don't penguins need to fly?**	Identify and Compare Key Features of the location of hot and cold areas of the world in relation to the Equator and the North and South Poles. Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage.	PW, HE, L, S, GMA	**Previous learning** • Understanding our world **Link to future learning KS2** • Wet and dry places **Link to future learning - KS3** • Russia, The Arctic, Antarctica, The Middle east, Africa (biomes) • Ice/glaciers **Link to future learning – KS4** • The living world

Key Stage 2 substantive and disciplinary knowledge

Substantive knowledge							
	Place & Space	**Location**	**Physical world**	**Human environments**	**Interdependence and sustainability**	**Cultural understanding**	**Scale**
	Understanding geographical similarities and differences through studying the human and physical geography of areas of the	Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics	Describe and understand key features of physical geography including climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and	Describe and understand key aspects of human geography including types of settlement and land use.	Establish an understanding of the interaction between physical and human processes.	Understand that people and places are culturally diverse.	Describe localities at a larger scale (local, national, international and global) comparing locations with their own

Key stage 2 lower	world including a locality in America.	Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America	earthquakes, and the water cycle. Use simple geographical vocab to describe geographical features and how they change Can describe a river and mountain environment in the UK The child can describe the water cycle in sequence				location and with each other.
Upper KS2	Understanding geographical similarities and differences through studying the human and physical geography of areas of the world including a region in a European country and North or South America.	Key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time time zones concentrating on their environmental regions, key physical and human characteristics,	Understand how climate and vegetation are connected in biomes, how plants and animals are adapted to their environment and how food production is influenced by climate. The child can describe and understand a range of key physical processes and the resulting physical landscapes. The child	Describe and understand key aspects of human geography including economic activity, trade links, and the distribution of natural resources including energy, food and water.	Establish an understanding of the interaction between physical and human processes. Begin to understand how human and physical processes interact to influence and change landscapes,	Understand that people and places are culturally diverse and begin to understand that the ways they interact with each are affected by their perceptions of the human and physical environments.	Describe places at all levels (local, national, international and global) comparing locations with their own location and with each other.

		countries, and major cities	can understand how a mountain region was formed.		environments and the climate; and how human activity relies on the effective functioning of natural systems.		

Disciplinary knowledge						
Year Group	**Globes, maps and atlases**	**Maps (OS maps)**	**GIS**	**Geographical fieldwork**	**Geographical literacy**	**Geographical numeracy**
Lower Key stage 2	Locate the world's countries with a focus on Europe and countries of interest to students Locate the world's countries with a focus on North and south America Changing features of the UK Geographic zones of the world	Use the 8 points of a compass, 4 figure grid references, symbols and a key to communicate knowledge of the UK and wider world Use aerial photographs and plans	Use digital/computer mapping to locate countries and describe countries and the local area	Ask and answer geographical questions about human and physical geography Identify key features of a location (rural/urban) Use simple fieldwork and observational skills to study the geography of the local area	Describe key aspects of physical and key human features. Use locational language of features and routes on a map Use geographical vocabulary to describe local and/or small-scale geographical features as well as those on a wider global level	Use 4 figure grid references Measure, record and present geographical information in tables, graphs and charts Use and understand some numerical/comparative data Categorise geographical features – e.g. land uses

Upper Key Stage 2	Identify and describe the geographical significance of latitude and longitude Equator, hemispheres, Tropic of Cancer/Capricorn and Arctic and Antarctic Circles	Use the 8 points of a compass, 4 and 6 figure grid references, symbols and a key- OS maps standard- to communicate knowledge of the UK and the world	Using a wide range of resources to give detailed descriptions and opinions of characteristics features of locations including digital/computer mapping	Ask and answer geographical questions about human and physical geography Identify key features of a location (rural/urban) Use fieldwork and observational skills to study and record and present the geography of the local area including a river	Describe and understand key aspects of physical and human geography Use locational language of features and routes on a map Use precise geographical vocabulary to describe local and/or small-scale geographical features as well as those on a wider global level	Use 4 and 6 figure grid references Accurately draw and interpret a range of basic graphs and charts; perform basic data manipulations; interpret basic patterns and trends within numerical data and graphs in more detail Measure and record geographical data. Use and understand comparative data

Lower KS2 suggested key topics

Years 3 and 4 suggested topic areas	Intent	Link to key concepts	Links to other topic areas.
Countries in Europe and North America Eg Beyond the Magic Kingdom -Florida	To be able to locate and describe the main human and physical features of the world's countries, especially those located in North America, Europe and South America. This unit will also use a range of rich geographical resources to explore the interconnections that exist between physical and human processes. Children will ask and answer geographical questions about the human and physical characteristics	PS, L, HW, PW, S GMA, GIS	**Previous learning** • Location of continents and oceans • Geographical similarities and differences between UK and another non-EU country. • Use of simple geographical skills • Human and physical features **Link to future learning - KS3**

	of a location, as well as explain views about locations, giving reasons. They will use maps, atlases, globes, digital mapping to locate countries and describe features and also use a range of resources to describe the key physical and human features of a location.		• The features of place **Link to future learning – KS4** • The economic world
Earthquakes **(Physical Geography focus)**	To investigate the human and physical geography of a tectonically active area of the world using a range of geographical resources such as globes, maps, GIS and atlases. Use a range of resources to describe the key physical and human features of a location, as well as explain own views about locations, giving reasons.	PS, L, HE, S PW, HW GMA, GIS.	**Previous learning** • Describing landscape • Definitions of physical and human geography • Using simple geographical resources **Link to future learning - KS3** • Tectonic activity • Development **Link to future learning – KS4** • The challenge of natural hazards – tectonics
A local area study - how is our local area changing?	To use fieldwork to observe, measure, record and present the human and physical features in the local area. To explore how the local area has changed over time.	PS, L, PW, HW OSM, F	**Previous learning** • Simple fieldwork on school site KS1 • Compass directions KS1 • Describing directions on a map KS1 • Aerial photographs KS1 **Link to future learning - KS3** • The geography of place and exploring the local area to the secondary school **Link to future learning – KS4** • Urban issues and challenges
(Countries and cities in the UK) **Countries in Europe and North America**	The intent of this unit is to be able to describe and understand key aspects of human geography focussing on types of settlement and land use. Pupils will use a range of geographical resources to describe the human and physical features of places and to start to explore how the physical and human geography of a place	PS, HE, S, PW, OSM GIS, GMA,	**Previous learning** • Build on the locating of the UK capitals, countries and seas at KS1. • Seasonal and daily weather patterns in the UK. **Link to future learning - KS3**

Human Geography focus - e.g. Megacities	interact. This topic will also extend pupils locational knowledge by focusing on countries in Europe and North and South America. They will ask and answer geographical questions about the human and physical characteristics of a location, as well as explain own view about locations, giving reasons. Children will use maps, atlases, globes, digital mapping to locate countries and describe features.		• Local area study (broader scope than KS2) • Urbanisation • Population **Link to future learning – KS4** • Urban issues and challenges
Sustainability	To explore the impact that humans have on the world around them pupils will focus on the main environmental regions of the world (climate zones, biomes, vegetation belts) and locate these using lines of latitude and longitude (Equator, Northern and Southern Hemispheres, Tropics, Arctic and Antarctic circle and Prime Meridian). Students will also explore human geography, including types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water and their sustainable use.	L, PW, HW, PS GIS, GMA	**Previous learning** • Key vocabulary such as two, village, factory, farm, forest, mountain, sea. **Link to future learning - KS3** • Development • Economy and trade, local area unit Russia, India, Africa and the Middle East • Tectonics **Link to future learning – KS4** • The changing economic world • The challenge of resource management
Geographical places **Wet and dry places** **e.g. rainforests and hot deserts.**	To extend pupils knowledge of the location and characteristics of a range of places around the world. This will involve naming and locating geographical and environmental areas using the world's main lines of latitude and longitude (Equator, Northern and Southern Hemispheres, Tropics, Arctic and Antarctic circle and Prime Meridian) and developing an understanding of Time zones, climate zones, biomes and vegetation belts. Pupils will be able to describe similarities and differences between places and their main characteristics.	L, PW GMA	**Previous learning** • Geographical similarities and differences between UK and another non-EU country. **Link to future learning - KS3** • Russia, India, Africa, Middle East units **Link to future learning – KS4** • Urban issues and challenges • The living world • Physical landscapes in the UK • The changing economic world • The challenge of natural hazards

Upper KS2 suggested key topics

Years 5 and 6 suggested topic areas	Intent	Link to key concepts	Links to other topic areas.
Climate Change **E.g. How is climate change affecting the world?**	Establish an understanding of the interaction between physical and human processes. Describe and understand key aspects of physical geography including climate zones, biomes and vegetation belts. Look at the work of Greta Thunberg and the climate extinction protests	L, PS, IS GMA, GIS	**Previous learning** • Understanding our world • Climate change **Link to future learning KS3** • Climate change • Biomes • Weather and climate • Environmental/global issues/future for our planet **Link to future learning KS4** • The challenge of natural hazards • The living world

Volcanoes **E.g. How do volcanoes affect people's lives?**	To include structure, locations of earth's major volcanoes Describe and understand key aspects of physical geography, including rivers, mountains, volcanoes and earthquakes, and the water cycle.	PW, CA, L, S GMA, GIS	**Previous learning** • Understanding our world • earthquakes **Link to future learning KS3** • Tectonic hazards **Link to future learning KS4** • The challenge of natural hazards
Why is Fairtrade fair? **Local area**	Describe and understand key aspects of human geography including economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water. Fairtrade system, countries, products, logo. Use fieldwork to observe, measure, record and present the human and physical features in the local area. To use a range of methods including sketch maps, plans and graphs, and digital technologies.	HE, IS, PS OSM, F	**Previous learning** • KS1 local area study/fieldwork • Lower KS2 how is our local changing? • Where does our food come from? **Link to future learning KS3** • Local area fieldwork at KS3 • The UK and wider world, globalisation **Link to future learning KS4** • Urban issues and challenges • The challenge of resource management • The economic world
Geographical Region of the UK eg. **Who are Britain's National Parks for?**	Name and locate geographical regions of the United Kingdom, and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time. Why are National Parks described as Britain's 'breathing spaces'? What else makes them important? Why do they welcome visitors? Local focus – why is protected land so important? The importance of farming. How are they looked after?	L, HE, PW, IS, S, PS OSM, GMA	**Previous learning** • Countries and cities in the UK • sustainability **Link to future learning KS3** • Forces that shape our physical landscapes • Ice, rivers • Coasts • UK economy **Link to future learning KS4** • Physical landscapes of the UK • Urban issues and challenges • The economic world

	Compare Exmoor/Dartmoor with Everglades in Florida. Identify the geographical regions and key topographical features of the United Kingdom (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time. Understand geographical similarities and differences through the study of human and physical geography of the United Kingdom, a region in a European country and a region within North or South America.		
Mountains **E.g. Why are mountains so important?**	To include structure, locations of earth's major mountain ranges Describe and understand key aspects of physical geography, including rivers, mountains, volcanoes and earthquakes, and the water cycle	PW,	**Previous learning** • Physical landscapes-the seaside **Link to future learning KS3** • Climate change • Ice, rivers • Physical landscapes and processes **Link to future learning KS4** • Physical landscapes of the UK
Rivers **E.g. What is a river?**	**D**escribe and understand key aspects of physical geography, including rivers, mountains, volcanoes and earthquakes, and the water cycle	PW, PS OSM, GIS	**Previous learning** • Physical landscapes-the seaside **Link to future learning KS3** • Climate change • Ice, rivers • Physical landscapes and processes **Link to future learning KS4** • Physical landscapes of the UK

Key Stage 3 substantive and disciplinary knowledge

Key stage 3 substantive knowledge							
	Place & Space	**Location**	**Physical world**	**Human environments**	**Interdependence and sustainability**	**Cultural understanding**	**Scale**
Key Stage 3	Place- Similarities and differences between the human and physical geography of a region within Africa and within a region of Asia.	Africa, Russia, Asia (must include China and India), and the Middle East. Hot and Cold desert and one other environmental region (such as Savanna grasslands, tropical rainforests). Must include human and physical characteristics including major cities and the countries within the continent.	Geological timescales, plate tectonics, rocks, weathering and soils; weather and climate (change from the ice age to the present); glaciation, hydrology and coasts.	Population, urbanisation, globalisation and international development, economic activity (including primary, secondary, tertiary and quaternary sectors); use of natural resources (including, energy, water and food)	Understand how human and physical processes interact to influence and change landscapes, environments and the climate; and how human activity relies on the effective functioning of natural systems.	People and places are culturally diverse and the ways they interact with each are affected by their perceptions of the human and physical environments.	Studying places at all scales including a world-wide perspective

Disciplinary knowledge						
Year Group	**Globes, maps and atlases**	**Maps (OS maps)**	**GIS**	**Geographical fieldwork**	**Geographical literacy**	**Geographical numeracy**
7	Pupils use simple globes, maps and atlases to conduct geographical investigations both in the classroom and in the field. Use of atlases and globe becomes increasingly global in scale.	Use and interpret OS maps. Use 4 figure grid references confidently and are increasing in confidence in the use of 6 figure grid references. Pupils use maps to interpret places and describe a locations landscape in the classroom and the field.	Pupils can use simple GIS to interpret geographical patterns and recognise its importance as a means of presenting data.	independently plan and collect primary and secondary data; accurately present results and findings using variety of techniques	Explain how human and physical processes and patterns interact/change over time; make connections to previous learning and wider knowledge/ subjects; consistently use geographical terminology and evidence.	Pupils can draw a range of more sophisticated graphical techniques and be able to interpret these graphs. Pupils' understanding of data will be demonstrated using simplistic statistical and numerical skills but with an increasing attempt to understand trends reflected in the data set.
8	Pupils use a wider range of resources in atlases to investigate geographical questions about a range of places at a global scale. They develop a more detailed and extensive framework of knowledge including globally significant physical and human features and geographical processes.	Pupils increase in confidence in interpreting map skills and are adept at using compass directions, 4 and six figure grid references, relief and scale. Students start to	Pupils can clearly demonstrate that they can interpret different types of GIS and utilises this information in their learning. Pupils understand the increasingly important role they play in	High levels of independent investigation; reach valid conclusions drawing on multiple information sources; evaluate data collection methods and consistently	Students will be able to comment on their geographical findings and will be able to construct an argument which is supported with evidence. Pupils will be able to use a good range of geographical	Pupils can construct and interpret more sophisticated data presentation techniques. Pupils can use statistical and numerical skills with increasing ease and attempt to include more sophisticated

		use OS maps with other geographical resources such as aerial and satellite photographs.	presenting geographical information across different sectors of employment.	reflect on best way to organise work	vocabulary appropriately and spelt correctly.	analysis techniques such as percentage increase or decrease when analysing data.
9	Students have a detailed understanding of how to use globes, atlases and maps to develop an extensive knowledge and understanding of a wide range of places and environments and features at a range of scales from local to global.	Pupils continue to develop their use of maps in the classroom and in the field becoming more independent. Students become increasingly confident in using OS maps in conjunctions with other geographical resources such as aerial and satellite photographs.	Pupils increase in confidence and can use a wide various GIS's with growing confidence in their geographical investigations and a variety of contexts.	Consistently high levels of independent investigation and critical evaluation beyond set tasks; draw upon wide range of information to reach wide-ranging conclusions	Students can frame and discuss geographical ideas within their locational context using a wide ranging and detailed global knowledge. They are confident with using a range of specialist terms appropriately. Pupils can structure their geographical debates effectively and can use a wide range of geographical evidence to support their decisions	Pupils can recognise geographical patterns and interpret the trends using a range of statistical skills to help such as mean, mode and median. Pupils can describe the data using measures of central tendency and clearly identify anomalous values within the data set. From this, pupils are beginning to suggest reasons why these anomalies exist.

KS3 Suggested key topics

Years 7 suggested topic areas	Intent	Link to key concepts	Links to other topic areas.
Earth's resources **E.g. What are the main environmental issues facing our planet? Is the earth running out of natural resources?**	To locate and explore significant issues facing our planet around natural resources. This unit acts as a general introduction to geography including the different spheres of Earth and how they are linked. Issues could include deforestation, plastics in the ocean, air pollution and Sustainability.	L, PS, IS, S GMA, GIS	**Previous learning-KS1/2** • Climate change • Sustainability • National parks • Wet and dry places **Future learning KS3** • Future of our planet • Africa, Asia, Middle east, Russia **Future learning-KS4** • The challenge of natural hazards • The living world • The challenge of resource management
Climate change **E.g. Climate change who is to blame.**	The aim of this unit is to explore the concept of climate change. Many students will be aware of this subject from the news and their studies at KS2. The aim of the unit is to build on this knowledge and help pupils to explore the context of climate change from the Quaternary period to the present day. Are humans to blame?	PS, PW, HE, IS GMA, GIS	**Previous learning-KS1/2** • Climate change • Sustainability **Future learning KS3** • Weather and climate, Ice, rivers, coasts • Africa, Asia, Middle east, Russia • Future of our planet **Future learning-KS4** • The challenge of natural hazards
The UK's economy and globalisation **E.g. How important is the UK in the wider world?**	Learning about economic activities and what they look like at different scales. Understanding the way that jobs can be arranged in groups and how these have changed over time. Understanding global trade and the UK's links/importance to wider world economy. Concept of globalisation. Opportunity for local fieldwork.	HE, IS, PS, S GIS, F	**Previous learning-KS1/2** • Countries of Europe and North America • Local area studies **Future learning KS3** • Asia-India/China, Russia, Africa, middle east **Future learning-KS4** • The changing economic world • Urban issues and challenges

Changing urban worlds **E.g. Living in an increasingly urban world** **E.g. how are populations changing?**	To understand the concept of urbanisation – what is it, causes, consequences, local example of urbanisation locally and its impacts on people and places. Urbanisation on a global scale (megacities). Opportunity for local fieldwork-urban change and impact in Bristol/Bath. Population density and distribution (globally and in the UK). Push/pull factors, impacts of migration in the UK and internationally. Cultural understanding of the impacts of migration economically, socially and politically.	HE, IS, PS, S GIS, F	**Previous learning-KS1/2** • Countries and cities/megacities • Local area studies **Future learning KS3** • Asia-India/China, Russia, Africa, The Middle East **Future learning-KS4** • Urban issues and challenges • The changing economic world
Physical landscapes **E.g. what are the forces that shape our physical landscape?**	To investigate what the word landscape means and the forces that shape it. Processes of weathering and formation/importance of soils. Students will investigate the role that landscapes have on human activity. Formation of limestone landscapes. Economic importance-Quarrying and tourism. Opportunities for fieldwork.	PW, HE OSM, F	**Previous learning-KS1/2** • Seaside • Mountains • Rivers **Future learning KS3** • Ice on the land • Importance of rivers • Coasts **Future learning-KS4** • Physical landscapes in the UK

Years 8 suggested topic areas	Intent	Link to key concepts	Links to other topic areas.
Weather and climate **E.g. How does weather climate affect us?**	To investigate the weather and climate of the UK. The factors that influence the UK's climate and the impact it has on people. Factors affecting global climate (global atmospheric circulation and weather systems) and extreme weather events.	PW, L, S GIS, F	**Previous learning** • Weather and seasons • Wet and dry places • Climate change **Future learning KS3** • Africa, Middle East, Russia/Arctic **Future learning-KS4**

			• The challenge of natural hazards
River landscapes **E.g. Why are rivers important?**	Building on knowledge of rivers from KS2 with a focus on how rivers change, why they are important and how they can be managed. Impacts of flooding and link to climate change. Recent local flooding event.	PW, IS OSM	**Previous learning** • What are rivers? • Why are mountains important? • Weather and climate • Climate change • Physical landscapes **Future learning-KS4** • Physical landscapes in the UK
Asia-India and China **E.g. How is development changing Asia?**	To build on knowledge of development and urban environments from KS2/Y7. Investigate and evaluate ways to measure development. Focus on Asia looking at impacts of flooding, population issues, megacities, trade and environmental degradation and protection. In depth investigation into shanty settlements/slums.	L, HE, PW, IS, CU GMA	**Previous learning** • Countries and cities • Megacities **Future learning KS3** • Africa, Middle East **Future learning-KS4** • The changing economic world • Urban issues and challenges • Physical landscapes in the UK
Ice on the land **E.g. Why are glaciers important?**	Looking at the forces that shaped landscapes long ago in the UK, current human uses of these landscapes and the importance of glaciers in evidencing climate change. Ice ages and how they have shaped and changed the landscape in the UK.	PW, IS OSM	**Previous learning** • Weather and climate • Climate change • Physical landscapes **Future learning KS3** • Russia/Arctic • Future of planet/Antarctica **Future learning-KS4** • Physical landscapes in the UK
Russia	Looking at the geography of Russia, understanding its diverse climate and physical landscapes, how the	L, PS, PW, IS, CU	**Previous learning** • Weather and climate

E.g. Is the geography of Russia a curse or a benefit?	physical geography affects the human environment and the importance of Russia to the world. Investigating the Arctic. What can humans do to improve the future for our planet?	GMA	• Climate change • Physical landscapes **Future learning KS3** • Future of planet/Antarctica **Future learning-KS4** • Physical landscapes in the UK • The living world • The changing economic world • Urban issues and challenges

Years 9 suggested topic areas	Intent	Link to key concepts	Links to other topic areas.
Tectonic Hazards **E.g. can we ever know enough about tectonic hazards to live safely?**	Understanding the theory of plate tectonics and how science and technology have contributed to our knowledge, how volcanoes and earthquakes are linked to plate tectonics and the hazards they present to people, how scientists predict and governments and other organisations work to prevent these hazards having a significant impact on populations.	PW, IS GMA	**Previous learning** • Earthquakes • Volcanoes • Climate change **Future learning-KS4** • The challenge of natural hazards
Africa	Understand the physical and human geography of Africa and its colonial history/colonial legacy and link to	L, HE, PW, CU	**Previous learning** • Weather and climate

E.g. What are the challenges and opportunities facing Africa?	slave trade. Challenging stereotypes of Africa. The physical environmental-biomes (savannah and hot deserts). Investigating the challenges and opportunities of this continent- population challenges, development, urbanisation/megacities. Reducing the challenges of reducing the development gap.	GMA	• Global issues/resource management • Globalisation • Biomes KS2 **Future learning-KS4** • Physical landscapes in the UK • The living world • The changing economic world • Urban issues and challenges • The challenge of resource management
Middle East **E.g. Why is the Middle east an important world region?**	Understanding where the Middle East is, its physical and human geography, investigating conflict and controversy and the importance of this world region. Religion and culture, the importance of oil, Football world cup. Contrasting countries in the region.	L, HE, PW, CU	**Previous learning** • Weather and climate • Global issues/resource management • Globalisation • Natural resources • Biomes **Future learning-KS4** • The changing economic world • Urban issues and challenges • The challenge of resource management
Coasts **E.g. What happens when the land meets the sea?**	Understanding energy at the coastline and the physical processes responsible for the landscapes, understanding and evaluating coastal management strategies. Carrying out fieldwork using techniques to assess the costs and benefits of coastal sea defences. Opportunities for fieldwork.	PW, S	**Previous learning** • Seaside • sustainability • Rivers, ice, physical landscapes **Future learning-KS4** • Physical landscapes in the UK
The future of our planet	Returning to the important these of climate change and looking at the possible future for our planet through Antarctica case study	IS, L, S GMA, GIS	**Previous learning** • Climate change • Sustainability • Arctic/Russia • Countries/cities/location

			• Weather and climate • UK and wider world • Cold deserts **Future learning – KS4** • The challenge of natural hazards • Living world – cold environments

Key Stage 4

AQA Statement

Studying geography gives students the opportunity to travel the world via the classroom, learning about both natural and social sciences along the way. They will understand how geography impacts everyday life and discover the key opportunities and challenges facing the world. Students will also develop academic and life skills from writing, teamwork and communication to analytical skills.

Futura statement

The KS4 curriculum is based on the AQA Geography GCSE specification. This exciting and relevant course studies geography in a balanced framework of physical and human themes and investigates the link between them. Students will travel the world from their classroom, exploring case studies in the United Kingdom (UK), higher income countries (HICs), newly emerging economies (NEEs) and lower income countries (LICs). Topics of study include climate change,

poverty, deprivation, global shifts in economic power and the challenge of sustainable resource use. Students are also encouraged to understand their role in society, by considering different viewpoints, values and attitudes. The curriculum is sequenced so that students build on and deepen their knowledge and understanding of the physical world around them, followed by learning that focusses on the human world. The links between the physical and human worlds feature throughout and skills are integrated across the curriculum. Upon completion of this two-year course, students will have the skills and experience to progress onto A-level and beyond.

Physical geography Living with the physical environment.	**The challenge of natural hazards**	**The living world**	**Physical landscapes in the UK**
	Tectonic hazards -Weather hazards -Climate change	Ecosystems and biomes -Tropical rainforests -Hot deserts	Coastal landscapes -River landscapes
KS3 link	Global issues/resources Y7/9 Climate Change Y7 Weather and climate Y8 Tectonics Y9	Global issues Y7/9 Russia Y8 Africa and Middle east Y9	Physical landscapes Y7 Rivers/ice Y8 Coasts Y9
KS5 link	3.1.1.1 Water and carbon cycles as natural systems 3.1.5 Hazards	3.1.1.1 Water and carbon cycles as natural systems 3.2.4 Population and the environment	3.1.1.1 Water and carbon cycles as natural systems 3.1.3 Coastal systems and landscapes
Human Geography	**Urban issues and challenges**	**The changing economic world**	**The challenge of resource management**
	The Urban world/Rio -Urban change in the UK/Bristol -Sustainable urban development	The development Gap -NEE – Nigeria -Changing UK economy	Global resources and food, water and energy in the UK -Global water/food/energy management
KS3 link	Population Y7/8 Urban world Y7/8	Unequal world Y8/9 Africa Y9	Global issues Y7 Middle east Y9
KS5 link	3.2.2 Changing places	3.2.1 Global systems and global governance	3.2.4 Population and the environment

			3.1.1.1 Water and carbon cycles as natural systems

Key Stage 5 – Statement

The KS5 curriculum is based on the AQA A Level specification. The curriculum is designed to excite students' minds, challenge perceptions and stimulate investigative and analytical skills. Topics of study balance both physical and human geography where students are encouraged to identify and analyse links between concepts and ideas. Through studying a wide range of places, processes and concepts students develop high level thinking skills such as synopticity and critical thinking. Over the course of two years students study topics in depth and through independent learning extend their knowledge and understanding beyond the classroom. Students build on their geographical investigation skills becoming independent through the planning and writing up of a geographical investigation. The A Level course content acts as a springboard into studying geography at degree level, whilst transferable skills such as teamwork, independence, creativity and communication provide a foundation for employment, apprenticeships and other level 3 courses.

Physical geography	**Water and carbon cycles**	**Hazards**	**Coastal systems and landscapes**
	-Systems -Global water cycle, balance and hydrographs -Carbon cycle stores, transfers, budget and changes -Water, carbon and climate change -Tropical rainforest case study -River catchment case study and field data	-Tectonics and volcanic and seismic activity -Impacts, response and management -Volcano case study and multi-hazard environment case study -Storm hazard nature, impacts and case study -Fires in nature and case study	-Systems -Energy -Sediment sources, cells and budgets -Mass movement -Processes and landforms -Sea level change -Coastal management -UK and India case studies
KS4 link	The challenge of natural hazards The living world	The challenge of natural hazards	Physical landscapes in the UK
Human Geography	**Changing places**	**Population and the environment**	**Global systems and governance**
	-The character of place -Representations and change -Local place study -Distant place study	-the relationship between the physical environment, particularly climate and soils and food production systems -food security	-Globalisation -Trade -Governance and commons -Antarctica

		-the relationship between the physical environment and human health -natural and migration population change -population ecology and the relationship between population and resources -global population futures-varying possible scenarios of future population growth	
KS4 link	Urban issues and challenges	The economic world The challenge of resource management The living world	The economic world

Geographical fieldwork investigation based on an issue or question defined, developed and relating to a specification component.

Students are required to undertake an independent investigation. This must incorporate a significant element of fieldwork. The fieldwork undertaken as part of the individual investigation may be based on either human or physical aspects of geography, or a combination of both. They may incorporate field data and/or evidence from field investigations collected individually or in groups. What is important is that students work on their own on contextualising, analysing and reporting of their work to produce an independent investigation with an individual title that demonstrates required fieldwork knowledge, skills and understanding.

Assessment

Futura Geography aims of assessment

The assessment of geography in the Futura Learning Partnership closely aligns with the following statement:

'If the purpose for learning is to score well on a test, we've lost sight of the real reason for learning' Jeannie Fulbright.

Assessment in geography departments across Futura is cumulative and aims to build on the knowledge, understanding and skills that have come before. The emphasis is mainly on regular day to day formative assessment which provides teachers with an accurate assessment of student's strengths and gaps in their knowledge and understanding. This information is then used to respond to pupil's individual need from lesson to lesson and guide pedagogy so that it both supports and challenges students as well as supporting staff in understanding how to improve their own classroom instruction. Students will be supported in self-assessing their own progress as well as developing their skills of self-reflection, independence and resilience. Formative assessment supports Futura geographers to become adept at thinking, speaking and writing geographically.

Periodically students will be expected to complete an assessed task which may take the form of:

- A geographical enquiry
- extended or shorter focused pieces of writing in a variety of different forms for a range of purposes
- analysis and interpretation of a variety of maps at different scales as well as other geographical data
- text annotation such as thought mapping, storyboards, concept mapping or timelines
- drawing of sketch maps, diagrams, field sketches

Periodic assessment provides students with the opportunity to demonstrate their synoptic thinking and demonstrate their skills as a geographer. It will allow pupils to make links between previous and current learning. The data gathered from these assessments will be used to inform teachers of a student's progress and planning their next steps in learning.

Students will complete a summative geography assessment twice per academic year. This information will help to inform teachers of student's achievement in relation to curriculum benchmarks and provide an opportunity to report on student progress to parents and carers as well as inform next steps to be taken in a student's geographical education.

Early Years Foundation Stage Assessment statement

Geography is principally incorporated into The Early Learning Goal for 'Understanding the World: The World' and 'People and Communities', but also comes through learning in other areas, such as 'Communication and Language' and 'Expressive Art and Design', as well as 'Characteristics of Effective Learning'. Assessment and feedback are on-going through regular observations, captured and recorded in the chosen system for each school (for example, an online platform like 'Tapestry'). At the end of the year, in the Foundation Stage Profile, teachers will report whether children have met the expectations for those areas.

KS1 and 2 Assessment statement

Timescale	**What**	**Purpose**
Annual	Subject leader to gather information relating to teacher assessment	Overview of children not meeting/meeting/working at greater depth against age-related expectations

End of unit/teaching block	Progress quizzes/end of unit reflection against knowledge organiser	End of unit discussions and reflection to gain information about understanding and address misconceptions. Students reflect on learning/progress. Quizzes are peer/self-marked. Feedback takes place in the lesson through questioning and teacher correcting common misconceptions
Lesson by lesson	Assessment for learning through practice questions (differentiated essential/challenge/extend)	Class discussion and teacher targeted questioning. Formative feedback

KS1 and 2 Assessment Aims

	Locational Knowledge	**Place Knowledge**	**Human and Physical Geography**	**Skills and Fieldwork**
KS1 pupils:	Know the names of the four countries that make up the UK and name the three main seas that surround the UK Know the name of and locate the four capital cities of England, Wales, Scotland and Northern Ireland	Know features of hot and cold places in the world Know where the equator, North Pole and South Pole are on a globe Know the main differences between a place in England and that of a small place in a non-European country	Know which is the hottest and coldest season in the UK Know and recognise main weather symbols Know the main differences between city, town and village	Know which is N, E, S and W on a compass Know their address, including postcode Know and use the terminologies: left and right; below, next to

	Know the names of and locate the seven continents of the world Know the names of and locate the five oceans of the world		Identify the following physical features: mountain, lake, island, valley, river, cliff, forest and beach Explain some of the advantages and disadvantages of living in a city or village.	
LKS2 pupils:	Know the names of and locate at least eight European countries Know the names of and locate at least eight major capital cities across the world Know the names of and locate at least eight counties and at least six cities in England Know the names of four countries from the southern and four from the northern hemisphere Know where the equator, Tropic of Cancer, Tropic of Capricorn and the Greenwich Meridian are on a world map	Know key differences between living in the UK and in a country in either North or South America	Know what causes an earthquake Explain the features of a water cycle Know what is meant by biomes and what are the features of a specific biome Label layers of a rainforest and know what deforestation is Know the names of and locate some of the world's deserts Know why industrial areas and ports are important Know main human and physical differences between developed and developing countries	Use maps to locate European countries and capitals Use maps and globes to locate the equator, the Tropics of Cancer and Capricorn and the Greenwich Meridian Know and name the eight points of a compass Know how to plan a journey within the UK, using a road map Know how to use graphs to record features such as temperature or rainfall across the world

	Know what is meant by the term 'tropics' Know about time zones and work out differences			
UKS2 pupils:	Know where the main mountain regions are in the UK Know, name and locate the main rivers in the UK Know the names of a number of European capitals	Know at least five differences between living in the UK and another country	Label the different parts of a volcano Know and label the main features of a river Know the name of and locate a number of the world's longest rivers Know the names of a number of the world's highest mountains Know why most cities are located by a river	Use Google Earth to locate a country or place of interest and to follow the journey of rivers, etc. Know what most of the ordnance survey symbols stand for Know how to use six-figure grid references

KS3 Assessment statement

Timescale	**What**	**Purpose**
Annual	Year 7 exam-50 mins Year 8 exam-1 hour Year 9 exam-1 hour 15 mins	Testing knowledge, understanding and skills under exam conditions. Provides a measure of progress to date.

End of unit/teaching block	Summative assessment These are end of 'unit' assessments. They comprise a set of knowledge questions e.g. define key terms, multiple choice followed by a GCSE style exam question (4, 6 and/or 9 mark question)	Students complete the assessment under 'test' conditions. At the end students are given the opportunity to 'Go Green' and ABC (Add, build, change) before submitting Following teacher marking and individual written feedback, students are given the opportunity for further ABC with the addition of 'extend' questions to complete. Teacher input in the form of correcting common misconceptions arising from the assessment. Students reflect on learning/progress
Weekly/fortnightly	Progress quizzes (approx 2 per unit) Linked to homework/pre-learning	Progress quizzes are peer/self-marked. Feedback takes place in the lesson through questioning and teacher correcting common misconceptions
Lesson by lesson	Assessment for learning through practice questions (differentiated essential/challenge/extend)	Class discussion and teacher targeted questioning. Formative feedback

Assessment aims

	Working towards grades 7-9	Working towards grades 5-6	Working towards grades 1-4
Year 7	Students evaluate and justify where applicable. Student explanations for key geographical concepts are concise and accurate	Students might try to evaluate where applicable. Students' explanations for key concepts are clear. Students place knowledge is accurate.	Students attempt to describe and explain where applicable. Students understanding of key concepts is shown.

	Students place knowledge is accurate, and they understand a range of scales (temporal/spatial awareness). Students use geographical skills confidently to analyse and interpret maps/graphs/photographs Students accurately use geographical terminology throughout.	Students' geographical skills are used to attempt to analyse and interpret maps/ graphs/photographs. Geographical terminology used throughout	Students place knowledge is shown. Students geographical skills are attempted to interpret maps/graphs/photograph Students' geographical terminology is attempted in places.
Year 8	Students evaluate and justify where applicable and with increasing effectiveness and confidence Student explanations for key geographical concepts are concise, accurate and detailed Students place knowledge is accurate, and they show detailed understanding of a range of scales (temporal/spatial awareness). Students use a wide range of geographical skills confidently to analyse and interpret maps/graphs/photographs Students accurately use a range of geographical terminology throughout.	Students evaluate where applicable and begin to justify Students explanations for key geographical concepts are clear and mostly accurate Students place knowledge is accurate, and they show clear understanding of scale. Students' geographical skills are used well to analyse and interpret maps/ graphs/photographs. Geographical terminology used throughout with minor inaccuracies	Students describe and explain where applicable. Students understanding of key geographical concepts is basic Students place knowledge is basic. Students geographical skills are basic, and interpretation of maps/graphs/photographs is attempted Students' geographical terminology is basic.
Year 9	Students show thorough geographical understanding of human and physical processes Students demonstrate thorough application of knowledge and understanding through detailed and accurate analysis Students show thorough and detailed understanding of a wide range of geographical concepts and processes Students demonstrate application of knowledge and understanding in a coherent and reasoned way through effective evaluation Student written and oral responses will be detailed and developed with relevant and appropriate support	Students show clear geographical understanding of human and physical processes Students demonstrate clear application of knowledge and understanding through detailed and accurate analysis Students show detailed understanding of a wide range of geographical concepts and processes Students demonstrate application of knowledge and understanding in a coherent and reasoned way through evaluation Student written and oral responses will be detailed with relevant and appropriate support A range terminology will be used	Students show basic geographical understanding of human and physical processes Students demonstrate basic application of knowledge and understanding through detailed and accurate analysis Students show some understanding of a wide range of geographical concepts and processes Students demonstrate application of knowledge and understanding in a limited way through evaluation Student written and oral responses will be basic and may lack support

	A wide range terminology will be used, often higher-level terms.		Some terminology will be used

KS4 Assessment statement

Timescale	**What**	**Purpose**

Annual	Year 10 exam-Paper 1 from 2 years previous (e.g. in 2020 students sit 2018 paper) Year 11 Nov mock exam-previous year exam paper (e.g. in 2020 students sit 2019 papers 1 and 2) Year 11 March mock exam-Paper 3 from previous year (e.g. in 2020 students sat 2019 paper) Year 11 May WTM-Paper 3 (current year)	Testing knowledge, understanding and skills under exam conditions. Provides a measure of progress to date. WTM ahead of external exams
Termly/half termly **End of unit/teaching block**	Summative assessment Mid unit and end of tests using PPs For example, Living world Assessment 1-ecosystems and TRF Assessment 2-ecosystems and Hot deserts Assessment 3-end of unit test	Students complete the assessment under 'test' conditions. At the end students are given the opportunity to 'Go Green' and ABC (Add, build, change) before submitting Following teacher marking and individual written feedback, students are given the opportunity for further ABC with the addition of 'extend' questions to complete. Teacher input in the form of correcting common misconceptions arising from the assessment. Students reflect on learning/progress
Weekly/fortnightly	Progress quizzes (one following every homework) Linked to homework/pre-learning	Progress quizzes are peer/self-marked. Feedback takes place in the lesson through questioning and teacher correcting common misconceptions
Lesson by lesson	Assessment for learning through practice questions (differentiated essential/challenge/extend)	Class discussion and teacher targeted questioning. Formative feedback

KS4 aims and learning outcomes

Courses based on this specification should encourage students to:

Develop and extend their knowledge of locations, places, environments and processes, and of different scales including global; and of social, political and cultural contexts (know geographical material)

Gain understanding of the interactions between people and environments, change in places and processes over space and time, and the inter-relationship between geographical phenomena at different scales and in different contexts (think like a geographer)

Develop and extend their competence in a range of skills including those used in fieldwork, in using maps and GIS and in researching secondary evidence, including digital sources; and develop their competence in applying sound enquiry and investigative approaches to questions and hypotheses (study like a geographer)

Apply geographical knowledge, understanding, skills and approaches appropriately and creatively to real world contexts, including fieldwork, and to contemporary situations and issues; and develop well-evidenced arguments drawing on their geographical knowledge and understanding (applying geography).

KS4 Assessment objectives

The exams will measure how students have achieved the following assessment objectives.

AO1: Demonstrate knowledge of locations, places, processes, environments and different scales (15%).

AO2: Demonstrate geographical understanding of: concepts and how they are used in relation to places, environments and processes; the interrelationships between places, environments and processes (25%).

AO3: Apply knowledge and understanding to interpret, analyse and evaluate geographical information and issues to make judgements (35%, including 10% applied to fieldwork context(s)).

AO4: Select, adapt and use a variety of skills and techniques to investigate questions and issues and communicate findings (25%, including 5% used to respond to fieldwork data and context(s)).

KS5 Assessment statement

Timescale	What	Purpose
Annual	Year 12 exam-Paper 1 (Coasts and Hazards), Paper 2 (Changing Places and Population and the Environment)-From previous years exam series Year 13 January mock exam-previous years exam series (Paper 1 and 2 all sections)	Testing knowledge, understanding and skills under exam conditions. Provides a measure of progress to date. WTM ahead of external exams
Termly/half termly **End of unit/teaching block**	Summative assessment Mid unit and end of tests using PPs For example, Hazards Assessment 1-Tectonics, volcanic and seismic hazards Assessment 2-Tropical Storms and fires in nature Assessment 3-End of unit assessment	Students complete the assessment under 'test' conditions. At the end students are given the opportunity to 'Go Green' and ABC (Add, build, change) before submitting Following teacher marking and individual written feedback, students are given the opportunity for further ABC with the addition of 'extend' questions to complete. Teacher input in the form of correcting common misconceptions arising from the assessment. Students reflect on learning/progress
Weekly/fortnightly	Progress quizzes (one following every homework) Linked to homework/independent learning	Progress quizzes are peer/self-marked. Feedback takes place in the lesson through questioning and teacher correcting common misconceptions
Lesson by lesson	Assessment for learning through practice questions (differentiated essential/challenge/extend)	Class discussion and teacher targeted questioning. Formative feedback

KS5 aims and learning outcomes

Develop their knowledge of locations, places, processes and environments, at all geographical scales from local to global across the specification as a whole

Develop an in-depth understanding of the selected core and non-core processes in physical and human geography at a range of temporal and spatial scales, and of the concepts which illuminate their significance in a range of locational contexts

Recognise and be able to analyse the complexity of people–environment interactions at all geographical scales, and appreciate how these underpin understanding of some of the key issues facing the world today

Develop their understanding of, and ability to apply, the concepts of place, space, scale and environment, that underpin both the national curriculum and GCSE, including developing a more nuanced understanding of these concepts

Gain understanding of specialised concepts relevant to the core and non-core content. These must include the concepts of causality, systems, equilibrium, feedback, inequality, representation, identity, globalisation, interdependence, mitigation and adaptation, sustainability, risk, resilience and thresholds

Improve their understanding of the ways in which values, attitudes and circumstances have an impact on the relationships between people, place and environment, and develop the knowledge and ability to engage, as citizens, with the questions and issues arising

Become confident and competent in selecting, using and evaluating a range of quantitative and qualitative skills and approaches, (including observing, collecting and analysing geolocated data) and applying them as an integral part of their studies

Understand the fundamental role of fieldwork as a tool to understand and generate new knowledge about the real world, and become skilled at planning, undertaking and evaluating fieldwork in appropriate situations

Apply geographical knowledge, understanding, skills and approaches in a rigorous way to a range of geographical questions and issues, including those identified in fieldwork, recognising both the contributions and limitations of geography

Develop as critical and reflective learners, able to articulate opinions, suggest relevant new ideas and provide evidenced argument in a range of situations.

KS5 Assessment objectives

AO1: Demonstrate knowledge and understanding of places, environments, concepts, processes, interactions and change, at a variety of scales (30–40%).

AO2: Apply knowledge and understanding in different contexts to interpret, analyse and evaluate geographical information and issues (30–40%).

AO3: Use a variety of relevant quantitative, qualitative and fieldwork skills to investigate geographical questions and issues, interpret, analyse and evaluate data and evidence, construct arguments and draw conclusions (20–30%).

Appendix – Geographical vocabulary

Geographical Vocabulary Primary (EYFS, KS1 and KS2)				
Key Geography Vocabulary:			**Other useful words for this age group – may be recap on previous key vocabulary or new words to introduce**	**Challenge for this age group**
Human features	**Physical features**	**Geographical map skills and fieldwork**		
EYFS				
Building Town farm road park path people,	Beach sea lake river desert mountain / hill countryside forest / wood weather seasons seaside	Map local place globe	Village city shop land house motorway language world water pond	
KS1				
Human As above plus… key human features city, town, village, street farm, house, office, port, harbour shop	Physical As above plus… key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil,	As above plus… **name and locate the world's 7 continents and five oceans** Asia Africa North America South America Antarctica Australia/ Oceania/ Australasia Europe Arctic Southern, Pacific	As above plus… Environment recycle Compass Compass points: East North South West Fieldwork plan aerial photograph map key symbols Equator hot/cold Direction key Country	Scale route planner grid vegetation field urban rural challenge diverse places, resources and natural and human environments,

capital city country community buildings transport construction motorway train aeroplane fishing local holiday recreation	valley, vegetation, seasons types of weather rainfall temperature seasons marine natural moor waterfall sand pebbles rainforest island	Atlantic Indian Equator **name, locate and identify characteristics of the 4 countries and capital cities of the United Kingdom and its surrounding seas** England Scotland Wales N. Ireland Belfast Cardiff Edinburgh London North/ Irish/ Celtic Seas English Channel United Kingdom	Continent globe atlas Address Right/ left patterns characteristics surrounding seas contrasting non-European	
Lower KS2				

Human geography As above plus… Urban region Europe country county economy trade energy megacity theme park settlement wealth business urbanisation commercial crime population	Physical geography As above plus… Landscape Hills and mountains N.B. including the UK names coast rural Climate Erosion deposition earthquake volcano water cycle erosion Alps geology Minerals and rock types e.g chalk, slate granite sandstone Biomes/ Vegetation belts e.g. Tundra coniferous & deciduous Forest Mediterranean mountainous desert Specific place names North or South America or a region of Europe Mantle Core eruption Magma Tsunami Atmosphere Landscape Environment Climate Weather habitat	As above plus… Observe measure /record Environmental Region Compass points: NW NE SE SW Ordnance Survey map/ Scale 4 figure grid reference Minerals Specific place names North or South America or a region of Europe Classify	As above plus… globally significant Land use Mountains river features equator hemisphere food chain Differences/similarities Compare/ contrast City/country/continent Atlas/map/globe United Kingdom Great Britain Condensation Evaporation Change/ effect Interaction between physical and human processes Formation interconnected and change over time. Sustainable Solar Reusable Turbine Deforestation adaptation	Latitude Longitude Tributary confluence meander estuary source mouth Topographical Services Precipitation Tropics of Capricorn and Cancer terrestrial

Upper KS2				
As above plus… Trade Deforestation Derelict Economic National Park Tourism	As above plus… Tributary confluence meander ox bow estuary mouth source biomes climate zones	As above plus… Analysis of data Global warming Latitude Longitude North/ South hemisphere Tropics of Capricorn and Cancer	As above plus… spatial variation vegetation Erosion deposition Headland Resort	Relief Digital mapping

Refugees Hamlet Market Aid Subsistence Government empire	island sedimentary igneous metamorphic fjord flood plain ox-bow lake glacier tectonic bushfire dry and wet season sea level weathering vegetation species	Time differences Tropical Sub-tropical contour	Cliff Bay delta Geographical influences / significance 6 figure grid reference Climate change Ordnance Survey Geographical Information Systems Distribution Infrastructure Ethical cultural	

KS3				
As above plus…	As above plus…	As above plus…	As above plus…	Gyre
Cultural understanding	Biosphere	Scale	Process	Archipelago
Space and place	Lithosphere	Base map	Microplastic	Smog
Scale	Great Pacific Garbage Patch	Layers	Raw material	Coral Bleaching
Interconnectedness	Ocean current	Choropleth map	Finite	Sacred
Resource	Fossil Fuel	Line chart	Circulation	Tees Exe Line
Renewable	Carbon Dioxide	Bar chart	Monsoon	Intrusive granite
Non-renewable	Barrier Reef	Pictogram	Angular	Extrusive Granite
Consumption Extraction	Enhanced Greenhouse effect	Equal class histogram	Lateral	Demographic
Quality of life	Greenhouse effect	Divided bar chart	Terminal	Exclusive economic zone
Resident	Relief	Scatter graphs	Diarrhoea	Subsistence
Primary sector	Weathering	Population pyramids	Civil war	Disparity
Secondary sector	Hydraulic action	Isoline	Literacy	Slab pull
Tertiary sector	Abrasion	Dot maps	Illiteracy	Ridge push
Quaternary sector	Solution	Desire maps	Correlation	Mesosphere
Asthma	Freeze Thaw	Proportional symbols	Mechanisation	Mosodiscontinuity
Congestion	Topographical	Flow lines	Colonisation	Malnourishment
Commercial	Glacial	Gradient	Imperialist	Geomorphology
Creative economy	Striation	Contour	Fair trade	Berm
Exports	Upland	Dispersion	Refugees	
Imports	Lowland	Central tendency	Persecution	

High income country	Conflict	Spread	Saturated	
Low income country	Rock cycle	Cumulative mean	Nourishment	
Newly Emerging Countries	Gorge	Mean	Engineering	
Emissions	Hydrological cycle	Range	Friction	
Distribution	Humidity	Interquartile range	Stabilise	
Population pyramid	Meteorology	Percentage increase	Food miles	
Greenbelt land	Coriolis Effect	Percentage decrease	Security	
Rural urban Fringe	Drought	Bivariate data		
Central business district	Hazard	Line of best fit		
Inner city	Air pressure	Interpolation		
Suburbs	Air mass	Extrapolation		
Sparsely	Eye	Qualitative data		
Densely	Microclimate	Quantitative data		
Push Factor	Relief rainfall	Reliable		
Pull Factor	Storm surge	Strong conclusion		
Slum/Favela	Arête	Repeatable		
Inequality	Corrie	Data collection		
Development	Cirque	Data presentation		
Sanitation	Crevasse	Evaluation		
Honeypot site	Drumlin			
Mass tourism	Glacial Till			
Urban Heat Island	Hanging Valley			
Birth rate	Moraine			
Death rate	Meltwater			
Natural increase/decrease	Misfit stream/river.			
Demographic transition model	Zone of ablation			
	U shaped valley			
Infant mortality	Permafrost			
Access to clean safe water	Richter scale			
Doctors per person	Fault			
GNI (Gross national income)	Hot spot Mid-ocean ridge			
	Shield volcano			
Landlocked	Composite volcano			
Migration	Seismic wave			
Aid	Crust			
Irrigation	Tsunami			
Transportation	Primary effect			
Deposition	Secondary effect			
Swash	Natural hazard			
Backwash	Focus			
Saltation	Constructive Margin			

Traction Wave cut platform Revetment Longshore drift Headland Bay Landslide Foreland	Magma Lava Conservative Margin Destructive margin Seismograph			
KS4 – AQA exam board glossary.				

KS4 Physical geography

Tectonics

Important words	Seen before?		Seen before?
Hazard risk	Y	Plate margin	Y
Natural hazard	Y	Planning	
Conservative plate margin	Y	Prediction	Y
Constructive plate margin	Y	Primary effects	Y
Destructive plate margin	Y	Protection	Y
Earthquake	Y	Secondary effects	Y
Immediate responses	Y	Tectonic hazard	Y
Long-term responses	Y	Tectonic plate	Y
Monitoring		Volcano	Y

Weather Hazards

Important words	Seen before?		Seen before?
Economic impact	Y	Primary effects	Y
Environmental impact	Y	Protection	Y
Extreme weather	Y	Secondary effects	Y
Global atmospheric circulation		Social impact	Y
Management strategies	Y	Tropical storm (hurricane, cyclone, typhoon)	Y
Monitoring	Y	Prediction	Y
Planning	Y		

Climate change

Important words	Seen before?		Seen before?
Adaptation	Y	Orbital changes	
Climate change	Y	Quaternary period	
Mitigation	Y		

Ecosystems

Important words	Seen before?		Seen before?
Abiotic		Food chain	Y
Biotic		Food web	
Consumer	Y	Nutrient cycling	

Decomposer		Global ecosystem	Y
Ecosystem		Producer	Y

Tropical rainforests

Important words	Seen before?		Seen before?
Biodiversity		Mineral extraction	
Commercial farming		Selective logging	
Debt reduction		Soil erosion	
Deforestation	Y	Subsistence farming	Y
Ecotourism	Y	Sustainability	Y
Logging	Y		

Cold environments

Important words	Seen before?		Seen before?
Biodiversity		Permafrost	
Fragile environment		Polar	
Infrastructure	Y	Tundra	
Mineral extraction		Wilderness area	

Or

Hot deserts

Important words	Seen before?		Seen before?
Appropriate technology	Y	Over Cultivation	
Biodiversity	Y	Over grazing	
Hot Desert	Y	Mineral extraction	Y

Coasts

Important words	Seen before?		Seen before?
Landscape	Y	Mass movement	
Abrasion (or corrasion)	Y	Mechanical weathering	Y
Arch	Y	Rock armour	
Attrition	Y	Sand dune	
Bar	Y	Sea wall	
Beach	Y	Sliding	
Beach nourishment	Y	Slumping	
Beach reprofiling	Y	Soft engineering	Y
Cave	Y	Spit	Y
Chemical weathering	Y	Stack	Y
Cliff	Y	Transportation	
Deposition	Y	Wave cut platform	
Dune regeneration		Waves	Y
Erosion	Y	Headlands and bays	Y
Gabion	Y	Hydraulic power	Y

Groyne	Y	Longshore drift	Y
Hard engineering	Y	Managed retreat	Y

Rivers

Important words	Seen before?		Seen before?
		Hard engineering	Y
Attrition	Y	Hydraulic action	Y
Cross profile	Y	Hydrograph	
Dam and reservoir		Interlocking spurs	
Discharge		Lateral erosion	
Embankments		Levees	
Estuary	Y	Long profile	
Flood	Y	Meander	Y
Flood plain	Y	Ox-bow lake	Y
Flood plain zoning		Precipitation	
Flood relief channels		Saltation	
Flood risk		Soft engineering	
Flood warning		Solution	Y
Fluvial processes		(Channel) straightening	
Gorge	Y	Suspension	
Vertical erosion		Traction	
Waterfall	Y		

KS4 Human geography

Urban issues and challenges

Important words	Seen before?		Seen before?
Brownfield site		Mega-cities	Y
Dereliction		Migration	Y
Economic opportunities	Y	Natural increase	Y
Greenfield site	Y	Pollution	Y
Inequalities	Y	Rural-urban fringe	Y
Integrated transport systems		Sanitation	
Urban greening		Social deprivation	
Urbanisation	Y	Social opportunities	Y
Urban regeneration		Squatter settlement	Y
Urban sprawl	Y	Sustainable urban living	Y
Waste recycling	Y	Traffic congestion	Y

The changing economic world

Important words	Seen before?		Seen before?
Birth rate	Y	Intermediate technology	Y
Commonwealth		International aid	Y
Death rate	Y	Life expectancy	Y
De-industrialisation		Literacy rate	
Demographic Transition Model	Y	Microfinance loans	

Development	Y	North-south divide (UK)	
Development gap	Y	Post-industrial economy	
European Union	Y	Science and business parks	
Fairtrade	Y	Service industries (tertiary industries)	Y
Globalisation	Y	Trade	Y
Gross national income (GNI)	Y	Transnational Corporation (TNC)	Y
Human Development Index (HDI)	Y	Infant mortality	Y
Industrial structure	Y	Information technologies	

Energy

Important words	Seen before?		Seen before?
Biomass		Hydro(electric) power	
Energy conservation	Y	Nuclear power	Y
Energy exploitation	Y	Renewable energy sources	Y
Energy security	Y	Solar energy	Y
Fossil fuel	Y	Sustainable development	Y
Geothermal energy		Sustainable energy supply	Y
Wind energy			

KS5 AQA geographical vocabulary

Important words	Seen before?		Seen before?
Appropriate		Consequences	Y

Benefits	Y	Costs	Y
Causes	Y	Contrasting	Y
Challenges	Y	Distribution	Y
Characteristics		Economic	Y
Concerns	Y	Effects	Y
Conflicts	Y	Environmental	Y
Factors		Opportunities	Y
Impacts	Y	Patterns	Y
Implications		Political	Y
Interrelationships	Y	Problems	Y
Issues	Y	Process	Y
Lifestyle		Responses	Y
Management	Y	Scale	Y
Social	Y	Threats	Y

Strategies	Y	Trends	Y
Sustainable	Y	Variation	Y



Futura History

Curriculum Framework

History Curriculum Framework

Intent:

The Futura Learning Partnership intent for history is that a high-quality history education will inspire children to have a curiosity and fascination about the local area and Britain's past and that of the wider world as well. Children will be able to think critically, weigh evidence, sift arguments, and develop perspective and judgement. The children's deep learning of history and its related information gathering skills will enable them to have an understanding of where we have come from and how this has been influenced by the wider world and different cultural heritages. This in turn will enable us to learn from the past, model the future and understand society and the child's place within it. Furthermore, it gives us a view of other cultures and their development through time. We believe that learning about historical events provides an important context for the development of pupils' key learning skills, particularly communication, working with others, problem solving and critical thinking skills and that this will be done not just through experiences in the classroom but also through the use of field work and educational visits.

Inclusion: Our curriculum is ambitious for all and strives to address inclusion and disadvantage in its intent and implementation

Aims: Underpinning the intent are:

Key substantive concepts:

1. Specific key substantive concepts enable pupils at primary level to learn:

- knowledge of the immediate topic or context
- knowledge of broad features of the period and overviews of developments
- knowledge of terms, concepts and phenomena that recur in later topics
-

Pupils are encouraged to make connections, deepen and develop their knowledge, each time they encounter the concepts

Chronological Understanding	A secure knowledge of the order of events necessarily underpins any attempt to explain cause and consequence or to chart the process of change and continuity.
Historical Concepts	2. Some concepts and terms (such as Calvinism or Menshivism) are highly specific to a particular period or place – and it is easy to recognise that their meaning needs to be explicitly taught. 3. Other concepts (such as Puritanism or Bolshevism) that originated in specific contexts may come to be applied more widely, so that students' more general awareness of their meaning can obscure a lack of precision in their historical knowledge. 4. Others (such as 'the Church' or 'revolution') have a much wider application and are applied in many contexts other than history. In dealing with this category, teachers need not only to ensure that students understand their meaning, rather than simply assuming that they do because they are works in common usage; they also need to plan for learning about how that meaning changes over time and in different contexts. Pupils build up the range security and sophistication of their understanding of the concepts over time. 5. Knowledge and understanding of the wider substantive concepts are built up through the primary history curriculum. They are revisited systematically so that pupils develop rich schema and secure foundations for future learning. 6. In the primary curriculum key historical substantive concepts pupils learn about are: • Monarchy and society • Homes and settlement • Technology (including agriculture and medicine) • Conflict • Travel and exploration • Religion and beliefs • Culture and civilisation • Democracy and government

	7. In Early Years many of the concepts may be introduced in stories and through roleplay.

Key Disciplinary concepts:

Pupils need to gain knowledge of the discipline of history; how historians produce knowledge.
Disciplinary knowledge addresses:

1. **The kinds of questions historian ask**
2. **Methods of historical enquiry.**

Our curriculum requires that pupils regularly address questions focussing on these second order concepts. Questions must be historically valid and appropriate. Questions should not be about opinion or moral judgement, for example. Pupils should have sufficient substantive knowledge before they can engage meaningfully in disciplinary practice. For example, they must have the requisite knowledge to reason and make judgements.

Cause – *analysis of why events happened, or a state of affairs existed*	Developing an understanding of why things happen and of why people do the things that they do is indispensable in both our personal and our collective lives: it is a precondition for making sense of experience and for acting to shape it effectively. There are at least four cognitive activities here: 1. Identifying different factors. 2. Making explanatory links between causes and effects. 3. Assessing the relative importance of different factors. 4. Considering the relationships between causal arguments, evidence and interpretations.

Change and Continuity – ***analysing changes in the past, particularly the pace, type or extent of change***	Pupils examine trends and turning points over time, looking at those dimensions which remain stable while others alter, and examining the varying pace, direction and extent of change. Another aspect of change and continuity is the lived experience of change: how particular developments were experienced and understood by those who lived through them.
Similarity and Difference- ***Analysing how homogenous or diverse past societies, regions or groups were, in terms of identity or experience.***	Pupils analyse how homogeneous or diverse past societies, regions or groups were in terms of identity or experience: Eg 'Was everyone affected by the Viking invasions in the same way?
Significance - ***exploring the reasons why some events or people are deemed significant by historians or others***	Considering the significance of events, people and developments in their historical context and in the present day. Significance is not the importance of impact (that is change), but exploring *why* some events or people are deemed significant by historians or others. This includes: considering why judgements about the significance of historical events, issues and people have changed over time; identifying the criteria and values used to attribute significance; and assessing how these have been used in past and present descriptions and explanations. Statements about significance are interpretations that may be based on contestable judgements about events, issues and people, and are often related to value systems of the period in which the interpretation was produced.

Historical enquiry - ***learning about the range of sources historians use to constrict knowledge, the kind of questions they ask and how they form judgements*** **Interpretation –** ***understanding why historians construct different accounts of events.***	Recognise ways in which we find out about the past. Use artefacts, pictures, stories, online sources and databases to find out about the past. Observe or handle evidence to ask questions and find answers to questions about the past Analyse the nature and origin of sources (from KS1) • when was it produced? • what sources of information were used to produce it? • who produced it? • where was it produced? Understand that people represent the past in different ways • Interpretations reflect the circumstances in which they are made, the available evidence, and the intentions of those who make them (for example writers, archaeologists, historians and film-makers). Suggest some reasons why accounts of the past are constructed in different ways • Was it to entertain/inform/persuade? Who was the intended audience? Understand that some historical sources may be more reliable than others, for example because of bias. Begin to give reasons why a source may or may not be reliable. • what were the views and standpoints of the producers of the interpretation?
Historical literacy	Show competence in a range of intellectual and communication skills (oral and written) written, including the formulation of arguments which include elements of synthesis and evaluation of material. The ability to interpret contemporary sources and historical interpretation of an increasingly complex nature (vocabulary, vocabulary and context).
Historical numeracy	Numeracy (number and measurement)-solving numerical problems how it is presented in graphs, charts and tables. There are opportunities within history for students to develop their numeracy skills such as analysing population growth and economic expansion and decline. Students learn to analyse numerical data to make meaning of the past, for example to understand cause and effect, and continuity and change

The role of assessment within the curriculum - p43
Appendices – p50
Cultural calendar – p55

<table>
<tr><th colspan="4">Early Years Foundation Stage.</th></tr>
<tr><td colspan="4">In planning and guiding what children learn, practitioners must reflect on the different rates at which children are developing and adjust their practice appropriately. The three Characteristics of Effective Teaching and Learning are playing and exploring - children investigate and experience things, and ‘have a go’; active learning - children concentrate and keep on trying if they encounter difficulties, and enjoy achievements; creating and thinking critically - children have and develop their own ideas, make links between ideas, and develop strategies for doing things. In addition, the prime areas of learning (PSE, CL, PD) underpin and are an integral part of children’s learning in all areas.</td></tr>
<tr><td colspan="4">Birth 2 Five Range 6 statements –
• Enjoys joining in with family customs and routines.
• Talks about past and present events in their own life and in the lives of family members.
• Knows that other children do not always enjoy the same things and is sensitive to this.
• Knows about similarities and differences between themselves and others, and among families, communities, cultures, and traditions.
ELG – Understanding the World –
- Past and Present - Children at the expected level of development will: - Talk about the lives of the people around them and their roles in society; - Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class; - Understand the past through settings, characters, and events encountered in books read in class and storytelling.</td></tr>
<tr><th colspan="4">EYFS History Skills</th></tr>
<tr><td><u>Changes within living memory</u>
Begin to make sense of their own life-story and family’s history. Understand the ways I have changed.
Talk about the changes that have happened within my family lifetime e.g. talking to grandparents about holiday etc. Talk about the lives of the people around them and their roles in society.</td><td><u>Events beyond living memory</u>
Comment on images of familiar situations in the past.</td><td><u>The lives of significant individuals in the past</u>
Compare and contrast characters from stories, including figures from the past Understand the past through settings, characters and events encountered in books read in class and storytelling.</td><td><u>Significant historical events, people and places in their own locality</u>
Identify some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</td></tr>
</table>

First-hand experiences and pupil knowledge offer:

History at Foundation Stage is introduced indirectly through activities that encourage children to explore, observe, think, make decisions, and discuss. This is scaffolded through skilful adult interaction. Children will have opportunities to explore a range of historical skills such as discussion, chronology, historical vocabulary, analysis, perspectives and interpretations and empathy. They experience first-hand artefacts and materials which they use to inspire learning.

The first-hand experiences and knowledge the children should be offered are:

- Welly Walks in and around the local area.
- First-hand discussions with children about their own past and that of family members. Sharing experiences and visits from their own lives.
- Sharing stories, pictures, music, and art from the past and looking at significant world and local people from the past that have shaped the future. Exploring the school environment and local area.

Actively using class timelines to gain an underpinning sense of time and chronology. (Eg Visual timetables- recounting trips with pictures in sequence)

Key Vocabulary - Today, yesterday, tomorrow, present, past, future, when I was little, remember, ago, order, sequence, old, new, then, now

Key Stage 1
Substantive Knowledge:

Historical Concepts	Chronological Understanding
Monarchy and society Homes and settlement Technology (including agriculture and medicine) Conflict Travel and Exploration Beliefs	Use common words and phrases relating to the passing of time To develop an awareness of the past, for example: labelling a timeline with words or phrases such as: past, present, older and newer. Use dates where appropriate. Know where people and events fit in a chronological framework. Identify similarities and differences between ways of life over time

Disciplinary Knowledge:
NB There is less of a focus on disciplinary knowledge in Key Stage 1 than 2, as the focus is on building pupils' substantive knowledge

Historical enquiry and interpretation	Cause	Significance	Change	Similarity and Difference
Recognise ways in which we find out about the past. Use artefacts, online sources and data to find out about the past Observe or handle evidence to ask questions and find answers to questions about the past-	Analysis of why events happened: Eg what caused the Great fire of London	To talk about who was important e.g. in a simple historical account . Understand why some historical figures are considered significant	Recount changes that have occurred in their own lives and within living memory Understand change as a result of events. Eg Changes to London Buildings after great fire.	Identify similarities and differences between ways of life in different periods .

Suggested key topics:

	Term 2- Significant events	Term 4 - significant people	Term 6 -significant places
Topic title	**What happened to London during the fire of 1666?** **The Crimean War- Mary Seacole and Florence Nightingale**	**How has transport changed through the ages? Brunel** **Buzz Aldrin and Neil Armstrong: the moon landings**	**Locally significant people, places and event** **Castles**

Significant people, places and events	Samuel Pepys	Isambard Kingdom Brunel Tim Berners Lee	
Substantive Concepts *Chronology and Characteristic features of period studied developed in all units*	*Great fire of London* Homes and Settlement Technology *Crimean War* Conflict Nations (Russia, Britain) Religion and Beliefs	*Brunel:* Technology Travel *Time Berners Lee* Technology	Monarchy and Society Homes and Settlement Conflict Technology
Disciplinary Concepts (All historical enquiry and interpretation)	Cause Change Significance Difference and Similarity	Difference Change Significance	Similarity and Difference Historical Enquiry Change
Previous learning ELG13 **Link to future learning KS2** Focus on disciplinary skill significance. WW2 **Link to future learning - KS3** Industrial Revolution - Seacole **Link to future learning – KS4**	**Previous learning** ELG13 **Link to future learning KS2:** Evaluating sources, change -invaders and settlers **Link to future learning - KS3** Technology: Industrial Revolution - **Link to future learning – KS4** Medicine- Great Plague – Paper 2	**Previous learning** ELG13 **Link to future learning KS2** Technological changes in Stone Age to Bronze Age Technology and roads in Roman Britain **Link to future learning - KS3** Industrial Revolution Victorian life **Link to future learning – KS4** Medicine – Industrial revolution	**Previous learning** ELG13 **Link to future learning KS2** Local History, Anglo-Saxons, Vikings **Link to future learning - KS3** Medieval castles and village life Local History Tudors **Link to future learning – KS4**

Historical Literacy
Pupils should have opportunity to communicate rich and detailed knowledge using subject specific vocabulary – this may through labels and captions Literacy should be supported by oracy Use language to describe passing of time- such as recently, a long time ago, lifetime, century, year, decade Ask historical questions write answers using tier 3 historical vocabulary Describe changes and give reasons for changes Describe similarities and differences Give reasons why people and events are seen as significant

Lower Key Stage 2:

Substantive Knowledge:

Historical Concepts	**Chronological Understanding**
Describe characteristic features of the past including ideas , beliefs, attitudes, and experiences of men, women and children: Monarchy and society • Homes and Settlement • Peace and Conflict	Place events, artefacts and historical figures on a timeline using dates. Understand the concept of change over time

• Technology (including agriculture and medicine) • Beliefs • Culture and Civilisation • Transport and Exploration • Government and democracy	Use dates and terms to describe events and periods studied- eg ancient, pre-historic, Roman, Ancient Greek Understand and use terms BCE and CE

Disciplinary Concepts

Historical enquiry and interpretation of sources	Significance	Cause	Change	Similarity and Difference
Use evidence to ask questions and find answers about the past Suggest suitable sources of evidence for historical enquiries Use more than one source of evidence to gain more knowledge Describe different accounts explaining why accounts may differ	Understand why historical people, places events or sources are deemed significant.	Suggest causes of some of the main events in periods studied	Describe some of the main changes in periods studied Describe consequences that have happened as a result of events or actions Describe changes that have happened in the locality of the school throughout history.	Understand hierarchy and roles in societies studied Understand and describe differences and similarities within a period studied eg Athens and Sparta

Suggested key topics:

	Term 2	Term 4	Term 6
Topic title	**Stone Age to Iron Age**	**Ancient Egypt**	**Ancient Greeks**
Significant People		Howard Carter / Lord Carnarvon Tutankhamun Cleopatra	Legacy of Ancient Greeks
Substantive Concepts ***Chronology and Characteristic features of period studied developed in all units***	**Technology** **Homes and Settlement** **Monarchy and Society** *Will encounter Beliefs* *Travel Conflict – but not key focus*	Technology Settlement Religion and Belief Monarchy Society Culture and Civilisation	Democracy and Government Culture and Civilisation Technology (Medicine) Conflict
Disciplinary Concepts (Historical enquiry and Interpretation in all units)	Change Cause Significance	Significance Difference and Similarity	Difference and similarity (Sparta and Greece) Significance
Previous substantive Knowledge from KS1	Conflict: Castles Monarchy and Society: Castles Settlement and Homes: Castles Technology: Brunel	Monarchy and Society: Castles Homes and Settlement: Castles, Fire of London	Medicine : Florence Nightingale Conflict- Castles, Crimean War

Link to future Substantive knowledge	Upper KS2: Technology and settlement: Invaders and settlers KS3: Industrial Revolution	Upper KS2: Civilisations: Benin, Romans, Saxons Beliefs : Romans, Saxons Monarchy and Society, Benin, Romans, Saxons KS3: What is History Beliefs Society Tudor England	Upper KS2: Government: Victorians Culture and Civilisation: Benin Saxons Conflict: Invaders and Settlers KS3 : Renaissance English Civil War KS4 : Medicine: GCSE- science & technology Hippocrates & Galen

Historical Literacy
Pupils should have opportunity to communicate rich and detailed knowledge using subject specific vocabulary – this may through labels and captions Literacy should be supported by oracy Use language to describe passing of time- such as recently, a long time ago, lifetime, century, year, decade Ask historical questions Synthesise information from a range of sources to answer historical questions Make notes to record research and plan writing Describe changes and give reasons for changes Describe similarities and differences, compare and contrast Give reasons why people and events are seen as significant, evaluate their impact

Upper key stage 2
Substantive knowledge:

Historical Concepts	Chronological Understanding
Describe characteristic features of the past including ideas , beliefs, attitudes, and experiences of men, women and children: • Monarchy and society • Homes and Settlement • Peace and Conflict • Technology (including agriculture and medicine) • Religion and Beliefs • Culture and Civilisation • Transport and Exploration • Government and democracy	Describe the main changes in a period of history (using terms such as social, religious, technological, cultural) Understand concepts of continuity and change over time, representing them, along with evidence, on a timeline. Use dates and terms accurately in describing events

Disciplinary knowledge:

Historical enquiry and interpretation	Significance	Cause	Change	Difference and Similarity

Use sources of evidence to deduce information about the past Suggest suitable sources of evidence , giving reasons for choices Use sources of information to form testable hypotheses about the past Seek out and analyse a wide range of evidence in order to justify claims about the past Understand no single source of evidence gives the full answer about the past. Understand and suggest reasons why people may have presented the past in different ways. Show an awareness of the concept of propaganda and how historians must understand the social context of evidence studied.	Explain why historical people/events are deemed as significant. Evaluate the significance of historical people/ events	Identify causes of events and changes. Recognise that there may be more than one cause. Evaluate the importance or relevance of different causes of historical events or change.	Understand periods of significant change in history Describe the main changes in a period of history (using terms such as social, religious, political, technological)	Describe the social, ethnic, cultural or religious diversity of past society Recognise similarities and differences between periods and cultures studied – for example Bronze Age and Ancient Egypt . Recognise similarities and differences and societies between modern times and the past.

Historical Literacy
Pupils should have opportunity to communicate rich and detailed knowledge using subject specific vocabulary – this may through labels and captions Literacy should be supported by oracy Use language to describe passing of time- such as century, millenia, BCE. Use names for era and civilisations Synthesise information from a range of sources to answer historical questions Make notes to record research and plan writing Describe changes and give reasons for changes Describe similarities and differences, compare and contrast Give reasons why people and events are seen as significant, evaluate their impact Begin to use subject specific forms such as causal narratives or historical arguments

Year 5 and 6	Term 2	Term 4	Term 6

Substantive Concepts ***Chronology and Characteristic features of period studied developed in all units***	**Victorian Working Children**	**Local history: Bristol Slavery /Benin** **2024-5 this will be term 6**	**Invaders and Settlers in Britain** **Romans (Y5)** **Saxons and Vikings (Y6)** **2024-5 this will be term 2**
	Queen Victoria Dr Barnardo Lord Shaftesbury	John Cabot Oba	Alfred the Great Bede
	Technology Government and Democracy Homes and Settlement	Technology Transport and exploration (Slavery) Culture and Civilisation Monarchy and Society	Warfare (Romans) Religion Monarchy and Society Technology (Viking ships) Culture and Civilisation Trade, Transport Exploration (Romans and Vikings- include slaves)
Disciplinary Concepts ***Using sources and interpreting evidence in all units***	Cause Change Difference and similarity Significance	Change Difference and Similarity	Change Difference and Similarity Interpretation

Links to previous and future learning	KS1 Transport-Brunel Government and democracy- Greeks KS3 : Victorians Industrial revolution KS4 : Medicine- Health and People	KS1: Monarchy and Society-Castles Trade, transport, Exploration-Brunel Lower KS2: Culture and Civilisation = Greeks, Invaders and Settlers Technology- Stone Age to Bronze Age, Invaders and Settlers (Metal working) Trade Transport, Exploration (Romans, Vikings) Future Learning: KS3: Slavery	Lower KS2: Culture and Civilisation, Greeks, Romans, Bronze and Iron Age Peace and Conflict- Greece, Iron Age Technology: Stone Age to Iron Age KS3: Norman Conquest What is History ?

Key stage 3:
Substantive Knowledge:

Year	Historical Concepts	Chronological Understanding	Change/Continuity	Cultural Diversity
7	Recognise chronological themes and overviews, demonstrating specific and detailed knowledge of key points.	Be curious about people and show interest in stories Answer 'how' and 'why' questions … in response to stories or events.	Can describe changes and continuities across a period Can explain the reasons for different changes/continuities across a period.	Assess the impact of religion and influences over time, medieval churches, Henry VIII's break with Rome Analyse the difference in the lives of rich and poor in medieval times and compare to today

	Attribute key words to dates and place dates in chronological order when describing events. Link events, artefacts and historical figures on a timeline using dates to key knowledge to explain a point.	Explain own knowledge and understanding and asks appropriate questions.	Beginning to evaluate the extent of change in a period.	Compare the changing nature of democracy- introduction of Norman control, feudal system, Magna Carta and Henry VIII's suppression of the Catholic Church
8	Depth and balance are used when explaining events. Chronological reference, evidence and dates are used to support a framework of argument and/or opinion. Key examples using key terms are selected from thematic understanding to support an argument. Events, people, places are linked together to provide a context of argument.	Extend and deepen their chronologically secure knowledge of history and a well-informed context for further learning Identify significant events, make connections when assessing enquiry and interpretation.	Explains in detail, two or more reasons for an event happening and/or consequences of an event. Clearly understands the links between events and the consequences. Can describe in detail changes and continuities across a period. Can assess the extent of change across a period and can come to a conclusion about the overall extent of change. Can analyse the importance of different turning points and compare their importance	Understand the threats and role of protests in democracy; Guy Fawkes, Oliver Cromwell, execution of Charles I Explain the importance of the effect of the Transatlantic Slave Trade on the heritage of African citizens, assessing the impact of Britain's role in trade and empire growth Analysing the circumstances of the rich and poor in Victorian England with a focus on public health, crime and punishment
9	Analyse and explain the important of an event and identify themes of change in a chronological framework. To be able to group events into factors and key arguments using specific evidence and key words.	Draw contrasts and analyse trends within periods and over long arcs of time	Uses understanding of change and continuity to assess the importance of a turning-point in a period and are also able to assess the extent of progress. Explains a range of reasons for an event happening/ consequences of	Recognising the importance of the sacrifice and leadership of others to secure democracy and freedom through the study of World War One and World War Two Analysing the importance of protests and campaigns to instigate change and impact democracy

	Prioritise events in order of impact using evidence.		an event and conclude about which is the most important. Confidently highlights and analyses the links between different causes or consequences.	today though the study of the Suffragettes Study the tragedy of the Russian Revolution and the impact this had on international relations today Evaluate the impact of the Holocaust on Jewish communities and how ensure genocide can be learnt from and not repeated Assess the impact the diversity of the decades has upon modern society

Disciplinary Knowledge:

Year	Historical Interpretation	Cause/Consequence	Significance
7	Contrasting arguments and interpretations of the past – explain why there might be two different interpretations of an event Pursue historically valid enquiries Understand how different types of sources are used rigorously to make historical claims Create relevant, structured and evidentially supported accounts	Identify short, medium and long term causes and identify a catalyst and turning point Identify short, medium and long term consequences and identify impact socially, politically, economic and religious	Can identify possible reasons for the importance of events/people in the past. Maybe generalised and unspecific. Can identify historically significant people, events or changes and can give a reason why, however it may be simple or descriptive and may begin to explain.
8	Discern how and why contrasting arguments and interpretations of the past have been constructed. Begin to compare different interpretations critically, identifying motives and purpose of interpretations. Pursue historically valid enquiries including some they have framed Understand how different types of sources are used rigorously to make historical claims with a breakdown of content and provenance Create relevant, structured and evidentially supported accounts with a clear judgement	Explain a series of short, medium and long term causes and identify a catalyst and turning point Explain short, medium and long term consequences and prioritise impact socially, politically, economic and religious evaluating the most important factor	Clearly explains why some people, events or changes are more historically significant than others. Begins to use criteria (e.g. Counsell's 5Rs) to assess how significant an event, person or change was Confident with using criteria to assess how significant an event, person or change was.

9	Discern how and why contrasting arguments and interpretations of the past have been constructed and form a judgement which interpretation is more accurate against valid criteria. High ability answers are based on understanding of the historical context Comparisons are made of different interpretations and analysis of effectiveness draws upon historical knowledge. Create relevant, structured, balanced and evidentially supported accounts with a clear judgement Understand how different types of sources are used rigorously to make historical claims with a focus on 'how convincing' or 'utility'	Analyse a series of short, medium and long term causes and identify a catalyst and turning point interpreting the influencing factors such as individuals, democratic changes, political interests and welfare Explain short, medium and long term consequences and prioritise impact socially, politically, economic and religious evaluating the most important factor for the key country and individual, and also the wider impact on nations and democratic systems.	Compare criteria for judging how significant an event, person or change was to come to an overall conclusion Use knowledge and understanding to form a well-argued conclusion as to the significance of a person, event or change using a range of criteria and the work of other historians.

Historical Vocabulary
Year 7: Heir, Infantry, Cavalry, **Continuity**, **Invasion**, **Population**, Peasant, Revolt, Statute, Plague, **Epidemic**, **Significance**, Disease, **Provenance**, **Parliament**, **Interpretation**, Excommunicate, **Medieval**, Feudal, Cathedral
Year 8: Homicide, **Metropolitan**, **Investigation**, **Interpretation**, Puritan, Cavalier, **Treason**, Censored, Protectorate, **Royalist**, Execution, Rural, **Domestic**, **Industry**, Locomotive, Patent, Transatlantic, Merchant, **Plantation**, **Rebellion**, **Abolition**, Monarch, **Economic**, Interregnum, **Regicide**, **Restoration**, **Republic**, Leveller, Political, **Protestant**
Year 9: **Constitution**, **Amendment**, **Prohibition**, **Democrat**, **Republican**, Bootlegging, Speakeasy, Prevention, Entente, **Alliance**, Recruitment, **Conscription**, Censorship, Munitions, **Militant**, Trenches, **Artillery**, Mobilise, **Attrition**, Propaganda, **Armistice**, Pacifist, Conscience

Suggested key topics:

	Term 1 **Did the Normans improve England?**	Term 2 **How did William keep control?**	Term 3 **Did the Black Death cause more good than harm?**	Term 4 The Crusades: did Europeans go on crusade to capture the 'holy land'?	Term 5 **Who was the best Medieval monarch?**	Term 6 **Was Henry VIII a spot of blood and grease on the pages of British History?**
	Source skill focus: How do you know (4)		**Source skill focus: Useful (8)**		**Source skill focus: Useful- comparison (12)**	
Year 7	**Substantive Knowledge:** Chronological Understanding Change/Continuity **1. What is history?** Understand what chronological order means: example events to span Egyptians 2560BC-Man walks on the moon AD 1969 Understand period of the 'Middle Ages'- concept of after ancient Greeks and Romans but before modern times Understand the significance of BAME in our heritage Categorise events into centuries – look at change/ continuity	**1. Why William built castles** Describe the role of rich and French barons consolidating Norman control Understand what is meant by a 'motte and bailey' castle. Assess the advantages and disadvantages of a motte and bailey castle. **2. Methods of control: Domesday Book** Describe the purpose of the Domesday survey. Explain how the Domesday book increased Williams control. Evaluate the legacy of the Domesday Book	**1. The importance of the Church** Describe the role of God, heaven and hell Explain the importance of religion in medieval times. Evaluate the role of religion in everyday life- Doom paintings can be used as a case study here **2. The daily life of nuns and monks** Describe the role of a nun and monk Explain why people became nuns and monks Evaluate how far monks and nuns helped medieval society	**1. Significance of Jerusalem in the Middle Ages.** To describe why the importance of Jerusalem would result in conflict (the crusades). To compare what Jerusalem was like in the Middle Ages to what is happening there today. **2. What caused the First Crusade?** To understand why Europe felt angry and launched the Crusades. Explain how the Pope persuaded people to go.	**1. Who killed Thomas Beckett?** Describe Thomas Beckett's role within the Church Explain the events in the quarrel between Henry II and Becket in chronological order Evaluate King Henry's motives in making Becket Archbishop of Canterbury Investigate the causes and consequences of Becket's murder **2. Was Richard a Lionheart?** Define the period in history known as 'the Crusades	**1. How did the Tudors take control?** Describe succession Explain the importance of monarchy Evaluate the importance of an heir for dynasty **2. Who was Henry VIII?** Describe the reputation of Henry VIII Explain how Henry VIII spent his time and money Evaluate how far Henry VIII related to the Catholic Church as a young man **3. How many wives is too many?** Describe why Henry married

	2. How can I develop my history skills? Understand the difference between a contemporary and secondary source **3. What was life like in Britain pre 1066?** Describe the lives of rich and poor- why was there a different in wealth? How was this shown? Explain the impact of religion and role of Christian Church Evaluate the importance of goods produced in medieval Britain and where they came from. **4. Who shall be King?** Compare the 3 different men who wanted to be King of England in 1066: ● Harold Godwinson ● William of Normandy ● Harald Hardrada Focus on family history, links to Edward, reputation, support for the claim to the throne. **5. Who lost out at the Battle of Stamford Bridge?** Identify the contenders for the English throne who fought at the Battle. Explain the events of the Battle.	3. **Methods of control: Feudal System** Describe 4 layers of the Feudal system Explain how the Feudal System worked as a method of control- the return of loyalty. Examine the role of money from barons to keep power and control Evaluate how effective the feudal system was. **4. Methods of control: Castle Development** Describe key features of castle development: keep, moat, barbican, portcullis, battlement Assess how features in castles attribute to castle design over time: stone keep, concentric castles **5. Castle Attack** Seize of Rochester Castle could be used as a case study here. Recall the names of a least five weapons, methods or tactics used to get into a castle Explain how each of these weapons, methods or tactics was designed to work Evaluate how enemies were still able to enter castles i.e. how King John eventually got into Rochester Castle **6. Who was in a Castle?**	**3. What was life like in a medieval village?** Describe living conditions of a villain Describe how a medieval villager spent his day Compare what life was like in a medieval town compared to a village Evaluate how standards of cleanliness and personal hygiene were different to today **4. What was the Black Death?** Describe the difference between Bubonic and Pneumonic plague Explain what people thought caused the Black Death Evaluate how deadly the Black Death was **5. Who healed the sick in the Middle Ages** Describe the role of religion Explain the role of hospitals in terms of care versus treatment Evaluate the progression of medical knowledge **6. Did the Black Death cause the Peasant Revolt?** Describe why the peasants were so angry in 1281	**3. How successful were the first battles of the first Crusade?** Describe if the siege of Nicaea was successful or not. Explain why the Pope launched the Crusade because of Emperor Alexius I. Evaluate how successful the Battle of Dorylaeum was. **4. What was life like as a Crusader Knight?** Describe the best ways in which Crusaders could best survive the journey. Evaluate the difficulties faced by Crusaders on their journey. **5. Was Saladin a great leader?** Describe who Saladin was. Explain Saladin actions and consequences. Evaluate the effectiveness of his leadership. **6. Why was the Fourth Crusade a disaster?** Identify the main events of the Fourth Crusade. Explain why the Fourth Crusade was such a disaster. Assess the timeline of the Crusades and evaluate how it came to an end. **7. What was the impact of the Crusades?** Describe what the West gained from the crusades	**3. Was King John any good?** Describe King Johns position in the royal family line Explain the importance of the Magna Carta Evaluate the consequences of King John's mistakes **4. Why was Edward I called the 'Hammerer of the Scots'?** Describe Edward's character. Explain his role in defeating the Scottish armies. Evaluate: 'Is it fair to call him the Hammerer of the Scots'? **1. What happened to Henry V in Agincourt?** Describe Henry V's character. Explain his role in the battle of Agincourt. Evaluate: Was Henry the main reason for the outcome at Agincourt? **2. Top Trumps- who was the best king**? Describe key features of the 5 kings. Explain their ranking of each king. Evaluate which King was the best with a balanced answer.	so many women Explain what happened to each of his wives Evaluate the impact the legacy of his marriages had on his reign **4. Why should we learn about Black Tudors?** Describe the significance of 'Black Tudors' as a research and individuals Jacques Francis, Diego, Mary Fillis and Cattelena of Almondsbury John Blanke Explain how the perception of Black Tudors has changed over time. Evaluate the significance and impact of the research into 'Black Tudors' **5. How can you create your own Church?** Describe how and why Henry VIII fell out with the Pope Explain how Henry VIII broke with Rome Evaluate how the break with Rome affected Henry's relationship with English citizens **6. What did the Protestants protest about?** Describe the difference between the Protestant and Catholic Church Explain why some

	Evaluate the physical and mental condition of the winning side at the end of the battle. **6.How was the Battle of Hastings won?** Describe the key events of the Battle Compare the weapons and tactics that were used by William's and Harold's men at the Battle of Hastings. Analyse the tactics used by Harold and William in the battle. Judge how each of the armies fought in the early stages of the battle. Investigate how King Harold died. Evaluate how William won the Battle of Hastings **7. The Conquest of England** Discover how William went about increasing his power after the battle. Examine William's key problems after his Victory at Hastings and analyse how he dealt with them Analyse 'the march to London'	Understand the names and jobs of the people who lived in a castle Examine what day to day life was like in castle Evaluate how the design and roles of those employed elevated power of barons and lords **7. Where have castles all gone?** Describe how the use of castles has changed since the Middle Ages Explain why castle-building ended Explain what we can do to protect castles today **LOCAL STUDY: CASTLES**	Explain and link the causes of the peasant's anger to how the revolt was sparked Discover what happened to the angry peasants when they took their revolt to London: Wat Tyler Evaluate the consequences of the peasant's revolt and breakdown of feudal system **7. Why did Britain experience a wave of immigration between 1330 and 1550?** Describe why Britain experienced immigration post hundred years war, War of Roses and Black Death. Explain how immigrants during this time were accepted into society. Evaluate how our interpretation and research is changing our perception of immigration.	Explain using precise examples and prioritise what was learnt from the Crusades. Evaluate what was the greatest advantage of the Crusades.		Protestants criticized the catholic Church after the reformation Evaluate the impact the 'split' of Protestant and Catholic beliefs had upon Tudor life **7. Would you trust a 9 year old as your king?** Describe the relationship between Henry VIII and Edward Explain how and why Henry's son changed religion in England Evaluate the impact Edward's reign had on religious change
	Significance **Williams leadership and tactics were the most**	**Cause/Consequence** **Account for the changing use of castles over time**	**Significance** **Explain the significance of the Black Death on the**	**Cause/Consequence** **Write an account of how crime and punishment has changed over time**	**Interpretation** **Who was the Best Medieval Monarch?**	**Interpretation** **Was Henry VIII a spot of blood and grease on the pages of British History?**

	significant reasons for Norman victory		**breakdown of the feudal system**			
	Content links to previous learning:					
	Previous learning Romans Normans Anglo-Saxons Role of castles in society	**Previous learning** Romans Normans Anglo-Saxons **Link to future learning- KS4** Tudor life – paper 2	**Previous learning** Great Plague **Link to future learning- KS4** Medicine – paper 2	**Previous learning** Normans Tudors Victorians **Link to future learning- KS3:** Industrial revolution Victorian- Jack the Ripper Victorian public health **Link to future learning- KS4** Medicine paper 2- Public Health	**Previous learning** Who lives in a Castle **Link to future learning- KS3:** Comparison of Tudor monarchs	**Previous learning** Tudors Who lives in a castle? **Link to future learning- KS3:** Stuarts **Link to future learning- KS4** Elizabeth paper 2
Year 8	**Term 1** **How does a King lose his head?**	**Term 2** **What was Britain's role in the slave trade?**	**Term 3** **Why did the sun never set on the British Empire?**	**Term 4** **How revolutionary was the Industrial Revolution?**	**Term 5** **Why was Jack the Ripper never caught?**	**Term 6** **How far was WWI the war to end all wars?**
	Source skill focus: INTERPRETATION How do they differ? (CONTENT) (4)	**Source skill focus: INTERPRETATION How do they differ? (AUTHOR) (4)**	**Source skill focus: More convincing opinion (8)**		**Source skill focus: Useful- comparison (12) (extend from yr 7 to have a clear focus on provenance and extent here)**	
	1. Remember, remember the fifth of November Describe the accepted facts about the Gunpowder Plot Explain the role of individuals Evaluate why the plot was so significant **2. Were the plotters framed?** Describe at least two opposing theories	**1. Africa** Describe life in African village and cities before the slave trade. Explain trade deals and African economy. Evaluate why the Slave Trade was able to begin. **2. Triangular Trade** Describe the 3 countries involved in the triangle. Explain the role of Britain.	**1. What was the British Empire?** Define the nature of an Empire. To explain Niall Ferguson's interpretation of the British Empire. To analyse why historians have different interpretations. **2. Colonization of the Americas**	**1. What was Britain like 150 years ago?** Describe the 'domestic system'. Explain how products were manufactured in Britain before 1745. Evaluate how and why the introduction of machines changed the way goods were mad in Britain forever. **2. How did factories create towns?**	**1. Crime and punishment** Identify whose role it was to catch criminals in 1800. Explain 'capital crime' and 'transportation'. Evaluate the impact of a new police force. **2. Prisons** Describe prison conditions in the 1800s. Explain how prison life changed.	**1. Trench Conditions** Describe the typical conditions of a soldier in the trenches. Explain the main areas of conflict and the main features of trench warfare. Evaluate the extent trench conditions were known by the British public. **2. Weapons** Describe 4 key weapons of war

	Explain and compare the theories Evaluate how far the plotters could have been framed **3.Why did the English start fighting each other?** Define the term 'Civil War'. Explain why Charlies I had become so unpopular. Compare the views of Roundheads and Cavaliers and evaluate extent of support from the public. **2. Battles: Roundheads versus Cavaliers** The Battle of Naseby could be used as a case study here. Describe key features of battle: cavalry, pike men, musketeers, infantry Explain what soldiers looked like. Evaluate the effective fighting methods and example of victories from either side. **3. Why was Charles sentenced to death?** Describe the key events of the trial. Explain how judges arrived at their verdict. Evaluate whether Charles I should have been executed. **4. Who was Oliver Cromwell?**	Evaluate the extent of African tribe participation. **3. Middle Passage** Describe slave capture and journey to barracoons. Explain key experiences of the voyage of middle passage. Evaluate why slavery was allowed to continue in this way for so long. **4. Slave Auction** Describe an auction or scramble and 2 ways slaves were sold. Explain how traders prepared slaves to maximize their profits. Assess why some slaves were sold for higher prices than others. **5. Plantation Life** Describe the difference between a field and domestic slave. Explain a slave's typical daily routine. Evaluate how and why slaves resisted and reacted to harsh treatment. **6. Abolition** Describe the different factors that contributed to the abolition of slavery. Explain when both slave trading and slave ownership	To describe the colonisation of the Americas. To explain the different motivations for colonising America. Evaluate: can colonisation be justified? **3. American Independence** To describe the build up to the American war of independence. To explain the different reasons why America decided to become independent. Evaluate: why do people rebel? Causes of American War of Independence: tax, idea of liberty, and British oppression. **4. Jamaica** To describe the different peoples that have inhabited Jamaica. To analyse the main reason why the British were in Jamaica. Why was Jamaica so significant to rise and fall of the British Empire? **5. East India Company** To describe the start of British rule in India. To explain how the British Empire began to take control of India.	Describe how factories caused the population of towns to increase. Analyse the impact of the use of steam. Evaluate the positive and negative impact of factory development. **3. What was factory life like?** Describe what it was like to work in some of Britain's first factories. Explain why some factory owners were unwilling to improve working conditions. Evaluate the 3 key reforms that eventually improved life for Britain's workers. **4. Transport** ROADS: Outline the problems with Britain's transport system in 1745 Assess how Britain's roads were improved CANALS: Define what a canal is and explain why the Duke of Bridgewater built one Explain 2 reasons why 'canal mania' ended TRAINS: Describe what is meant by a 'locomotive' Explain the development of the railway and importance: Manchester and Liverpool	Evaluate the significance of Howard and Fry in these changes. **3. Jack the Ripper** Describe interpretations of Jack the Ripper's character, appearance and background using suspect examples. Explain the events surrounding the murders. Evaluate why Jack the Ripper was so difficult to catch. **4. Why is the Titanic so famous?** Describe the events of the Titanic Assess whether the Titanic was safe to travel Evaluate why the Titanic sunk **5. Why did the Great War start?** Describe the concept of a World War. Identify short and long-term causes of the Great War. Explain how the assassination of Franz Ferdinand led to the outbreak of war. **6. Conscription and propaganda** Define propaganda.	Explain why the weapons used in the Great War were so deadly. Evaluate which weapons were most effective. **3. Battle of the Somme** Describe key events of the battle. Explain the two differing opinions of General Haig. Evaluate to what extent Haig should be held accountable for the battle. **4. Shell Shock** Describe the symptoms and conditions of Shell Shock. Explain how the treatment of Harry Farr could be used as a case study. Evaluate how well victims of shell shock were cared for. **5. Armistice and Poppy Day** Outline the terms of the Armistice. Explain how and why 11 November is remembered today. Evaluate how the legacy WWI influences modern society. LOCAL STUDY: WAR MEMORIAL

	Define the role of Cromwell in a 'republic' and how the country changed. Explain key views of Puritans i.e. banning of Christmas Evaluate public reaction to the republic. **5. Cromwell- hero or villain?** Ireland can be used as a case study here. Examine why people admired and respected Cromwell. Analyse Cromwell's actions to earn a poor reputation i.e. Ireland Evaluate whether he deserves to be remembered as a saint or sinner. **6. What happened to Cromwell?** Define 'regicide'. Describe how Cromwell died. Explain how the country became a monarchy once more. Evaluate why King Charles II sought revenge after 1660.	ended in Britain and the Empire. Prioritise the different factors that led to the abolition of slavery. **7.Breaking the chains- how far did abolition free slaves?** Describe the impact abolition had on slave communities. Explain the misconceptions that slaves were 'freed' immediately. Evaluate the links of abolition and modern slavery. LOCAL STUDY: Assessment COLSTON STATUE and historical interpretations	Start to evaluate Ferguson's interpretation of BE. **6.Indian rebellion** To describe the changes of British rule in India. To explain how the British Empire began to take control of India. To challenge Ferguson's interpretation on Empire. **7.Raj** To describe success and failures of British rule in India. To evaluate British rule in India. To form your own judgement on the BE.	could be used as a case study Evaluate how the development of the railway impacted Britain's economy **5. Invention and Design** Identify some of the achievements of Britain's great inventors, designers and scientists. Evaluate who you think deserves the title 'Greatest inventor and/or Designer' **6. What made Victorian Britain stink?** Sheffield could be used as a case study here. Describe what life was in industrial cities. Explain how the conditions had an impact on public health. Evaluate how far life had changed pre 1750. **7. Victorian sickness** Describe the most common diseases in the 19th century Smallpox Cholera Typhoid TB Explain why diseases was so common at the time Evaluate government intervention Local study: Brunel Bristol	Explain the reasons why men chose to fight- include case study of Walter Tull here. Evaluate how the government used propaganda to attract volunteers.	

	Cause and Consequence **The actions of Charles I were the key cause of the 1642 English Civil War**	**Historical Interpretation- GCSE Nazi G paper style** **'To what extent do you think Colston's statue should have been thrown into harbour?'**	**Historical Interpretation- GCSE Nazi G paper style** **To evaluate Niall Ferguson's view of the British Empire.**	**Significance** **'George Stephenson was the greatest inventor of the Industrial Revolution' Do you agree? Explain with reference to two other inventors**	**Cause and Consequence** **The inadequacy of the police force was the main reason why Jack the Ripper was not caught**	**Significance** **Haig- Lion's led by donkeys**
	Content links to previous learning:					
	Previous learning Tudors- KS2 and KS3 **Link to future learning- KS4:** Elizabeth paper 2	**Previous learning** Tudors **Link to future learning- KS3:** Empire **Link to future learning- KS4:** Elizabeth paper 2	**Previous learning** Tudors **Link to future learning- KS3:** Industrial revolution WWI & WWII **Link to future learning- KS4:** Conflict & Tenison paper 1	**Previous learning** Victorians Isambard Kingdom Brunel Empire Slavery **Link to future learning- KS3:** Decades WWI Boom and Bust **Link to future learning- KS4:** Medicine paper 2 Germany paper 1	**Previous learning** Victorians Isambard Kingdom Brunel Empire Slavery **Link to future learning- KS4:** Medicine Paper 2	**Previous learning** Helpful Heroes Victorians Isambard Kingdom Brunel Empire Slavery **Link to future learning- KS4:** Conflict and Tension paper 1 Germany paper 2

Year 9	**Term 1** **How did the FWW create change?**	**Term 2** **Why did America boom then bust?**	**Term 3** **Did Britain meet the demands of another World War?**	**Term 4** **How was the Holocaust humanly possible?**	**Term 5** **How does conflict create change?**	**Term 6** **Case Study** **How does conflict create change: Ireland**
	Source skill focus: INTERPRETATION How do they differ? (CONTENT) (4)	**Source skill focus: INTERPRETATION How do they differ? (AUTHOR) (4)**	**Source skill focus: More convincing opinion (8)** **Extend from year 8 as a direct comparison**		**Source skill focus: Useful- comparison (12) (extend from year 8 to have a clear focus on judgement and evaluation of overall utility)**	
	1. Post war changes tensions **Medicine** **Society** **Politics** **Women** **Democracy** **2. Why were women fighting for equality** Describe stereotypes of women at the time. Explain significant women in history who challenged these stereotypes. Evaluate the changes needed to be made to support women achieving equality. **3. Who were the suffragettes?** Describe women who identified as suffragettes and why. Compare suffragettes and suffragists.	**1. Why did the USA Boom?** Describe the prosperity of the 1920s. Explain how music and culture changed- were the 20s roaring for all? Evaluate the impact the boom had on economic markets worldwide. **2. Did the USA 'boom' for everyone?** Describe the impact the 20s had on immigration. Explain the perceived threat of communism. Evaluate whether Sacco and Vanzetti were guilty. **3. Prohibition** Describe prohibition legislation. Explain the increase in illegal activity. Evaluate why prohibition could not be sustained.	**1. Why did another WW break out?** Describe Hitler's aims Explain the breakdown of appeasement in 1939. Evaluate the initial public reaction to war. **2. Homefront** Describe impact of evacuation, rationing, home guard etc. Explain the impact the home front had upon changing civilian life. Evaluate whether there was great support or not for the home front. **3. Dunkirk** Describe the events of Dunkirk. Explain why Dunkirk could be considered a success or failure.	**1. Who were the Jewish people of Europe before the Second World War?** Define the term the Holocaust. Identify where the Jewish communities lived prior to WWII. Describe Kristallnacht and explain how Hitler's aims impacted Jewish life 1933-38 Evaluate German reaction to persecution including those from minority communities using Hans-Jurgen as a case study. **2. Where can we find resistance in the ghettos?** Describe the steps taken to establish the Warsaw Ghetto and explain how the Jewish communities were treated. Analyse interpretations on resistance in the Warsaw Ghetto.	**1. Nuclear War** Describe how and why the USA joined WWII; Pearl Harbour. Explain the impact USA involvement and tension with Japan impacted the War Evaluate the impact this had upon Allied relations. **2. Hiroshima and Nagasaki** Describe the nuclear attacks. Explain the impact on civilians and tension between USA and Japan. Evaluate the long term effects of the nuclear bombing. **3. Cold War** Describe the origins of the Cold War Explain why the Cold War was a threat to Britain	**1. Boyne** Describe the chronology of the battle. Judge how far you agree with a statement. **2. Consquences of the Potato Famine** Explain the consequences on the relationship between UK and Ireland. Compare interpretations of the past. **3. Bogside** Make inferences from murals of Bogside. Identify the causes and consequences. **4. Bloody Sunday** Explain the causes and consequences. Compare different interpretations.

	Evaluate the impact of women. 4. **Why is Emily Davidson significant?** Describe the events surrounding Davidson's death. Explain why some evidence is unclear. Evaluate whether Emily Davison meant to kill herself. **3.Democracy versus dictatorship** Describe the difference between a democracy and dictatorship. Explain the effect of democracy and dictatorship models to society and persecution of minority groups. Evaluate and compare country case studies of democracy and dictatorships. **4. Why was Communism seen as a threat?** Russia case study Describe the ideology of Communism Explain the impact of the Russian Revolution on society post war Evaluate the impact of a lasting 'Red scare'	**4. Wall Street Crash** Describe the Wall Street crash. Explain the effects the crash had on the economy. Evaluate the impact of the crash worldwide. **5. Great Depression** Describe what is meant by an economic Depression. Explain how the depression changed the living conditions of Americans and African Americans . Evaluate how far rich and poor societies were affected by the Depression. **6. The New Deal** Describe the New Deal. Explain the implementation of the New Deal. Evaluate the popularity of FDR.	Evaluate how opinions on Dunkirk have changed over time. **4. Blitz** Identify locations Britain experienced the most bombing and civilian Home Front roles in supporting the country including EI Ekpenyon. Explain the impact the bombings had on British civilians. Compare British and German bombing i.e. London vs. Dresden. **5. D Day** Describe the events of the landings. Explain the impact eth D Day landings had on ending WWII. Evaluate why the legacy is important today. **6. How crucial were women in WW2?** Land army Decoding Domestic responsibility Attitude of the government and society. **7. How badly was Bristol affected in WW2?** **Bristol Blitz** Response to Churchill's visit Class divide	Investigate defiance at Terezin. **3. What was 'The Final Solution'** Define the Final Solution and judge the role of the Sonderkommando. Analyse the dilemmas, choices and responses to the Holocaust. Evaluate British responses to the Holocaust **4. What does it mean to survive the Holocaust?** Investigate the challenges and opportunities survivors faced after liberation with a focus on Zigi Shipper and Leon Greenman. Evaluate the long term impact of the Holocaust on Jewish communities. **5. Opportunities for home learning** Investigate the role of Oskar Schindler in saving Jewish citizens and evaluate how far he should remember a hero of the resistance. Investigate Jewish responses to the Holocaust (IOE resistance stories) Investigate the international response to the Rwandan genocide Investigate current anti-	Evaluate the impact the Cold War had upon global foreign policy **4. Vietnam war – Kent State Shooting** Describe the role of conscription and public opinion to the Vietnam War using Kent State as a case study. Explain the significance of public reaction the shootings and link to public opinion at the time. Evaluate the impact of government intervention and restoration. **5. March on Washington** Describe the role of Randolph and Rustin and the campaign for 'jobs and freedom'. Explain the significance of MLK I have a dream speech Evaluate the impact the march had upon the Civil Rights Movement. **6. Black Power** Describe the aims of Black Power. Explain the role of individuals such as Carmichael, Hamilton and Malcolm X. Evaluate the impact Black Power had upon the Civil Rights Movement.	**5.Good Friday** Understand why Ireland is divided. Explain why peace is difficult Compare interpretations.

	5. How diverse was Britain in 1919? Investigation as to why there were no Black soldiers in the Victory parade of 1919. Evaluate the role of Black soldiers in the British army in WWI. **6. Class divide and hierarchies** Describe the legacy of Victorian classes post WWI. Explain the emergence and role of Trade Unions. Evaluate how far WWI impacted class hierarchy .		Evacuation LOCAL STUDY: BRISTOL BOMBINGS	Semitism SPEAKER OPPORTUNITY	**7.MLK vs. Malcolm X** Describe the role of violent and non-violent protest. Explain the significance of the methods, leadership, and public opinion of MLK & MX. Evaluate the interpretations of contrasting impact on the Civil Rights movement**.**	
	Consequence: 1919- the forgotten year of British History	**Cause and Consequence:** Explain the impact of the Great Depression on economic prosperity and living conditions in the USA	**Historical Interpretation: How far was there Blitz Spirit?** How far do the interpretations support the feeling of Blitz spirit in London?	**Significance: significant attack on Jewish people 33-39** Explain the significance of Nazi attack on Jewish communities between the years 1933-39	**Interpretation:** Martin Luther King had the greatest impact on the Civil Rights movement. How far do you agree?	**Cause/ Consequence Interpretation: Why to the differ, which is the most convincing?**
	Content links to previous learning:					
	Previous learning Helpful Heroes Victorians Isambard Kingdom Brunel Empire Slavery WWI **Link to future learning- KS4:** Conflict and Tension paper 1 Germany paper 2	**Previous learning** Industrial revolution WWI **Link to future learning- KS4:** Conflict and Tension paper 1 Germany paper 2	**Previous learning** Blitz- KS2 Industrial revolution WWI Boom and Bust **Link to future learning- KS4:** Conflict and Tension paper 1 Germany paper 2	**Previous learning** Industrial revolution WWI & WWII Boom and Bust **Link to future learning- KS4:** Conflict and Tension paper 1 Germany paper 2	**Previous learning** Helpful Heroes Victorians Empire Slavery Boom & Bust WWI & WWII **Link to future learning- KS4:** Conflict and Tension paper 1 Germany paper 2	**Previous learning** Helpful Heroes Victorians Empire Slavery Industrial revolution Boom & Bust WWI & WWII **Link to future learning- KS4:** Conflict and Tension paper 1 Germany paper 2

Key stage 4
Substantive Knowledge

Historical Concepts	Chronological Understanding	Change/Continuity	Cultural Diversity
Analyse and explain the importance of an event and identify themes of change in a thematic and depth framework of study. To be able to group events into factors and key arguments using specific evidence and key words analysing short term and long-term change. Prioritise events in order of impact using evidence and applying valid criteria i.e. social, political, economics and religious impact.	Apply valid criteria to contrast and analyse trends within periods. Use specific chronological knowledge to compare 'periods' of time and grouping of the impact of key individuals.	Presents clear contextual evidence to assess the importance of a turning-point in a period and are also able to assess the extent of progress. Appropriately organises (i.e. group impact of an event, prioritised change) a range of causes or consequences of an event reaching a conclusion analysing the most important. Confidently highlights and analyses the links between different causes or	Nations approaches to help: Greek, Roman, Islamic and Medieval medicine Impact of Black Death, Cholera, Smallpox on rich and poor Treatment of poor: Public Health, Liberal reforms, Elizabethan Poor Law Religious divide Elizabethan England

		consequences using contextual framework.	
Sustains analysis of the importance of an event and identify themes of change in a thematic and depth framework of study, whilst providing contextual content. To be able to group events into factors and key arguments using specific evidence and key words comparing short term and long-term change/impact. Prioritise events in order of impact using evidence and applying valid criteria i.e. social, political, economics and religious impact. Assessing the validity of the evidence to support the criteria in the analysis/ conclusion.	Apply valid criteria to contrast and analyse trends within periods forming a judgment of the greatest impact. Use specific chronological knowledge to compare 'periods' of time and grouping of the impact of key individuals forming a balanced judgment.	Present clear contextual evidence to assess the importance of a turning-point in a period and be able to assess the extent of progress against valid criteria and contextual understanding. Appropriately organises (i.e. group impact of an event, prioritised change) a range of causes or consequences of an event reaching a conclusion analysing the most important through comparing factors. Confidently highlights and analyses the links between different causes or consequences using contextual framework whilst sustaining a key argument.	Tensions between nations due to leadership and belief systems: Japan, China, France, Britain, America Persecution of minorities in Nazi Germany

Disciplinary Knowledge

Historical Interpretation	Cause and Consequence	Significance
Apply evidence to provide context as to how and why contrasting arguments and interpretations of the past have been constructed and form a judgement which interpretation is more accurate against valid criteria.	Group, categorise and factor a series of events i.e. political, economic, social impact or change. Use factors appropriately to support a clear and balanced judgement citing opinion and evidence.	Apply valid criteria based on the direction of the question for judging how significant an event, person or change was to come to an overall conclusion Can use their knowledge and understanding to come to a well-argued conclusion as to the significance of a person,

Comparisons are made of different interpretations and utility/ how convincing a source is made with specific reference to the provenance. Asses the value of evidence using historical claims with a focus on 'how convincing' or 'utility'	Evaluate causes and rank order in social, political, economic, religious. Distinguish between impact for individuals, countries and wider impact- nations, religion etc.	event or change using a range of criteria and the work of other historians comparing the role of individuals.
Apply evidence to provide context as to how and why contrasting arguments and interpretations of the past have been constructed and form a judgement which interpretation is more accurate against valid criteria. Place the interpretation/ source in context of the wider scheme of events using chronological understanding. Comparisons are made of different interpretations and utility/ how convincing a source is made with specific reference to the provenance detailing the NOP of the source specifically. Asses the value of evidence using historical claims with a focus on 'how convincing' or 'utility' making a clear distinction between value of content versus provenance.	Group, categorise and factor a series of events i.e. political, economic, social impact or change. Rank factors in order of priority of key argument and question stem. Use factors appropriately to support a clear and balanced judgement citing opinion and evidence whilst sustaining a clear judgement on the line of enquiry.	Sustain valid analysis of impact/change of an event/ individual. Can use their knowledge and understanding to come to a well-argued conclusion as to the significance of a person, event or change using a range of criteria and the work of other historians comparing the role of individuals coupled with contextual knowledge.

Specification topics:

Year 10	**Term 1** **Medicine stands still/ beginnings of change/ Revolution in medicine**	**Term 2:** **Revolution in medicine/ Modern medicine**	**Term 3: Germany and the growth of democracy**	**Term 4: What were the experiences of Germans under the Nazis?**	**Term 5:** **Conflict and Tension background**	**Term 6:** **Did the League of Nations achieve international peace?**

	Supernatural and natural medicine Medieval surgery Medieval hospitals Towns and monasteries Public health and Black Death Impact of Renaissance Dealing with disease: The Great Plague and growth of hospitals Prevention of disease: inoculation and vaccination, Jenner Pain and Infection Pasteur	Koch Germ theory and vaccination Erlich and magic bullets Cholera and public health Anaesthetics Antiseptics and aseptic surgery Industrial Britain Public health reformers Government involvement Developments in drugs: Penicillin New diseases and treatments Impact of war and technology – focus on developments in surgery Liberal social reforms Impact of war Welfare state and NHS Health care in the 21st century	**Germany under Kaiser Wilhelm II** Ruling Germany Kaiser Wilhelm II Industrialisation and socialism Navy Laws WWI- war weariness and economic problems Germany's defeat and post-war problems Weimar government Change and unrest, 1919-23 Economic developments 24-29 International agreements Weimar culture **Germany and the Depression** Impact of Depression; growth of extremism and Hitlers appeal. Failure of Weimar democracy Establishment of dictatorship; removing opposition and Hitler becomes Fuhrer	Economic changes Hitler Youth Women Control of Church Nazi culture Police State Resistance and opposition 33-39, 39-45 Racial policy and persecution Jewish persecution The 'Final solution'	**C&T: Peace making** End of WWI 'Big Three' and their sims Versailles Settlement and Allied/German reaction New states Fairness of treaty	**League of Nations**: origins, membership, and organisation The League's agencies Peacekeeping in the 1920s Diplomacy outside the League Collapse of the League; Great Depression, Manchurian Crisis, Abyssinian Crisis
Year 11	**Term 1: Origins and outbreak of WWII**	**Term 2: Elizabeth's court and parliament Life in Elizabethan times**	**Term 3: Troubles at home and abroad Historical Environment**	**Revision and Intervention**		
	Hitler's aims Allied reactions to Hitler The Rhineland Support for Hitler Anschluss with Austria The Sudeten Crisis The Munich Conference	Elizabeth's background and character Court life Elizabeth's ministers Relations with parliament Marriage and succession	Question of religion The Northern Rebellion Elizabeth's excommunication Catholic plots 1 Catholic plots 2 Puritans and Puritanism			

	Invasion of Czechoslovakia Nazi-Soviet Pact Invasion of Poland Causes of WWII	Problems Elizabeth Strength of Elizabeth's authority and Essex's rebellion Golden Age Living standards and fashions Prosperity and gentry Elizabethan theatre Poor Law Circumnavigation 1577-80 Impact of voyages Catholic threat	Mary Queen of Scots- arrival, treatment, and removal from power Conflict with Spain; reasons, warfare, defeat of the Spanish Armada			

Key stage 5
Substantive Knowledge

Historical Concepts	Chronological Understanding	Change/Continuity	Cultural Diversity
Analyse and explain the importance of an event and identify themes of change in a thematic and depth framework of study. To be able to group events into factors and key arguments using specific evidence and key words – analysing the inter-relationship and links between these factors. Understanding concepts of short term/ long term impact and change. Prioritise events in order of impact using evidence and applying valid criteria i.e.	Apply valid criteria to contrast and analyse trends within periods- categorising into political, social, economic Use specific chronological knowledge to compare 'periods' of time and grouping of the impact of key individuals- comparing roles in power hierarchy i.e. female rulers, extreme political groups and dictators.	Presents clear contextual evidence to assess the importance of a turning-point in a period and are also able to assess the extent of progress analysing the contributing factors and forming mini conclusions. Appropriately organises (i.e. group impact of an event, prioritised change) a range of causes or consequences of an event reaching a conclusion analysing the most important. Asses the parallels between change and continuity of an event or individual across social class, economic progression, and foreign policy.	Tudor religion and social class diversity and discrimination. Religious divide and immigration in Tudor England. Persecution of minorities and Jewish persecution in Nazi Germany. Tensions between nations due to leadership and belief systems post WWII. Social class diversity post WWII.

social, political, economics and religious impact. Explain the impact of individuals and pressure groups		Confidently highlights and analyses the links between different causes or consequences using contextual framework.	
Sustains analysis of the importance of an event and identify themes of change in a thematic and depth framework of study, whilst providing contextual content. To be able to group events into factors and key arguments using specific evidence and key words – prioritising the inter-relationship and links between these factors. Understanding concepts of short term/ long term impact and change- whilst sustaining and reflecting a focus on a 'catalyst' for change or impact. Prioritise events in order of impact using evidence and applying valid criteria i.e. social, political, economics and religious impact. Assess the validity of the evidence to support the criteria in the analysis/ conclusion.	Apply valid criteria to contrast and analyse trends within periods forming a judgment of the greatest impact categorising into political, social, economic Use specific chronological knowledge to compare 'periods' of time and grouping of the impact of key individuals forming a balanced judgment- comparing roles in power hierarchy i.e. female rulers, extreme political groups and dictators.	Present clear contextual evidence to assess the importance of a turning-point in a period and be able to evaluate the extent of progress against valid criteria and contextual understanding considering the extent of progress analysing the contributing factors and forming mini conclusions. Appropriately organises (i.e. group impact of an event, prioritised change) a range of causes or consequences of an event reaching a conclusion analysing the most important through comparing factors. Analyse the extent an individual across social class, economic progression and foreign policy has an impact on change/continuity and individual factors within the argument. Link the factors to support the argument- with a focus on inter-relationship of factors where appropriate.	African American discrimination and movement for Civil Rights. Role of individuals and pressure groups for achieving Civil Rights in America Discrimination of Native Americans end impact of Immigration in America Role of women in AA Civil Rights, equality in America and immigration

Disciplinary Knowledge

Historical Interpretation	Cause and Consequence	Significance
Apply evidence to provide context as to how and why contrasting arguments and interpretations of the past have been constructed and form a judgement which interpretation is more accurate against valid criteria. Compare the NOP of the interpretations- analysing influence in perspectives of writing e.g. The Bavarian Project Asses the value of evidence using historical claims with a focus on cross referencing sources to reach a firm judgement.	Group, categorise and factor a series of events i.e. political, economic, social impact or change. Use factors appropriately to support a clear and balanced judgement citing opinion and evidence. Evaluate causes and rank order in social, political, economic, religious. Distinguish between impact for individuals, countries, and wider impact- nations, religion etc. Ensure interrelationships between factors are drawn and be able to analyse the change and impact a cause or consequence has interlinking evidence and historical interpretation.	Apply valid criteria based on the direction of the question for judging how significant an event, person or change was to reach an overall judgement. Judgment to consider the wider impact or change a significant event of individual has through analysing of long term and short-term cause or consequence.
Apply evidence to provide context as to how and why contrasting arguments and interpretations of the past have been constructed and form a judgement which interpretation is more accurate against valid criteria. Place the interpretation/ source in context of the wider scheme of events using chronological understanding. Compare the NOP of the interpretations- analysing influence in perspectives of writing e.g. The Bavarian Project and ensure a spectrum of interpretations are selected and analysed to from a balanced judgement	Group, categorise and factor a series of events i.e. political, economic, social impact or change. Rank factors in order of priority of key argument and question stem. Use factors appropriately to support a clear and balanced judgement citing opinion and evidence whilst sustaining a clear judgement on the line of enquiry. Ensure interrelationships between factors are drawn and be able to analyse the change and impact contrasting historical interpretation and contemporary source analysis as a basis of evidence.	Apply valid criteria based on the direction of the question for judging how significant an event, person or change was to reach an overall judgement. Judgment to consider the wider impact or change a significant event of individual has through analysing of long term and short-term cause or consequence- interlinking cotemporary sources and interpretation to support the judgement.

Asses the value of evidence using historical claims with a focus on cross referencing sources to reach a firm judgement with full integration of NOP.		

Specification topics:

Year 12	**Term 1** **1894-1914: Later imperial Russia, from war to revolution**	**Term 1:** **Tudors: Religious change**	**Term 2:** **1917: Provisional Government to October Revolution**	**Term 2:** **Tudors: Rebellion and unrest**	**Term 3** **Lenin's government 1917-24**	**Term 3** **Tudors: Elizabethan monarch, government, and parliament**
	Land, people and Tsardom. Problem of reform in Imperial Russia. Economic reform Witte- 1893-1903 Russo-Japanese War 1904-5 Dumas 1904-14 Tensions in Russia 1911-14 Tsars position at end of war 1914 Feb revolutions of 1917	The problem of Edward VI's age Religious policies under Edward Support for opposition for the policies under Edwards Religious policies under Mary Attitudes to Marian policies and Catholic restoration Catholic persecution	Dual Authority Return of Bolsheviks Provisional government and problems October Revolution Reasons for Bolshevik success	Causes of unrest 1547-58 Social and economic developments Rebellion of 1549 The Lady Jane Grey affair 1553 Wyatt's rebellion, 1554 **Elizabeth and religion:** Religious problems facing Elizabeth in 1558 The Elizabethan religious settlement The Puritan challenge Elizabeth's archbishops and their support The Catholic challenge	Dissolution of Constituent Assembly Treaty of Brest- Litovsk 1918 Russian Civil War 1918-20 Foreign Interventions 1918-21 War Communism 1918-21 Kronstadt Rising 1921 NEP Lenin's legacy	Role of court, ministers, and Privy Council Faction and role of gender The roles and management of the Lords and Commons Impact of marriage and succession and parliamentary privilege Impact of Mary Queen of Scots
	Term 4 **Stalin's Russia 1921-1941**	**Term 4** **Tudors Elizabeth's management of financial, economic, and social affairs**	**Term 5** **Germany: NEA**	**Term 5** **Tudors – Elizabeth later years, 1588-1603**	**Term 6** **Germany: NEA**	**Term 6** **Civil Rights: African Americans**
	Stalin's character and background	The financial and economic situation in 1558	Coursework set up Skills: interpretation versus primary source	Defence of the royal prerogative and relations with parliament	Key opposition topics Hitler Myth Role of Terror	**Breadth:** Position of AA after the American Civil War

	Power struggle within Communist party Defeat of Trotsky and Left Defeat of the Rights Collectivisation Industrialisation: FYP Totalitarianism Cult of Personality Stalin's record by 1941	Sources of crown income and finances Financial problems, inflation, war, administration, and monopolies Overseas trade Poverty and the Poor Law	Integration of NOP into answers Key historian texts and analysis of interpretations.	Impact of war with Spain Social and economic problems Ireland and Essex Elizabeth's reputation	Internal opposition Impact of working-class support Youth Church Women	Role of AA in gaining Civil Rights Roel of federal government Congress and the Supreme Court Role of state governments Role of pro-civil rights groups Role of anti-civil rights groups The civil rights movement to 1992 **Depth:** AA in the Gilded Age AA and the New Deal Black Power movement and African Americans

Year 13	**Term 1 Civil Rights Trade Union and labour rights**	**Term 1: NEA**	**Term 2: Native American Indians**	**Term 2: Women**	**Term 3 Native Americans Depth study**	**Term 3 Women**
	Breadth: The position of trade unions and organised labour Industrial growth and economic change Federal government attitudes and actions, including the significance of the Reagan era Impact of WWI and WWII Union unity and division and the impact of immigration	NEA: Finish drafts and submitting work **Depth study: African Americans**	Breadth: Position of Native Americans in 1865 and the Plain Wars Progress and development of Native American rights The Native American movements 1945-92 Federal government attitudes and actions Native American pressure groups	Breadth: The position of women in 1865 Women's rights and campaigns up to WWI Women's rights and campaigns up to WWII The rise of feminism and its opponents Changing economic and employment opportunities	**Native Americans Depth study**	**Women Depth Study**

	Union action and membership, including Chavez and the United Farm Workers					
	Term 4: Revision	**Term 4: Revision**	**Term 5: Revision**	**Term 5: Revision**	**Term 6**	**Term 6**

The role of assessment within the curriculum:

Work likely in …	Early Years	work likely at KS1 to	work likely at KS2 to	work likely at KS3
Chronological knowledge / understanding	• Use everyday language related to time • Order and sequence familiar • events • Describe main story settings, events and principal characters. • Talk about past and present events in their own lives and in lives of family members.	• Develop an awareness of • the past • Use common words and • phrases relating to the passing of time • Know where all people/events studied fit into a chronological framework • Identify similarities / differences between periods	• Continue to develop chronologically secure knowledge of history • Establish clear narratives within and across periods studied • Note connections, contrasts and trends over time	• Extend and deepen their chronologically secure knowledge of history and a well-informed context for further learning • Identify significant events, make connections, draw contrasts and analyse trends within periods and over long arcs of time

Change and Continuity *in and between periods*	• Look closely at similarities, differences, patterns and change • Develop understanding of growth, decay and changes over time • Question why things happen and give explanations • Know about similarities and differences between themselves and others, and among families, communities and traditions	• Identify similarities / differences between ways of life at different times • Recognise why people did things, why events happened and what happened as a result • Make simple observations about different types of people, events, beliefs within a society	• Describe / make links between main events, situations and changes within and across different periods/societies • Identify and give reasons for, results of, historical events, situations, changes • Describe social, • cultural, religious and ethnic diversity in Britain & the wider world	• Identify and explain change and continuity within and across periods • Analyse / explain reasons for, and results of, historical events, situations, changes • Understand and explain / analyse diverse experiences and ideas, beliefs, attitudes of men, women, children in • past societies
Historical Vocabulary *e.g. empire, peasant*	• Extend vocabulary, especially by grouping and naming, exploring meaning and sounds of new words.	• Use a wide vocabulary of everyday historical terms	• Develop the appropriate use of historical terms	• Use historical terms and concepts in increasingly sophisticated ways
Historical Interpretation		• Identify different ways in which the past is represented	• Understand that different versions of the past may exist, giving some reasons for this	• Discern how and why contrasting arguments and interpretations of the past have been constructed
Historical enquiry	• Be curious about people and show interest in stories • Answer 'how' and 'why' questions … in response to stories or events. • Explain own knowledge and understanding and asks appropriate questions.	• Ask and answer questions • Understand some ways we find out about the past • Choose and use parts of stories and other sources to show understanding (of concepts below)	• Regularly address and sometimes devise historically valid questions • Understand how knowledge of the past is constructed from a range of sources	• Pursue historically valid enquiries including some they have framed • Understand how different types of sources are used rigorously to make historical claims • Create relevant, structured and evidentially supported accounts

	• Know that information can be retrieved from books and computers • Record, using marks they can interpret and explain		• Construct informed responses by selecting and organising relevant historical information	
Significance of events / people	• Recognise and describe special times or events for family or friends	• Talk about who was important e.g. in a simple historical account	• Identify historically significant people and events in situations	• Consider/explain the significance of events, people and developments in their context and in the present.

KS3 assessment statement

Timescale	**What**	**Purpose**
Annual	Year 7 exam-50 mins Year 8 exam-1 hour Year 9 exam-1 hour 15 mins	Testing knowledge, understanding and skills under exam conditions. Provides a measure of progress to date.

End of unit/teaching block	Summative assessment These are end of 'unit' assessments. They comprise a set of knowledge questions e.g. define key terms, multiple choice followed by a GCSE style exam question equating to 16 marks	Students complete the assessment under 'test' conditions. At the end students are given the opportunity to 'Go Green' and ABC (Add, build, change) before submitting Following teacher marking and individual written feedback, students are given the opportunity for further ABC with the addition of 'extend' questions to complete. Teacher input in the form of correcting common misconceptions arising from the assessment. Students reflect on learning/progress
Weekly/fortnightly	Progress quizzes (approx. 2 per unit) Linked to homework/pre-learning	Progress quizzes are peer/self-marked. Feedback takes place in the lesson through questioning and teacher correcting common misconceptions
Lesson by lesson	Assessment for learning through practice questions (differentiated essential/challenge/extend)	Class discussion and teacher targeted questioning. Formative feedback

KS4 assessment:
AQA assessment structure:

Courses based on this specification should encourage students to:

- develop and extend their knowledge and understanding of specified key events, periods, and societies in local, British, and wider world history, and of the wide diversity of human experience

- engage in historical enquiry to develop as independent learners and as critical and reflective thinkers
- develop the ability to ask relevant questions about the past, to investigate issues critically and to make valid historical claims by using a range of sources in their historical context
- develop an awareness of why people, events and developments have been accorded historical significance and how and why different interpretations have been constructed about them
- organise and communicate their historical knowledge and understanding in different ways and reach substantiated conclusions.

Section A: Period studies

The assessment will enable students to demonstrate their knowledge and understanding. Students will also apply their knowledge and understanding to second order concepts such as causation, consequence, and change. Students will also evaluate interpretations.

Section B: Wider world depth studies

The assessment will enable students to demonstrate their knowledge and understanding in relation to second order historical concepts such as causation and consequence. There will be an opportunity to demonstrate their ability to create structured analytical narrative accounts of key events. They will also be able to demonstrate their ability to understand, analyse and evaluate a range of sources.

The exams will measure how students have achieved the following assessment objectives:

- AO1: demonstrate knowledge and understanding of the key features and characteristics of the period studied.
- AO2: explain and analyse historical events and periods studied using second-order historical concepts.
- AO3: analyse, evaluate, and use sources (contemporary to the period) to make substantiated judgements, in the context of historical events studied.
- AO4: analyse, evaluate, and make substantiated judgements about interpretations (including how and why interpretations may differ) in the context of historical events studied.

KS4 assessment statement

Timescale	What	Purpose
Annual	Year 10 exam-Paper 2 from 2 years previous (e.g. in 2020 students sit 2018 paper) Year 11 Nov mock exam-previous year exam paper (e.g. in 2020 students sit 2019 papers 1 and 2)	Testing knowledge, understanding and skills under exam conditions. Provides a measure of progress to date. WTM ahead of external exams

	Year 11 March mock exam-Paper 1 from previous year (e.g. in 2020 students sat 2019 paper) Year 11 May WTM-Paper 1 and 2 (current year)	
Termly/half termly **End of unit/teaching block**	Summative assessment Mid unit and end of tests using PPs	Students complete the assessment under 'test' conditions. At the end students are given the opportunity to 'Go Green' and ABC (Add, build, change) before submitting Following teacher marking and individual written feedback, students are given the opportunity for further ABC with the addition of 'extend' questions to complete. Teacher input in the form of correcting common misconceptions arising from the assessment. Students reflect on learning/progress
Weekly/fortnightly	Progress quizzes (one following every homework) Linked to homework/pre-learning	Progress quizzes are peer/self-marked. Feedback takes place in the lesson through questioning and teacher correcting common misconceptions
Lesson by lesson	Assessment for learning through practice questions (differentiated essential/challenge/extend)	Class discussion and teacher targeted questioning. Formative feedback

KS5 assessment:

OCR assessment structure:

The nature of the examination will require learners to demonstrate an understanding of the key historical terms and concepts relevant to the period studied.

The questions relating to the Period Study element will require learners to recall, select and deploy appropriate knowledge and communicate this clearly and effectively. Leaners will be expected to demonstrate abilities to explain, assess, analyse, and consider the relationships between key features of the period

studied in order to reach substantiated judgements. All responses will require judgements, and at the top level will be more analytical with judgments more effectively substantiated.

In the enquiry element the focus will be on the critical use of evidence in investigating and assessing historical questions, problems, and issues. Each provides a range of perspectives affecting individuals, societies and groups and will enable learners to analyse and evaluate different interpretations and representations of the past through contemporary perspectives.

The critical evaluation of sources will be central to this element with all marks awarded against A02.

The sources selected for examination will be a range of types of written sources, contemporary to the period. Learners' knowledge of the historical content will only be credited insofar as it is used to analyse and evaluate the sources in relation to the question set.

KS5 Assessment statement

Timescale	What	Purpose
Annual	Year 12 exam-Paper 1 and Paper 2 -From previous years exam series Year 13 January mock exam-previous years exam series (Paper 1 and 2 all sections) Year 13 Easter Mock- Paper 3	Testing knowledge, understanding and skills under exam conditions. Provides a measure of progress to date. WTM ahead of external exams
Termly/half termly **End of unit/teaching block**	Summative assessment Mid unit and end of tests using PPs	Students complete the assessment under 'test' conditions. At the end students are given the opportunity to 'Go Green' and ABC (Add, build, change) before submitting Following teacher marking and individual written feedback, students are given the opportunity for further ABC with the addition of 'extend' questions to complete. Teacher input in the form of correcting common misconceptions arising from the assessment. Students reflect on learning/progress
Weekly/fortnightly	Progress quizzes (one following every homework) Linked to homework/independent learning	Progress quizzes are peer/self-marked. Feedback takes place in the lesson through questioning and teacher correcting common misconceptions

Lesson by lesson	Assessment for learning through practice questions (differentiated essential/challenge/extend)	Class discussion and teacher targeted questioning. Formative feedback

Appendices:

BLM/Diversity Links for the Primary Curriculum – Appendixes This needs to be embedded throughout the history curriculum. There are some ideas here, from a variety of sources, but feel free to use/add your own.	
EYFS	
KS1	Helpful Heroes – Mary Seacole – https://www.theblackcurriculum.com/download https://static1.squarespace.com/static/5c4325439d5abb9b27980cd4/t/5e8fca1b49de1a6c6357e422/1586481692124/MS+Activity+KS2+%281%29.pdf Walter Tull, Rosa Parks, Grace O'Malley, Nelson Mandela, Helen Keller, Louis Braille or Thomas Edison, Harriet Tubman, (you may find significant people that you can add to other topics) Guy Fawkes – Great Fire of London- Transport through the Ages- Castles- Black Tudors Local History- Bristol - celebrations/carnivals?
LKS2	**Egyptians**
	Maya
	Ancient Greece
	Stone Age
	Romans

	• Ivory Bangle Lady. Body discovered in York. Remains and artefacts show African descent. • Vindolanda. The Vindolanda tablets and artefacts found at the site show several good examples of African, Arabian and Middle-Eastern soldiers having being based at the site. • Septimus Severus, emperor of Rome. Born in modern day Libya, died in York. • Caracalla. Son of Septimus Severus. Proclamation of accession, as co emperor, at York. Concluded a peace treaty with the Caledonians. • Get a. Son of Septimus Severus. Co emperor with Caracalla. Murdered in 211. • In 1953 a skeleton was discovered of as woman of African descent at Beachy Head. Isotope analysis shows it to be from 200-250 • Human remains in York discovered in the 1950s included several of African descent. • 83 Roman Londoners remains discovered and 2 deemed to be of African descent. They lived in the 2nd century AD. • Tombstone of Victor the Moor • Tombstone of Barates of Palmyra, Syria • Burgh on Sands Roman fort. Known that North African troops were stationed here. Earliest known African settlement in the British Isles or Ireland. See David Olusoga's Black and British episode 1. • Rogatianus, centurion. Appears in War at the Edge of the World. • Account in officials histories of Septimus Severus being handed a garland whilst at Hadrians Wall by an Ethiopian soldier. The garland was seen as a symbol of his impending death, that an Ethiopian handed him it was noted as matter of fact, not surprising.
	Local History WW2 children
UKS2	**Anglo Saxons** • Abbot Hadrian of St. Peter and St. Paul's monastery in Canterbury is described by Bede as being from Amazigh. That is in Libya. https://blogs.bl.uk/digitisedmanuscripts/2016/10/an-african-abbot-in-anglo-saxon-england.html • St. John style crosses originate in Coptic Egypt, Nubia and Ethiopia. They can be found in Anglo-Saxon religious texts. https://blog.history.ac.uk/2017/08/the-anglo-saxon-era-and-the-wider-world/ • Anglo-Saxon artefacts excavated at Dar es Salaam and Kisiju, Coastal Tanzania. • England and Merovingian Gaul had imports that originated from Africa and India. Examples: cowrie shell, elephant ivory, pepper, incense, garnet. https://www.caitlingreen.org/2016/05/anglo-saxon-finds-france-africa.html?m=1 • Cowrie Shell finds at Anglo-Saxon sites • Bitumen found in the Sutton Hoo site originates from Syria. https://www.bbc.co.uk/news/uk-england-suffolk-38171657 • Anglo-Saxon book The marvels of the East refers to animals from Africa, India and the Middle East. The book is held by the British Library. https://www.bl.uk/collection-items/the-marvels-of-the-east

Vikings-

- Map showing Viking trade, settlement and raids. Remember that much of the Iberian peninsular was held by Moors at the time.

- Raids often resulted in people being captured for sale as Slaves. These sales took place in established and emerging ports held by the Vikings or with whom they had a working relationship. This article notes that African slaves could have been sold in the Viking port at Dublin. https://www.tandfonline.com/doi/full/10.1080/0144039X.2019.1592976

- Ibn Hawqal, an Arab geographer, described a Viking slave trade in 977 A.D. that extended across the Mediterranean from Spain to Egypt

- "Slavery was a very significant motivator in raiding.
  Neil Price, Archaeologist

- For example, at a Swedish site called Sanda, researchers in the 1990s found a great hall surrounded by small houses. Some Swedish archaeologists now believe this could have been a Viking plantation with slaves as the labor force
- "What you likely have is a slave-driven production of textiles," said Price. "We can't really know who is making the cloth, but the implications are clear."
- Note: these slaves came from anywhere the Vikings raided.

- Source:https://www.nationalgeographic.com/news/2015/12/151228-vikings-slaves-thralls-norse-scandinavia-archaeology/

- Ahmad Ibn Fadlan, an Arab lawyer and diplomat from Baghdad who encountered the men of Scandinavia in his travels, wrote that Vikings treated their female chattel as sex slaves. If a slave died, he added, "they leave him there as food for the dogs and the birds."

- Bones are yielding new clues about the massive, mysterious Viking forces that invaded England…

- One expert says symbols for "Ali" and "Allah" were unearthed in Scandinavia, though other experts remain skeptical.

- Both lines from same article. If early Islamic artefacts were in Scandinavia it is reasonable to assume some would also be in the British Isles.

- Viking Slave trader selling a girl to a Persian buyer on the banks of the River Volga. Source and caption: National Geographic

- Life of St. Anskar notes slaves as a tradable commodity.

- The Fragmentary Annals note "Blue Men" being sold as slaves. Widely believed these are black Africans captured on raids.

- Kristen Wolf in Daily Life of the Vikings writes that Dublin was the primary slaving port of north west Europe. Including black African slaves.

- The same Viking leaders who attacked England also attacked France, Spain, Portugal and North Africa:

- "A more successful Viking excursion to the area came 15 years later. It was led by Hastein and Björn Ironside, sons of the legendary Viking Ragnar (some sources suggest Hastein was adopted). In AD 859, they left France's Loire to sail around the Iberian Peninsula with an expedition of 62 ships. Again, they struggled against the Asturians and, in Spain, were defeated by the Muslim army of the Umayyad Caliphate of Córdoba.

- Instead of fleeing back north, the Vikings slipped through the straits, past the Pillars of Hercules and into the Mediterranean, taking Algeciras (south Spain) by surprise, sacking the town and torching the mosque. More raids followed on the shores of North Africa, where they plundered Nekor (in modern Morocco), and attacked settlements at Orihuela (south-east Spain) and the Balearic Islands.

- After spending winter in Camargue on the mouth of the River Rhone, Hastein and Björn renewed their offensive in the Rhone Valley. They sacked Narbonne, Nîmes and Arles, pushing as far north up the river as Valence, before turning their attentions to Italy. At least part of the Viking fleet travelled along the Tuscan coast, went up the River Arno and attacked Pisa and Fiesole."

- Source: https://www.historyextra.com/period/viking/vikings-norse-raiders-where-countries-visit-impact-travell-russia-greenland-america-england/

- Article about Africans in the British Isles during the Viking Age. http://solarey.net/vikings-morocco-africans-early-medieval-ireland-britain/

- Article about Arabian finds in a Scandinavian Viking burial site https://www.thenational.ae/world/when-the-arabs-met-the-vikings-new-discovery-suggests-ancient-links-1.125718
- New Perspectives on Eastern Vikings/Rus in Arabic
- https://www.brepolsonline.net/doi/abs/10.1484/J.VMS.5.105213?journalCode=vms

- Thesis: The Rus in Arabic Sources

- https://core.ac.uk/download/pdf/30851659.pdf&ved=2ahUKEwiu94up-fbpAhWMUcAKHS1dCH8QFjAFegQIBhAB&usg=AOvVaw1l-Vw3HJNP4uLJ3ki17Nmh

- Long blog style post on Ibn Fadlan
- https://archive.aramcoworld.com/issue/199906/among.the.norse.tribes-the.remarkable.account.of.ibn.fadlan.htm

Tudors and Stuarts

For example, by studying black migrants in Tudor England it is possible to gain an insight into their experiences prior to the advent of the transatlantic slave trade.
including the role of women when studying the Vikings and Tudors it is possible to appreciate their role in managing estates while their husbands were away from home.

	Victorians – Sarah Forbes Bonetta Fanny Eaton – https://www.theblackcurriculum.com/download https://static1.squarespace.com/static/5c4325439d5abb9b27980cd4/t/5e98e8db7dbdc028920ef504/1587079394722/FE+-+Activity+KS2.pdf
	Local History – Bristol Slave trade Edward Colston
	Benin? Studying Benin prior to the period of slavery enables children to appreciate how African civilisations existed prior to the arrival of Europeans.
	WW2 – The Blitz The experiences of the Kindertransport provide insights into the impact of the Holocaust appropriate for Key Stage 2 and enable a more nuanced understanding of child displacement than a mere study of evacuees. A study of Bletchley Park when studying World War II could include the role of code-breaker Alan Turing. Lilian Bader - https://static1.squarespace.com/static/5c4325439d5abb9b27980cd4/t/5ea22f3dedb8a26425639586/1587687234617/Lilian+Bader+-+Activity+KS2.pdf Post War – Olive Morris - https://www.theblackcurriculum.com/download https://static1.squarespace.com/static/5c4325439d5abb9b27980cd4/t/5e8502f321f0f21a29fb8a04/1585775350625/Olive+Morris+-+Activity+KS2+%282%29.pdf

Cultural Calendar- potential links to cross curricular phases:

September	**October**	**November**	**December**
World Peace Day 2-6th 1666 The Fire of London	Black History Month 14 October Battle of Hastings 27 October Diwali	5 November Guy Fawkes Night Armistice 9th November Fall of the Berlin Wall	World Aids Awareness/ Christmas around the world
January	**February**	**March**	**April**
Holocaust Memorial	LGBT	Women's History Month Shakespeare Week 16-22th (Good for Tudor units)	Ramadan

May	**June**	**July**	**August**
8 May VE day Local and Community History Month Anniversary of birth of Florence Nightingale	Emily Davison Suffragettes 793 First Viking attack on England Lindisfarne		



Futura Languages

Curriculum framework

Languages Curriculum Framework

Intent:

Learning a foreign language is a liberation from insularity and provides an opening to other cultures. At the Futura Learning Partnership, we aim to foster pupils' curiosity and deepen their understanding of the world. We strongly believe that languages are a skill for life, and something that pupils should enjoy and find rewarding. Through learning foreign language, students also develop literacy and oracy in their own language as well as resilience and problem-solving skills.

Language learning should provide the foundation for learning further languages. We hope to expand students' cultural knowledge whilst developing their language skills.

Through language learning, pupils gain a sound understanding of the structure of their **own** language, leading to effective communication in the foreign language. Students of all abilities can benefit from learning a foreign language, supporting and enhancing their literacy learning across the curriculum.

The Languages curriculum caters for students with varied previous language learning. It enables students to build upon prior knowledge or language learning skills.

Students are well-prepared at the end of each key stage to tackle the next steps in language learning but equally, should they choose not to continue their formal language learning, they are equipped with the skills and knowledge to use in the workplace or for leisure or to further their learning.

Inclusion: Our curriculum is ambitious for all and strives to address inclusion and disadvantage in its intent and implementation

Aims: Underpinning the intent are key **substantive concepts**

Listening (comprehension)	To be able to listen attentively and respond to familiar spoken words and phrases. To identify key points in a new context and understand simple facts and opinions, with increasing complexity, in spoken sources.
Speaking (production)	To build up communication skills year on year until students are able to use spoken language, with increasingly accurate pronunciation and intonation. To initiate and sustain conversations on familiar topics and to describe incidents based on their own experiences. To be able to read aloud from a given text with good expression. To understand and be able to use transactional language. To give a description e.g of a town, geographical features in a country. To seek clarification of meaning.
Reading (comprehension)	To read in groups, simple playscripts, poems etc. To read and understand the main points and key details from a short written passage. To read and understand increasingly detailed texts in terms of vocabulary and structure and length.
Writing (production) and Grammar	To write sentences and construct texts first by using a model and then from memory using knowledge of words, text and structure. To use adjectives to add interest and detail to a description. To understand the basic grammar appropriate to the language being studied; verbs – begin to use the past/future tense, adverbs.

	To be able to identify and manipulate tenses from a selection of sentences written in the present, past and future tense.
Independence - Using reference materials	To be able to use reference materials (eg dictionaries) in order to check, edit, improve and manipulate vocabulary.
Cultural Awareness and Understanding	To promote mutual respect for and tolerance of different cultures and those speaking other languages. To have an appreciation of the historical context of linguistic spread.

Disciplinary concepts:

It becomes obvious that Languages is distinct from other subjects because it is not a discipline, there is nothing but 'substantive knowledge' to study and learn.

Key Stage 2 – p4
Key Stage 3 – p17
Key Stage 4 – p24
Key Stage 5 – p25

Key Stage 2

Year 3:
Substantive Knowledge:

Listening	Speaking	Reading	Writing/Grammar
Listen and respond to familiar spoken words and phrases. Use a gesture, hold up a picture to identify specific words when listening to songs, poems, simple stories. Recognise numbers 1-20 and begin to understand numbers from 20 – 31. Understand and respond to simple classroom instructions e.g. Hands up, listen carefully, show me, close your eyes, do an action. To take part in class/group activities	Communicate with others using simple words, phrases and short sentences. Use simple greetings e.g. saying hello and goodbye, saying how you are and asking others how they are. Ask and answer simple questions about self, e.g. name and age, birthday. Express simple likes and dislikes e.g. food and drink. Demonstrating a developing vocabulary	Recognise and understand some familiar written words and phrases in short texts. Read short texts and understand familiar nouns e.g. parts of the body, animals, and simple adjectives e.g. size, colour and a few high frequency verbs e.g. I like, I play. Read aloud familiar words and phrases from stories, songs and rhymes with reasonable accuracy.	**Writing**: Write some familiar simple words using a model and some from memory. Write one or two simple sentences, using a model e.g. name and age to introduce themselves. Label an animal or object or something drawn/made – e.g. a black cat. • Complete a simple gapped text such as a party invitation or passport. Begin to write a few familiar words from memory and know that all attempts will be valued. **Grammar**: Understand some basic grammar appropriate to the language being studied. Begin to recognise the correct definite/indefinite to a series of familiar nouns (e.g. fruits and vegetables) with increasing accuracy.

			Use visual scaffolds to build phrases to show position of a few adjectives of colour e.g. a red dog, a yellow cat. Begin to understand how the negative is formed in the new language e.g. I don't like chocolate.

Suggested key topics or suitable scheme to cover the skills outlined above. Language Angels scheme to support.
Core Vocabulary and Phonetics to be covered once in each year group. See Language Angels – Core Vocabulary – La phonétique (4 lessons covering 18 essential sounds)

Autumn 1	Autumn 2				
Je me presente (Language Angels lessons 1-3) La phonétique (lesson 1) Les Jours (Core Vocabulary)	Les Fruits (Language Angels) **A story in french: La Chenille Qui Fait des Trous** Christmas	Chez Moi (Language Angels)	Numbers (11-31) **A story in french: Le roi tête en l'air**	Le Petit Chaperon Rouge (Language Angels)	Les couleurs and les nombres (revision) (Language Angels) Va t'en Grande Monstre vert!
An introduction to adjectival agreement in the simplest form – adding an e to the end of the adjective when talking about the female form.	A focus on nouns, gender, article/determiners and plural form. **Phonics focus**: ch, ou, on and oi.	Indefinite articles, negative and high frequency words. **Phonics focus**: è, e, é, eau, oux.	Silent letters – the s is not pronounced in many words like dans, habites, mais, bains.	Definite, indefinite and partitive articles and determiners. **Phonics focus**: ch, ou, on and oi	Silent letters and the guttural "R" **Phonics focus**: ch, ou, on and oi

Phonic focus: i in, ique and ille Silent letters					

Key Vocabulary		
Use words and phrases such as:		
Je m'appelle J'ai ….. ans. J'habite à…… Comment t'appelles tu? Çava? Quel âge as tu? Les numéros 1 – 31 Les couleurs: rouge, bleu, jaune, vert, orange, violet, rose, noir, gris, marron Jours de semaine: lundi, mardi, mercredi, jeudi, vendredi, samedi, dimanche Joyeux Noël Le Père Noël Un cadeau Un bonhomme de neige Le sapin	Les fruits: Une pomme Une poire Une banane Une fraise Une pêche Des raisins Les mois: janvier, février, mars, avril, mai, juin, juillet, août, septembre, octobre, novembre, décembre.	J'aime Je n'aime pas J'adore Je déteste Je préfère Chez moi: J'habite, j'habite dans, chez moi il y a, chez moi il n'y a pas Une maison l'escalier la bibliothèque la cave la chamber la cuisine la salle à manger la salle de bains la salle de jeux la salle de séjour le garage le grenier le salon les toilettes

Year 4:
Substantive Knowledge:

Listening	Speaking	Reading	Writing/Grammar
Listen for specific phonemes, words and phrases Pick out phonemes, words and phrases in songs, stories, rhymes and short texts. Understand higher numbers including multiples of 10 e.g. in prices, dates, numeracy activities, telling the time. Listen to up to three simple sentences using familiar vocabulary and answer questions and English e.g. How old is Nicole? Respond to a wider range of classroom instructions e.g. Open the window/door, I'd like 2 volunteers, put your hand up ……	Communicate by asking and answering a wider range of questions and presenting short pieces of information Use a wider range of familiar nouns and adjectives to talk about themselves, animals, story characters e.g. I have brown eyes. I have two sisters and I like dancing. Ask and answer questions using a wider range of question forms e.g. the time, the date, food, hobbies and to seek help in the classroom e.g. Can you say that again please, I don't understand. Express preference about what they like e.g. food, animals, colours	Read and understand familiar written words, phrases and short texts made of simple sentences and pick out key words or phrases. Read a wider range of words, phrases and sentences aloud. Follow text while listening and reading at the same time. Understand key points in simple texts using familiar language e.g. How many animals are in the story? What colour is the dog? What is the weather like in Paris? Follow a text such as a song or poem whilst listening to it at the same time. With support, begin to link phrases to make a sentence e.g. When it rains, you need an umbrella. Use strategies to work out meaning of new words.	**Writing:** Write a few simple sentences using either a word bank or model to describe for example a sports star e.g. …… lives in London. She is 22 years old. She likes dancing. Experiment with writing new words. **Grammar**: Understand some basic grammar appropriate to the language being studied: Begin to match correctly definite/indefinite article to singular and plural familiar nouns. Place familiar adjectives e.g. size and colour in correct order. Show an understanding of 1st, 2nd and 3rd person in present tense singular e.g. ask and answer questions, Do you like cheese? Yes I like…

Suggested key topics or suitable scheme to cover the skills outlined above. Language Angels scheme to support.
Core Vocabulary and Phonetics to be repeated once in each year group. See Language Angels – Core Vocabulary – La phonétique (4 lessons covering 18 essential sounds)

In addition: Year 4 will repeat the same stories from Year 3 and will innovate with additions, substitutions, alterations, change of viewpont, demonstrating progression of knowledge in their use of adjectives, conjunctions, plurals, gender etc.

Je me présente (Language Angels lessons 4-6) La phonétique (lesson 2) Quelle est la date? (Language Angels)	Les Legumes (Language Angels) **A story in French**: La Chenille qui fait des trous (innovated to include day, month and vegetables) Christmas	En Classe (Language Angels) Numbers 31-69	**A story in french:** Le Roi tête en l'air (innovated to include a lost item from a pencil case - discussing things the king does or does not have in his pencil case?)	Les Vêtements (Language Angels)	Revision of colours, body parts **A story in french:** Le Petit Chaperon Rouge Or Va-t'en-grand monstre vert (innovated to include different items of coloured clothing and different seasons?)
The 12 nouns for the months. Ordinal and cardinal numbers. **Phonics focus**: è, e, é, eau, eux.	Nouns, articles and determiners in plural form **Phonics focus**: ch, ou, on and oi	Nouns, gender, articles and use of the negative **Phonics focus**: i, in, ique and ille	Revision of silent letters.	Verbs, possessive adjectives, gender, definite, indefinite, partitive articles & adjectival agreement **Phonics focus**: : è, e, é, eau, eux.	Recap masculine and feminine nouns un and une. Phonics focus: e in tête, ain in main

Key Vocabulary

Use words and phrases such as:

Les numéros 1-69

Les mois:
janvier, février, mars, avril, mai, juin, juillet, août, septembre, octobre, novembre, décembre.

Les saisons:
L'hiver = Winter
Le printemps = Spring
L'été = Summer
L'automne = Autumn

La météo:
Quel temps fait-il?
Il pleut Il fait chaud
Il fait froid Il y a du vent
Il fait beau Il y a du soleil

Joyeux Noël Le Père Noël Un cadeau
Le sapin Un bonhomme de neige

En Classe:

Un taille crayon Un cahier Un crayon Un bâton de colle Un stylo Un cartable
Un livre Une gomme Une règle Une calculatrice Des ciseaux Une trousse

Qu'est ce qu'il y a dans ta trousse?

Dans ma trousse j'ai...
Dans ma trousse je n'ai pas de..
Écoutez
Écrivez
Répétez
Silence
Ouvrez vos cahiers
Fermez vos cahiers
Pensez
Levez la main
Lisez
Demandez

- La tête.
- La poitrine.
- La jambe.
- Le bras.
- Le dos.
- La main.
- Le pied.
- Le visage

Les couleurs: rouge, bleu, jaune, vert, orange, violet, rose, noir, gris, marron

Les vêtements:
Un pantalon
Un maillot de bain
Un pull
Un tee-shirt
Un manteau
Un short
Une robe
Une cravate
Une écharpe
Une jupe
Une veste

Year 5:
Substantive Knowledge:

Listening	Speaking	Reading	Writing/Grammar
Listen attentively and understand more complex phrases. Identify key points in a new context e.g. a story, which contains familiar language. Understand higher numbers from 70 –100 with support e.g. in prices, numeracy activities. Follow instructions and directions e.g. a recipe or simple directions. Recognise letters of the alphabet when they hear them	Take part in short conversations using familiar structures and vocabulary. Seek help and clarification e.g. I don't understand, can you repeat that, how is that written? Give simple instructions and directions e.g. a recipe, directions to a place, the route to school ensuring comprehension of listeners. Begin to understand and express future intentions e.g. I am going swimming on Wednesday. Take part in conversations expressing likes, dislikes and preferences e.g. I like water but I prefer milk. With support refer to experiences or interests.	Read a variety of short simple texts in different formats and in different contexts Focus on correct pronunciation and intonation, using tone of voice and gesture to convey meaning when reading aloud. Begin to pick out a range of facts and/or opinions from a short text. Begin to use a dictionary or glossary to work out the meaning of unfamiliar vocabulary. Practise reading aloud a poem to perform in assembly demonstrating increased confidence. Read a variety of short simple texts e.g. stories, poems, texts from the Internet, non-fiction texts, emails from a partner school that contain familiar and new vocabulary.	**Writing**: Write simple sentences and short texts using a model. Use a dictionary to check the spelling of words. Write three or four sentences using a word/phrase bank linked to a recent area of learning such as a meal, a scene, the weather, a planet. Use simple conjunctions such as and, but, because to form more complex sentences. • Change elements in a given text e.g. ingredients, colour and size of a planet. **Grammar**: Understand some basic grammar appropriate to the language being studied: gender – masculine, feminine, neuter. Begin to know how to form the near future tense e.g. I am going swimming on Wednesday; tomorrow it is going to rain. Begin to see how possessive articles e.g. my, his, her change according to gender e.g. Jane is my sister. Understand the word order of familiar adjectives and apply correct

			endings, singular and plural, with increasing accuracy.

Suggested key topics or suitable scheme to cover the skills outlined above. Language Angels to support
Core Vocabulary and Phonetics to be repeated once in each year group. See Language Angels – Core Vocabulary – La phonétique (4 lessons covering 18 essential sounds)

La phonétique (lesson 3) Recap number to 69 Numbers 70- 100 Les animaux (Language Angels)	**A story in French**: Les Trois Cabris Christmas vocabulary French Christmas songs	Les Saisons KS2 (Language Angels)	Likes and dislikes Giving opinions Sports and activities **A story in French**: Antoine le parasseux	La famille (Language Angels)	Prepositions **A story in French**: La pièce perdue
Nouns, gender, articles, determiners and verbs Silent letters and nasal sounds **Phonics focus:** ch, ou, on and oi		Nouns, articles and determiners **Phonics focus**: ch, ou, on and oi	Conjugate the irregular verb faire Understand the concept of de la, de l' and du when talking about sports Phonics focus: ou in jouer	Nouns, articles/determiners & possessive adjectives **Phonics focus**: i, in, ique and ille	Recap prepositions Recap adjectival position and agreement Prepositions **Phonics focus**: à in à côté de, s in sur and sous

Key Vocabulary		
Use words and phrases such as:		
Les numéros 1-100 Les animaux: un chien un poisson un chat un cochon d'Inde un oiseau un serpent un lapin une tortue une souris une araignée Les animaux: Un canard Un cochon Un mouton Un cheval Une vache Un chèvre Une poule	Les saisons: L'hiver = Winter Le printemps = Spring L'été = Summer L'automne = Autumn Hobbies: Je joue: au tennis au football au volleyball aux cartes avec mon ordinateur J'écoute de la musique Je regarde la télé Je fais: de la natation du vélo J'aime Je n'aime pas	Prepositions: à côté de En face de Sur Sous Devant Derrière Entre Chez Depuis Près de

Year 6:
Substantive Knowledge:

Listening	Speaking	Reading	Writing/Grammar
Understand the main points and simple opinions in spoken sources e.g. story, song or passage. Listen to longer texts. NB In Y6, children should be listening to texts read by people other than their teacher. Understand numbers in context e.g. the year, 24 hour clock, quantities.	Use spoken language to initiate and sustain simple conversations on familiar topics and to describe incidents or tell stories from own experience including some opinions. Understand and use numbers in context e.g. saying the year, 24- hour clock, quantities. Understand and use transactional language e.g. in a café. Give a description e.g. of a town, geographical features in a country Seek clarification of meaning How is that written in French/German/Spanish? I don't understand. Can you repeat that? Can you speak more loudly/slowly? Talk about the past in simple terms e.g. I ate / drank … / drunk, the weather. Express and justify opinions e.g. I like netball because it's fun. Be understood with little or no difficulty.	Read aloud from a text with good expression and with confidence. Read in groups, simple play scripts, poems, their own written work such as geographical features in a country, description of a town. Read and understand the main points and some detail from a short written passage e.g. extract from a story, weather report, poem, instructional texts or simple newspaper article. Use the context of a sentence or translation dictionary to work out the meaning of new words.	**Writing:** Write sentences and construct short texts using a model. Write a few sentences from memory, using knowledge of words, text and structure. Use dictionaries to check spelling of words. Use adjectives to add interest and detail to a description. Use some simple adverbs to make sentences more interesting. Make statements about what they read e.g. about sections in a newspaper (weather, what's on TV) a story, an email. Use knowledge of grammar to enhance or change the meaning of phrases. **Grammar**: Understand some basic grammar appropriate to the language being studied: verbs –begin to use the past tense, reinforce understanding of future tense. Adverbs Begin to use past tense/future tense in spoken work e.g. when giving a

			weather report, when describing what they had to eat that day/what they are going to eat. Identify tenses from a selection of sentences written in the present, past and future tense

Suggested key topics or suitable scheme to cover the skills outlined above e.g. Salut Sophie or Language Angels
Core Vocabulary and Phonetics to be repeated once in each year group. See Language Angels – Core Vocabulary – La phonétique (4 lessons covering 18 essential sounds)

In addition, Year 6 will repeat the same stories from Year 5 and will innovate with additions, substitutions, alterations, change of viewpont, demonstrating progression of knowledge in their use of adjectives, conjunctions, plurals, gender etc.

La phonétique (lesson 3) As tu un Animal? (Language Angels)	**A story in French:** Les Trois Cabris (innovated for pets) St. Nicholas & French Christmas traditions.	Revision of Likes and dislikes Giving opinions Sports and activities Manger et Bouger (Language Angels)	**A story in French:** Antoine le paresseux (innovated for healthy foods and activities)	Moi dans le monde (Language Angels)	**French story: La pièce perdue** (To be innovated to search countries and cities)

Indefinite articles, high frequency verbs& negative. **Phonics focus**: é, e, è, eau, eux		First person singular conjugation of high frequency verbs, use of the negative & imperative instructions **Phonics focus:** qu, ç, gne, en, an		Verbs and near future tense **Phonics focus:** qu, ç, gne, en, an	Revision of prepositions

Key Vocabulary
Use words and phrases such as: All of the vocabulary from previous years to revise in preparation for transition to KS3. Revisit La phonétique to ensure the 18 key sounds are secure before moving onto Y7

Key Stage 3

Year 7:
Substantive Knowledge:

Listening	Speaking	Reading	Writing
Recognise familiar key words in familiar contexts in sentences. Understand familiar grammar.	Use familiar vocabulary Vary speaking frames or models. Respond with short phrases. Copy phrases. Reproduce pronunciation of letter strings and accents. Be aware of intonation and use it to distinguish between questions and responses. Use linking words to extend sentences. Apply familiar grammatical rules in guided tasks.	Understand familiar words in short passages. Identify which words need to be checked in a dictionary. Use dictionary to find meaning of individual words. Understand familiar grammar	Reproduce spelling. Vary writing frames or models. Use linking words to extend sentences. Use familiar vocabulary. Apply familiar grammatical rules in guided tasks. Use a dictionary to vary vocabulary (nouns)

Suggested key topics or suitable scheme that covers skills outlined above:

Suggested key topics or suitable scheme that covers skills outlined above	Additional suggested topics
• French Phonics and French Alphabet • School subjects • Time • Likes and Dislikes with reasons • School Equipment	• Countries and Nationalities • New Year's Resolutions • Technology • Physical Descriptions of people • Characteristics and Personality

• Numbers • Dates • Colours • Christmas • Places in Town	• House • Bedroom
Suggested grammar content by end of Yr 7 • subject pronouns • indefinite article • use of numbers for age and date • definite article • avoir • adjectival agreement – m, f, pl • possessives, mon, ma, mes • plural nouns • être • present tense 'er' verbs • il y a & c'est • asking questions • difference tu / vous • opinions • imperative via classroom commands • intensifiers • conjunctions • faire • finite verb + infinitive – combining verbs • aller + infinitive for near future	

• aimer + infinitive	

Year 8:
Substantive Knowledge:

Listening	Speaking	Reading	Writing
Recognise familiar key words and structures in familiar contexts in short passages across a range of topics. Understand familiar grammar.	Reproduce pronunciation of letter strings, accents and other characters in unfamiliar, common vocabulary. Use intonation to express mood. Vary speaking frames or models. Use range of linking words to extend sentences giving opinions and reasons. Produce short phrases across a range of topics, using familiar structures.	Recognise familiar key words and structures in familiar contexts in short passages across a range of topics. Begin to deduce meaning of unfamiliar words using context. Use glossaries, for new vocabulary.	Use familiar words, phrases and structures to produce short passage. Vary writing frames or models. Use range of linking words to extend sentences giving opinions and reasons. Use glossaries independently.

Suggested key topics or suitable scheme that covers skills outlined above:

Suggested key topics or suitable scheme that covers skills outlined above	Additional suggested topics
• Daily Routine • Time • Family • Getting along with people • Physical Descriptions of people • Characteristics and Personality • Weather	• Christmas Shopping • New Year's Resolutions • House • Bedroom • Leisure & TV • Going out

• Countries • Holidays • Food • Cafe and Restaurant	
Suggested grammar content by end of Yr 8 • reflexive verbs • using –er verbs • the negative • masculine and feminine nouns • Être and avoir • depuis+ present tense • aller • faire • complex sentences • -ir verbs • -re verbs • perfect tense with avoir & être • irregular past participles • c'était • à + place • vouloir • modal verbs • pouvoir • devoir • negative with modals • adjectival position • ce/cette/ces	

• near future • comparative & superlative • using definite article after aimer • using partitive article • il faut + infinitive • de with quantities • dialogues • prepositions à and en • question words • opinions • asking open questions • perfect tense practice • comparative adjectives • ne…. jamais • varied adjectives • near future • conditional mood	

Year 9:
Substantive Knowledge:

Listening	Speaking	Reading	Writing
Understand familiar words in new contexts and the gist of longer passages across a range of topics. Deduce meaning of unfamiliar words using context as a matter of course. Understand familiar grammar.	Maintain pronunciation of letter strings, accents and other characters in extended speaking. Use intonation to express meaning. Vary and extend speaking frames or models. Use wide range of linking words to extend sentences, give opinions and justified reasons. Use familiar vocabulary in a variety of contexts across a range of topics. Apply familiar grammatical rules in guided tasks.	Understand familiar words in new contexts and the gist of longer passages across a range of topics. Use knowledge of word families and affixes to deduce meaning of unfamiliar words using context. Use dictionary independently to find meaning of individual words. Understand familiar grammar.	Vary and extend writing frames or models to produce extended passages. Use wide range of linking words to extend sentences, give opinions and justified reasons. Use familiar vocabulary in a variety of contexts across a range of topics. Apply familiar grammatical rules in guided tasks. Use a dictionary independently

Suggested key topics or suitable scheme that covers skills outlined above:

Suggested key topics or suitable scheme that covers skills outlined above	Additional suggested topics
• Environment • Healthy lifestyles	• – climate change, flooding, plastic pollution, the seas, organic farming, global warming, endangered species • Film and TV • A Trip to Paris – holiday plans, landmarks, geography, transport, accommodation • Weekend Plans

	• Role play – shopping, eating out, health • Youth culture • Work and future plans • Holidays • Me in the world
Suggested grammar content by end of Yr 9 • avoir and être • present tense • aller • perfect tense; • À + definite article • il faut • partitive article • future tense • two tenses together • near future • common irregular verbs • masculine and feminine nouns • modal verbs • asking questions • forming questions with question words • using the conditional • using reflexive verbs • using perfect tense • expressions with avoir • possessive adjectives • three tenses together	

• infinitives to mean '-ing'	

Key Stage 4

Year 10 &11
Substantive Knowledge:

AO1: Listening – understand and respond to different types of spoken language.	AO2: Speaking – communicate and interact effectively in speech.	AO3: Reading – understand and respond to different types of written language.	AO4: Writing – communicate in writing.
Understand familiar words in new contexts and process longer passages with an increasing level of detail across a range of topics within the themes. Deduce meaning of unfamiliar words using context as a matter of course. Understand familiar grammar and tenses and how these alter meaning and understanding. Develop their ability to understand clearly articulated, standard speech at near normal speed.	Maintain pronunciation of letter strings, accents and other characters in extended speaking. Use intonation to express meaning. Vary and extend speaking frames or models, with a variety of tenses. Use wide range of linking words to extend sentences, give opinions and justified reasons. Use familiar vocabulary in a variety of contexts across a range of topics. Apply familiar grammatical rules in guided tasks, including a variety of tenses.	Understand familiar words in new contexts and process longer passages across a range of topics with increasing accuracy. Use knowledge of word families and affixes to deduce meaning of unfamiliar words using context. Use dictionary independently to find meaning of individual words. Understand familiar grammar, including a variety of tenses. Acquire new knowledge, skills and ways of thinking through the ability to understand and respond to	Vary and extend writing frames or models to produce extended passages with increasing accuracy. Use wide range of linking words to extend sentences, give opinions and justified reasons. Use familiar vocabulary in a variety of contexts across a range of topics. Apply familiar grammatical rules in guided tasks, including a variety of tenses. Use a dictionary independently. Develop ability to communicate confidently and coherently with

	Develop ability to communicate confidently and coherently with native speakers, conveying what they want to say with increasing accuracy.	authentic written material, adapted and abridged, as appropriate, including literary texts.	native speakers in written form, conveying what they want to say with increasing accuracy.

KS4 Specification Topics, applying the above substantive knowledge

Following the AQA specification for GCSE French https://www.aqa.org.uk/subjects/languages/gcse/french-8658

This will enable students at KS4 to:

- develop their ability to communicate confidently and coherently with native speakers in speech and writing, conveying what they want to say with increasing accuracy
- express and develop thoughts and ideas spontaneously and fluently
- listen to and understand clearly articulated, standard speech at near normal speed
- deepen their knowledge about how language works and enrich their vocabulary to increase their independent use and understanding of extended language in a range of contexts
- acquire new knowledge, skills and ways of thinking through the ability to understand and respond to authentic spoken and written material, adapted and abridged, as appropriate, including literary texts
- develop awareness and understanding of the culture and identity of the countries and communities where French is spoken
- make appropriate links to other areas of the curriculum to enable bilingual and deeper learning, where the language may become a medium for constructing and applying knowledge
- develop language learning skills both for immediate use and prepare them for further language study in school, higher education or employment
- develop language strategies, including repair strategies

Yr 10	**<u>Term 1:</u>** **Identity and Culture**	**<u>Term 2:</u>** **Identity and Culture**	**<u>Term 3:</u>** **Identity and culture**	**<u>Term 4:</u>** **Identity and Culture**	**<u>Term 5:</u>** **Local, national, international and global areas of interest**	**<u>Term 6:</u>** **Local, national, international and global areas of interest**
	Me, my family & friends - relationships with family and friends - Marriage/partnership **Assessment – Listening/Reading (week 7)**	Technology in everyday life - Social media - Mobile technology **Assessment – Listening/Reading & Writing (week 15)**	Free-time activities - Music - Cinema and TV - Food and eating out - Sport **Assessment – Listening/Reading & Writing (week 22)**	Customs and Festivals **Assessment – Speaking (week 27)**	Home, town, neighbourhood and region	Social issues - Charity/voluntary work - Healthy/unhealthy living **Assessment – Internal exam – Listening, reading & writing (week 35)** **Internal speaking exam (week 38)**
Yr 10 Grammar Content	Reflexive verbs Direct object pronouns The future tenses	Present tense of regular and irregular verbs	Perfect tense Developing sentences Demonstrative pronouns Pronouns y & en	Reflexive verbs in the perfect tense Perfect infinitive Imperfect tense	Negatives Conditional mood Possessive pronouns	Vouloir que+subjunctive Imperfect tense
	<u>Term 1:</u> **Local, national, international and global areas of interest**	**<u>Term 2:</u>** **Local, national, international and global areas of interest**	**<u>Term 3:</u>** **Current and future study and employment**	**<u>Term 4:</u>** **Current and future study and employment**	**<u>Term 5:</u>** **Exam preparation**	**<u>Term 6:</u>** **Exam preparation**
	Global issues - Environment - Poverty/homelessness **Assessment – Writing (week 7)**	Travel and Tourism **Assessment – Internal exam (weeks 11&12)**	My studies, life at school & college **Assessment – Internal speaking exam (week 19)**	Education post 16, jobs, career choice & ambitions **Assessment – Ebacc internal exams (week 23).** **Exam prep, focus on speaking**		
Yr 11 Grammar	Si + present Verbs of possibility	Revision of three tenses	Modal verbs Perfect Tense	Quand + future tense		

Content	Subjunctive Pluperfect tense (higher)		Conditional Mood	Passive voice in present tense Avoiding the passive voice		

Key Stage 5

Key Stage 5 – Statement

The KS5 curriculum is based on the AQA A Level specification. The curriculum has been designed using stimulating content to enable students to develop their linguistic skills alongside their understanding of the culture and society of countries where the target language is spoken.

Students study technological and social change, looking at diversity and the benefits it brings. They will study highlights of target language-speaking artistic culture, including music and cinema, and learn about political engagement and who wields political power in the target language-speaking world.

Students also explore the influence of the past on present-day target language-speaking communities. Throughout their studies, they will learn the language in the context of target language-speaking countries and the issues and influences which have shaped them. Students will study texts and film and have the opportunity to carry out independent research on an area of their choice.

Assessment tasks will be varied and cover listening, speaking, reading and writing skills

Year 12&13
Substantive Knowledge:

AO1	A02	A03	A04
Understand and respond: • in speech to spoken language including face-to-face interaction • in writing to spoken language drawn from a variety of sources	Understand and respond: • in speech to written language drawn from a variety of sources • in writing to written language drawn from a variety of sources.	Manipulate the language accurately, in spoken and written forms, using a range of lexis and structure.	Show knowledge and understanding of, and respond critically and analytically to, different aspects of the culture and society of countries/communities where the language is spoken.

Internal Assessment	
Progress checks	Termly
Yr 12 Internal Exams	Yr12 Term 6
Yr 13 Internal Exams	Yr13 Term 3

French KS5 Specification Topics - applying the above substantive knowledge

Following the AQA specification for A-Level French https://www.aqa.org.uk/subjects/languages/as-and-a-level/french-7652

Social issues and trends

Aspects of French-speaking society: current trends

- **La famille en voie de changement (TB unit 1)**
  - Grands-parents, parents et enfants – soucis et problèmes
  - Monoparentalité, homoparentalité, familles recomposées
  - La vie de couple – nouvelles tendances
- **La « cyber-société » (TB unit 2)**
  - Qui sont les cybernautes ?
  - Comment la technologie facilite la vie quotidienne
  - Quels dangers la « cyber-société » pose-t-elle ?
- **Le rôle du bénévolat (TB unit 3)**
  - Qui sont et que font les bénévoles ?

- Le bénévolat – quelle valeur pour ceux qui sont aidés ?
- Le bénévolat – quelle valeur pour ceux qui aident ?

Aspects of French-speaking society: current issues

- **Les aspects positifs d'une société diverse (TB unit 7)**
  - L'enrichissement dû à la mixité ethnique
  - Diversité, tolérance et respect
  - Diversité – un apprentissage pour la vie
- **Quelle vie pour les marginalisés ? (TB unit 8)**
  - Qui sont les marginalisés ?
  - Quelle aide pour les marginalisés ?
  - Quelles attitudes envers les marginalisés ?
- **Comment on traite les criminels (TB unit 9)**
  - Quelles attitudes envers la criminalité ?
  - La prison – échec ou succès ?
  - D'autres sanctions

Political and artistic culture

Artistic culture in the French-speaking world

- **Une culture fière de son patrimoine culturel (TB unit 4)**
  - Le patrimoine sur le plan national, régional et local
  - Comment le patrimoine reflète la culture
  - Le patrimoine et le tourisme
- **La musique francophone contemporaine (TB unit 5)**

- La diversité de la musique francophone contemporaine
- Qui écoute et apprécie cette musique ?
- Comment sauvegarder cette musique ?

- **Cinéma – le septième art (TB unit 6)**
  - Pourquoi le septième art ?
  - Le cinéma – une passion nationale ?
  - Evolution du cinéma – les grandes lignes

Aspects of political life in the French-speaking world

- **Les ados, le droit de vote et l'engagement politique (TB unit 10)**
  - Pour ou contre le droit de vote ?
  - Les ados et l'engagement politique – motivés ou démotivés ?
  - Quel avenir pour la politique ?
- **Manifestations, grèves – à qui le pouvoir ? (TB unit 11)**
  - Le pouvoir des syndicats
  - Manifestations et grèves – sont-elles efficaces ?
  - Attitudes différentes envers ces tensions politiques
- **La politique et l'immigration (TB unit 12)**
  - Solutions politiques à la question de l'immigration
  - L'immigration et les partis politiques
  - L'engagement politique chez les immigrés

Works

- Film “Au Revoir les Enfants” and/or “La Haine”

- PLUS BOOK “No et moi”

Planning

Phases of learning – year 12

Phase 1

For the first two years of teaching new specification, students will need to gain new skills, different from GCSE. We recommend these teaching steps:

- separate writing and speaking from memorising and learning by heart
- grammar learning for writing and speaking
- grammar programme links with the new specification thematic aspects

Phase 2

Introduction to reading and listening skills developed through theme-related texts and materials. There is also study of either a film or a book.
Framework for developing:

- vocabulary
- comprehension skills, including summary-writing
- essay-writing skills in the context of the chosen work
- speaking skills
- translation skills, both from and into the target language.

Phase 3

- Focus on film and book study.
- Exam skills

Phases of learning – year 13

Phases 1 and 2

Practice in:

- speaking
- comprehension skills
- transfer of meaning skills linked to the themes in the second year programme.

Phase 3

Teaching-time devoted to the independent research carried out by the students. The research task is a significant part of speaking assessment.

Phase 4

Intensive practice of assessment and exam skills and tasks.

Year 12

Time	Phase	Content
September – October	Phase 1: intensive grammar programme linked to thematic content.	• Aspects of French-speaking society: current trends. • Artistic culture in the French-speaking world.
November – Easter	Phase 2: development of all skills through theme-linked teaching and learning.	• Aspects of French-speaking society: current trends • Artistic culture in the French-speaking world. • Chosen film or book.
Easter – end of year	Phase 3b: teaching on film or book to meet A-level requirements. Developing skills in speaking, essay writing, listening, reading, summary writing and translation into and from target language.	Study skills required for independent research and the development of an independent research action plan setting targets, milestones and deadlines for the Summer holiday and beyond.

Year 13

Time	Phase	Content
September – October	Phase 1: development of skills in the two theme areas of year 13. Intensive first phase of teaching and learning for the second work.	• Aspects of French-speaking society: current issues and aspects of political life in the French-speaking world. • Study of second work.
October – December	Phase 2: as for phase 1 with less time spent on the 2nd work and more time spent on social issues.	• Aspects of French-speaking society: current issues and aspects of political life in the French-speaking world. • Study of second work.
January – March	Phase 3: phase 1 and 2 continued. Content and skills practice with independent research (ie outcomes are shared with teacher, planning and preparation for speaking).	The content and skills aspects of the A-level course are now completed.
March – study leave	Phase 4: intensive and comprehensive exam preparation.	All skills targeted on a timely basis according to the needs and priorities of the schedule of the exams.

Assessment

Time allocated to the various demands of the course reflects the weightings given to the different assessments or examinations. Assessment has been divided into 3 main areas for the A-level course:

A-level:

1. Essay writing skills and the study of 2 works (film + book) - 20%
2. All other skills - 80% (including the research project)
3. Time needed to support and oversee independent research project for the speaking assessment

Assessment of cultural knowledge

Students will not be expected to rely on any particular cultural knowledge in comprehension tasks. However, they are assessed on some new features in the listening and reading, such as summary writing and a return to quality of language.

In the speaking test (AO4) students demonstrate what they know of the culture and society whose language they have studied. In the essays on films and books, they will be assessed on the knowledge of the films and books as AO4. Sub-themes and their aspects provide a framework for developing and extending lexical and grammatical knowledge.

German KS5 Specification Topics – applying the above substantive knowledge

Following the AQA specification for A-Level German: https://www.aqa.org.uk/subjects/languages/as-and-a-level/german-7662

Social issues and trends

Aspects of German-speaking society

- **Familie im Wandel (TB unit 1)**
  - Beziehungen innerhalb der Familie
  - Partnerschaft und Ehe
  - Verschiedene Familienformen
- **Die digitale Welt (TB unit 2)**
  - Das Internet
  - Soziale Netzwerke
  - Die Digitalisierung der Gesellschaft
- **Jugendkultur: Mode, Musik und Fernsehen (TB unit 3)**
  - Mode und Image
  - Die Bedeutung der Musik für Jugendliche

- Die Rolle des Fernsehens

Multiculturalism in German-speaking society

- **Einwanderung (TB unit 7)**
  - Die Gründe für Migration
  - Vor- und Nachteile der Einwanderung
  - Migrationspolitik
- **Integration (TB unit 8)**
  - Maßnahmen zur Integration
  - Hindernisse für die Integration
  - Die Erfahrungen verschiedener Migrantengruppen
- **Rassismus (TB unit 9)**
  - Die Opfer des Rassismus
  - Die Ursprünge des Rassismus
  - Der Kampf gegen Rassismus

Political and artistic culture

Artistic culture in the German-speaking world

- **Feste und Traditionen (TB unit 4)**
  - Feste und Traditionen – ihre Wurzeln und Ursprünge
  - Feste und Traditionen – ihre soziale und wirtschaftliche Bedeutung heute
  - Vielfältige Feste und Traditionen in verschiedenen Regionen
- **Kunst und Architektur (TB unit 5)**
  - Künstler und Architekten

- Kunst und Architektur im Alltag
- Kunst und Architektur – Vergangenheit, Gegenwart, Zukunft

- **Das Berliner Kulturleben damals und heute (TB unit 6)**
  - Berlin – geprägt durch seine Geschichte
  - Theater, Musik und Museen in Berlin
  - Die Vielfalt innerhalb der Bevölkerung Berlins

Aspects of political life in the German-speaking world

- **Deutschland und die Europäische Union (TB unit 10)**
  - Die Rolle Deutschlands in Europa
  - Vor- und Nachteile der EU für Deutschland
  - Die Auswirkungen der EU-Erweiterung auf Deutschland
- **Die Politik und die Jugend (TB unit 11)**
  - Politisches Engagement Jugendlicher
  - Schwerpunkte der Jugendpolitik
  - Werte und Ideale
- **Die Wiedervereinigung und ihre Folgen (TB unit 12)**
  - Friedliche Revolution in der DDR
  - Die Wiedervereinigung – Wunsch und Wirklichkeit
  - Alte und neue Bundesländer – Kultur und Identität

Works

- Film “Good Bye, Lenin!”

- PLUS BOOK “der Vorleser”

Planning

Phases of learning – year 12

Phase 1

For the first two years of teaching new specification, students will need to gain new skills, different from GCSE. We recommend these teaching steps:

- separate writing and speaking from memorising and learning by heart
- grammar learning for writing and speaking
- grammar programme links with the new specification thematic aspects

Phase 2

Introduction to reading and listening skills developed through theme-related texts and materials. There is also study of either a film or a book.
Framework for developing:

- vocabulary
- comprehension skills, including summary-writing
- essay-writing skills in the context of the chosen work
- speaking skills
- translation skills, both from and into the target language.

Phase 3

- Focus on film and book study.
- Exam skills

Phases of learning – year 13

Phases 1 and 2

Practice in:

- speaking
- comprehension skills
- transfer of meaning skills linked to the themes in the second year programme.

Phase 3

Teaching-time devoted to the independent research carried out by the students. The research task is a significant part of speaking assessment.

Phase 4

Intensive practice of assessment and exam skills and tasks.

Year 12

Time	Phase	Content
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November – Easter	Phase 2: development of all skills through theme-linked teaching and learning.	• Aspects of German-speaking society • Artistic culture in the German-speaking world. • Chosen film or book.
Easter – end of year	Phase 3b: teaching on film or book to meet A-level requirements. Developing skills in speaking, essay writing, listening, reading, summary writing and translation into and from target language.	Study skills required for independent research and the development of an independent research action plan setting targets, milestones and deadlines for the Summer holiday and beyond.

Year 13

Time	Phase	Content
September – October	Phase 1: development of skills in the two theme areas of year 13. Intensive first phase of teaching and learning for the second work.	• Multiculturalism in German-speaking society. • Study of second work.

Time	Phase	Content
October – December	Phase 2: as for phase 1 with less time spent on the 2nd work	• Multi-culturalism in German-speaking society. • Study of second work.
January – March	Phase 3: phase 1 and 2 continued. Content and skills practice with independent research (ie outcomes are shared with teacher, planning and preparation for speaking).	• Aspects of political life in the German-speaking world The content and skills aspects of the A-level course are now completed.
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Assessment

Time allocated to the various demands of the course reflects the weightings given to the different assessments or examinations. Assessment has been divided into 3 main areas for the A-level course:

A-level:

4. Essay writing skills and the study of 2 works (film + book) - 20%
5. All other skills - 80% (including the research project)
6. Time needed to support and oversee independent research project for the speaking assessment

Assessment of cultural knowledge

Students will not be expected to rely on any particular cultural knowledge in comprehension tasks. However, they are assessed on some new features in the listening and reading, such as summary writing and a return to quality of language.

In the speaking test (AO4) students demonstrate what they know of the culture and society whose language they have studied. In the essays on films and books, they will be assessed on the knowledge of the films and books as AO4. Sub-themes and their aspects provide a framework for developing and extending lexical and grammatical knowledge.



Futura Maths

Curriculum framework

Maths Curriculum Framework

Intent:

Our long-term aim is to produce an ambitious, engaging, connected curriculum accessible to all pupils in the Futura Learning Partnership. Pupils will make rich connections across mathematical ideas to develop fluency, mathematical reasoning and competence in solving increasingly sophisticated problems.

The intent of our mathematics curriculum is to design a curriculum, which is accessible to all and will maximise the development of every child's ability and academic achievement and preparation for their journey into the wider world. We aim to deliver lessons that are creative and engaging. We intend for our pupils to be able to apply their mathematical knowledge across the curriculum. Pupils who grasp concepts rapidly should be challenged through being offered rich and sophisticated problems before any acceleration through new content.

Inclusion: Our curriculum is ambitious for all and strives to address inclusion and disadvantage in its intent and implementation

Aims:
Underpinning the intent are the following **key substantive and disciplinary concepts**:

Contents

Year	Number	Algebra	Shape and Measure	Data	Ratio and Proportion
EYFS	Page 2	N/A	Page 10	N/A	N/A
1	Page 2	N/A	Page 10	N/A	N/A
2	Page 2	N/A	Page 10	Page 15	N/A

3	Page 3	N/A	Page 11	Page 15	N/A
4	Page 4	N/A	Page 11	Page 15	N/A
5	Page 5	N/A	Page 12	Page 15	N/A
6	Page 5	Page 8	Page 12	Page 15	Page 17
7	Page 6	Page 8	Page 13	Page 15	Page 17
8	Page 7	Page 8	Page 13	Page 16	Page 17
9	Page 7	Page 9	Page 13	Page 16	Page 17
10	Page 7	Page 9	Page 14	Page 16	Page 17
11	Page 7	Page 9	Page 14	Page 16	Page 17

Appendix at end of document

- EYFS to Yr6 yearly plan
- KS3 and KS4 calendar of dates for 2021-22

Number	Substantive knowledge

EYFS *For disciplinary knowledge: See 'White Rose' small steps*

Mathematics ELG: Number Children at the expected level of development will: - Have a deep understanding of number to 10, including the composition of each number; 14 - Subitise (recognise quantities without counting) up to 5; - Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts. ELG: Numerical Patterns Children at the expected level of development will: - Verbally count beyond 20, recognising the pattern of the counting system; - Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity; - Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.

Year 1 *For disciplinary knowledge: See 'White Rose' small steps*

PV

- Count to 10 forward & backwards from any given number.
- Count, read, write numerals to 10 in words & numerals.
- Given a number, count 1 more or 1 less.
- Use objects and pictures to represent numbers.
- Use language of equal to, more than, less than
- Read & write numbers to 100 in numerals.

Addition and subtraction

- Represent and use number bonds and related facts within 10.
- Read & interpret mathematical statements involving +, - and = signs.
- Add & subtract 1-digit numbers to 10, including zero.
- Solve one-step problems using CPA.
- Missing number problems.

Multiplication and division

- Solve one-step problems by calculating the answer, using concrete resources and arrays with teacher support (Summer)

Fractions

- Recognise, find and name a half as one of two **equal** parts of an object, shape or quantity.
- Recognise, find and name a quarter as one of four **equal** parts of an object, shape or quantity.

Year 2 *For disciplinary knowledge: See 'White Rose' small steps*

PV

- Count in steps of 2, 3 and 5 from 0, and in tens from any number, forwards and backwards.
- Read and write numbers to at least 100 in numerals and words.
- Identify, represent and estimate numbers using different representations, including a number line.
- Recognise the place value of each digit in a two-digit number (tens and ones)
- Compare and order numbers from 0 – 100 using < .> and = signs.
- Use place value and number facts to solve problems.
- Recall and use addition and subtraction facts to 20.
- Derive and use related facts up to 100.
- Show that addition of two numbers can be done in any order **(commutative)** and subtraction of one number from another cannot.
- Recognise and use the inverse relationship between + and -, using this to check calculations and missing number.

Four operations

- Add and subtract numbers using concrete and pictorial and mentally, including: a two-digit number and ones, a two digit number and tens, two two-digit numbers and adding three one-digit numbers.
- Solve problems with addition and subtraction: using concrete and pictorial representations, including those involving quantities and measure.
- Applying their increasing knowledge of mental and written methods.
- Recall and use multiplication and division facts for 2, 5 and 10 multiplication tables, including recognising odd and even numbers
- Show that multiplication of two numbers can be done in any order **(commutative)** and division of one number by another cannot.
- Calculate mathematical statements for multiplication and division within the multiplication tables and write them using x and ÷ and = signs.
- Solve problems involving multiplication and division, using arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts.

Fractions

- Recognise, find, name and write fractions ½, ¼, 2/4, ¾ of a length, shape, set of objects or quantity.
- Recognise the equivalence of 2/4 and ½.
- Write simple fractions for example ½ of 6 = 3.

Year 3 *For disciplinary knowledge: See 'White Rose' small steps*

PV

- Count from 0 in multiples of 4,8, 50 & 100
- Find 10 or 100 more or less than a given number
- Identify, represent & estimate numbers using different representations
- Read & write numbers up to 1000 in numerals and in word
- Recognise the place value of each digit in a three-digit number (hundreds, tens, ones).
- Solve number problems & practical problems involving these ideas

Addition and subtraction

- Estimate the answer to a calculation and use inverse operations to check answers.
- Add and subtract numbers mentally, including a three-digit number & ones; A three-digit number and tens; a three-digit number and hundreds
- Add and subtract numbers with up to three digits, using formal written methods or columnar addition & subtraction
- Solve problems including mussing number problems, suing number facts, place value, and more complex addition and subtraction

Multiplication and division

- Recall & use multiplication & division facts for the 3,4 & 8 multiplication tables
- Write & calculate mathematical statements for multiplication & division using the multiplication tables that they know including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods.
- Solve problems, including missing number problems, involving multiplication & division, including positive integer scaling problems and correspondence problems in which n objects are connected to m objects

Fractions

- Count up and sown in tenths; recognise that tenths arise from dividing an object into 10 equal parts and in dividing one-digit number of quantities by 10
- Recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators.
- Recognise and use fractions as numbers; unit fractions and non-unit fractions with small denominators

- Recognise and show using diagrams, equivalent fractions with small denominators
- Compare and order unit fractions, and fractions with the same denominators
- Add and subtract fractions with the same denominator within one whole (e.g. 5/7 + 1/7 = 6/7)
- Solve problems that involve all of the above

Year 4 ***For disciplinary knowledge: See 'White Rose' small steps***

PV

- Count in multiples of 6,7,9.25 &1000
- Count backwards through zero to include negative numbers
- Identify, represent & estimate numbers using different representations
- Read Roman numerals to 100 (I to C) and know that over time, the numeral system changed to include the concept of zero and place value
- Find 100 more or less than a given number
- Recognise the place value of each digit in a four-digit number (thousands, hundreds, tens, & ones)
- Order & compare numbers beyond 1000
- Round any number to the nearest 10, 100 or 1000
- Solve number & practical problems that involve all of the above and with increasingly large positive numbers.

Addition and subtraction

- Estimate & use inverse operations to check answer to a calculation
- Add & subtract numbers with up to 4 digits using the formal written method or columnar addition & subtraction where appropriate
- Solve addition & subtraction two-step problems in contexts deciding which operations & methods to use and why

Multiplication and division

- Recall multiplication & division facts for the multiplication tables up to 12 x 12
- Use place value know & derived facts to multiply and divide mentally, including multiplying by 0 and 1; dividing by 1; multiplying together three numbers
- Recognise and use factor pairs and commutativity in mental calculations
- Multiply two-digit & three-digit number by a one-digit number using formal written layout
- Solve problems involving multiplying & adding, including using the distributive law to multiply two digit by one digit, integer scaling problems and harder correspondence problems such as n objective are connected to m objects
- Count up & down in hundredths; recognise that hundredth arise when dividing an objective by one hundredths & dividing tenths by ten.
- Recognise and show, using diagrams, families of common equivalent fractions
- Add & subtract fractions with the same denominator

Fractions

- Recognise & write decimal equivalent of any number of tenths or hundredths
- Recognise & write decimal equivalents to ¼, ½, ¾
- Round decimals with one decimal place to the nearest whole number
- Compare numbers with the same number of decimal places up to two decimal places
- Find the effects of dividing a one or two-digit number by 10 and 100

- Identifying the value of the digits in the answer as ones, tenths and hundredths
- Solve simple measure & money problems involving fractions & decimals to two decimal places.

Year 5 *For disciplinary knowledge: See 'White Rose' small steps*

PV

- Compare numbers to at least 1,000,000
- Count forwards or backwards in multiples of 10.
- Interpret negative numbers in context.
- Round numbers up to 1,000,000 to nearest 10, 100, 1,000, 10,000, 100,000
- Read Roman numerals up to 1000

Addition and subtraction

- Add and subtract numbers mentally.
- Add and subtract whole numbers with more than 4 digits.
- Solve addition and subtraction multi step problems in context.

Multiplication and division

- Multiply and divide numbers by 10, 100 and 1000.
- Identify all multiples and factors of a number, including factor pairs.
- Recognise and use squared and cubed numbers.
- Use multiples, squares and cubes to solve problems involving multiplication and division.
- Know and use the vocabulary of prime numbers, establishing knowledge of prime numbers up to 100.
- Multiply a 4-digit number by a one- or two-digit number using a formal written method.
- Divide numbers of up to 4-digits by a one-digit number using a formal written method.
- In solving problems, understand the use of the equals sign.

Fractions

- Multiply proper fractions and mixed numbers by whole numbers.
- Read and write decimal numbers as fractions.
- Solve problems involving multiplication and division, including scaling.

Decimals and percentages

- Read, write, order and compare numbers up to 3 decimal places.
- Round decimals with two decimal places to the nearest whole number and to one decimal place.
- Solve problems involving number up to three decimal places.
- Recognise the percent symbol (%) and understand that per cent relates to 'number of parts per hundred', and write percentages as a fraction with denominator 100, and as a decimal.
- Solve problems which require knowing percentage and decimal equivalents of 1/2 , 1/4 , 1/5 , 2/5 , 4/5 and those fractions with a denominator of a multiple of 10 or 25.
- Recognise and write decimal equivalents of any number of tenths or hundredths.
- Find the effect of dividing a one- or two-digit number by 10 or 100, identifying the value of the digits in the answer as ones, tenths and hundredths.
- Solve simple measure and money problems involving fractions and decimals to two decimal places.
- Convert between different units of measure [for example, kilometre to metre].

Year 6 *For disciplinary knowledge: See 'White Rose' small steps*

PV:

- Compare and order numbers up to 10,000,000.
- Round any whole number to a required degree of accuracy.
- Use negative numbers in context and calculate intervals across zero.

- Solve number and practical problems that involve all the above.

4 Operations:

- Solve addition and subtraction multi step problems in contexts, deciding which operations and methods to use and why.
- Multiply multi-digit number up to 4 digits by a 2-digit number using the formal written method of long multiplication.
- Divide numbers up to 4 digits by a 2-digit whole number using the formal written method of long division, and interpret remainders as whole number remainders, fractions, or by rounding as appropriate for the context.
- Divide numbers up to 4 digits by a 2-digit number using the formal written method of short division, interpreting remainders according to the context.
- Perform mental calculations, including with mixed operations and large numbers.
- Identify common factors, common multiples and prime numbers.
- Use their knowledge of the order of operations to carry out calculations involving the four operations.
- Solve problems involving addition, subtraction, multiplication and division.
- Use estimation to check answers to calculations and determine in the context of a problem, an appropriate
  degree of accuracy.

Fractions:

- Use common factors to simplify fractions.
- Use common multiples to express fractions in the same denomination.
- Compare and order fractions, including fractions > 1
- Generate and describe linear number sequences (with fractions)
- Add and subtract fractions with different denominations and mixed numbers, using the concept of equivalent fractions.
- Multiply simple pairs of proper fractions, writing the answer in its simplest form [for example 1/4 x 1/2 = 1/8]
- Divide proper fractions by whole numbers [for example 1/3 ÷ 2 = 1/6]
- Associate a fraction with division and calculate decimal fraction equivalents [for example, 0.375] for a simple fraction [for example 3/8]
- Recall and use equivalences between simple fractions, decimals and percentages, including in different contexts.

Decimals:

- To identify whether partitions of numbers are correct using knowledge of up to 3dp place value.
- Identify the number using the given clues about the digits to three decimal places.
- Multiply and divide numbers by 0.1/10/100/1000.

Percentages:

- To find equivalents between fractions and percentages.
- To find percentages of whole numbers.

Year 7

- Use of a scientific calculator
- BIDMAS – calculator and non-calculator
- Sequences – patterns, generating, *nth term, quadratic*
- 4 operations
- Time – reading time, calculations with time, interpreting timetables, time on calculator

- Money – functional calculations
- Negatives – ordering, 4 operations.
- Factors and multiples
- Square & triangle numbers.
- Fractions: comparing, simplifying, of an amount, converting FDP.
- Percentages of an amount, *reverse percentages*

Year 8

- Calculations with negative integers (*and real numbers*)
- Powers and roots
- Substitution
- HCF, LCM
- *Prime factor decomposition*
- *Estimation*
- *Laws of indices/ powers of 10*
- FDP – calculations with fractions (*including mixed numbers), reciprocals*.

Year 9

- Ordering real numbers (*including SURD/index form), p*lace value
- Calculations – 4 operations
- BIDMAS
- Indices *(Inc negative/fractional)*
- *Surds*
- FDP – converting, ordering, mixed numbers, of amounts, percentages – increase/decrease, reverse, *compound interest, exponential growth/decay*
- Rounding – estimation, *error intervals, bounds*
- Standard form
- Use of calculator

Year 10

- Factors, multiples and primes.
- *Indices and powers*
- *Surds*
- Estimation (*using pi*), error intervals, standard form, *calculations/application of upper and lower bounds*

Year 11

Use of PLC only

Algebra – Substantive Knowledge

Year 1

For disciplinary knowledge: See 'White Rose' small steps

- Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems, such as 7 = ? - 9

Year 2

For disciplinary knowledge: See 'White Rose' small steps

- Recognise and use the inverse relationship between addition and subtraction and use this to check calculations and use this to check calculations and solve missing number problems.

Year 3

No explicit teaching

Year 4

No explicit teaching

Year 5

No explicit teaching

Year 6

For disciplinary knowledge: See 'White Rose' small steps

- Use simple formulae.
- Generate and describe linear number sequences.
- Express missing number problems algebraically.
- Find pairs of numbers that satisfy an equation with two unknowns.
- Enumerate possibilities of combinations of two variables.

Year 7

Expressions and Formulae:

- Simplifying and writing expressions
- Writing and using formulae
- Substitution
- *Brackets and Powers*
- *Factorising Expressions*

Equations:

- Expanding brackets
- Factorising single brackets *(double brackets)*
- Solving one and two step equations
- Changing the subject of a formulae
- *Rearranging equations with fractions, indices and brackets*

Year 8

Sequences and Graphs:

- Continuing sequences
- Nth term sequences
- Coordinates and line segments
- Linear graphs

Straight line graphs:

- Plotting linear graphs
- Linear graphs *(y=mx+c)* and interpreting graphs
- Gradient, midpoint, distance
- *Parallel and perpendicular lines*
- Solving linear equations graphically

Year 9

Algebra 1- Expressions

- Creating expressions,
- substitution,
- collecting like terms,
- expanding and factorising single *(double/triple)* brackets
- *Indices*

Algebra 2 – Algebraic manipulation 1

- Solving equations
- Solving inequalities
- Forming equations
- *Rearranging formulae*

Algebra 3 – Sequences

- nth term
- Special sequences
- Generating quadratics/ *nth term quadratics*

Algebra 4 – Linear Graphs

- Coordinates
- Plotting graphs (generating coordinates on calculator)
- Equation of a line
- Parallel *and perpendicular* lines

Year 10

Algebra 5 – Algebraic Manipulation 2

- Forming and solving multi step equations
- Changing the subject
- *Solving quadratics (inc quadratic formula)*
- *Solving simultaneous equations including quadratic*

Algebra 6 - Quadratics

- Expanding single and double brackets
- Factorising single and double brackets
- Solving quadratics
- *Completing the square*
- *Trig Graphs and Trig Transformations*

Algebra 7 – Harder graphs

- Quadratic graphs and function notation
- Solving quadratics (by factorising)
- Cubic and reciprocal graphs
- Real life graphs
- *Functions- inverse and composite*
- *Quadratic inequalities*
- *Circles and tangents*

Year 11

Algebra 8- Algebraic Manipulation 3

- Forming and solving equations
- Simultaneous equations

- *Iteration*
- *Algebraic fractions*
- *Proof*

Shape and Measure – Substantive Knowledge	
EYFS	***For disciplinary knowledge: See 'White Rose' overview***
• Use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems. • Recognise, create and describe patterns. • Explore characteristics of everyday objects and shapes and use mathematical language to describe them. *OBSERVATIONS OF CHILDREN DEMONSTRATING THIS INDEPENDENTLY IS CRITICAL.	
Year 1	***For disciplinary knowledge: See 'White Rose' small steps***
Shape • Recognise and name common 2D shapes including: rectangles, squares, circles and triangles. • Recognise and name common 3D shapes including: cuboids, cubes, pyramids and spheres **Measure** • Measure and begin to record lengths and heights. • Compare describe and solve practical problems for: length and heights (for example, long/short, longer/shorter, tall/short, double/half) • Measure and begin to record mass/weight, capacity and volume. • Compare, describe and solve practical problems for mass/weight: (for example, heavy/light, heavier than, lighter than) capacity (for example, full/empty, more than, less than, half, half full, quarter) **Position and direction** • Describe position, direction and movement, including whole, half, quarter and three quarter turns **Money** • Recognise and know the value of different denominations of coins and notes**.** **Time** • Sequence events in chronological order using language (e.g. before and after, next, first today, yesterday, tomorrow, morning, afternoon and evening) • Recognise and use language relating to dates, including days of the week, months and years. • Tell the time to the hour and half past the hour and draw the hands on a clock face to show these times. Compare, describe and solve practical problems for time (e.g. quicker, slower, earlier, later). • Measure and begin to record time (hours, minutes, seconds)	
Year 2	***For disciplinary knowledge: See 'White Rose' small steps***
Shape • Identify and describe the properties of 2D shapes, including the number of sides and line symmetry in a vertical line. • Identify and describe the properties of 3D shapes, including the number of edges, vertices and faces. • Identify 2D shapes on the surface of 3D shapes, (for example, a circle on a cylinder and a triangle on a pyramid.) • Compare and sort common 2D and 3D shapes and everyday objects. **Measure**	

- Choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature (^{O}C; capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels/
- Compare and order lengths, mass, volume/capacity and record the results using <, > and =.

Position and direction

- Use mathematical vocabulary to describe position, direction and movement including movement in a straight line and distinguishing between rotation as a turn and in terms of right angles for quarter, half and three-quarter turns (clockwise and anti-clockwise)
- Order and arrange combinations of mathematical objects in patterns and sequences.

Money

- Recognise and use symbols for pounds and pence; combine amounts to make a particular value.
- Find different combinations of coins that equal the same amounts of money.
- Solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change.

Time

- Tell and write the time to five minutes, including quarter past/to the hour and draw the hands on a clock face to show these times.
- Know the number of minutes in an hour and the number of hours in a day.
- Compare and sequence intervals of time.

Year 3 *For disciplinary knowledge: See 'White Rose' small steps*

Measure

- Measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml)
- Add & subtract amounts of money to give change, using both £ & P in practical contexts
- Tell & write the time from analogue clock, including using Roman numerals from 1 to XII, and 12-hours and 24-hour clocks.
- Estimate and read time with increasing accuracy to the nearest minute; record & compare time in terms of seconds, minutes and hours; use vocabulary such as O'Clock, a.m/p.m, morning, afternoon, noon and midnight
- Know the number of seconds in a minute & the number of days in each month, year and leap year
- Compare durations of events (for example to calculate the time taken by particular events or tasks)
- Measure the perimeter of simple 2-D shapes

Properties of shape

- Draw 2-D shapes
- Make 3-D shapes using modelling materials; recognise 3-D shapes in different orientations & describe them
- Recognise angles as a property of shape or a description of a turn
- Identify right angles, recognise that two right angles makes a half-turn, three make three quarters of a turn and four a complete turn; identify whether angles are greater than or less than a right angle
- Identify horizontal & vertical lines and pairs of perpendicular and parallel lines

Year 4 *For disciplinary knowledge: See 'White Rose' small steps*

Measure

- Convert between different units of measure(for example, kilometre to metre; hour to minute)
- Estimate, compare and calculate different measures, including money in pounds & pence
- Read, write & convert time between analogue & digital 12 & 24 hour clocks

- Solve problems involving converting from hours to minutes; minutes to seconds; years to months, weeks to days
- Measure & calculate the perimeter of a rectilinear figure (including squares) in centimeters & metres
- Find the area of rectilinear shapes by counting squares

Properties of shape

- Compare & classify geometric shapes, including quadrilaterals & triangles, based on their properties & sizes

Position and direction

- Identify lines of symmetry in 2-D shapes presented in different orientations
- Identify acute & obtuse angles & compare & order angles up to two right angles by size
- Identify lines of symmetry in 2-D shapes presented in different orientations
- Complete a simple symmetric figure with respect to a specific line of symmetry
- Describe positions on a 2-D grid as coordinates in the first quadrant
- Describe movements between positions as translations of a given unit to the left/right and up/down
- Plot specified points and draw sides to complete a given polygon

Year 5 ***For disciplinary knowledge: See 'White Rose' small steps***

Measure:

- Measure and calculate the perimeter of rectilinear shapes in m and cm.
- Calculate the area of rectangles using standard units.

Properties of shape:

- Identify 3-D shapes, including cubes and other cuboids, from 2-D representations.
- Use the properties of rectangles to deduce related facts and find missing lengths and angles.
- Distinguish between regular and irregular polygons based on reasoning about equal sides and angles.
- Know angles are measured in degrees: estimate and compare acute, obtuse and reflex angles.
- Draw given angles and measure them in degrees. Identify: angles at a point and one whole turn (total 360°), angles at a point on a straight line and ½ a turn (total 180°) other multiples of 90°

Position and Direction:

- Identify, describe and represent the position of a shape following a reflection or translation, using the appropriate language, and know that the shape has not changed.

Converting units:

- Convert between different units of metric measure [for example, km and m; cm and m; cm and mm; g and kg; l and ml]
- Understand and use approximate equivalences between metric units and common imperial units such as inches, pounds and pints.
- Solve problems involving converting between units of time.

Year 6 ***For disciplinary knowledge: See 'White Rose' small steps***

Properties of shape:

- Draw 2-D shapes using given dimensions and angles.
- Compare and classify geometric shapes based on their properties and sizes and find unknown angles in any triangles, quadrilaterals and regular polygons.
- Recognise angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles

Position and Direction:

- To check the accuracy of given co-ordinates for a variety of shapes where there will be more than 1 error to identify.
- Draw and translate simple shapes over 4 quadrants

Converting units:

- Solve problems involving the calculation and conversion of units of measure, using decimal notation up to three decimal places where appropriate.
- Use, read, write and convert between standard units, converting measurements of length, mass, volume and time from a smaller unit of measure to a larger unit, and vice versa, using decimal notation to up to 3 dp.
- Convert between miles and kilometers.

Perimeter, Area and Volume:

- Recognise that shapes with the same areas can have different perimeters and vice versa.
- Recognise when it is possible to use formulae for area and volume of shapes.
- Calculate the area of parallelograms and triangles.
- Calculate, estimate and compare volume of cubes and cuboids using standard units, including cm3, m3 and extending to other units (mm3 , km3)

Year 7

Area and Volume:

- Triangle, rectangle, parallelogram, trapezium
- Compound area
- Volume cube/cuboids
- Naming 2D/3D shapes and their properties
- Surface area

Lines and Angles:

- Angles in parallel lines, triangles, *quadrilaterals, polygons*
- Drawing and estimating angles/triangles

Year 8

Area, Perimeter and Volume:

- Area and perimeter recap (Y7)
- Circles - area and circumference
- Volume and SA of prisms
- *Volume of cylinders, cones, spheres*

2D and 3D Shapes:

- Nets
- Plans and elevations
- Shapes and properties
- *Pythagoras*
- *Applied volume and SA.*
- *SOH CAH TOA*

Transformations:

- Congruence, *similarity*
- Translation, rotation, reflection, enlargement
- *Combining transformations*

Year 9

Working in 2D:

- Measuring lines and angles
- Area and perimeter of 2D shapes and circles
- Circles
- Metric conversion (1D)
- *Arcs and sectors*

Angles and Polygons

- Angle facts
- Angles in polygons
- Angles in parallel lines
- Bearings
- *Metric conversion 2D and 3D*

Triangles

- Pythagoras (*in 3D)*
- Trigonometry (*in 3D*)

Working in 3D

- Naming 3D shapes
- Nets, plans, elevations
- Volume prisms, cones, spheres
- Surface area
- Conversion of 2D and 3D units
- *Frustums*

Year 10

Vectors and Transformations

- Vectors (adding, resultant, algebraic)
- Transformations – translation, rotation, reflection, enlargement

Circles and Harder Area

- Recap circles area/perimeter
- Arcs and sectors
- Shaded Area
- Loci and construction of triangles
- *Circle Theorems*
- *Area of a triangle (1/2absinc)*

Measures

- All compound measures
- Distance (and *velocity*) time graphs
- Bearings and maps
- *Speed, density, pressure*

Year 11

Triangles and Similarity

- Similarity in 1D, *2D and 3D*
- *Sine rule and cosine rule*
- Congruency
- *Exact trig values*

Data – Substantive Knowledge

Year 1 *For disciplinary knowledge: See 'White Rose' small steps*

No explicit teaching, however use of data within measure e.g. recording different heights, sizes...

Year 2 *For disciplinary knowledge: See 'White Rose' small steps*

Statistics

- Interpret and construct simple pictograms, tally charts, block diagrams and simple tables.
- Ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity
- Ask and answer questions about totalling and comparing categorical data.

Year 3 *For disciplinary knowledge: See 'White Rose' small steps*

Statistics

- Interpret & present data using bar charts, pictograms & tables
- Solve one-step & two-step questions (for example "How many more?" and 'How many fewer?") using information presented in scaled bar charts & pictogram & tables

Year 4 *For disciplinary knowledge: See 'White Rose' small steps*

Statistics

- Interpret & present discrete & continuous data using appropriate graphical methods, including bar charts and time graphs.
- Solve comparison sum & difference problems using information presented in bar charts, pictograms, table and other graphs.

Year 5 *For disciplinary knowledge: See 'White Rose' small steps*

Statistics:

- Solve comparison, sum and difference problems using information presented in a line graph.
- Complete, read and interpret information in tables, including timetables.

Year 6 *For disciplinary knowledge: See 'White Rose' small steps*

Algebra:

- Use simple formulae.
- Generate and describe linear number sequences.
- Express missing number problems algebraically.
- Find pairs of numbers that satisfy an equation with two unknowns.
- Enumerate possibilities of combinations of two variables.

Year 7

Analysing and Displaying Data

- Data collection
- Two way tables and bar charts
- averages and range
- Grouped data
- Further graphs
- Pie charts
- Correlation

Probability

- Language of probability
- Comparing probabilities
- Mutually exclusive events
- Estimating probability and expectation

- Experimental probability
- *Probability diagrams*
- *Tree diagrams*

Year 8

Graphs and Charts

- Pie charts
- Stem and leaf
- comparing distributions
- Scatter graphs
- Misleading graphs
- Time series

Year 9

Presenting and Organising Data

- Organising data
- Presenting data
- Interpreting timetables
- *Histograms*
- *Box Plots*

Comparing Distributions

- Frequency diagrams
- Averages and spread
- scatter graphs and correlation
- Time series
- *Cumulative Frequency*

Year 10

Probability

Single Events

- Theoretical probability
- Experimental probability and expectation
- Two way tables
- *Sampling*

Two Events

- sample space diagrams,
- frequency trees
- tree diagrams
- *venn diagrams and set notation*
- *histograms*
- combinations

Year 11

- Estimating averages and spread
- Modal groups
- *Complex tree diagrams and venn diagrams*

Ratio and Proportion – Substantive Knowledge
Year 1
No explicit teaching
Year 2
No explicit teaching
Year 3
No explicit teaching
Year 4
No explicit teaching
Year 5
No explicit teaching
Year 6 *For disciplinary knowledge: See 'White Rose' small steps*
Ratio: • Solve problems involving the relative sizes of two quantities where missing values can be found by using integer multiplication and division facts. • Solve problems involving similar shapes where the scale factor is known or can be found. • Solve problems involving unequal sharing and grouping using knowledge of fractions and multiples.
Year 7
Proportion • direct proportion • scales and measures • proportion and fractions • proportion and percentages
Year 8
Ratio • Use ratio notation including reduction to simplest form • Divide a quantity into two or more parts
Year 9
Ratio • reading scales • sharing in a ratio • Ratios within ratios • Algebraic ratios
Year 10
Proportion: • Basic proportion • Direct and inverse proportion • Proportionality and ratio reasoning • Conversion graphs and exchange rates • Direct and inverse proportion
Year 11
As per PLC

Appendix:

EYFS Yearly Plan:

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn	Place Value - Numbers to 5 Addition and Subtraction - Sorting Place Value - Comparing groups Addition and Subtraction - Change within 5 Measurement - Time											
Spring	Addition and Subtraction - Numbers to 5 Place Value - Numbers to 10 Addition and Subtraction - Addition to 10 Geometry - Shape and space											
Summer	Geometry - Exploring patterns Addition and Subtraction - Count on and back Place Value - Numbers to 20 Multiplication and Division - Numerical patterns Measurement - Measure											

Year 1 Yearly Plan:

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn	Number: Place Value (within 10)				Number: Addition and Subtraction (within 10)				Geometry: Shape	Number: Place Value (within 20)		Consolidation
Spring	Number: Addition and Subtraction (within 20)				Number: Place Value (within 50)			Measurement: Length and Height		Measurement: Weight and Volume		Consolidation
Summer	Number: Multiplication and Division			Number: Fractions		Geometry: Position and Direction	Number: Place Value (within 100)		Measurement: Money	Measurement: Time		Consolidation

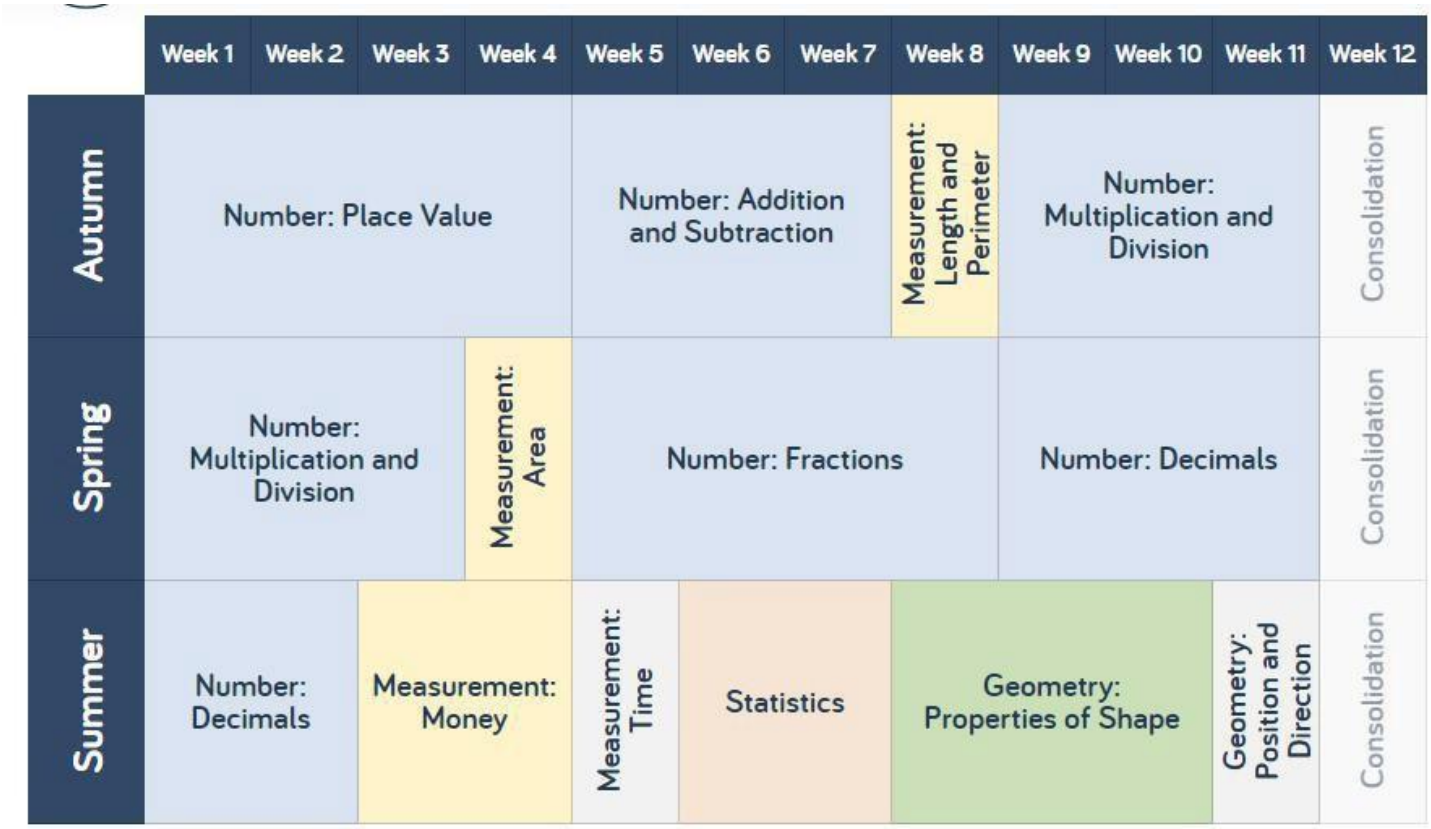
Year 2 Yearly Plan:

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn	Number: Place Value			Number: Addition and Subtraction					Measurement: Money		Number: Multiplication and Division	
Spring	Number: Multiplication and Division		Statistics		Geometry: Properties of Shape			Number: Fractions			Measurement: Length and Height	Consolidation
Summer	Geometry: Position and Direction			Problem solving and efficient methods		Measurement: Time		Measurement: Mass, Capacity and Temperature			Investigations	

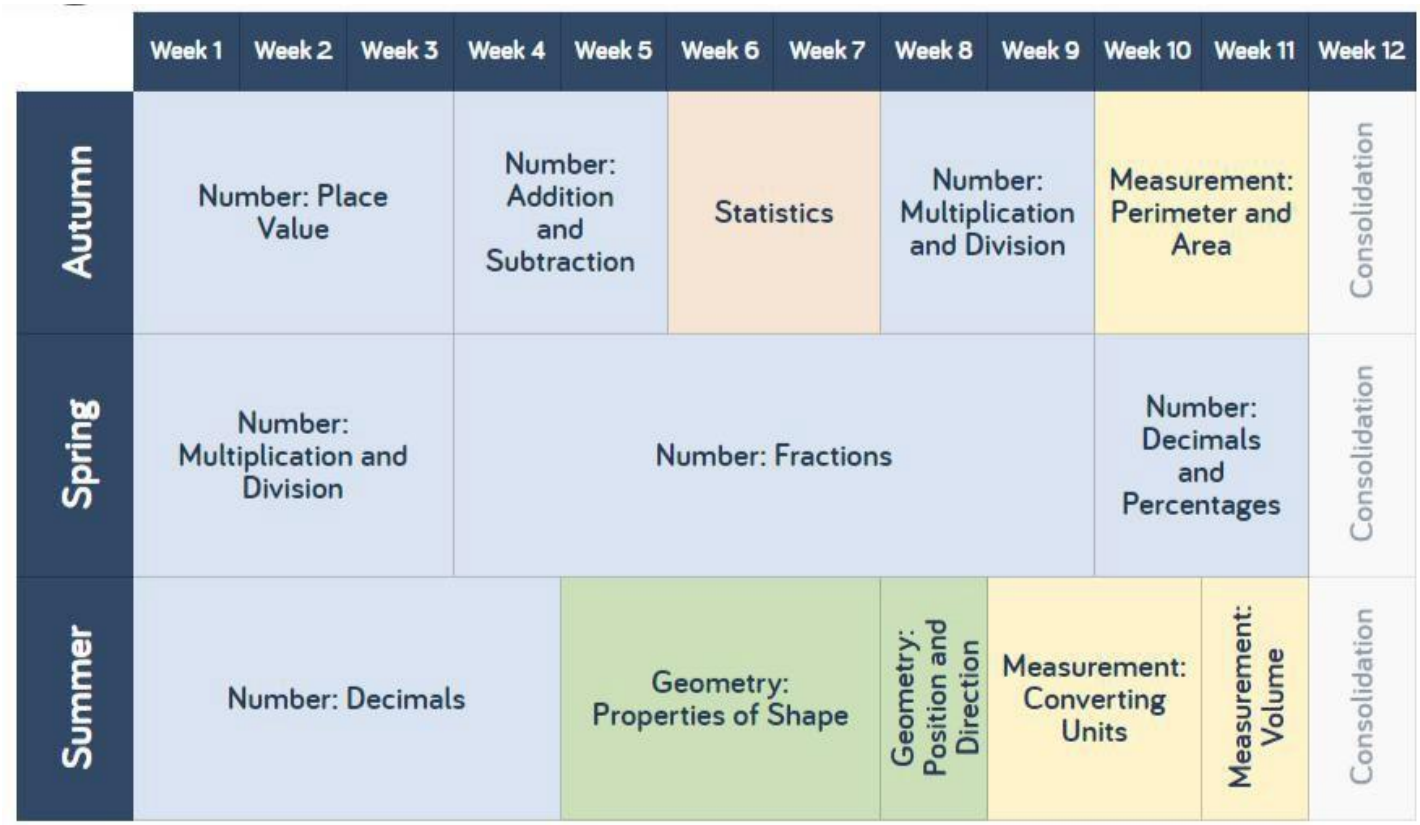
Year 3 Yearly Plan:

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn	Number: Place Value			Number: Addition and Subtraction					Number: Multiplication and Division			Consolidation
Spring	Number: Multiplication and Division			Measurement: Money	Statistics		Measurement: Length and Perimeter			Number: Fractions		Consolidation
Summer	Number: Fractions			Measurement: Time			Geometry: Properties of Shape		Measurement: Mass and Capacity			Consolidation

Year 4 Yearly Plan:



Year 5 Yearly Plan:



Year 6 Yearly Plan:

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn	Number: Place Value		Number: Addition, Subtraction, Multiplication and Division				Number: Fractions				Geometry: Position and Direction	Consolidation
Spring	Number: Decimals		Number: Percentages		Number: Algebra		Measurement: Converting Units	Measurement: Perimeter, Area and Volume		Number: Ratio		Consolidation
Summer	Geometry: Properties of Shape		Problem Solving			Statistics		Investigations				Consolidation

KS3 and KS4 calendar

		KS3		KS4		
W/B	**Week**	**7**	**8**	**9**	**10**	**11**
06/09/2021	1	**Number 1**	Number 4	Number 1	Shape 4	CPT / N6
13/09/2021	2	**Number 1**	Number 4	Number 1	Shape 4	Number 6
20/09/2021	3	**Baseline**	Number 4	N1 / A1	Shape 4 / PLC	Number 6
27/09/2021	4	Data 1	Catch up CC ***	Algebra 1	® Ratio 1	CPT / A8
04/10/2021	5	Data 1	Algebra 5	Algebra 1	Ratio 1	® Algebra 8
11/10/2021	6	® Data 1 / Algebra 1	® Algebra 5	Shape 1	R1 / A5	Algebra 8
18/10/2021	7	Algebra 1	Algebra 5 / S3	® Shape 1	Algebra 5	PLC / S7
01/11/2021	8	Algebra 1	Shape 3	Shape 1	Revision / Assessment	Shape 7
08/11/2021	9	Shape 1	Revision / Assessment	S&P1	Review / A5	Revision
15/11/2021	10	Shape 1	Review / S3	S&P1	® A5 / S&P3	Mocks*
22/11/2021	11	® Shape 1 / N2	® Catch up CC ***	S&P1	S&P 3	Mocks*
29/11/2021	12	Number 2	Catch up CC ***	Revision / Assessment	S&P 3	Mock Review
06/12/2021	13	Number 2	Number 5	Review / N2	Number 5	® Shape 7
13/12/2021	14	Catch up CC ***	Number 5	Number 2	Number 5	S&P 5
03/01/2022	15	Algebra 2	Number 5 / R2	® Number 2	Number 5	S&P 5
10/01/2022	16	Algebra 2	Ratio 2	Algebra 2	PLC	S&P5 / Shape 8
17/01/2022	17	Exams*	R2 / Revision	Algebra 2	Algebra 6	Shape 8
24/01/2022	18	Review / Algebra 2	Exams*	Revision	Algebra 6	Shape 8
31/01/2022	19	Catch up CC ***	Review/ PLC	Exams*	Algebra 6	PLC
07/02/2022	20	Shape 2	Review / S 4	Review / S2	Revision / Assessment	
14/02/2022	21	® Shape 2	® Shape 4	Shape 2	Review / PLC	

28/02/2022	22	Algebra 3			Shape 4			® Shape 2	Shape 5	
07/03/2022	23	Algebra 3			Shape 4			Number 3	® Shape 5	MOCKS*
14/03/2022	24	Number 3			Algebra 6			Number 3	Shape 5	Mock Review
21/03/2022	25	Number 3			Algebra 6			Number 3 / A3	R2	
28/03/2022	26	Computing 2		W	Algebra 6			Algebra 3	R2	®
04/04/2022	27	Computing 2		W	Computing 4		W	Algebra 3	R2 / PLC	
25/04/2022	28	N3	Algebra 4	E	Computing 4		W	Revision	Algebra 7	
02/05/2022	29	Algebra 4		E	Data 3		E	Exams*	Algebra 7	
09/05/2022	30	Algebra 4		L	Data 3		E	Review / S3	A7 / S6	
16/05/2022	31	Ratio 1		L	Data 3		L	Shape 3	Shape 6	
23/05/2022	32	Ratio 1		S	Shape 5		L	® Shape 3	Shape 6	
06/06/2022	32	Ratio 1		S	Shape 5		S	S&P2	S&P4	
13/06/2022	33	Data 2		Y	Shape 5		S	S&P2	S&P4	
20/06/2022	34	Data 2		Y	Ratio 3		Y	Number 4	Revision/ Exams*	
27/06/2022	35	Rev	Exams		Rev	Exams		Number 4	Exams / Review	
04/07/2022	36	Exams	Review		Exams	Review		N4 / Algebra 4	Review / N6	
11/07/2022	37	® Data 2	EOY		® Ratio 3		Y	Algebra 4	® Number 6	
18/07/2022	38	EOY			Ratio 3			Algebra 4	Number 6	



Futura Music

Curriculum framework

Music Curriculum Framework

Intent:

In the Futura Learning Partnership, our intention is that children develop a life-long love of music. Through the musical experiences and opportunities offered to them throughout their education, each child will develop a musical identity which is personal to them, this may be in the form of a performer, composer and/or as an active listener who, in the future, will become a participator in the cultural life of the UK.

In EYFS, KS1 and KS2 music acts as an integral part of the school day, be that singing whilst packing up, or listening to a new piece of music whilst walking into assembly. Our music curriculum plan, guided by the EYFS framework and National Curriculum, ensures that all children from EYFS and Year 9 experience a

stimulating, practical and holistic curriculum which explores music through singing, performing, composing and listening. Every student in the Futura Trust will have been taught the substantive and disciplinary knowledge required for GCSE Music, and therefore possibly A-Level, should they wish to study Music at KS4 and KS5.

Alongside this we encourage all students to develop their musicianship in a variety of extra-curricular activities both in and outside school. Inevitably, the cultural capital of each student will be developed throughout their musical education within the Trust yet each individual school also aims to meet the cultural interests, and needs, of the community in which our schools are based – all musical cultures and welcomed and embraced.

We strive to ensure all students find Music an engaging and fulfilling subject in which they embrace the discipline of practice, the challenge of analysis and the excitement of creating and finding their own musical voice.

Inclusion: Our curriculum is ambitious for all and strives to address inclusion and disadvantage in its intent and implementation

Aims: Underpinning the intent are key **disciplinary and substantive concepts**

Primary Music Curriculum design and structure

The Primary music curriculum is divided into four main sections (singing, listening/appraising, performing and composing). The progression of substantive and disciplinary knowledge can be seen as children move from EYFS through to Year 6. Possible contexts (and some examples of music) are included at the beginning, which may be appropriate to all year groups. **Bold indicates key goals to be achieved at the end of each stage.** This scheme has been developed between primary and secondary staff, to ensure progression within the Futura Learning Partnership

Within each key stage, some suggested vocabulary is given for each year group which is to be acquired cumulatively throughout the primary phase.

Year Group	Singing	Listening and Appraising	Performing	Composing
Possible contexts	♪ Use songs for daily routines such as: tidying up, lining up, washing hands etc. ♪ Singing/rapping the alphabet, days of the week, months of the year, seasons, times tables, phonics songs etc. ♪ Learn songs which help explain and remember historical periods and events	https://www.bbc.co.uk/teach/ten-pieces for example: ♪ The Planets (Gustav Holst) ♪ In the hall of the Mountain King (Grieg) ♪ The Four Seasons (Vivaldi) ♪ West Side Story (Leonard Bernstein)	♪ Perform to their own class. ♪ Perform to other classes or key stages. ♪ Invite parents in at the end of the day. ♪ Shows, concerts, Christmas/ Easter performances etc.	♪ Create a soundscape linked to a story or historical/geographical journey. ♪ Add sound effects to accompany a poem, story or film clip. ♪ Composing using natural or body sounds (links to science, PE, nature etc).

	e.g. London's burning, Ring of roses etc. ♪ Key stage and whole school singing practices. ♪ Assemblies. ♪ Shows, concerts, Christmas/Easter performances. ♪ Singing in the community e.g. old people's home, supermarkets etc	♪ The Nutcracker Suite (Tchaikovsky) ♪ Rhapsody in Blue (Gershwin) ♪ Zadok the Priest (Handel) ♪ Mussorgsky (Night on a Bear mountain) ♪ Mussorgsky (Pictures at an Exhibition) ♪ Stravinsky (Firebird Suite) ♪ Ravi Shankar Symphony ♪ The Little Train Villa-Lobos ♪ Bizet Toreador ♪ Dvorak New World Symphony ♪ Storm from Peter Grimes (Benjamin Britten) ♪ Carnival of the Animals (Saint-Saens) ♪ Peter and the Wolf (Tchaikovsky)	♪ Recording performances on ipads etc and sharing e.g. on school's social media pages and/or website. ♪ Perming out of school e.g. on trips and camps (camp fire songs in groups).	♪ Links to art and pictures/ paintings. ♪ Use IT packages such a 'Garage Band' to compose: possible contexts could include creating new phone ringtones etc. ♪ Represent emotions and feelings (linked to PSHE). ♪ Using aspects of the school for a focus e.g. class song, school song etc.
EYFS	♪ Listen to, learn and sing a variety of nursery rhymes and action songs e.g. colours, numbers, days of the week, months, feelings etc. ♪ Sing a range of well-known nursery rhymes and songs;	♪ Listen to and respond to a variety of songs and music from different cultures. ♪ Use music to inspire imagination and movement. ♪ Copy and follow instructions and begin to respond verbally. ♪ Perform songs and rhymes and – when appropriate – try to move in time with music.	♪ Perform in front of an audience, either individually or as part of a group. ♪ Perform songs, rhymes, poems with others, and – when appropriate – try to move in time with music.	♪ Use voices to imitate sounds and percussion to explore sounds. ♪ Introduce the terms: pulse, steady-beat, rhythm, long/ short sounds, pitch (high/low). ♪ Makes music in a range of ways, e.g. plays with sounds creatively, plays along to the beat of the song they are singing or music they are listening to
EYFS Key Vocabulary	song, high(er), low(er), create, rhyme, rhythm, steady beat, loud(er), quiet(er), listen, sound, start, stop, long, short, shake, tap, scrape			

Key Stage 1 Substantive	♪ Know the best position to be sitting or standing in for singing i.e. breathing and diaphragm. ♪ Know what the word beat/pulse means and be able to feel/express this. ♪ Know that the word 'pitch' relates to 'high' and 'low' sounds. ♪ Know that sounds can be long and short.	♪ Know that there are different types of sounds e.g. metal, wooden, shaking etc. ♪ Know that music can sound different depending on culture, time and place.	♪ Recognise that something has to be practised before it is performed. ♪ Understand the importance of using a clear voice and good volume.	♪ Know that anyone can create music. ♪ Recognise simple patterns e.g. long-long-short etc. ♪ Know that patterns can be repeated.
Key Stage 1 Disciplinary	♪ To find their singing voice and use their voices confidently. ♪ Sing a melody accurately at their own pitch. ♪ Sing with a growing awareness of pulse and control of rhythm. ♪ Make and control long and short sounds, using voice. ♪ Sing songs expressively. ♪ Follow pitch movements with their hands and use high, low and middle voices. ♪ Begin to sing with control of pitch (e.g. following the shape of the melody). ♪ Sing from memory with awareness of pitch. ♪ **Sing with an awareness of other performers.**	♪ Identify the beat within a piece of music. ♪ Identify high and low sounds. ♪ Identify changes in dynamics and pitch within sounds and music. ♪ Listen to simple songs and remember short songs and sequences and patterns of sounds. ♪ Respond physically when listening to and appraising music. ♪ Identify different sound sources e.g. body percussion, natural (wind, rain etc) ♪ Listen to and discuss music from different cultures, times and places. ♪ Begin to identify the sounds made by some musical instruments.	♪ Follow instructions on how or when to play an instrument or sing. ♪ Make and control long and short sounds using different instruments. ♪ Imitate changes in pitch and volume, in preparation for performance. ♪ Perform in a variety of situations throughout the year with increased confidence e.g. assemblies, concerts, shows etc. ♪ **Perform, facing the audience.**	**Contribute to the creation of a group/class composition** which includes the following: ♪ Change sounds to reflect different stimuli. ♪ Create a sequence of long and short sounds ♪ Clap rhythms. ♪ Create a mixture of different sounds i.e. long/short, loud/quiet, high/low. ♪ Choose sounds to create different effects. ♪ Sequence sounds to create an overall effects. ♪ Create short musical patterns. ♪ Create short rhythmic phrases. ♪ Develop improvising skills, within given structures

		♪ **Listen to a variety of genres and identify thoughts and feelings, including likes and dislikes.**		
Key Stage 1 Key Vocabulary	Year 1 – pattern, melody, tune, practise, notes, rhythm, audience, appreciate, imitate/copy, tempo, beat, pulse, volume, pitch, instrument (tuned/un-tuned), similar, different Year 2 – control, pitch, genre (reggae, pop, rock, classical, rap) , respond, mood, accompany, sections, introduction, choir, band, long(er), short(er), tones, chorus, verse			
Lower Key Stage 2 Substantive	♪ Know why deep breaths are needed to sing longer phrase and the importance of using your diaphragm. ♪ Recognise the importance of keeping the beat when singing in unison i.e. to keep everyone together. ♪ Know that mouth shapes can affect voice sounds. ♪ Understand what the terms, 'dynamics' and 'tempo' mean. ♪ Know what it sounds like when someone sings in tune, compared with when they are out of tune.	♪ Know what the term, 'melody' means (a sequence of single notes that sounds good to create a tune). ♪ Understand what a verse and chorus are and how they can be used to give structure to a song/music. ♪ Understand the terms: duration, pitch, beat, tempo and 'use of silence'. ♪ Know that people like different types of music. ♪ Know that sounds can be 'layered'.	♪ Recognise the importance of preparing a performance and thinking about what the audience see/hear. ♪ How to play each instrument according what produces the best quality sound i.e. 'bounce the beater', 'don't mute the triangle etc. ♪ Know how to project your voice (use of diaphragm and directing sound.	♪ Know that some notes work really well together to create some melodies. ♪ Recognise simple patterns e.g. long-long-short etc. ♪ Know that patterns can be layered. ♪ Understand what a 'drone' is.
Lower Key Stage 2 Disciplinary	♪ **Sing with confidence using a wider vocal range.** ♪ Sing in tune. ♪ Sing with awareness of pulse and control of rhythm.	♪ Identify melodic phrases and reproduce them. ♪ Create sequences of movements in response to sounds.	♪ Perform in different ways e.g. individually/groups, positions/places etc. ♪ Perform from memory.	**Contribute to the creation of a group/class composition** which includes the following: ♪ Create and improvise repeating patterns with a range of instruments.

	♪ Recognise simple structures. (Phrases). ♪ Sing expressively with awareness and control of dynamics and tempo. ♪ Sing songs and create different vocal effects. ♪ Internalise sounds by singing parts of a song 'in their heads.' ♪ Sing from memory with accurate pitch.	♪ Demonstrate the ability to recognise the use of structure i.e. recognising chorus/verse etc. ♪ Begin to use the following terms to describe music: duration, pitch, beat, tempo, the use of silence. ♪ Identify likes and dislikes, using musical vocabulary. ♪ Understand layers of sound and discuss their effect on mood and feelings. ♪ **Listen to and discuss music from different cultures, times and places, along with related instruments.**	♪ Play notes on an instrument with care, so they are clear. ♪ Perform in a variety of situations throughout the year with increased confidence e.g. assemblies, concerts, shows etc. ♪ **Perform with an awareness of others, whilst facing an audience.**	♪ Create and improvise melodies using a limited selection of notes e.g. C E G etc. ♪ Use drones as an accompaniment e.g. with a well known song. ♪ Choose, order, combine and control sounds to create an effect. ♪ Use digital technologies to compose short and simple pieces of music. ♪ Create music that describes contrasting moods/emotions.
Lower Key Stage 2 Vocabulary	Year 3 – breathing, posture, diaphragm, control, accuracy, compose, notes (CDEFGAB), stave, treble clef, audience, respond, rhythm, composer, orchestra, woodwind, brass, percussion, strings Year 4 – expression, dynamics, duration, pitch, timbre, tempo, structure, notation, round, drone, chords, scale, composition, ensemble, orchestra, explore, crotchet, quaver, minim, semibreve			
Upper Key Stage 2 Substantive	♪ Know that you need to be aware of (listen out for) other 'parts' when singing rounds etc. ♪ Recognise that it is best to take breaths which match the phrasing of a song (as much as possible). ♪ Know what it sounds like when someone sings in tune, compared with when they are out of tune.	♪ Know the difference between 'pitched/tuned' and 'unpitched/untuned' percussion. ♪ Know what the terms, 'mood', 'timbre' and 'texture' mean in music. ♪ Recognise and understand what a harmony is and how they can be used to create an effect.	♪ Recognise that expression can be added to music by making phrasing clear, varying dynamics/tempo and putting emphasis on some notes.	♪ Know what a 'chord' is and that notes can be combined to create different effects e.g. happy/sad sounds. ♪ Know the difference between 'beat/pulse' and 'rhythm'. ♪ Know that a pentatonic scale has five notes and relate this to a 'pentagon' etc.

	♪ Know what 'improvisation' means. ♪ Recognise what an 'ostinato' is.			
Upper Stage 2 Disciplinary	♪ Sing songs with increasing control of breathing, posture and sound projection. ♪ Sing songs in tune and with an awareness of other parts. ♪ Identify phrases through breathing in appropriate places. ♪ Sing expressively with awareness and control of dynamics, tempo and timbre. ♪ Sing a round in two parts and identify the melodic phrases and how they fit together. ♪ **Sing confidently and expressively as a class, in small groups and alone, and begin to have an awareness of improvisation with the voice.** ♪ Maintain an accurate pitch when singing in harmony, from memory. ♪ Sustain a drone or melodic ostinato	♪ Internalise short melodies and play these on pitched percussion. ♪ Identify different moods and textures. ♪ Identify how a mood is created by music and lyrics. ♪ Listen to longer pieces of music and identify key features, themes and instruments. ♪ Begin to use the following terms to describe and appraise music: melody, lyrics, duration, pitch, dynamics, beat, tempo, the use of silence, texture and timbre. ♪ Identify rounds, drones, harmonies and accompaniments. ♪ **Listen to and discuss music from different cultures, times and places, identifying different instruments and contexts in which the music was created.** ♪ Describe how lyrics often reflect the cultural context of music and have social meaning.	♪ Perform from memory with confidence. ♪ Play or sing expressively, recognising how this can improve performance. ♪ Maintain a simple part within a group e.g. drone or ostinato. ♪ Recognise the correct way to play specific instruments to optimise their sounds. ♪ Perform in a variety of situations throughout the year with increased confidence e.g. assemblies, concerts, shows etc. ♪ **Perform with controlled breathing and an awareness of others.**	♪ Create songs with a verse and chorus. ♪ Create rhythmic patterns with an awareness of timbre and duration. ♪ Combine a variety of musical devices e.g. melody, rhythm and simple chords g. CEG, FAC etc. ♪ Use drones and melodic ostinato, based on the pentatonic scale. ♪ Convey relationship between the lyrics and melody. ♪ Use digital technologies to compose, edit and refine short pieces of music. ♪ **Compose music individually or in pairs using a range of stimuli and developing their musical ideas into a completed composition.**
	Year 5 – confidence, pitch, intonation, diction, texture (layers), vocabulary, performance, octave, soundscape, duet, trio, quartet, ostinato, harmony, accompaniment Year 6 - improvise, minor, major, tuned, untuned, characteristics, repeat, treble clef, key signature, sharps, flats, piano, forte, time signature			

Secondary Music Curriculum design and structure

In the Futura Learning Partnership, each school has different resources and a different amount of curriculum time with KS3. Following discussions with the secondary music teachers, it was decided to create a curriculum which ensured teacher autonomy and the opportunity to meet the musical needs and interests of the students in each school community. Keywords will be taught through listening, performing and appraising to each year group, with some schools able to cover more keywords than others. Topics are suggested, with greater detail available in SoL which will be shared with departments. Some suggested topics will not be possible in every school due to resources available.

Crucially, from Year 8 onwards, every topic links back to previous learning with musical concepts becoming more complex and challenging, in preparation for students to study Music at KS4 and beyond. Much of what is taught in Music is dependent on students having time to practise skills previously learnt but not yet refined. It should be noted that assessing in Music is holistic, with teachers quietly identifying HAPS and LAPS and offering challenge or support where appropriate. When possible, teachers will record performances in order to build up a catalogue of recordings tracking students' progress throughout KS3. These recordings may be uploaded onto MS Teams class page, with oral feedback included in the recording.

	Substantive	**Disciplinary**	**Possible concepts**
Year 7	**Keywords will be explicitly referred to in SoL. These words can be applied when listening, performing and composing.** **Texture** – unison, homophonic, melody with accompaniment **Melody** – Conjunct, improvisation **Tonality** – Major key and minor key **Harmony –** Major and minor chords. **Structure** – Verse/chorus; binary (AB); **Metre** – 4/4, 3/4	**Listening** To be able to aurally identify the keywords listed in substantive knowledge in pieces of music explored. This could be through a short listening starter, or homework. Alternatively, it might be through breaking down a piece the students are performing, or analysing musical elements used in a composition. **Performance**	Singing project in Term 1 exploring different textures. Klezmer Music – Melody, time signature (¾) Programme Music – Melody and texture (Peter and The Wolf and/or The Planets) Musical Futures – Performing current songs with analysis on structure, texture and time signatures.

	Timbre/sonority - Families of instruments and aurally identify different orchestral instruments from the Classical Period. (Violin, cello, double bass; trumpet and French Horn; Flute, clarinet, oboe, bassoon). Instrumental techniques – arco, pizzicato **Performance – dependent on resources.** To be able to read a chord chart for guitar or ukulele. To be able to read tab, or musical notation, of simple two or four bar melodies. To be able to practise short diatonic melodies and chord progressions of I, IV, V. **Composing** To learn that a composition requires chords (harmony), melody and bass. To learn that a composition is structured and planned. If technology is available, to learn how to edit on a DAW (digital audio workstation) such as Soundtrap or GarageBand. To learn the difference between audio and MIDI.	To perform simple ensemble pieces with fluency and flow within an ensemble. Depending on experience and ability, their part might be individual bass line, chords or singing. To be able to identify areas needed for improvement and know how to practise effectively. **Composing** To compose a simple chord progression using chords I,IV and V. This might be entirely independent or options provided by the teacher. To structure a composition using four or eight bar phrasing. To compose simple melodies which blend with their chords. To select suitable tonalities for a composition. Challenge: To edit and refine a composition. Some students might chose to notate a short section of a composition, possibly using a notation package online.	Musique Concrete – DAW, audio/MIDI, structure, texture Graphic scores – Structure, texture, Musicals – Singing with expression, structure, tonality
Year 8	**Keywords will be explicitly referred to in SoL. These words can be applied when listening, performing and composing. Words will be revisited from Year 7 in order to build up the bank of vocabulary required for GCSE.** **Texture** – unison, homophonic, melody with accompaniment, **polyphonic, octaves, monophonic**	**Listening** To be able to aurally identify the keywords listed in substantive knowledge in pieces of music explored. This could be through a short listening starter, or homework. Alternatively, it might be through breaking down a piece the students are performing, or analysing musical elements used in a composition.	The Blues – Rock and Roll – Jazz A strong focus on chords I,IV, V and then vi. 7^{th} chords. Structure of 12 bar blues to verse/chorus. Improvisation on a Blues scale which becomes composed melody. Folk Music – Simple and compound time signature. Phrase structure of A and B. Major and minor tonality

	Melody – Conjunct, improvisation**, disjunct, triadic, phrase lengths (counting bars)** **Tonality** – Major key and minor key **Harmony –** Major and minor chords, **chords I, IV, V, vi; 7th chords, diatonic.** **Structure** – Verse/chorus; binary (AB); **ternary (ABA), 12 bar blues, canon** **Metre** – 4/4,3/4, **simple and compound time (6/8)** **Timbre/sonority** - Families of instruments and aurally identify different orchestral instruments from the Classical Period. (Violin, cello, double bass; trumpet and French Horn; Flute, clarinet, oboe, bassoon, **instruments of Blues and Jazz/Pop, sax, trombone, electric guitar, bass guitar. Keyboard instruments: Organ, harpsichord, synthesizer, piano** **Instrumental techniques – gliss, wah-wah, portamento.** **Performance – dependent on resources.** To perform a variety of pieces in at least two of suggested keys. G major, E minor, F major, D minor, using chord charts To continue to practise reading tab, or musical notation, of 8 –16 bar melodies. To be able to practise short diatonic melodies and chord progressions of I, IV, V, vi . **Composing** To learn how to use stylistic features of at least two different musical genres eg The Blues; Electronic Dance Music; Ground Bass; Pop Music To learn that composing emerges from improvisation.	**Performance** To be able to practise independently and chunk music accordingly. To perform at least three different genres of music with fluency and commitment within an ensemble and/or as a soloist. To perform pieces which use chords I, IV, V, vi and offer variety between verse and chorus. To perform a piece in simple and compound time. To identify key musical elements within the performance. To be able to identify areas needed for improvement and know how to practise effectively. To draw links between different genres. Composing To compose a piece using chords I, IV, V and vi in a key in which they have already performed a song/piece. To compose in at least two different genres, using stylistic features learnt. Students might select from a bank of teacher recommendations. To improvise melody in any genre which can turn into a composition. To compose a piece with two distinct sections using contrasting features within one musical element eg contrasting textures; challenge = tonality or metre!	identification/familiarisation. Chords I,IV, V. Improvisation on a scale which results in composition. Melody – Conjunct and disjunct. Using notation and playing by ear. Minimalism and Electronic Dance Music – Structuring a composition through layering; chords I,IV,V; riffs, effects such as reverb and delay. Baroque Music – Performance (Bach's Toccata in D minor; Pachelbel), ground bass; Texture focus. Notation used. Canon Classical Music – Beethoven's Fur Elise. Notation and playing by ear. Melody – conjunct, triadic, disjunct, diatonic. Musical Futures - Performing current songs with analysis on structure, texture, melody and time signatures.

	To learn that a composition requires contrast and variety. If technology is available, to learn how to use both piano roll and MIDI to realise a composition.		
Year 9	**Fewer new keywords are introduced at Year 9 in order to consolidate complex concepts which have been introduced in Years 7 and 8. Keywords will be explicitly referred to in SoL. These words can be applied when listening, performing and composing.** **Texture** – unison, homophonic, melody with accompaniment, polyphonic, octaves, monophonic, **contrapuntal** **Melody** – Conjunct, improvisation**,** disjunct, triadic, phrase lengths (counting bars), **scalic** **Tonality** – Major key and minor key, **atonal** **Harmony –** Major and minor chords, chords I, IV, V, vi; 7th chords, diatonic, **chromatic, modulation, inversions** **Structure** – Verse/chorus; binary (AB); ternary (ABA), 12 bar blues, canon, through-composed, strophic, **Metre** – 4/4,3/4, simple and compound time (6/8), **irregular time signatures (5/4), changing time signatures.** **Timbre/sonority** - Families of instruments and aurally identify different orchestral instruments from the Classical Period. (Violin, cello, double bass; trumpet and French Horn; Flute, clarinet, oboe, bassoon, instruments of Blues and Jazz/Pop, sax, trombone, electric guitar, bass	**Listening** To be able to aurally identify the keywords listed in substantive knowledge in pieces of music explored. This could be through a short listening starter, or homework. Alternatively, it might be through breaking down a piece the students are performing, or analysing musical elements used in a composition. Performance To continue to challenge themselves as a performer on an instrument or their voice. This might mean playing chords with one hand or moving onto playing inversions of chords on the keyboard. As a ukulele player or guitarist it might mean learning finger-picking techniques alongside strumming. For a vocalist it might mean using the voice more expressively, or exploring belting/scat/ singing in harmony with one other person. Composing To develop greater independence as a composer, with a willingness to try compositional techniques learnt throughout KS3.	Reggae Music – melodic bass riffs, chords I, IV, V Rap and Hip-Hop – Structure, rhythm and beats/sampling. A Journey through the Decades– A variety of songs pop songs explored each week from a different decade. Pick out musical features, including modulation. Romantic Music – What makes a good melody? Time signatures. Instrumental developments. Whistle stop tour of musical cultures – Exploring different scales and instruments from Indian, South America, China, Japan Film Music – Teaching compositional devices and the concept of composing to a brief. Music and Revolution – Exploring how composers from Renaissance to present day have created their own musical voice through harmony, rhythm and melody.

	guitar. Instrumental techniques – gliss, wah-wah, portamento. **New instruments of the Romantic period - tuba, bass drum/cymbals/snare drum, gong; bass clarinet, piccolo, contra-bassoon. Voices – soprano, alto, tenor, bass.** **Performance – dependent on resources.** To perform a variety of pieces one of which includes a modulation. To continue to practise reading tab, or musical notation, of 8 –16 bar melodies. To explore different interpretations of one performance. **Composing** To learn how to use the stylistic features to create music of their own interest. To learn a variety of compositional devices (short activities (pedal note, chromaticism, major/minor/diminished 7ths) etc To learn that a composers respond to external briefs To learn how to collaborate with other composers.	To ability to compose to a simple brief, selecting suitable musical elements.	

Vocabulary - Words in bold from Year 8 are new words. However, teachers need to reinforce previously learnt words. It should be noted that students need to be able to recall these words and aurally identify them within music.
Year 7: **Texture** – unison, homophonic, melody with accompaniment; **Melody** – Conjunct, improvisation; **Tonality** – Major key and minor key **Harmony –** Major and minor chords; **Structure** – Verse/chorus; binary (AB); **Metre** – 4/4, 3/4

Timbre/sonority - Families of instruments and aurally identify different orchestral instruments from the Classical Period. (Violin, cello, double bass; trumpet and French Horn; Flute, clarinet, oboe, bassoon). Instrumental techniques – arco, pizzicato
Year 8: **Texture** – unison, homophonic, melody with accompaniment, **polyphonic, octaves, monophonic; Melody** – Conjunct, improvisation**, disjunct, triadic, phrase lengths (counting bars); Tonality** – Major key and minor key; **Harmony –** Major and minor chords, **chords I, IV, V, vi; 7th chords, diatonic; Structure** – Verse/chorus; binary (AB); **ternary (ABA), 12 bar blues, canon; Metre** – 4/4,3/4, **simple and compound time (6/8)** **Timbre/sonority** - Families of instruments and aurally identify different orchestral instruments from the Classical Period. (Violin, cello, double bass; trumpet and French Horn; Flute, clarinet, oboe, bassoon, **instruments of Blues and Jazz/Pop, sax, trombone, electric guitar, bass guitar. Keyboard instruments: Organ, harpsichord, synthesizer, piano; Instrumental techniques – gliss, wah-wah, portamento.**
Year 9: **Texture** – unison, homophonic, melody with accompaniment, polyphonic, octaves, monophonic, **contrapuntal** **Melody** – Conjunct, improvisation**,** disjunct, triadic, phrase lengths (counting bars), **scalic** **Tonality** – Major key and minor key, **atonal** **Harmony –** Major and minor chords, chords I, IV, V, vi; 7th chords, diatonic, **chromatic, modulation, inversions** **Structure** – Verse/chorus; binary (AB); ternary (ABA), 12 bar blues, canon, through-composed, strophic, **Metre** – 4/4,3/4, simple and compound time (6/8), **irregular time signatures (5/4), changing time signatures.** **Timbre/sonority** - Families of instruments and aurally identify different orchestral instruments from the Classical Period. (Violin, cello, double bass; trumpet and French Horn; Flute, clarinet, oboe, bassoon, instruments of Blues and Jazz/Pop, sax, trombone, electric guitar, bass guitar. Instrumental techniques – gliss, wah-wah, portamento. **New instruments of the Romantic period - tuba, bass drum/cymbals/snare drum, gong; bass clarinet, piccolo, contra-bassoon. Voices – soprano, alto, tenor, bass.**

Year 7

Find your voice	**The big picture**: To create a musical community in which the students feel confident and happy singing and performing with one another. To establish the routines of the classroom in terms of looking after their voice, and instruments. To develop basic skills on instruments available to them in the classroom. It's also important for the teacher to get to know students' level of musicianship and identify those students who already have musical experience, or show real musical potential. NB Musical Futures resources 'Just Play' offers lots of good resources and song ideas. **In every lesson listen to a piece of music and tap the beat. Clap on different beats. What's the time signature.**

	Keywords: Texture – unison, melody with accompaniment; Structure – verse/chorus **Suggested tasks for voice:** Learning to warm up the voice. (Unison) Singing as a class. Call and response. Singing rounds. Select first song with simple chords (I & IV or I & V) **Suggestions:** Dumb Ways to Die; The Best Day of my Life; Three Little Birds; **Suggested instrument activities. Teacher to select suitable songs:** Learning where C is on the keyboard (Youtube – C is to the Left of the two black keys) Learn to play a chord on keyboard/ukulele. Practise playing two chords with good technique. Learning chords C, F G on ukulele. **Questions to pose** What is a chord? (Major chords) What makes a good practice session? **Baseline assessment opportunities - must be formative, holistic and based on a variety of tasks.** Formative assessment – Identify HAPS and LAPS students. Record students' performances in groups - at least twice, and upload to MS Teams with feedback recorded. Questioning and possible Focus on Sound responses from homework. **Focus on Sound** Homework opportunities for students to start GCSE style listening exercises, embedding keywords.
Musique Concrete	In order to maintain singing as a weekly activity, starters could include singing a variety of warm-ups and songs. These songs could be recorded, imported and used as part of this project. Example – Dr Who ostinato and melody. **The big picture:** By the end of this project, students will have knowledge of how to record audio, and midi on a DAW. They will have basic IT skills such as copy and pasting, splitting a track, changing the pitch, reversing track. They will have created a track with recorded tracks, and possibly MIDI. They will have learnt the importance of structuring a piece, with reference to binary and ternary form. **Keywords:** MIDI, audio, import, split track, structure – binary and ternary;

	Suggested tasks: Record sounds in the classroom (chairs being moved, door shutting, chatter of the classroom). Students to manipulate in Soundtrap/GaragebandPractice Students to record Dr Who ostinato and opening melody. Then import into Soundtrap/Garageband and manipulate. **Suggested tracks:** 'Symphony pour un homme seul'. Dr Who - variety of versions Christophe Chassol – Big Sun (he recorded life on the island of La Reunion, then created music to 'match' the audio). Pink Floyd – Money The Beatles – Tomorrow Never Knows. **Assessment opportunities:** Listen and appraise compositions. Formative. **Focus on Sound** Homework opportunities for students to start GCSE style listening exercises, embedding keywords.
Programme Music	In order to maintain singing as a weekly activity, starters could include singing a variety of warm-ups and songs. These could be linked to major and minor tonalities in order to link up with main project. Focus: Orchestral instruments, learning to aurally identify them. Composing using chords, motif, ostinato and melody. Keywords: Brass, woodwind, percussion, strings (challenge to identify which instrument belongs to which family). Tonality – Major and minor; motif; melody; dynamics Big picture: By the end of this project, students will have listened to a variety of orchestra instruments, and some will be able to aurally identify these instruments. They will have learnt that composers use compositional devices (ostinato; motif; pedal note; chord progression) and will have tried to use these in their own compositions. Depending on time, they might have created one final composition, or have worked on a variety of short compositions in order **Suggested tracks: (NB Primary schools often use these pieces...)** Pictures at an Exhibition The Planets

	Peter and The Wolf Danse Macabre Sea Interludes Carnival of the Animals **Questions to pose** Is this in a major tonality or minor tonality (teacher to sing major/minor scale over the piece to help students hear which feels better) Has the composer used dynamics? How many beats per bar? **Suggested tasks** Students to listen to a piece and asked to identify what the piece is about. Can they justify their answer using keywords displayed (linked to melody, dynamics, rhythm, tempo, structure). Teacher to break down how the piece is constructed, eg Mars – rhythmical ostinato, low brass repeating a motif. Students then given a set chords and tasked with composing a motif/rhythmical ostinato. Contrasts with Venus. Use broken chords instead, use an alternative tonality. Short, simple melodies which are conjunct or triadic. Suggested keys: C major and A minor. **Assessment opportunities:** Listen and appraise compositions. Formative. **Focus on Sound** Homework opportunities for students to start GCSE style listening exercises, embedding keywords.
Learning to improvise	In order to maintain singing as a weekly activity, starters could include singing a variety of warm-ups and songs. Youtube backing track (Blues?) - Vocally improvise, students to copy. Offer opportunities for students to lead. **The big picture:** By the end of this project, students will have learnt that composing melody starts with improvising. This could be explored in a number of different ways: Indian music and ragas, ostinato and pentatonic (major and minor); Klezmer Music and the Hava Nagila scale. Keywords: Ostinato, improvise, beat, phrasing

	Suggested tasks: Klezmer Music: Learn Hava Nagila, section A and B. Learn the scale. Practise improvising. Students to compose their own melody based on their improvisations. Accompanied by D major and Gm chord. Ostinato: Class to compose a simple ostinato. To learn major pentatonic and minor pentatonic. To practise improvising. **Questions to pose:** How do you get better at improvisation? Why is improvisation always different? Can you be wrong when you improvise? **Assessment opportunities:** Record students improvising, supported by teacher playing chords. This could be two or four bars each and passed around the class. Identify LAPS and HAPS for improvising. **Focus on Sound** Homework opportunities for students to start GCSE style listening exercises, embedding keywords.
Musicals	In order to maintain singing as a weekly activity, starters could include singing a variety of warm-ups and songs. **Keywords:** Metre – time signature of 4/4 or 3/4; melody – syllabic, conjunct, disjunct; texture – homophonic, melody with accompaniment, call and response. Techniques: Belting, falsetto, scat; Types of voices - soprano, alto, tenor, bass, **The Big Picture:** Students will learn how the voice can be used in different ways, such as belting and they will learn to identify different types of voice. Teachers may wish to explore one particular musical, or explore a variety of musicals. A selections of songs could be performed by the class – perhaps 3? Teachers may wish to create classroom arrangements, and encourage use of instruments, or ask all students to sing. Rehearsal technique will be a big focus. Additional focus might include exploring different types of ensembles which are used in musicals eg Hamilton versus West Side Story. **Questions to pose:** How does the music reflect the emotion of the character/scene? What's the structure of the piece (strophic or verse/chorus) Which instruments can you hear? How many beats per bar? What's the time signature? Does the tempo change? **Suggested pieces**

	Little Shop of Horrors (good for listening) Matilda (be mindful that primaries often use some of these songs for performances) Grease **Assessment opportunities** Record performances. Identify HAPS and LAPS. **Focus on Sound** Homework opportunities for students to start GCSE style listening exercises, embedding keywords.
Musical Futures (learning how to practise) Depending on levels of musicianship, this may be a topic you repeat in the year with different pieces which requires further challenge.	**Keywords:** Beat, introduction, verse, chorus, time signature, strumming pattern, ensemble, chunking, tab, playing by ear. **The Big Picture**: Using resources from Just Play, and other Musical Future resources, or teacher to create their own resources, students to experience playing as an ensemble. Lessons will focus on how to practise, teacher modelling which section their working on. Students asked to reflect on what they need to improve upon. Possible challenge could include students playing inversions on keyboard, adding the root in the left hand and full chord in the right hand, finger picking chords on ukulele or guitar. **Suggested pieces** Pieces with up to four chords, possible challenge of having different chords for the chorus. Wonderwall, Let It Be, Shape of You **Questions to pose:** How many chords are used? Do you see a pattern in the chords? What's the time signature? How many bars is the introduction/verse/chorus? What are you going to practise today? Describe what a good technique is when you play...piano/guitar/bass guitar/ ukulele/sing? **Assessment opportunities** Record performances. Identify HAPS and LAPS. Teacher to respond to the performances and needs of the students. **Focus on Sound** Homework opportunities for students to start GCSE style listening exercises, embedding keywords.

Throughout Year 8, refer to learning which took place in Year 7. Much of what is learnt in Year 8 is scaffolded from Year 7 and requires repetition and practice in order to improve. For example, aurally identifying instruments; identifying time signature, describe melody as conjunct; using three or four chords (why was that?), learning to improvise.

The Blues	**The big picture**: Students to learn a new structure of 12 bar blues. By the end of the project they will have learnt degrees of the scale, in particular tonic, subdominant and dominant (I,IV, V). They will have played an active role in a performance of the Blues. Some students might be able to work out the 7ths. Students will revisit improvisation but now on a Blues scale. Depending on the class, the teacher may wish for students to create their own Blues piece, with lyrics which is performed to the class, or the teacher may decide to have a class Blues, with different students performing whilst the rest of the class sing. Students will also explore how The Blues was music of Black Musicians and Black Americans. **Keywords**: Chords I, IV, V, 12 bar Blues, lyric structure of AAB, 7ths, improvisation, pitch bends, Rock and Roll, Jazz, swing **Suggested pieces**: The Thrill Is Gone Billie's Blues Foolish Man's Blues Lisa's Blues (from The Simpsons) **Questions to pose:** What makes a good practice session? If G = 1, what numbers would we assign C and D? If C =1, what would chords IV and V be? What makes a good improvisation (encourage being able to sing it back) Can you vocalise the swing rhythm? **Suggested activities:** To learn chords I, IV and V in key of G major (Year 7 was based on C major, now move onto G major). To practise playing them in a 12 bar blues. TO explore the relationship of chords I,IV, V and apply it to different keys. To learn how to structure the lyrics of The Blues.

	To create a class Blues or small ensemble Blues. Each student to play a Blues, in a role selected by them (guitar, keyboard, chord, improvisation, vocals) **Assessment opportunities**: Hear small ensemble performances throughout the project. Holistic assessment. Teachers to identify their HAPS. Find out about musical experience. **Focus on Sound** Homework opportunities for students to start GCSE style listening exercises, embedding keywords.
Rock and Roll to Jazz	**The Big Picture:** To explore how The Blues moves into Rock and Roll. To learn that Rock and Roll emerge from Country and Western and The Blues. Two different approaches with Chuck Berry and Little Richard verses Elvis Presley. Stress how dominant Black musicians were in establishing all these styles but racism meant white musician popularised it amongst a white audience. Then to explore how Jazz emerged yet was still using chords I, IV and V but adding extra notes to the chord. Musical focus on chords I, IV and V and refining a performance. **Stress how these chords should be used in composition.** Students to perform a piece of Rock and Roll and jazz if time. **Keywords:** Harmony - chords I, IV, V; chord progression, verse/chorus (rock and roll), counting bars for a section, head (jazz), improvisation. Instrument identification. **Suggested pieces:** Maybelline – Chuck Berry Lucille – Little Richard Jailhouse Rock – Elvis Presley Watermelon Mann – Woody Hermann vs Herbie Hancock **Suggested activities:** To analyse Jailhouse Rock, compare the chord progression of the chorus to The Blues. Use a contrasting key in order to apply chords I, IV< V. This could then develop into a performance of the whole song. To move onto Watermelon Man. Students to learn the melody by ear, with notation available to those who want it. Explore the chord progression and analyse how V7 is used and the chord progression extended. Students to practise their improvisation skills. **Questions to pose:** How is this similar to The Blues? How has the order of chords changed?

	If D is 1, what are chords IV and V? Etc Which instrument is playing the melody/head/solo? **Assessment opportunities**: Hear small ensemble performances throughout the project. Holistic assessment. Teachers to identify their HAPS. Find out about musical experience. **Focus on Sound** Homework opportunities for students to start GCSE style listening exercises, embedding keywords.
Baroque Music	**The Big Picture:** Introduce students to a timeline which will be started in Year 8 and continue into Year 9. These topics will be returned to during GCSE, and also develop students' cultural capital. To learn about the 'sound' of Baroque and to learn what the term texture means and how to aurally identify different textures. To learn about different compositional techniques of ground bass and canon. To practise identifying instruments of the orchestra. **Keywords: Texture** - unison, octaves, monophonic, homophony, polyphonic. Instruments – harpsichord; canon. If exploring Pachelbel's Canon, explore rhythm note values **Suggested pieces:** Bach's Toccata and Fugue Bach Brandenberg Concerto (good for exploring the small size of orchestra and use of harpsichord) Handel Zadok The Priest Purcell Queen of Sheeba Purcell When I am Laid In Earth Pachelbel's Canon in D major. **Suggested Activities (IT or instruments)** Students to analyse Bach's Toccata and Fugue in reference to texture. In order to understand the texture, students to learn to play it on keyboard. Challenge to play in octaves, and add chords. Students to then explore Pachelbel's Canon in D. Can students recreate it? Challenge given based on level of difficulty of part. **Questions to pose:** What's the tempo? What's the Italian term for that tempo? What's the time signature?

	Which instruments can you hear? What's the difference between a crotchet, quaver and semiquaver? (Aurally to identify) What's a ground bass? **Assessment opportunities:** Teacher to observe, and hear, individual student's work. Identify HAPS and LAPS. **Focus on Sound** Homework opportunities for students to start GCSE style listening exercises, embedding keywords.
Folk Music	**The Big Picture**: Students to be introduced to local Folk Music – Music of the People, ever evolving. By the end of this project, students will have practised their instrumental skills on a chosen instrument and will have practised playing both melody and chords. They will perform in small ensembles and will have performed a piece in simple time and compound time. They will understand how to identify whether a piece is in simple or compound time. They will have listened to a variety of British folk music. Chords I, IV and V will also be referred to. **Keywords:** Diatonic, simple time (2/4, 4/4), compound time (6/8) , phrasing, binary, ternary. **Suggested Pieces:** Oh Poor Old a Man (4/4) Irish Washerwoman (6/8) New York Gills, by Bellowhead The Pat a Cake Polka The Rocky Road to Dublin Roaring Barmaid **Suggested Activities:** Learn a simple folk song in simple time. Oh Poor Old Man is a good piece. Students to learn section A and B, and then learn the chords as a challenge (in G major, I, IV and V). Teacher to record small ensemble performances. Then move onto a piece in compound time. Irish Washerwoman is a great example. Students to explore the difference between simple and compound. Students to perform in small groups and teacher to record. **Questions to pose:** How many beats per bar? Can you divide the beat into two or three (apple or pineapple)? Is it in simple or compound time? What's the time signature?

	Which instruments can you hear? How many bars is section A? What's the phrase structure of section A? Which chords are used? If G is I, what numbers would be give C and D? Which other pieces have to performed which have used chords I, IV and V? **Assessment opportunities:** Teacher to observe, and hear, individual student's work. Identify HAPS and LAPS. **Focus on Sound** Homework opportunities for students to start GCSE style listening exercises, embedding keywords.
Minimalism/ Electronic Dance Music	**The big picture:** By the end of this project, students will have learnt about key musical features of minimalism and explored how EDM stemmed from minimalism. They will have created two projects. One will be a minimalist piece using minimalist techniques and the other will be a piece of EDM. They will have listened to a variety of music and will be able to aurally identify key musical features. They will have learn how to edit on DAW. **Keywords**: Cell, motif, ostinato, phase shifting, region, automation, repetition, marimba, structure, loops, 'repeating motifs' 'repeating cells', 'repeating rhythms', drone (these final terms are related to GCSE) **Suggested pieces:** Clapping Music – Steve Reich Six Marimbas – Steve Reich Music for 18 Musicians – Steve Reich Electric Counterpoint – Steve Reich Glassworks – Philip Glass In C – Terry Riley **EDM** Pjanoo One More Time – Daft Punk Right Here, Right Now – Fat Boy Slim Praise You – Fat Boy Slim Inspector Norse, Todd Terje

	Suggested Activities: **Minimalism**: Listen to clapping music, compose a short motif, learn to phase shift it. Listen to Six Marimba, compose a motif, copy and paste, then take notes away so that it builds up – like Six Marimbas. Add a drone. Explore tuned percussion. **EDM:** Compose an EDM drum beat. Analyse Pjanoo – add chords like the piece. Analyse Go – Chemical Brothers, add a riff. Analyse Praise You – Develop the structure. Add drone. **Questions to pose:** Which words would you use to describe this piece? Which instruments can you hear? Stand up when the chords come in. Which bar does the bass/drums/vocal come in? How do we create contrast in a composition? **Assessment Opportunities:** Teacher to observe work in lesson and layout of piece on the screen. **Focus on Sound** Homework opportunities for students to start GCSE style listening exercises, embedding keywords.
Classical Music Possibly opera?!	**The big picture:** Following on from the Baroque unit, students will learn that Classical Music is from 1750-1820, and is the music of Mozart, among other composers. They will learn that the orchestra got bigger, the piano was 'invented' and that the common texture was melody with accompaniment – a big focus on melody. Suggest that Beethoven is included in this period as a 'late composer'. **Keywords:** Classical, Mozart, texture – melody with accompaniment; four bar phrasing, diatonic, chromatic moments, tonality – major and minor; metre – simple or compound (linking to folk), sequence, conjunct and disjunct If time - chords I, IV, V..., inversions; opera arias, **Suggested pieces:** Fur Elise – Beethoven Mozart – Clarinet Concerto, 3rd movt (6/8) Mozart - Rondo Alla Turka – Good example of developing a melody. Mozart – Soave Via Sento (beautiful) **Suggested activities**

	Mozart – Voi Che Sapete, or Beethoven Fur Elise Listen, analyse the melody. Students to practise playing the melody. If doing Voi Che Sapete, analyse the chord structure, in key of G major. Chords I, IV, V and vi. Challenge: Imperfect and perfect cadence. How could the chords be played differently? Om-pa? Broken chord. Typical Classical textures. Compositional exercise using techniques from Mozart. Antecedent and consequent phrasing; chord progression with different harmonic rhythm? **Questions to pose:** Is this melody conjunct or disjunct? When do we hear cadences? Which tonality is this piece? Major or minor? What's the time signature? (Year 7 – how many beats per bar) Which chords are used in this piece? If G = 1, what would the other chords be? **Assessment opportunities:** Fluency of performance, questioning. Observations of practice time. Level of difficulty – chords (bass line) or melody? How are the chords played? **Focus on Sound** Homework opportunities for students to start GCSE style listening exercises, embedding keywords.

Throughout Year 9, refer to learning which took place in Year 8 and Year 7. Much of what is learnt in Year 9 is scaffolded from Year 8 and 7 and requires repetition and practice in order to improve. For example, composing in a key using a chord progression, chords I, IV, V, vi; organising sounds in order to create an effective structure; learning about the journey of classical music from Baroque to Twentieth Century.

Reggae	**The big picture**: By the end of the project, students will have learnt about the history of Reggae starting with R&B of WW2 and Big Bands to classic songs and the role of Dub and technology. They will have learnt about the socially conscious lyrics. They will have learnt about typical musical features and will be able to link it to chords I, IV and V. Students will have performed at least one song from the reggae repertoire, and may have also composed a song in a Reggae style using typical musical features. This is a topic at GCSE Music.

	Keywords: Skank, off-beat, syncopation, chords I, IV, V. Toasting. Verse/chorus, melodic bass line. **Suggested pieces:** Stir It Up (good for I, IV, V); Lively Up Yourself 54-46 Was My Number – Toots and the Maytals Curly Dub – Lee Perry Pressure Drop – Toots and the Maytals Tikin Jah Foley – French Reggae **Suggested activities:** Analyse Lively Up Yourself. Students to learn different parts, including bassline, chords and melody. Perform the opening in small ensembles. Either learn another piece, teacher's choice or encourage composition using key musical features. Modelled by the teacher. **Questions to pose:** How many bars is the intro/verse/chorus? What effects have been used? Referring to numerals, which chords have been used? Clap the rhythm of the bass line. **Assessment opportunities:** Observations of practice time. Teacher to make recordings as evidence. HAPS and LAPS to be identified. **Focus on Sound** Homework opportunities for students to start GCSE style listening exercises, embedding keywords.
Spoken Word - Rap, Hip-Hop and Grime	**The big picture**: By the end of the project, students will have learnt about a range of spoken word genres spanning from toasting in Reggae, to 1980s hip-hop and present day Grime. They will analyse specific pieces, chosen by the teacher, and create a track using techniques the composer/producer has used. This may include drum beats and fills, chords, riffs, breaks, string accompaniment. Some students may wish to write their own lyrics, others may wish to perform raps which are socially conscious. Links should be made to EDM and the use of sampling of soul music and electronic music. **Keywords:** Structure, chord progression, sampling, hip-hop culture, Gospel, Disco, Electronic, Soul

	Suggested pieces: Big for Your Boots – BBC Live Lounge, Stormzy Dry Your Eyes – The Streets Paid in Full – Erik B and Rakim Rappers Delight - Bring the Noise – Public Enemy The Message Planet Rock by Afrika Bambaata Picture Me by Dave Samples: Trans-Euro-Express – Kraftwerk; Funky Drummer, Fresh Prince of Bel Air **Suggested activities:** Potential for lots of listening and analaysis. Work chronologically through pieces and explore whether music is sampled and what style influence the song. Disco, electronic, gospel, Soul. Exploring drum machines and beats such as Roland TR808. Students could copy Stormzy's style through Big for your Boots and then use the same key, Em, to compose their own piece of Grime, including creating quick drum beats etc. **Questions to pose:** Which style of music is sampled? Which bar do we first hear the...bass/vocal? etc Which instruments have been used? **Assessment opportunities:** Observations of practice time. Teacher to make recordings as evidence. HAPS and LAPS to be identified. **Focus on Sound** Homework opportunities for students to start GCSE style listening exercises, embedding keywords.
Film Music	**The big picture**: By the end of the project, students will have learnt a variety of compositional techniques used in film music. This will include the use of tritone, diminished 7^{th} chords, tessitura, orchestration, chromatic, chromatic melody, leitmotif. Teachers may wish to develop one composition or work on different techniques each lesson. Students will be able to identify techniques within short film clips. These techniques can be used for GCSE music.

	Keywords: tritone, diminished 7th chords, tessitura, orchestration, chromatic, diatonic, chromatic melody, leitmotif, **Suggested pieces:** Star Wars Wall-E Soul Bernard Herrmann – Psycho (audio only!) **Suggested activities:** To ensure breadth of study, and teach a range of compositional devices, teachers may wish to focus on a different film and clip each week, break down the techniques used and then short compositional exercises. By the end of the topic students would have aa range of compositional devices they could use in the future including use of leitmotif, constructing a diminished 7th chord, chromatic scales, selecting suitable timbres. **Questions to pose:** Which instrument plays the melody/leitmotif? What's the time signature? Identify the correct tempo term (Give multiple choice as Italian words) How does the composer create tension? **Assessment opportunities:** Observations of practice time. Teacher to make recordings as evidence. HAPS and LAPS to be identified. **Focus on Sound** Homework opportunities for students to start GCSE style listening exercises, embedding keywords.
Romantic Music	**The big picture**: By the end of the unit, students will have learnt about 19th century piano music and impressionism. They will be able to trace the development of the orchestra from Baroque to Romantic. They will explore the use of extended chords, and the impact poetry, art and nationalism had on composers. The will learn about this style of music through performance, with the possibility of using it within the starting point of a remix. This is a GCSE topic. **Keywords:** Pedal (sustaining pedal), range, extended chords and how to construct (eg D9, D11, D13), rubato. If time, structure - strophic, through-composed, inversions, broken chord

	Suggested pieces: Chopin Raindrop Prelude Chopin Ballade in F major (based on quite violent folk story) Grieg Norwegian March Satie – Gymnopedie Schubert – Erlkonig (Youtube Oxford Lieder really good animation) Faure Pavane Verdi – Dies Irae (great for chromatic line in choir and lots of instruments/dynamics) **Suggested Activities** Introduce Satie's Gymnopedie. Students to practise playing the chords or the melody. Explore the role of the pedal which enables notes to be sustained. If using IT, students to sample a small bit of the piece and create a remix. Beginning of Norwegian March has great chords inc major 7ths and inversions. Students to compose a chord progression using extended chords. Analyse Faure's Pavane and the role of melody and broken chords. Students to attempt to perform. Students could compose a piece using a set chord progression but change the texture of the chords. **Questions to pose:** Which instruments play the melody? What does the pedal on a piano do? What's the texture of this piece? How could you change those chords? **Assessment opportunities:** Observations of practice time. Teacher to make recordings as evidence. HAPS and LAPS to be identified. **Focus on Sound** Homework opportunities for students to start GCSE style listening exercises, embedding keywords.
Journey Around the World	**The big picture**: By the end of the project, students will be aware of a variety of musical cultures, chosen by the teacher. This may range, from Samba drumming, Indian Ragas, Salsa, Chinese Music, African drumming and vocal music. Students may either compose music in the style of these cultures, or perform pieces which are studied. Identification of different instruments would also be useful. **Selection of cultures may be dependent on the cultures within the school.** This is a GCSE topic and the discipline of practice can be applied to BTEC Music.

	Keywords: Dependent on choice of musical cultures. Each school to decide on their words. **Suggested Musicians and country:** Tinariwen; Amadou and Mariam; Diabate; Lamomali- Mali Ravi Shankar; Anoushka Shankar – India; Nitin Sawhney – Fusion of ALL styles! Inc Indian and Flamenco Immigrant and or Immigrants **Explore contemporary artists from the region – remixes. Good source would be WOMAD.** **Suggested activities and pieces** Students to learn through performing in some way, or taking compositional techniques. This could include learning about different types of scales, or rhythms. Possible opportunity to bring in a resident musician **Questions to pose** Where have you heard this style of Music? How is this music different to the music you listen to? How is this music similar to the music you listen to? **Assessment opportunities:** Observations of practice time. Teacher to make recordings as evidence. HAPS and LAPS to be identified. **Focus on Sound** Homework opportunities for students to start GCSE style listening exercises, embedding keywords.
A Journey Through the Decades	**The big picture**: By the end of the project, students will have learnt about a variety of pop music genres chosen by the teacher. This may range from Soul, Disco, Rock, New Romantics, British Punk, Indie, Britpop, UK Garage. Students should be given the opportunity to hear a range of music and perform different songs. With each song performed, teachers should analyse, with the students, how the song is related to previous learning. Eg Harmony, tonality, melody, structure, texture etc. Some students may wish to compose a song in a particular genre. The use of technology would also be an interesting angle. Challenge may include learning how to modulate. This is a GCSE topic and the discipline of practice can be applied to BTEC Music. **Keywords:** Steady rock beat, back beat, modulation, inversions **Suggested activities.** Students to learn through performing in some way, or taking compositional techniques. This could include learning about use of instruments/instrumental effects. Possible opportunity to bring in a resident musician

	Questions to pose Find out what music you parents/carers/grandparents listened to as a child – great starting point and discussion! How is this piece different from the style we listen to last week? What's the time signature? On which beat does the vocal come in? What's the texture of the piece? Has the piece been influenced by other genres? **Assessment opportunities:** Observations of practice time. Teacher to make recordings as evidence. HAPS and LAPS to be identified. **Focus on Sound** Homework opportunities for students to start GCSE style listening exercises, embedding keywords.

KS4 GCSE

Substantive knowledge

Performance	**Composition**	**Listening**
To know how to practise on their chosen instrument in order to improve pitch and rhythmic accuracy. To explore a variety of performance repertoire which could be used for their performance.	To learn how to plan a composition, using appropriate musical elements, in order to meet the needs of a brief. To learn how to compose in a variety of textures (monophonic, unison, octaves, homophonic, polyphonic, call and response)	To learn how to aurally identify, and describe, key musical elements as stated in the exam specification, namely texture, melody, harmony, tonality, sonority, structure and rhythm.

To know how to apply performance directions to their performance in order to achieve an expressive performance. To know what a good performance on their instrument sounds like.	To learn how to compose in a chosen key using functional harmony. To learn how to use inversions and chromatic chords such as 7ths and secondary dominants in their chord progression. To learn how to modulate. To learn how to use instruments idiomatically in a composition. To learn how to improvise and compose convincing melody which blends with their chosen chord progression. To learn how develop melody in order to create melodic cohesion and unity within a piece. To learn how to notate a composition suitable to the genre chosen. This could be through music notation, tab, graphic score or detailed annotation.	

Performing	**Composition**	**Listening**
To be able to select appropriate repertoire for their chosen instrument. To perform with confidence, fluency, accuracy and expression both as a soloist and ensemble performer.	To compose to a set brief using appropriate musical elements, and be able to justify their response in a written programme note. To compose music using a variety of musical elements and compositional devices which demonstrate cohesion and development.	To be able to aurally identify, and describe, key musical elements as stated in the exam specification, namely texture, melody, harmony, tonality, sonority, structure and rhythm. To take compositional devices and techniques used by composers and song-writers and apply these techniques in their own compositions.

KS5 Music, A-Level

Substantive knowledge

Performance	Composition	Listening and appraising
To explore a variety of repertoire for their chosen instrument. To explore and understand how performers may interpret the same piece quite differently. To learn how to assemble a programme of music which demonstrates the best of their musical ability. To know how to practise effectively in order to achieve an exceptionally accurate and expressive performance.	To understand how composers create a piece using a variety of compositional devices and techniques linked to musical elements. To learn how to modulate to tertiary keys. To learn how to develop melody in order to create melodic cohesion and contrast. To learn how to use chromatic chords effectively within a key.	To be able to read a piano and orchestral score from Baroque, Classical and Romantic period. To learn how to identify a variety of musical features of two styles of music, such as Jazz and Pop, and explore the impact the musical elements have on the outcome of the piece. To learn the key musical concepts and keywords as stated by the A-Level specification.

Disciplinary Knowledge

Performance	Composition	Listening and Appraising
To be able to perform with accuracy and expression on their chosen instrument. This might be as a soloist or ensemble performer. To be able to identify areas of weakness in their performance and refine it accordingly. To perform with flair and commitment.	To be able to compose music which uses traditional compositional devices from set works they have studied. To compose with flair and creativity. To plan compositions ensuring both cohesion, unity and development.	To be able to analyse a blank score accurately, identifying features linked to harmony, tonality, structure, melody, sonority and texture. To be able to discuss how a composer 'handles' any specific musical element listed above. To be able to apply their understanding of how a composer has used musical elements in unfamiliar music.

	To develop their own composing voice and justify their compositional choices.	To be able to select appropriate repertoire from given song-writers and composers in order to develop an argument relating to a specific question from the exam board. For example, 'Discuss how a successful song-writer uses balance and surprise in their music. You must refer to two composers'



Personal, Social, Health and Economic (PHSE)

Curriculum framework

PSHE Curriculum Framework

Intent:

The purpose of the Futura Learning Partnership PSHE intent is to provide a framework for high quality PSHE education across phases which is accessible to all and ensures that each of our pupils will develop the knowledge, skills and attributes they need to keep themselves healthy, safe and prepared for life and work. The aim is to ensure our pupils understand more about how to play a positive and successful role within our society, both as a child and as an adult within the future. It should have an impact on both academic and non-academic outcomes for pupils, particularly the most vulnerable and disadvantaged. The aim is for a holistic PSHE learning journey spanning the pupil's school career, with a progressive, spiral curriculum that addresses real needs in a rapidly-changing world.

Inclusion: Our curriculum is ambitious for all and strives to address inclusion and disadvantage in its intent and implementation

Aims: Underpinning the intent are 6 key **substantive knowledge concepts**:

Being me in my world	Includes understanding my place in the class, school and global community as well as devising Learning Charters.
Celebrating difference	Includes anti-bullying (cyber and homophobic bullying included) and diversity work.
Dreams and goals	Includes goal-setting, aspirations for yourself and the world and working together.
Healthy me	Includes drugs and alcohol education, self-esteem and confidence as well as healthy lifestyle choices.
Relationships	Includes understanding friendship, family and other relationships, conflict resolution and communication skills.
Changing me	This puzzle includes sex and relationships education in the context of coping positively with change. (includes age-appropriate sex education)

Each PSHE lesson is underpinned by the following 6 **disciplinary knowledge concepts**:

Connect us	Developing the ability to take enjoyment from their learning, to be inclusive learners and to build and maximise social skills. Children are encouraged to build positive relationships and take part in collaborative learning.
Calm me	Children gain awareness of the activity in their minds, relaxing them and quietening their thoughts and emotions to a place of optimum learning capacity.
Open my mind	Developing the ability to filter the many stimuli entering the child's mind at any given time. The aim here is to improve concentration and learning by filtering out activity around them.
Tell me or show me	Children are encouraged to introduce new information, concepts and skills, using a range of approaches and activities.

Let me learn	Developing children's ability to manipulate, use and play with new information in order for it to make sense to them and for them to 'accommodate' it into their existing learning.
Help me reflect	Children are encouraged to reflect on their learning experiences and their progress. By reflecting, children can process and evaluate what they have learnt, which enables them to consolidate and apply their learning.

PSHE, RSE, SMSC and British Values Statement

The curriculum comprises not just of PSHE (Personal, Social, Health Education) but also includes resilience, mental health, emotional literacy, social and employability skills, British values, and SMSC (spiritual, moral, social, cultural development), as well as an inclusive philosophy including Relationship and Sex Education.

- **RSE-** All aspects of RSE (Relationships and Sex Education) are covered within the PSHE curriculum. Term 5 and 6, Relationships and Changing Me cover the main aspects. See appendix 1 for further details
- **FBV-** All areas relating to Fundamental British Value are covered within the PSHE curriculum. See appendix 2 for details
- **SMSC-** All areas relating to Spiritual, Moral, Social, Cultural development are covered within the PSHE curriculum. See appendix 3 for further details.

Appendix 1	See Jigsaw- Community Area- RSHE (Relationships and Changing ME)- Resources Jigsaw Mapping Documents (for RSHE)
Appendix 2	See Jigsaw- Community- Teachers- British Values Map
Appendix 3	See Jigsaw- Community- Teachers- SMSC Mapping Doc

JIGSAW

This PSHE curriculum follows the JIGSAW scheme of work. If schools have access to this scheme, then they can see the lesson plans and use the online resources. If schools do not have access to the scheme, then they can follow the curriculum plan below.

Termly Enrichment Activity

Each term, every school in the Futura Learning Partnership will take part in an enrichment activity or competition, based on the learning focus for PSHE. See below for details of each activity. We have also suggested wider community links which schools can get involved in charitable work if appropriate.

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Being me in my world	**Celebrating differences**	**Dreams and goals**	**Healthy me**	**Relationships**	**Changing me**
Each school or class creates a display about what makes their school or class special. Suggested ideas: - Each child makes a puzzle piece that fits together with the rest of the pieces. - Include words and picture of parts of their school that are special.	Each school or class hosts a talent show where children perform their unique talents.	Each class creates a Dreams and Goals display. Children think about what they want to achieve by the end of the school year. Suggested ideas: -Make a time capsule -Display reaching your dreams and goals as a rollercoaster journey -Make dream catchers	Each class/school plans a healthy morning. Each class has to bring in a healthy snack/prepare a healthy lunch and all children take part in a healthy activity e.g. move a mile, danceathon. Suggested ideas: -In Secondary Schools, this could be part of a cooking and/or PE lesson. -MasterChef competition	Focus on friendship. Create a Friendship display. Suggested ideas: - Create a recipe for friendship - Write a friendship a poem - Take a selfie with a friend and describe why they are a good friend.	Each class or school creates a mini film on Sports Day. Film makers should interview children about how their bodies help them move and succeed in different sports. E.g. my strong arms help me throw the javelin, my long legs help me to run long distances.
Suggested community links: Off The Record (mental health charity)	Suggested community links: Local Care Home (to perform talent shows) Fund raising for charities linked to equality	Suggested community links: Successful Alumni (lead assemblies, talk to children about their journey to success)	Suggested community links: NHS Food banks Fund raising for charities linked to mental health	Suggested community links: Time 2 Share Equalities team Playground buddies	Suggested community links: WeSports Pride activities

Early Years Foundation Stage substantive and disciplinary knowledge

In planning and guiding what children learn, practitioners must reflect on the different rates at which children are developing and adjust their practice appropriately. The three Characteristics of Effective Teaching and Learning are **playing and exploring** - children investigate and experience things, and 'have a go'; **active learning** - children concentrate and keep on trying if they encounter difficulties, and enjoy achievements; **creating and thinking critically** - children have and develop their own ideas, make links between ideas, and develop strategies for doing things. In addition, the prime areas of learning **(PSE, CL, PD)** underpin and are an integral part of children's learning in all areas.

Statutory ELG: Managing Self: Children at the expected level of development will: - Be confident to try new activities and show independence, resilience and perseverance in the face of challenge; Explain the reasons for rules, know right from wrong and try to behave accordingly; Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.

Statutory ELG: Building Relationships: Children at the expected level of development will: - Work and play cooperatively and take turns with others; Form positive attachments to adults and friendships with peers; Show sensitivity to their own and to others' needs.

Statutory ELG: Self-Regulation: Children at the expected level of development will: - Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly; Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate; Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.

EYFS PSED Skills – Based on the JIGSAW SOW

Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
- Understanding how it feels to belong. - Recognising and managing feelings. - Enjoying working with others to make school a good place to be. - Understanding it is good to be kind. - Understanding children's rights and how we all learn and play. - Learning what being responsible means.	- Understanding everyone is good at different things. - Understanding being different makes us special. - Understanding we are all different but the same in some ways. - Explaining why my home is special to me. - Explaining how to be a kind friend. - Understanding which words to use to stand up for myself if someone is unkind.	- Persevering to tackle challenges. - Recognizing I am able to not give up and achieve my goal. - Setting a goal and working towards it. - Use kind words to encourage others. - Understanding that what I learn now is linked to the job I might like to do when I am older. - Saying how I feel when I achieve a goal and knowing what it means to feel proud.	- Understanding the need for exercise to keep my body healthy. - Understanding how both movement and rest are good for my bod. - Being able to make healthy eating choices. - Understanding why sleep is good for me. - Knowing the importance of washing my hands properly. - Understanding what a stranger is and how to keep myself safe.	- Identifying the jobs I do in my family and belonging. - Knowing how to make friends. - Thinking of ways to problem solve and stay friends. - Understanding the importance of kind words. - Using strategies to manage my feelings. - Knowing how to be a good friend.	- Naming body parts. - Knowing how to stay healthy. - Understanding we all grow from babies to adults. - Expressing my feelings about moving on. - Talking about worries or fears of moving into Year One. - Sharing memories of Reception.

First-hand experiences and pupil offer:

PSED at Foundation Stage is introduced directly through carpet times based on the JIGSAW SOW. All weekly lessons are accompanied by weekly celebrations of children showing they have achieved the Learning Intention and activities that can be added to weekly provision to enhance children's understanding.

The first-hand experiences children should be offered are:

- Weekly carpet times to teach a specific area or skill.
- Opportunities to discuss the way they are feeling.
- Strategies for Self-Regulation.
- Books and stories within the classroom that cover a variety of PSED skills.

Key Vocabulary

Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Happy, sad, cross, worried, scared, proud, excited, rights, responsibility	Differences, similarities, home, special, culture, community, family	Proud, dream, goal, job, encourage, persevere, challenge, difficult	Healthy, unhealthy, stranger, germs, illness, sleep, exercise, food	Problem solve, conflict, friends, kindness, bullying	Fears, concerns, happy, memory, Year One, head, arms, legs, feet, hands, toes, fingers, tummy, bottom, ears, nose, mouth, back, eyes, babies, adults

Year 1 substantive and disciplinary knowledge

Substantive knowledge					
Being me in my world	**Celebrating differences**	**Dreams and goals**	**Healthy me**	**Relationships**	**Changing me**
Identify feeling special and safe and being part of a class. Identify rights and responsibilities, rewards and feeling proud. Understand consequences. Understand the Learning Charter.	Discuss similarities and differences. Understanding bullying and knowing how to deal with it. Know how to make new friends. Celebrate the differences in everyone.	Set goals. Identify successes and achievements. Identify learning styles. Work well and celebrate achievement with a partner. Tackle new challenges Identify and overcoming obstacles. Identify feelings of success	Know important of keeping myself healthy. Identify healthier lifestyle choice. Understand how to keep clean. Identify how to keep safe. Know the importance of medicine safety/safety with household items and road safety.	Belonging to a family Making friends/being a good friend. Physical contact preferences. People who help us Qualities as a friend and person. Self-acknowledgement Being a good friend to myself. Celebrating special relationships.	Life cycles – animal and human. Changes in me. Changes since being a baby. Differences between female and male bodies (correct terminology). Linking growing and learning. Coping with change Transition.

			Link health and happiness.		

Disciplinary knowledge					
Being me in my world	**Celebrating differences**	**Dreams and goals**	**Healthy me**	**Relationships**	**Changing me**

Explain why my class is a happy and safe place to learn. Give different examples where I or others make my class happy and safe.	Tell you some ways that I am different and similar to other people in my class, and why this makes us all special. Explain what bullying is and how being bullied might make somebody feel.	Explain how I feel when I am successful and how this can be celebrated positively. Say why my internal treasure chest is an important place to store positive feelings.	Explain why I think my body is amazing and can identify a range of ways to keep it safe and healthy. Give examples of when being healthy can help me feel happy.	Explain why I have special relationships with some people and how these relationships help me feel safe and good about myself. I can also explain how my qualities help these relationships. Give examples of behaviour in other people that I appreciate and behaviours that I don't like.	Compare how I am now to when I was a baby and explain some of the changes that will happen to me as I get older. I can use the correct names for penis, testicles, anus, vagina, vulva, and give reasons why they are private. Explain why some changes I might experience might feel better than others.

Year 2 substantive and disciplinary knowledge

Substantive knowledge					
Being me in my world	**Celebrating differences**	**Dreams and goals**	**Healthy me**	**Relationships**	**Changing me**
Discuss hopes and fears for the year, rights and responsibilities, rewards and consequences. Establish a safe and fair learning environment. Make valuing contributions and choices. Identify different feelings.	Identify assumptions and stereotypes about gender. Understand bullying Know to stand up for self and others. Learn to make new friends. Define gender diversity Celebrate difference and remaining friends.	Know how to set realistic goals. Understand how to persevere. Identify learning strengths and how to learn with others. Know how to work in a group and cooperate. Contribute to and share success.	Define and show motivation. Understand the importance of healthy choices, good nutrition and relaxation. Identify healthier snacks.	Discuss different types of family. Identify physical contact boundaries. Understand friendship and conflict. Discuss secrets. Identify trust and appreciation. Express appreciation for special relationships.	Define life cycles in nature Understand growing from young to old. Know how to increase independence. Identify differences in female and male bodies (correct terminology) Express assertiveness Prepare for transition.

Disciplinary knowledge					
Being me in my world	**Celebrating differences**	**Dreams and goals**	**Healthy me**	**Relationships**	**Changing me**

Explain why my behaviour can impact on other people in my class. Compare my own and my friends' choices and can express why some choices are better than others.	Explain that sometimes people get bullied because they are seen to be different; this might include people who do not conform to gender stereotypes. Explain how it feels to have a friend and be a friend. I can also explain why it is OK to be different from my friends.	Explain how I played my part in a group and the parts other people played to create an end product. Explain how our skills complemented each other. Explain how it felt to be part of a group and can identify a range of feelings about group work	Explain why foods and medicines can be good for my body comparing my ideas with less healthy/ unsafe choices. Compare my own and my friends' choices and can express how it feels to make healthy and safe choices	Explain why some things might make me feel uncomfortable in a relationship and compare this with relationships that make me feel safe and special. Give examples of some different problem-solving techniques and explain how I might use them in certain situations in my relationships.	Use the correct terms to describe penis, testicles, anus, vagina, vulva and explain why they are private. Explain why some types of touches feel OK and others don't. Tell you what I like and don't like about being a boy/ girl and getting older, and recognise that other people might feel differently to me.

Year 3 substantive and disciplinary knowledge

Substantive knowledge					
Being me in my world	**Celebrating differences**	**Dreams and goals**	**Healthy me**	**Relationships**	**Changing me**
Setting personal goals Self-identity and worth Positivity in challenges Rules, rights and responsibilities Rewards and consequences Responsible choices Seeing things from others' perspectives	Families and their differences Family conflict and how to manage it (child-centered) Witnessing bullying and how to solve it Recognising how words can be hurtful Giving and receiving compliments	Difficult challenges and achieving success Dreams and ambitions New challenges Motivation and enthusiasm Recognising and trying to overcome obstacles Evaluating learning processes Managing feelings Simple budgeting	Exercise Fitness challenges Food labelling and healthy swaps Attitudes towards drugs Keeping safe and why it's important online and off line scenarios Respect for myself and others Healthy and safe choices	Family roles and responsibilities Friendship and negotiation Keeping safe online and who to go to for help Being a global citizen Being aware of how my choices affect others Awareness of how other children have different lives Expressing appreciation for family and friends	How babies grow Understanding a baby's needs Outside body changes Inside body changes Family stereotypes Challenging my ideas Preparing for transition

Disciplinary knowledge					
Being me in my world	**Celebrating differences**	**Dreams and goals**	**Healthy me**	**Relationships**	**Changing me**
Explain how my behaviour can affect how others feel and behave. Explain why it is	Describe different conflicts that might happen in family or friendship groups and how words can be used	Explain the different ways that help me learn and what I need to do to improve.	Identify things, people and places that I need to keep safe from, and can tell you some strategies for keeping	Explain how my life is influenced positively by people I know and also by people from other countries.	Explain how boys' and girls' bodies change on the inside/outside during the growing up process and can tell you

important to have rules and how that helps me and others in my class learn. Explain why it is important to feel valued.	in hurtful or kind ways when conflicts happen. Understand the impact that these words can have. Explain how being involved with a conflict makes me feel and can offer strategies to help the situation. e.g. Solve It Together or asking for help.	Demonstrate confidence and positivity when I share my success with others. Explain how these feelings can be stored in my internal treasure chest and why this is important.	myself safe and healthy including who to go to for help. Express how being anxious/ scared and unwell feels.	Explain why my choices might affect my family, friendships and people around the world who I don't know.	why these changes are necessary so that their bodies can make babies when they grow up. Recognise how I feel about these changes happening to me and can suggest some ideas to cope with these feelings.

Year 4 substantive and disciplinary knowledge

Substantive knowledge					
Being me in my world	**Celebrating differences**	**Dreams and goals**	**Healthy me**	**Relationships**	**Changing me**
Being part of a class team Being a school citizen Rights, responsibilities and democracy (school council) Rewards and consequences Group decision-making Having a voice What motivates behaviour	Challenging assumptions Judging by appearance Accepting self and others Understanding influences Understanding bullying Problem-solving Identifying how special and unique everyone is First impressions	Hopes and dreams Overcoming disappointment Creating new, realistic dreams Achieving goals Working in a group Celebrating contributions Resilience Positive attitudes	Healthier friendships Group dynamics Smoking Alcohol Assertiveness Peer pressure Celebrating inner strength	Jealousy Love and loss Memories of loved ones Getting on and Falling Out Girlfriends and boyfriends Showing appreciation to people and animals	Being unique Having a baby Girls and puberty Confidence in change Accepting change Preparing for transition Environmental change

Disciplinary knowledge					
Being me in my world	**Celebrating differences**	**Dreams and goals**	**Healthy me**	**Relationships**	**Changing me**
Explain why being listened to and listening to others is important in my school community. Explain why being democratic is important and can help me and others feel valued.	Explain a time when my first impression of someone changed as I got to know them. Explain why bullying might be difficult to spot and what to do about it if I'm not sure.	Plan and set new goals even after a disappointment. Explain what it means to be resilient and to have a positive attitude.	Recognise when people are putting me under pressure and can explain ways to resist this when I want to. Identify feelings of anxiety and fear associated with peer	Recognise how people are feeling when they miss a special person or animal. Give ways that might help me manage my feelings when missing a special person	Summarise the changes that happen to boys' and girls' bodies that prepare them for making a baby when they are older. Explain some of the choices I might make in the future and some of

	I can explain why it is good to accept myself and others for who we are.		pressure.	or animal.	the choices that I have no control over. Offer some suggestions about how I might manage my feelings when changes happen.

Year 5 substantive and disciplinary knowledge

Substantive knowledge					
Being me in my world	**Celebrating differences**	**Dreams and goals**	**Healthy me**	**Relationships**	**Changing me**
Planning the forthcoming year Being a citizen Rights and responsibilities Rewards and consequences How behaviour affects groups Democracy, having a voice, participating	Cultural differences and how they can cause conflict Racism Rumours and name-calling Types of bullying Material wealth and happiness Enjoying and respecting other cultures	Future dreams The importance of money Jobs and careers Dream job and how to get there Goals in different cultures Supporting others (charity) Motivation	Smoking, including vaping Alcohol Alcohol and anti-social behaviour Emergency aid Body image Relationships with food Healthy choices Motivation and behaviour	Self-recognition and self-worth Building self-esteem Safer online communities Rights and responsibilities online Online gaming and gambling Reducing screen time Dangers of online grooming SMARRT internet safety rules	Self- and body image Influence of online and media on body image Puberty for girls Puberty for boys Conception (including IVF) Growing responsibility Coping with change Preparing for transition

Disciplinary knowledge					
Being me in my world	**Celebrating differences**	**Dreams and goals**	**Healthy me**	**Relationships**	**Changing me**
Compare my life with other people in my country and explain why we have rules, rights and responsibilities to try and make the school and the wider community a fair place.	Explain the differences between direct and indirect types of bullying and can offer a range of strategies to help myself and others if we become involved (directly or indirectly) in a bullying situation.	Compare my hopes and dreams with those of young people from different cultures. Reflect on the hopes and dreams of young people from another culture and explain how	Explain different roles that food and substances can play in people's lives. I can also explain how people can develop eating problems (disorders) relating to body image pressures and how smoking	Compare different types of friendships and the feelings associated with them. Explain how to stay safe when using technology to communicate with my friends, including how	Explain how boys and girls change during puberty and why looking after myself physically and emotionally is important. Summarise the process of conception.

Explain how the actions of one person can affect another and can give examples of this from school and a wider community context.	Explain why racism and other forms of discrimination are unkind. I can express how I feel about discriminatory behaviour.	this makes me feel.	and alcohol misuse is unhealthy. Summarise different ways that I respect and value my body.	to stand up for myself, negotiate and to resist peer pressure. Apply strategies to manage my feelings and the pressures I may face to use technology in ways that may be risky or cause harm to myself or others.	Express how I feel about the changes that will happen to me during puberty. I accept these changes might happen at different times to my friends.

Year 6 substantive and disciplinary knowledge

Substantive knowledge					
Being me in my world	**Celebrating differences**	**Dreams and goals**	**Healthy me**	**Relationships**	**Changing me**
Identifying goals for the year Global citizenship Children's universal rights Feeling welcome and valued Choices, consequences and rewards Group dynamics Democracy, having a voice Anti-social behaviour Role-modelling	Perceptions of normality Understanding disability Power struggles Understanding bullying Inclusion/exclusion Differences as conflict, difference as celebration Empathy	Personal learning goals, in and out of school Success criteria Emotions in success Making a difference in the world Motivation Recognising achievements Compliments	Taking personal responsibility How substances affect the body Exploitation, including 'county lines' and gang culture Emotional and mental health Managing stress	Mental health Identifying mental health worries and sources of support Love and loss Managing feelings Power and control Assertiveness Technology safety Take responsibility with technology use	Self-image Body image Puberty and feelings Conception to birth Reflections about change Physical attraction Respect and consent Boyfriends/girlfriends Sexting Transition

Disciplinary knowledge					
Being me in my world	**Celebrating differences**	**Dreams and goals**	**Healthy me**	**Relationships**	**Changing me**
Explain how my choices can have an impact on people in my immediate community and globally. Empathise with others in my community and globally and explain	Explain ways in which difference can be a source of conflict or a cause for celebration. Show empathy with people in situations where their difference is	Explain different ways to work with others to help make the world a better place. Explain what motivates me to make the world a better place.	Explain when substances including alcohol are being used anti-socially or being misused and the impact this can have on an individual and others.	Identify when people may be experiencing feelings associated with loss and also recognise when people are trying to gain power or control. Explain the feelings	Describe how a baby develops from conception through the nine months of pregnancy, and how it is born. Recognise how I

how this can influence the choices I make.	a source of conflict or a cause for celebration.		Identify and apply skills to keep myself emotionally healthy and to manage stress and pressure.	I might experience if I lose somebody special and when I need to stand up for myself and my friends in real or online situations. I can offer strategies to help me manage these feelings and situations.	feel when I reflect on becoming a teenager and how I feel about the development and birth of a baby.

Year 7 substantive and disciplinary knowledge

Substantive knowledge					
Being me in my world	**Celebrating differences**	**Dreams and goals**	**Healthy me**	**Relationships**	**Changing me**
Know that everyone is unique Identify personal influences Define peer pressure Identify online safety consequences (including sexting) Know online legislation Know sources of help and support	Define bullying Define prejudice & discrimination Identify some ways the Equality Act protects against prejudice and discrimination Describe bystanders and their impact on bullying Define stereotyping Challenge negative behaviour and attitudes Know sources of help and support	Celebrate success and learn from mistakes Identify future goals (including employment) Know some planning skills and how to overcome challenges Identify safe & unsafe choices (including substances, gangs, exploitation) Know some emergency first aid Know sources of help and support	Define stress and anxiety Describe ways for managing mental health (including physical activity) Describe the effects of substances, nutrition, sleep, vaccination and immunisation Know importance of information on making health choices Know sources of help and support	Describe characteristics of healthy relationships Define consent Describe ways in which relationships can change Describe some emotions within friendships Define discerning and assertiveness Describe risks associated with sexting Know sources of help and support	Describe the changes that happen during puberty changes Describe what is meant by FGM and breast flattening/ironing Describe some of the responsibilities of parenthood Identify types of committed relationships Describe influences of media and the impact on self-esteem and self-image Know sources of help and support

Disciplinary knowledge					
Being me in my world	**Celebrating differences**	**Dreams and goals**	**Healthy me**	**Relationships**	**Changing me**

Recognise that my identity is affected by a range of factors. Understand how peer pressure operates within groups. Achieve an appropriate level of independence from others while maintaining positive relationships with them. Recognise how I present myself online can affect what others think and feel about me which can have consequences for myself and others. Understand what can influence my behaviour online. Maintain positive on and offline relationships.	Identify what is important for me and what I expect from myself, taking into account the beliefs and expectations that others (e.g. friends, family, school staff) have of me Challenge my own and others' attitudes and values, and accept difference in others See the world from other people's points of view and take account of their intentions, preferences and beliefs Know I have choices in how I allow others to influence me Understand the wide range of roles in society and the variety of individuals that operate within them Understand what stereotyping means and its potential impact Know that I am a unique individual, and I can think about myself and others on many different levels (e.g. physical characteristics,	Identify my dreams and goals and recognise that these may change over time Set goals and challenges for myself, set criteria for success and celebrate when I achieve them Identify some of the skills that may benefit my future, including employment Know how to bring about change in myself and others Use my experiences, including mistakes and setbacks, to make appropriate changes to my plans and behaviour Anticipate and plan to work around or overcome potential obstacles Identify barriers to achieving a goal and identify how I am going to overcome them Explain how responsible choices enable me to move towards my dreams and goals Give an example of when an irresponsible or unsafe	Explain ways to help myself when I feel stressed and describe techniques, I use to manage my emotions Understand how health can be affected by emotions and know a range of ways to keep myself well and happy Recognise when I feel stressed and the triggers associated with this Understand how physical activity can help combat stress Understand that how I express my feelings can have a significant impact both on other people and on what happens to me Know about different substances and the effects they have on the body and why some people use them Know what makes me feel good and know how to enjoy myself (e.g. to feel calm, elated, energised, focused, engaged, have fun, etc.) - in ways that	Identify characteristics and benefits of positive, strong, supportive, relationships Understand what expectations might be of having a romantic/attraction relationship Understand what is meant by consent Recognise the range of positive qualities people bring to relationships Understand why respect for the other person's wishes is important in relationships Identify the supportive relationships in my life and recognise the characteristics of these relationships Know that relationships change and suggest how to manage this Recognise that my emotions and feelings can change regularly Identify why people sometimes fall out and suggest ways to manage	Understand the changes that happen during puberty Understand that practices such as female genital mutilation and breast ironing are forms of abuse Know where to access help if I am worried or concerned about puberty or abuse Express how I feel about the changes that happen during puberty, and that people develop at different rates, and what to do if I am concerned Know how a baby is conceived naturally and know that there are other ways a baby can be conceived, e.g. IVF Understand how a baby develops inside the uterus and is born Express the different feelings and choices that people may have and make about conception, pregnancy and having a baby

	personality, attainments, attitudes, values, etc.) Understand that positive and negative discrimination can take different forms and how it can affect people's lives Understand the impact of bullying, prejudice and discrimination on those involved and can think through how this can be alleviated Know where and how to get help if I am on the receiving end of bullying, prejudice or discrimination Understand what bullying is and what it is not and some of the motivations behind bullying behaviours Understand how respect has an impact on relationships Empathise with people who face prejudice and discrimination and can suggest ways to tackle this positively Know how it feels to be included and excluded.	choice could affect a person's dreams and goals Understand that an irresponsible or unsafe choice could affect my dreams and goals Demonstrate how to respond to a situation requiring first aid Give an example of when an irresponsible or unsafe choice could affect a person's dreams and goals Understand that the choices I make affect my relationships, health and future Take responsibility for my life, believe that I can influence what happens to me and make wise choices	are not damaging to myself and others Understand the positive impact of healthy lifestyle choices such as good nutrition, exercise and sleep on my body and mind Explain why everyone needs to take responsibility for their health Understand the role of vaccinations and can explain differing views on this Recognise that decisions about my health depend on having access to accurate information Summarise some key things I can do to sustain my wellbeing Express my emotions and empathise with others	conflict within my friendship group Identify emotions that can be associated with falling out Understand that discernment is an important skill when being a consumer of media Understand how discernment is important in relationships and recognise when to use assertiveness in some of my relationships Understand the personal and legal consequences of sexting Suggest skills which will keep my relationships happy and healthy Apply assertiveness to my relationships when appropriate Summarise behaviours and attitudes that could make a relationship healthy or unhealthy Explain my understanding of respect and authenticity	Appreciate that a baby comes with responsibilities Know there are different types of committed stable relationships and that some people may choose to have children or not Make links between positive, healthy family relationships and effective parenting Identify some of the roles and responsibilities of being a parent Understand that stable intimate relationships can be linked to happiness Know that the media can have a positive or negative impact on a person's self-esteem or body image Understand how self-image is linked to self-esteem and know where to go for help if I am worried about my body image or self-esteem Apply strategies to build my self-esteem

					Understand some of the emotional changes during puberty Know where to access support if I am worried about adolescence Know some ways to support myself and others during times of change Summarise the potential impact of changes in puberty on how I feel and suggest ways to cope with the changes

Year 8 substantive and disciplinary knowledge

Substantive knowledge					
Being me in my world	**Celebrating differences**	**Dreams and goals**	**Healthy me**	**Relationships**	**Changing me**
Self-identity. Family and identity. Stereotypes. Personal beliefs and judgements. Managing expectations. First impressions. Respect for the beliefs of others. Active listening. Know sources of help and support.	Positive change made by others. How positive behaviour affects feelings of wellbeing. Social injustice and inequality. Community cohesion and support. Multi- culturalism, race and religion. Prejudice. LGBT+ bullying. Know sources of help and support.	Long-term goals (including skills, qualifications, careers, money and happiness, ethics and mental wellbeing). Budgeting. Variation in income. Positive and negative impact of money. Online legal responsibilities. Gambling issues. Know sources of help and support.	Long-term physical health. Responsibility for own health, dental health, stress triggers, substances and mood. Legislation associated with substances, exploitation and substances, medicine, vaccinations, immunisation. Blood donation. Know sources of help and support.	Positive relationship with self. Social media and relationship with self. Negative self-talk. Managing a range of relationships. Personal space. Online etiquette. Online privacy and personal safety. Coercion. Unhealthy balance of power in relationships. Know sources of help and support.	Types of close intimate relationships. Physical attraction. Legal status of relationships. Behaviours in healthy and unhealthy romantic relationships. Pornography. Sexuality. Alcohol and risky behaviour. Know sources of help and support.

Disciplinary knowledge					
Being me in my world	**Celebrating differences**	**Dreams and goals**	**Healthy me**	**Relationships**	**Changing me**
Appreciate that identities are complex and can change over time.	Recognise the challenges faced by individuals when	Know what some of my long-term goals are, how I can achieve them, and	Describe the actions that can be taken to support good physical health.	Understand that relationships affect everything we do in our	Know different types of close, intimate relationships that people

Appreciate the similarities, differences and diversity of people's identities. Understand about collective and individual identities and cultural diversity. Understand the influence family has on self-identity. Define what stereotypes are. Understand that first impressions can lead to judgements that may be misinformed. Understand that that there is a range of beliefs within any community and I can recognise the beliefs I hold as important to me. Appreciate that people's faiths and beliefs can affect their personal identity. Understand how to identify influences and differences and use these positively in my relationships.	trying to make positive change Give examples of individuals who have made a positive contribution despite prejudice and discrimination. Give examples of social injustice in the UK. Describe what inequality means in the UK. Define what is and what is not bullying I can give examples of LGBT bullying. Describe the steps that can be taken to challenge LGBT bullying. Make a positive contribution to my community. Recognise that the choices I make will have an impact on my ability to develop my self-confidence and integrity. Understand how respect and equality, or the lack of these, affects relationships.	how my short- and medium-term goals might help me do that. Identify the careers that interest me and the skills I need to develop and how these can be linked to short-term and long-term goals. Understand some of the positive and negative roles that money can play in society. Describe how my activity online can be both positive and negative. Identify the steps I can take to protect my online identity and avoid anything that can negatively impact my future aspirations. Explain why it is important to keep track of spending and make reasoned judgements about spending. Understand the variations in income across the world. Know that gambling can become addictive and tell	List some factors that help ensure good health in the longer term. List the factors that can impact negatively on dental health. Understand how health can be affected by emotions and know a range of ways to keep myself well and happy. Recognise when I feel stressed and the triggers associated with this. Know some things do to help manage my emotions and reduce stress. Understand that how I express my feelings can have a significant impact both on other people and on what happens to me. Know about different substances and the effects they have on the body and why some people use them. Understand what the law says about substance use and possession. Describe some of the links between substances and	lives and that relationship skills have to be learned and practised. Understand that social media can both positively and negatively affect how I feel about myself. Know some things I can do to manage the impact of how social media makes me feel about myself. Understand that relationships can cause strong feelings and emotions. Understand the features of positive and stable relationships. Understand that all relationships have positive and less positive aspects. Define what is meant by personal space and how this varies across my relationships both online and offline. Discuss how personal space differs across different cultures. Understand what is meant by control, power	can have and that intimate relationships do not have to involve sex. Know what happens physically and emotionally when individuals experience physical attraction. Know how to discuss the positive aspects of a range of different types of personal relationships that adults may have and the possible impact on children. Understand the positive aspects of having a girlfriend or boyfriend and know some of the positive behaviours people exhibit in healthy intimate relationships. Describe some of the behaviours you would expect to find in a healthy romantic relationship. Understand the range of feelings associated with attraction. Know where to get information to safely explore feelings about sexuality.

	Know I can make a difference (self-efficacy).	you some of the warning signs.	exploitation of young people Aware of some steps that can be taken to avoid engaging in high-risk behaviour in relation to substance use. Understand the role of medicines and can explain differing views on this.	balance and coercion in a relationship and know how to protect myself from an unhealthy relationship. Understand how to use social media appropriately, safely and legally. Give examples of how personal safety can be compromised online and know what to do if I'm worried about my online or offline safety.	Identify what you would seek in a boyfriend/girlfriend relationship. Compare and contrast the key features of healthy and unhealthy romantic relationships. Recognise that attraction towards others takes many forms and can change over time to help manage them. Know that pornographic images do not reflect reality and how it can impact on expectations and self-image. List some risks associated with drinking too much alcohol, including unprotected sex, non-consensual sex. Know what the law says in relation to sex and alcohol. Discuss the steps someone could take if they had engaged in risky sexual behaviour as a result of drinking too much alcohol.

Year 9 substantive and disciplinary knowledge

Substantive knowledge					
Being me in my world	**Celebrating differences**	**Dreams and goals**	**Healthy me**	**Relationships**	**Changing me**
Perceptions about intimate relationships. Consent. Sexual exploitation. Peer approval. Grooming. Radicalization. County lines. Risky experimentation. Positive and negative self-identity. Abuse, coercion and coercive control. Know sources of help and support.	Protected characteristics and the Equality Act. Phobic and racist language. Legal consequences of bullying and hate crime. Sexism and ageism. Positive and negative language. Banter. Bullying in the workplace. Direct and indirect discrimination. Harassment and victimisation. Prejudice, discrimination and stereotyping. Know sources of help and support.	Personal strengths. Health goals. SMART planning. Links between body image and mental health. Non- financial dreams and goals. Mental health and ill health. Media manipulation. Self-harm. Anxiety disorders. Eating disorders. Depression. Know sources of help and support.	Misperceptions about young peoples' health choices. Physical and psychological effects of alcohol. Alcohol and the law. Alcohol dependency. Drug classification, supply and possession legislation. Emergency situations, first aid and CPR Know sources of help and support.	Power and control in intimate relationships. Risk in intimate relationships. Importance of sexual consent. Assertiveness skills. Sex and the law. Pornography and stereotypes. Contraception choices. Family planning. STIs. Know sources of help and support.	Mental health stigma, triggers and support strategies. Managing emotional changes. Resilience and how to improve it. Reflection on the importance of sleep, in relation to mental health. Reflection on body and brain changes. Stereotypes. Know sources of help and support.

Disciplinary knowledge					
Being me in my world	**Celebrating differences**	**Dreams and goals**	**Healthy me**	**Relationships**	**Changing me**

Understand that different people have different expectations of intimate relationships and know how to access support if worried about a relationship issue. Have an understanding of my own expectations of intimate relationships. Explain peer approval and how it can cause problems. Describe what grooming is and give examples. Suggest links between risky behaviour choices and the influence of social groups. Know that I can accept or reject influences. Identify differences between myself and others in my social groups and explain how differences can be a source of conflict or a reason to celebrate. Manage differences of opinion within my social groups to maintain positive and safe relationships.	Give examples of different types of prejudice and discrimination. Explain how the Equality Act has protected characteristics and why these are important and how everyone has the responsibility to challenge discrimination. Distinguish between 'banter' and sexist, LGBT-phobic and racist language. Know what to do if I encounter bullying and where to report bullying. Understand the legal consequences of bullying and hate crime. Explain why some people can display sexist and ageist behaviour. Understand the complexities associated with gender identity. Challenge my own and others' attitudes towards difference in relation to sexism, ageism and gender identity. Identify positive and negative language and	Identify my personal strengths and some health goals I would like to achieve. Aware of the importance of planning in order to achieve my goals and can produce a SMART plan and know how to apply it to support my life and learning. Know that some dreams and goals in life are not associated with financial gain. Able to accept helpful feedback and reject unhelpful criticism. Know the difference between mental health and mental ill-health. Can consider factors that can contribute to a person's mental ill health. Know how to access support if I am worried about a mental health issue. Understand that stigma about mental ill health is unhelpful. Understand how media manipulation can be	Know that the majority of people my age make healthy lifestyle choices. Understand the physical and emotional effects of alcohol and how it can affect decision-making. Know what the law says about alcohol. Understand the physical and emotional effects of certain substances and how they can affect decision-making. Know some facts about drug classification and what the law says about possession and supply of drugs. Know how to keep myself safe to avoid emergencies and also how to deal with emergencies if they happen. Understand some of the physiological and psychological effects of substance misuse and the impact of illegal substances on society and individuals.	Recognise when others might try to use their power to control, coerce and manipulate in an intimate relationship. Understand the features of positive, stable, intimate relationships. Understand that I have a choice in many situations, including when I want to say no. Know and can use some assertiveness skills to help me manage a range of circumstances. Know how to access help if an intimate relationship makes me uncomfortable or is putting me at risk. Understand that consent is a vital feature of a sexual relationship. Know about sex and the law (including the law as applied to online and social media). Understand that pornography and some media images give a false impression of sex and sexual relationships.	Know that my mental health can be affected by different situations and experiences. Know about some common mental health issues. Challenge stigma about mental health issues. Know where to access support if I am worried about my mental health. Know that change can trigger a range of emotional responses and that some changes can be more difficult to manage than others. Know that going through change can develop resilience. Know that sleep is important for psychological and physical reasons. Know that sleep is important for learning and my mental health. Reflect on the changes that my body and brain have undergone since starting puberty.

Explain the links between having a positive self-identity and healthy intimate relationships. Explain how negative self-identity and low self-esteem can contribute towards risky behaviour. Understand what consent means for me within my peer and intimate social groups. Know how to report abusive or coercive behaviour. Understand how the choices I make can be linked to my self-identity and self-esteem, and how this can affect my health and relationships.	can recognise my own language style. Understand that negative language can be damaging to mental health. Empathise with people who are discriminated against. Understand that there are different types of bullying (verbal, physical, online). Give examples of workplace bullying. Understand that there are some inequalities in the world. Understand how prejudice, discrimination and bullying can arise and how these can affect mental health. Appreciate the short- and long- term effects and consequences of bullying on everyone involved including impact on mental health. Know some ways that I can protect myself from the prejudices that I might encounter in my life.	involved in a person's mental ill-health. Understand how and why some media is manipulated. Consider how self-esteem can be affected by the media positively and negatively. Know where to access help if worried about a mental health concern. Understand my own mental health and how to recognise signs of mental ill-health in myself and others. Consider how some mental ill health issues such as self-harm, eating disorders, anxiety and depression can be linked to low self-esteem. Know ways to include mental health as part of a healthy lifestyle.		Challenge stereotypical ideas of 'ideal' males and females. Know about the different contraception methods available and that contraception is important for sexual health as well as preventing a pregnancy. Understand that information and facts are vital in making an informed choice about contraception if and when needed. Know how to access advice and information about sexual health. Understand that there are consequences if I choose to have unprotected sex. Know about different sexually transmitted infections. Know about sexual health clinics and how to access help and support if I have unprotected sex. Consider the risks and consequences of becoming sexually active.	Consider the changes yet to come and how to manage these.

Year 10 substantive and disciplinary knowledge

Substantive knowledge					
Being me in my world	**Celebrating differences**	**Dreams and goals**	**Healthy me**	**Relationships**	**Changing me**
Human rights. Societal freedom. Understanding safety in UK and beyond. Ending relationships safely. Stages of grief, loss and bereavement. Social media and culture. Use of online data. Threats to online safety. Online identity. Assessing and managing risk. Know sources of help and support.	Equality in the workplace. Equality in society. Equality in relationships. Equality and vulnerable groups. Power and control. Know sources of help and support.	Impact of physical health in reaching goals. Relationships and reaching goal. Work/life balance, connections and impact on mental health. Benefits of helping others. Online profile and impact on future goals. Know sources of help and support.	Improving health. Sexual health. Blood-borne infections. Self- examination. Diet and long-term health. Misuse of prescription drugs. Common mental health disorders. Positive impact of volunteering. Common threats to health including chronic disease. Epidemics. Misuse of antibiotics. Organ donation Stem cells. Know sources of help and support.	Sustaining long-term relationships. Relationship choices. Ending relationships safely. Consequences of relationships ending (e.g. bullying, revenge porn, grief-cycle). Divorce and separation. Impact of family breakup on children. Understanding love. Fake news and rumour-mongering. Abuse in teenage relationships. Legislation. Know sources of help and support.	Impact of societal change on young people. Role of media on societal change. Reflection on change so far and how to manage it successfully. Decision making. Sexual identity. Gender. Spectrum of sexuality. Stereotypes in romantic relationships. Sexual identity and risk. Family change. Know sources of help and support.

Disciplinary knowledge

Being me in my world	Celebrating differences	Dreams and goals	Healthy me	Relationships	Changing me
List the freedoms I enjoy in society and describe what personal freedom means to me. Describe my understanding of safety and identify potential risks to my safety. Understand the range of emotions associated with relationships ending. Describe the stages of grief and know where to appropriately get help and support with loss and bereavement issues. Know some strategies for managing my feelings about how my world is changing. Recognise the positive and negative role of social media e.g. challenge culture vs environmental campaigns and awareness- building. Understand the impact social media has on culture and identity.	Define what equality is and give examples of how to promote equality. Know of strategies to accept and embrace my individuality. Appreciate other people's individuality and accept them as they are. Give examples of disabilities including hidden disabilities. Give some consequences of not adhering to the Equality Act. Give examples of job roles that are exempt from the Equality Act. Know what is expected of me and what I can expect in the workplace. Explain the benefits of multi-cultural societies. Appreciate the differing views and opinions of individuals. Explain some of the physical and mental consequences of unequal treatment of individuals.	Describe the relationships in my life that will support me in reaching my goals. Assess how I can respect and nurture the important relationships in my life. Define what resilience is and identify both my areas of strength and where I need to keep working. Identify the connections between physical health and achieving my goals. Understand the impact that poor mental health can have on my goals and consider some steps I could take to ensure my health supports me with my goals. Understand the issues that may impact on me and my future success, including social media. Understand the importance of balance in all aspects of my life (work, social life, family, etc.) and identify what I	Understand the range of factors that affect my physical and mental health Use new (health-related) information to inform my lifestyle choices Understand there is a wide range of actions that I can use to enhance and protect my health. Appreciate how complex my body is and that it needs to be looked after well, now and in the future. Aware of the potential risks associated with a range of substances including prescribed and over-the-counter drugs. Know about some mental health disorders. Understand the positive impact that community action and volunteering can have on mental health. Discuss common threats to health, including	Identify types of and important elements in long-term relationships (including legal status). Discuss what is required to sustain healthy long-term relationships Know appropriate vocabulary associated with long-term relationships Understand the choices I have in my relationships (including ending a range of relationships, physical and non-physical relationship choices). Understand the consequences of ending relationships (including bullying, revenge pornography, depression, the grief process and how to manage this). List sources of help and support for when relationships end including bereavement and divorce, family separation Understand the benefits of healthy relationships	Identify some of the changes in society that will affect me. Discuss the emotional impact societal change can have on young people. Assess the role of media, including social media on social change. Recognise the range of changes I have experienced in my life. Identify the feelings associated with change both positive and negative. List changes I have made that I am proud of. Understand the type of decision-maker I am. Discuss the impact of the range of changes families can experience and their impact on children and their parents/family. Identify the change that some people may experience in relation to sexual identity and gender.

Recognise how online data is used both positively and negatively. Compare social media usage across different societies. Identify potential threats to online safety and understand "netiquette" and legislation relating to online safety. Identify potential threats to safety in a range of situations on and offline. Describe actions to mitigate risk in a range of situations. Understand how to stay safe in my online and offline relationships. Know some strategies for managing on and offline relationships, positively.	Identify the misuse of power in relationships. Give examples of the physical and mental consequences of misuse of power in relationships. Understand and discuss how coercive control can develop. List sources of support for individuals experiencing ill-treatment by others. Identify individuals and groups that may experience inequality. Describe how some groups and individuals' campaign for equality. Understand how equality and inequality can affect relationships. Recognise some of the ways in which aspects of health can impact on life chances, particularly education. Know how to take responsibility for some aspects of my health and I understand that my health-related decisions will have consequences.	can do to create more balance in my life. Identify realistic and unrealistic goals. Explain how helping a stranger can impact positively on people. Understand how relationships and being part of a community can support me and others to achieve our goals.	cardio-vascular disease and cancer and diabetes. Identify the steps that can be taken to help prevent lifestyle-related ill-health. Have knowledge of future health challenges to society (including epidemics, pandemics, antibiotic resistance). Understand the availability and limitations of advanced medical techniques (including stem cell therapy, organ donation). Summarise some of the risks associated with substance use and the laws relating to these Describe how people who are sexually active can keep themselves safe from STIs. Express why some people choose to use different substances and my own thinking relating to such choices.	Evaluate my own role in a range of relationships Evaluate the role of love in relationships Evaluate the truth or otherwise of a relationship e.g. via social media, "fake news" etc. Discuss the media portrayal of relationships and potential harms this may cause e.g. sensationalisation, reality TV, pornography. Describe the negative influence pornography can have on relationships. Understand the physical and mental impact of unhealthy relationships. Discuss the patterns associated with abusive relationships (including exploitation and abuse in teenage relationships). Understand how coercion can feature in a range of relationships. Describe examples of legislation associated with coercion, exploitation and abuse in relationships.	Understand the spectrum (or galaxy) of sexuality and gender including appropriate vocabulary. Discuss the reality and myths surrounding sexual identity and gender. Describe where to find help and support around sexual identity and gender. Discuss gender and stereotypes in relation to a range of romantic relationships. Identify and understand the legislation relating to a range of relationships. Understand the risks associated with exploring sexual identity. Reflect on physical changes experienced so far and understand the relationship between physical change, self-esteem and emotional change. Understand the impact of family change and how it can affect future relationships.

Year 11 substantive and disciplinary knowledge

Substantive knowledge			
Being me in my world	**Healthy me**	**Dreams and goals**	**Relationships**
Equality in relation to disability including hidden consequences of not adhering to Equality Act. Employers' responsibilities. Benefits of multicultural societies. Impact of unfair treatment on mental health. Misuse of power. Campaigning for equality. Know sources of help and support.	Managing anxiety and stress. Exam pressure. Concentration strategies. Work- life balance. Sexual health and hygiene. Self- examination. STIs. Sexual pressure. Know sources of help and support.	Aspirations on; career, finances, relationships, health. Skills identification. Realistic goals. Gambling. Financial pressure and debt. Dream jobs, skill set, education and training options. Long- term relationship dreams and goals. Parenting skills and challenges. Resilience. What to do when things go wrong. Know sources of help and support.	Stages of intimate relationships. Positive and negative connotations of sex. Protecting sexual and reproductive health. Safely ending relationships. Spectrum of gender and sexuality. LGBT+ rights and protection under the Equality Act. 'Coming out' challenges. LGBT+ media stereotypes. Power, control and sexual experimentation. Forced marriage, honour-based violence, FGM and other abuses. Hate crime. Know sources of help and support. Fertility. Contraception. Pregnancy facts and myths.

			Identifying a range of health risks and strategies for staying safe. Know sources of help and support.

Disciplinary knowledge			
Being me in my world	**Healthy me**	**Dreams and goals**	**Relationships**
State what 'being an adult' means to me. Give some examples of legislation that affects me at 16. Give examples of legislation that relates to sex and relationships. Know about the legal status of different relationships (e.g marriage, civil partnership, co-habitation). Explain why coercive control, sexual harassment and sexual violence in relationships is unacceptable, illegal and the consequences of this. Give examples of legislation around the possession and supply of drugs, tobacco and other substances. Explain the legal consequences of breaching the Equality Act. Assess the impact of substance supply and misuse on the range of people involved in a scenario including coercive control. Identify things I am looking forward to in adulthood, and things that concern me.	Know some ways to help me manage anxiety and stress. Know some ways to relax Explain the links between sleep and physical/ mental health. Know the steps I can take to keep healthy including self-examination. Understand the preventative steps that can be taken to reduce the chance of contracting STIs. Know about the treatments available for STIs Understand the influences that inform decision making with regard to sexual relationships. Know some strategies to help manage sexual pressure. Understand what consent is in relation to sexual relationships.	Know of some ways to help me manage any anxiety I may feel now and in the future. Know the links between sleep, physical and mental health and learning. Identify my financial goals and whether these are realistic in the short or longer term. State the skills and attributes I have or need to develop in order to aim for my financial goals. Budget and understand the possible consequences of debt and sources of support for people in debt or have a gambling problem. Understand the risks associated with gambling as an answer to debt or financial pressures. Identify what my dream job and state if it differs from the expectations of my family or friends. If so, how I can manage this to maintain positive relationships.	Know that intimate relationship can move through different stages and how behaviour may change according to the stage. Know how to access confidential health and advice about sex and relationships. Give examples of how the media can sometimes portray unrealistic expectations of sex and relationships. State some of the positive and negative connotations of sex and where these might come from. State my own sexual relationships checklist and what I can do to protect my sexual and reproductive health now, and in the future. Explain there is a spectrum of gender and sexuality. Know that sexuality is different from gender diversity and that for some people, gender identity and sexuality is fluid and for others it is fixed.

Know where to access help and information if I am worried or concerned about anything. Give examples of legislation in reference to online activity. Assess the impact of illegal online activity and misuse of technology on a range of people. Explain why pornography is legislated against and the potential consequences of viewing pornography. Know and apply the steps to take in an emergency situation (including assessment of the situation, making the area safe, giving emergency aid, accessing help). Know some of the rights, responsibilities and laws that affect me	Understand the choices available in relation to contraception and pregnancy. Know key facts about fertility and pregnancy. Understand the range of risks to physical and mental health associated with unhealthy sexual relationship. Know some things I can do to avoid high risk situations in relation to sex. Summarise ways people can stay healthy when they are sexually active. Explain choices relating to pregnancy and where to go for advice and support concerning sexual and reproductive health. Know that I should be treated with respect in all of my relationships including sexual relationships. Know that ending unhealthy relationships is often necessary to protect mental and physical health.	Explain why I may need to change my skill-set as my career develops. Discuss my dreams and goals are in relation to long- term intimate commitments including my choice to raise a family or not. Discuss the choices available to me in terms of different legal arrangements in a relationship status (e.g marriage, civil partnership and the difference between them). Explain the challenges and opportunities of becoming a parent and identify key skills of successful parenting. Reflect on an appropriate time to start a family and the positive conditions within my relationships and lifestyle that I believe are essential to raising children successfully (e.g. financial stability, support networks etc.). Identify some possible barriers to some of my dreams and goals. Identify some contingency plans in relation to some of my dreams and goals if obstacles or barriers are met. Understand what I need to do to achieve successful health, relationships and lifegoals. Reflect upon people's different responses when goals and aspirations are missed and how they manage/cope with this.	Know that LGBT+ people are protected by law. Understand that 'coming out' can be challenging for some LGBT+ people and it is up to them to choose the right time for this. Understand that the media often shows stereotypical LGBT+ people and relationships, and within this community there is diversity which may not always be represented. Know that being LGBT+ is different for each individual and there is no 'normal' way of being or expressing being LGBT+. Recognise when there is an imbalance of power within an intimate relationship and suggest strategies for managing relationships that are imbalanced, including ending them if appropriate. Know how to recognise illegal behaviour within an intimate relationship, how and where to report it. Give examples of honour-based violence and explain why honour-based violence and forced marriage is unacceptable and illegal. Know what FGM and breast ironing is, and why it is illegal. Give examples of hate crimes against LGBT+ people and explain why this is unacceptable and illegal.

			Know how to report honour-based crimes or hate crime against LGBTQ+ people Consider how power in relationships can affect people.

Other mapping documents available through JIGSAW membership include:

Community Area- RSHE (Relationships and Changing ME)- Resources - Jigsaw Mapping Documents (for RSHE)

Community- Teachers- British Values Map

Community- Teachers- SMSC Mapping Doc

KS5 – Post 16

Our Programme:
The Futura Sixth wider support programme builds on progression each year. It interleaves topics and explores them in a wider context and greater depth as the students mature. Whilst the main programme hones in on PSHE, RSE and SMSC, we cover Fundamental British Values at regular intervals throughout the Sixth Form working with a programme called 'Votes for schools' this engages students in everyday news topics and provides the opportunity for debate and decision.

Key Terms	Key Terms	Key Terms	Key Terms	Key Terms	Key Terms	Key Terms	Key Terms	Key Terms	Key Terms	Key Terms	Key Terms
Parenthood	Abortion	Miscarriage	Adoption	Surrogacy	Artificial insemination						
CBD Oils	THC	CBD	Legal	Anxiety Relief	Anti Seizure	Cancer	Free Radicals	Cannabis			
Illegal	Drugs	Effects	Magic Mushrooms	Hallucinogenic	legality	Consequences	Society	Familied			
Laughing gas	whippets	whip-it	hippy crack	Nitrous Oxide	crackers	N2O PSA 2016	Society	NPS			
Illegal	Drugs	Effects	Cannabis	CBD	THC	legality	Consequences	Society	Families	Psychosis	
Inhalants	Gaming	Sugar	Nicotine	Alcohol	Prescription Drugs	Social Media	Substance Misuse				
Relaxation	stress	Cortisol	Hormones	Meditation	Yoga	Diet	Para-sympathetic	Calmness			
BACS	Deductions Payslip	Net Pay	Gross Pay	National Insurance	Salary	Tax	NI	Tax Code	PAYE		

Key Terms	Key Terms	Key Terms	Key Terms	Key Terms	Key Terms	Key Terms	Key Terms	Key Terms	Key Terms	Key Terms	Key Terms
Equality	Diversity	Legal jurisdiction	Activism	Charity	Section 28						
Assertive	Resilient	expression	Healthy	Unhealthy	conflict						
MRI	X-Ray	Biopsy	Endoscopy	Radiotherapy	Ultra sound	Cancer					
Gene technology	Blood	Genetic engineering	stem cell	nerve cell	ethics	Parkinson's disease					
Homicide	Wielded	Attempted Murder	Courts	Home Office	UK Drill Music						

Key Terms	Key Terms	Key Terms	Key Terms	Key Terms	Key Terms	Key Terms	Key Terms	Key Terms	Key Terms	Key Terms	Key Terms
Class A	Class B	Class C	Supply	Possession	Distribution	Psychoactive Substances	Medicine Act 1986				
Social	Medical	Illegal	Stimulant	Hallucinogenic	depressant	Pain killers					
Inhalants	Huffing	VSA	Crystal Meth	Heroin	Alcohol	Ecstasy	Spice	Marijuana			
Illegal	Drugs	Effects	LSD	Hallucinogenic	legality	Consequences	Society	Families			
Illegal	Drugs	Effects	MDMA (Ecstasy)	legality	Consequences	Society	Families	Class A	Prison		
Illegal	Drugs	Effects	Spice (Synthetic Cannabinoids)	Hallucinogenic	legality	Consequences	Society	Families			
Physical	Psychological	social	units	ethanolUnits	Spirits	Ethanol	Beer	Larger	Wine	Binge Drinking	Shots
Substance abuse	Dependence	Intoxication	Withdrawal	substance	impairment	anxiety					
Cannabis	THC	CBD Products	Cannabis Oil	Legality	Class B						
Synthetic Cannabinoids	NPS	United Nations	Synthetic	Chemistry	Replacements	Stimulants	Legal Highs	Designer drugs			
Glastonbury	NPS	Laughing Gas	Euphoria	Nauseas	Disassociation						
Class A	Class B	Class C	Supply	Possession	Distribution	Psychoactive Substances	Medicine Act 1986				
Trafficking	drug mules	Products	end users	manufacturers	Producers	farmers					
Illegal	Drugs	Effects	Crack Cocaine	Stimulant	legality	Consequences	Society	Families	Class A		
Illegal	Drugs	Effects	Heroin	Hallucinogenic	legality	Opium	Society	Poppy			
Sexual Assault	LGBT+	Effects	GHB	GBL	Chemsex	Rape	Spike	Public Health England	Class C		

Key Terms	Key Terms	Key Terms	Key Terms	Key Terms	Key Terms	Key Terms	Key Terms	Key Terms	Key Terms	Key Terms	Key Terms
Inflation	interest Rates	Goods	Services	taxes							
Discount	budget	financial management	risk	reward	investments	Shares					
Currency	Foreign Exchange Rates	Bureau du change	Travellers' cheques	Pre-paid cards	ATM's						
Gross Pay	Net Pay	Annual Salary	Income	Expenditure	Debt						
Credit Card	Debit Card	Store cards	PayPal	Bacs	Cheque	Direct Debit	Standing Order				
Debt	Variable interest	Fixed interest	Loan Shark	Payday Loans	APR	Income	Expenditure	Savings			
Currency	Foreign Exchange Rates	Bureau du change	Travellers' cheques	Pre-paid cards	ATM's						
Collective bargaining	industrial action	Trade Union	Branches	Unison	Picketing						
Income Tax	National Insurance	VAT	Personal allowance	Council Tax	National Minimum wage						
Mobile banking	Saving	interest	bank branch	AER	Overdraft	credit card	monetary value	hyper inflation			
Tax	P45	P60	National Minimum Wage	Gross	Net	Deductions	National Insurance	self employed			
Debt	Interest	Crisis Loan	Repayments	Interest	Loan Sharks	overdraft					
Universal Credit	Tax	Income	Expenditure	Tax Credits	Income support	Savings	Pension				
Insurances	Assurance	Premium	Underwriter	Policy	Excess	Financial advisor	IPT				
Personal Statement	CV	Skills	Qualities	University	Achievements	applications					
Qualifications	Interests	hobbies	referees & work experience								
A levels	PHD	foundation	Degree	PGCE	Vocational Qualifications	Traineeships	Apprenticeships				
Branding	CV	Personal Statement	Presence	Impressions	Attitude						
Equal Opportunities	Shortlisting	references	Punctuation	CV							
Etiquette	Body Language Performance Management Career Progression										

Key Terms	Key Terms	Key Terms	Key Terms	Key Terms	Key Terms	Key Terms	Key Terms	Key Terms	Key Terms	Key Terms	Key Terms
IVF	Gut Flora	Fertility	Insemination	Fertilisation	artificial Insemination	Sperm Bank	Surrogate				
Sexual Health	Anti-Social Behaviour	Drug Abuse	Binge Drinking	Units	Drink spiking	GHB	GBL				
Sexual Health	STI	Contraception	Sexual Health	Pregnancy							
IUD	Diaphragm	Patch	Injection	Contraception Ring	Abstinence	Condom	Pill	Femidom Thrush	Douche		
Pornography	Culture	Sex	Illegal	Legal	Society	Revenge Porn					
SEXUAL HEALTH	CLINIC	ACCESSING SERVICES	FEARS	HELP DISRESPECT	ABUSE	UNHEALTHY	COERCION				
Bacterial	Virus	Parasitic	STI	HIV	HPV	Promiscuous	Infection	G.U.M Clinic	Sexual health		
Fertility	Menstrual Charting	Fertility Charting	Ovulation	Gynaecology	Obstetrician and Gynaecologist						

Key Terms	Key Terms	Key Terms	Key Terms	Key Terms	Key Terms	Key Terms	Key Terms	Key Terms	Key Terms	Key Terms	Key Terms
Immunity	Communicable	Virus	Non-communicable	Vaccination	Anti-Vaxxers	Disease					
Monounsaturated Fats & Polyunsaturated Fats	Cholesterol	Oral	Hygiene	Diet	Sugar						
Detox	longevity	immune	heart health	beauty Fats	Eatwell	obesity					
Anorexia	Binge Eating Disorder	Obesity	Bulimia								
Anxiety	stress	coping	strategy	anger	emotions	hormones	reactions				
Depression	Headache	Anxiety	CBT	Cognitive	Behavioural	Therapy	dysregulation	Premenstrual			
Acute Stress	Chronic Stress	Cortisol	Noradrenaline	Mindfulness	Anxiety disorder						
General Anxiety Disorder	Phobia	CBT	SSRI's	Psychological therapies	Self Help	Mindfulness					
Phobia	Fear	Anxiety	Stress Wellbeing								
Hypersomnia	Sleep disorder	Sleep Hygiene	Insomnia								
Social	Physical	Emotional Wellbeing	Health & Wellbeing								
	Body image	Self esteem	Introvert	Extrovert	Anger	Cyber Bullying	Physical bullying	Opportunities	Resilience		
Monounsaturated Fats & Polyunsaturated Fats	Cholesterol										
Diet Culture	Appearance ideals	society	foundation	Body image	Self esteem						
Genes	Environment	Psychological	DNA	Epigenetics	Nature	Nurture	socialisation				
Balanced Diet	Exercise	Mental Health	Physical Health	Mental Health Act	Vitamins	emotional wellbeing					
Anxiety	stress	coping	strategy	anger	emotions	hormones	reactions				
Positive learning stress	coping	strategy	anger	emotions	hormones	reactions					
Physiotherapy	diet	calories	exercise	healthy	sedentary	unhealthy					

Year 12 substantive and disciplinary knowledge

Substantive knowledge					
Health, Safety and Diversity	**Personal Finance**	**RSE Relationships and Sex Education**	**Drugs and Risk Education**	**Statutory Health and Wellbeing**	**Careers, Progression and Destinations**

LGBT (Equality in the UK) Toxic Masculinity (Peer Pressure + Influence Instead) Dealing with my anger What is Cancer	Trade Union Lesson UK Tax System Explained Mobile Banking, Building Societies and Money P45 + P60 Types of Employment Different Types of Debt Multiple Income Sources + State Benefit System Understanding Insurance	Fertility - what impacts it Alcohol, Parties and Bad Choices Importance of Sexual Health Revisiting Contraception	Drugs and their Classifications Drugs and Their Effects Drugs Through Videos LSD Drugs Education MDMA Ecstasy - Drugs Ed SPICE - Synthetic Cannabinoids Drugs - Alcohol and Society Substance Misuse	Immunization and Vaccination Tooth Decay and Dental Health Eating Habits Eating Disorders Stress how to manage it Healthy Eating and cholesterol	Planning For the future Personal Branding Making Applications Interview Preparation

Disciplinary knowledge					
Health, Safety and Diversity	**Personal Finance**	**RSE Relationships and Sex Education**	**Drugs and Risk Education**	**Statutory Health and Wellbeing**	**Careers, Progression and Destinations**
To learn about the recent history of the LGBT movement in the UK To explain why its important Britain celebrates equality and diversity To explore and challenge LGBT+ prejudices and stereotypes that are out there	To understand the history of trade unions in the UK What do we mean by the terms risk and reward To evaluate if industrial action achieves its aims more often than not To understand the range of taxes that exist in the UK and the purpose of paying taxes To be able	To define and describe the human fertilisation process at a cellular level To explore what makes women and men fertile and understand ways to improve fertility To understand the various ways women can become pregnant including IVF Treatment	To consider the differences classification of drugs To explore the legal classifications of 36 drugs To understand key aspects of the UK's drug policy To consider the differences classification of drugs To explore why people take illegal drugs	How immunity to disease and infection can be acquired Describe the difference between communicable and non-communicable diseases. To evaluate the impact on society when there is a pandemic virus with no vaccination available	To define my own skills, qualities an interests To be able to make plans and decisions about post 16 education To evaluate what support I need and be able to set Targets and goals to achieve To understand what personal branding is To understand why and how

To describe healthy and unhealthy expressions of anger To explore what happens both physically and emotionally when someone gets angry To identify a range of techniques to manage conflict and anger I know the risk factors and common symptoms for skin cancer I understand how to talk to someone with cancer I understand some of the diagnostic and treatment tools used for cancer	to work out the income tax paid on a range of different salaries To evaluate whether the UK's progressive tax system is fair Will understand the different types of bank account Understand the range of mobile banking only services Be able to evaluate which account would be most suitable for different situations To describe the different types of employment available To understand the different things that motivate people to work To understand the purpose of a P45, P60 and other paperwork related to employment I understand the impact getting into debt can have on myself and my family I can identify priority and no-priority debts I know how to access reliable advice on debt counselling	To describe the risks associated with house parties and alcohol To explore alcohol abuse and drink spiking and the risks associated with both To evaluate what and who impacts our decisions about our own health and the choices we make To increase awareness of the importance of a young person's sexual health To explore common myths about pregnancy and fertility Explore where to access further support, guidance and advice about sexual health To understand how a variety of different forms of contraception work To be able to identify which types of contraception would be best used by different types of people To explore which forms of contraception protect against pregnancy, STI's or both	To evaluate what support networks are available to help support those in need To understand the impact drugs can have on the individual, their family and friends To explore real life stories of those mixed up with drugs To evaluate what support networks are available to help those at risk of abusing drugs To learn more about LSD and the impact this drug has on society To explore the physical and mental impact on LSD users To evaluate what support networks are available to help support those who use drugs as a coping mechanism or addicted to drugs To learn more about MDMA / Ecstasy and the impact this drug has on society To explore the physical and mental impact on Magic Mushroom users To	To describe the importance of dental Hygiene and the impact sugar can have on tooth decay To understand how to manage cholesterol levels in the body To explain how a poor diet can lead to many health risks To explore what makes a healthy breakfast and healthy pack lunch To understand the rainbow of healthy food to have in every meal To evaluate the impacts of obesity on individuals To understand the complexity of eating disorders and their possible causes To understand that there are identifiable symptoms of the most prevalent eating disorders To understand what help is available for prevention and treatment of eating disorders To understand the short and long term impacts stress can have on our	to build a personal brand To understand my core key values that drive me and define me To understand the application process To identify the skills needed for a successful application process To understand the different component parts of an application form To understand how to prepare for an interview To understand the do's and don'ts during an interview To practice a mock interview

	To understand the importance of multiple sources of income To understand how the government raises and spends money To know what universal credit is and other state benefits available in the UK To understand the difference between insurance and assurance To explore a variety of types of insurance and understand the process of taking out insurance To evaluate the differences sources of financial advice that is available		evaluate what support networks are available to help support those who use drugs as a coping mechanism or addicted to drugs To learn more about Spice (Synthetic Cannabinoid) and the impact this drug has on society To explore the physical and mental impact on Spice (Synthetic Cannabinoid) users To evaluate what support networks are available to help support those who use drugs as a coping mechanism or addicted to drugs To understand how alcohol impacts the body To explore the consequences of alcohol misuse To evaluate the negative impact alcohol use is having on wider society I can explain how alcohol is measured and what limits are for adults To explore the consequences of alcohol consumption To evaluate when introducing alcohol	bodies and our life . To understand the science behind fight, flight or freeze response to stress To identify the components of a healthy diet To understand the difference between good cholesterol and bad cholesterol To understand how to replace unhealthy snacks and foods with healthier alternatives	

			to a situation can lead to very dangerous consequences To define the term substance misuse and understand the way drugs effect users To explore why people misuse substances To evaluate what support networks are available to help support those in need		

Year 13 substantive and disciplinary knowledge

Substantive knowledge					
Health, Safety and Diversity	**Personal Finance**	**RSE Relationships and Sex Education**	**Drugs and Risk Education**	**Statutory Health and Wellbeing**	**Careers, Progression and Destinations**
Stem Cell Research + Medical Ethics Why not to Carry a knife	Inflation, Money and Careers Value for Money & Making More Going Abroad & Understanding Foreign Currency Managing a Household Budget Payment Methods Used in the UK Borrowing Money and the Risks (Debt) Foreign Exchange Rates	Porn and its impact on Society Respect Love and Relationships Revisiting STI's Menstrual Charting	Drugs - Cannabis Products Drugs - New Psychoactive Substances (Old Legal Highs) Drugs - Festivals and Nitrous Oxide Drugs and their Classifications Drugs and the War on Drugs Crack Cocaine - Drugs Ed HEROIN - Drugs Ed GHB - Drugs Ed	Improving Body Image Causes of Mental Health Looking after Health and Wellbeing Stress 3 Life Events Sleep & Exercise Stress 4 Balancing Stress and Relaxation Physical Health & Wellbeing	Writing a Personal Statement CV Writing Post 16 Options

Disciplinary knowledge					
Health, Safety and Diversity	**Personal Finance**	**RSE Relationships and Sex Education**	**Drugs and Risk Education**	**Statutory Health and Wellbeing**	**Careers, Progression and Destinations**

To be aware of stem cell research and other forms of donation, including stem cell donation To understand the positives and negatives of stem cell research and gene technology To evaluate the medical ethics of gene technology and stem cell research To explain why it is wrong to ever carry a knife To understand the legal, emotional and physical consequences of carrying a knife To understand how knife crime impacts families and communities	Understand how the value of money can change over time To understand what causes inflation To evaluate how governments can try to control inflation I understand the importance of getting value for money What do we mean by the terms risk and reward How to evaluate whether the risk involved is worth the reward. I can identify major world currencies I can evaluate the different methods that can be used to pay for things abroad I know how to get the best value travel cards To explore how to calculate from an annual salary Gross Pay and Net Pay. To understand how an average house hold budget might look like To explore how the life choices we make can impact our financial situation	Understand the differences and similarities between sex in real relationships and that which is featured in pornography Explore how common access to pornographic material can affect attitudes and beliefs towards sex, relationships and self To understand the importance of respecting others and especially those we are in a relationship with To be able to describe what love is and what love is not To evaluate what support is available for someone in an abusive relationship To understand the way STI's spread and the groups at higher risk To increase awareness of the process of a young person's sexual health consultation at a clinic. To understand the differences between viral STI's and bacterial STI's	To understand the different forms and street names given to cannabis To explore why some people take cannabis To evaluate whether cannabis should be legalised in the UK To define the term New Psychoactive Substances and give examples To explore why NPS drugs are so dangerous to society To understand how to protect yourself from peer pressure to experiment with NPS drugs To understand the risks associated with parties and festivals and experimenting with drugs To understand how to stay safe at a festival or a party To evaluate whether drug testing tents at festivals will reduce drug related deaths at festivals To consider the differences classification of drugs To explore the legal classifications of 36	To recognise the impact of social media on body image Understand the concept of appearance ideals and where pressure to achieve them comes from. Be able to evaluate diet culture in the UK and its impacts To explore the nature nurture debate regarding Mental Health causes To be able to recognise many of the common symptoms of some metal health illnesses To be able to reflect and evaluate your own healthy lifestyle choices To be able to evaluate how healthy my own lifestyle is To explore what can improve and impeded on physical health and wellbeing To explore coping strategies for mental health and positive emotional wellbeing To understand the importance of being able to pick up and put down	To understand what a personal statement is To explore when a personal statement may be needed To be confident in writing a personal statement that reflects your abilities and ambitions To understand the purpose of a CV To understand how to create a clear and concise CV To be aware of a range of options available after Year 11 To be able to explore and know where to research the best progression pathway To start to decide what post 16 route you might like to take

	Understand how different payment cards work Be able to identify advantages and disadvantages of each method Be able to evaluate the most useful method od payment in different circumstances To understand that planned and unplanned borrowing are different types of debt and that I have responsibility to check credit/debt arrangements I may enter into. To understand the benefits and risks of borrowing money. Will be able to work out the cost of different personal loans based on fixed rates on interest I Understand how foreign exchange markets make money I understand the importance of shopping around for the best exchange rates I can work out foreign exchange calculations	To describe the purpose of menstrual charting and Fertility charting To know how to create your own menstrual chart To understand the support a GP or Gynaecologist can give with fertility and Menstrual health	drugs To understand key aspects of the UK's drug policy To describe how drugs are manufactured and trafficked globally To explore how different countries are dealing with the drugs trade To evaluate how governments can tackle the illicit drugs trade To learn more about Crack Cocaine and the impact this drug has on society To explore the physical and mental impact on Crack Cocaine users To evaluate what support networks are available to help support those who use drugs as a coping mechanism or addicted to drugs To learn more about Heroin and the impact this drug has on society To explore the physical and mental impact on Magic Mushroom users To evaluate what support networks are available to help support those who	stress To explore the common sources of stress To understand that a lot of the joys we have in life, particularly those which relax us or give us a sense of well-being relate to times when we are not thinking To have a range of strategies to manage social media wellness To understand the importance of striking a balance between stressful activities and relaxing activities To describe the prolonged effects on the body To explain the importance of exercise in maintaining a healthy lifestyle. To explore what happens when you adopt unhealthy lifestyle choices Careers Objective: To understand the work and role of a physiotherapist	

			use drugs as a coping mechanism or addicted to drugs To learn more about GHB and the impact this drug has on society To explore why GHB is the drug of choice for those committing sexual assaults To evaluate whether the UK government needs to do more to protect people from being victims of sexual assault and rape due to GHB		



Futura Physical Excerise (PE)

Curriculum framework

Physical Education Curriculum Framework

Intent:

The purpose of the Futura Learning Partnership cross-phase Physical Education curriculum is to foster a life-long love for a variety of physical activities and sporting opportunities. Through this engaging curriculum they will develop a range of transferrable skills, language, knowledge and understanding which can be used in multiple settings. A student will be provided with many opportunities to develop wider personal, social and moral skills which could include resilience, communication, teamwork, independence, leadership, analysis and evaluation. Our students will develop their understanding of what engenders a healthy lifestyle both physically and the contribution this has on good mental health and well-being. Opportunities will be provided to experience a broad range of different sports safely, through participation and observations, in both the curricular and extra-curricular provision. Community links are established and advertised to encourage our students to have further opportunities for continuing participation through school extra-curricular activities and local clubs and sports. Our relevant, engaging and challenging curriculum means that students who have studied PE at a Futura school will continue to enjoy learning about Physical Education, physical activity and a variety of sports throughout their lives.

The curriculum overview has been created to develop a range of activities for students, whilst also providing specific support/opportunities for activities that are likely to be used in GCSE/A level assessment, along with links to extra-curricular opportunities.

Through creating a structured programme, specific SOL can be created for each activity which enables clear progression through years 1-11.

This allows all Futura schools to meet Ofsted requirements and those of the National Curriculum.

Leaders, teachers and students need to be able to articulate the learning journey and this structure allows this to happen.

Where activities have been suggested, an alternative can be taught in schools where this better suits the local context. An example of this could be, when gymnastics has been suggested, trampolining could be used instead if the school has the provision for this.

Inclusion: Our curriculum is ambitious for all and strives to address inclusion and disadvantage in its intent and implementation

Aims: Underpinning the intent are key **substantive and disciplinary concepts**:

P2 – EYFS
P4 – KS1
P6 – KS2
P19 – KS3
P26 – KS4
P30 - KS5
P35 - KS3 Schemes of Assessment
P 38 - Curriculum Mapping

Early Years Foundation Stage
In planning and guiding what children learn, practitioners must reflect on the different rates at which children are developing and adjust their practice appropriately. The three Characteristics of Effective Teaching and Learning are playing and exploring-children investigate and experience things, and 'have a go'; active learning-children concentrate and keep on trying if they encounter difficulties, and enjoy achievements; creating and thinking critically-children have and develop their own ideas, make links between ideas, and develop strategies for doing things. In addition, the prime areas of learning (PSE, CL, PD)underpin and are an integral part of children's learning in all areas
Birth 2 Five Range 6 statements- Moving and Handling • Chooses to move in a range of ways, moving freely and with confidence making changes to body shape, position and pace of movement such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping • Experiments with different ways of moving, testing out ideas and adapting movements to reduce risk

- Jumps off an object and lands appropriately using hands, arms and body to stabilise and balance
- Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles
- Travels with confidence and skill around, under, over and through balancing and climbing equipment
- Shows increasing control over an object in pushing, patting, throwing, catching or kicking it

Being Imaginative and Expressive

- Initiates new combinations of movements and gestures in order to express and respond to feelings, ideas and experiences
- Chooses particular movements, instruments/sounds, colours and materials for their own imaginative purposes

ELG – Physical Development

Gross Motor

- Negotiate space and obstacles safely, with consideration for themselves and others;
- Demonstrate strength, balance and coordination when playing;
- Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.

Being Imaginative and Expressive

- Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.

EYFS Key Skills

Games	Gymnastics	Dance
Travel in a range of ways Moves energetically Can change directions easily Negotiates space and obstacles safely Controls balls, beanbags, hoops and other equipment	Jump off of objects and lands appropriately Travel under, over and through different equipment Balance using arms and legs to stabilise Change body shape confidently.	Move in time with music Respond to music by choosing movements Adapt movements when appropriate

The first-hand experiences and knowledge the children should be offered are:

- Regular PE sessions including games, dance and gymnastics opportunities.
- Daily opportunities to develop gross motor skills in the indoor and outdoor provision
- A range of equipment to navigate, explore and use including large, multi-levelled equipment and smaller resources.
- Opportunities to develop coordination
- Discussions to reflect on developing skill and effect of exercise
- Appropriate stimuli for expression through dance including a range of music

Key Vocabulary –Balance, move, travel, obstacle, under, over, through

Year Group	Substantive Knowledge	Disciplinary Knowledge	Possible Context
1	<u>Gymnastics</u> • Jumping: static and seating • Balances: Points and patches • Body shapes: Wide, narrow, curved	<u>Gymnastics</u> -Copying skills and begin to link these together to form short sequences. -Develop basic control of movements.	<u>Gymnastics</u> -Create movement phrases, with a start and finish position, using low apparatus that link at least one jump and one balance together. - work individually and in pairs
	<u>Games</u> • Handling a ball • Sending a ball • Receiving a ball • Chasing a ball	<u>Games</u> - Practice and develop co-ordination of movement and skills.	<u>Games</u> - Kicking - Striking - Tracking - Catching - Throwing Develop these skills indoors and outdoors with a variety of size of balls, quoits, bean bags etc.
	<u>Dance</u> • Copy basic motifs. • Repeat basic dance motifs.	<u>Dance</u> - Copy movements, linked to a suitable stimulus, working individually and with a partner, to create short phrases.	<u>Dance</u> - Create basic motifs using topic based ideas Work individually and in pairs

2	<u>Gymnastics</u> • Jumping: Turning, spinning, twisting • Balances: On isolated parts of the body • Rolls: Rocking and roll <u>Games</u> • Handling a ball • Sending a ball • Receiving a ball • Chasing a ball <u>Dance</u> • Copy basic motifs. • Repeat basic dance motifs. • Remember dance motifs • Develop short, linked phrases Basic dynamics: change of speed, change of level, change of shape.	<u>Gymnastics</u> -Copy and repeat skills and link these together with movement to create fluent sequences with a variety of simple dynamics. -Show basic control and body tension with use of some dynamics within sequences. <u>Games</u> -Using a variety of equipment, Practice and develop co-ordination of movement and skills with increasing precision, control and accuracy. -Apply skills and movement, in small sided non-competitive and competitive games. <u>Dance</u> Copy repeat and link phrases, in response to a stimulus. -Perform movements with control and precision working individually, with a partner.	<u>Gymnastics</u> -Create short sequences, with a start and finish position, using low apparatus that link three or more actins together and I incorporate some change in dynamics (body shape, level). <u>Games</u> - Kicking - Striking - Tracking - Catching - Throwing Develop these skills indoors and outdoors with a variety of size of balls, quoits, bean bags etc Apply skills in game situations <u>Dance</u> - Create basic motifs using topic based ideas - Remember, repeat a series of actions - Work individually and in pairs
Transition point 1:			

Gymnastics

HANDS	**HEAD**	**HEART**
I can plan and repeat simple sequences of actions. I can perform the basic gymnastic actions with some control and balance. I can use directions and levels to make my work look interesting	I can use shapes when performing other skills. I can describe how my body feels during exercise I am beginning to provide feedback using key words. I can feedback to others and recognise elements of high quality	I am proud of my work and confident to perform in front of others. I can work safely with others and apparatus.

-Invite KS2 PE lead / Year 3 teachers to review performances in dance, gym and games at the end of the unit to moderate assessment.
-Sports premium funding to help with assessment – release teachers to focus on assessment with PE lead/sports coach to take lessons.
-Year 2 to have some PE lessons in the Year 3 setting (bridging unit – KS1 Version of talent ID).

3	Gymnastics • Balance: Points /patches • Rolls: Straight, barrel, forward • Jump: Straight, star, tucked	Gymnastics -Link balances, rolls and jumps together to form a sequence individually and with a partner which demonstrate matching and contrasting shapes using a variety of apparatus. -Show some body tension, control and precision when balancing, rolling, and jumping when performing actions individually and in a sequence.	Gymnastics Create a sequence that includes: -a balance -A jump -A roll -A travel movement
	Dance • Canon • Unison • Pathways • Dynamics • Formation	Dance -Communicate, remember and repeat movements on a theme through developing a range of phrases which show a variety of dynamics as well as control and precision. Perform individually and with a partner.	Dance -Cross curricular link to topic work

Games • Tracking a ball • Throwing a ball • Catching a ball • Dribbling a ball • Forehand • Backhand • Ready position • Underarm bowling • Overarm bowling	Games Practice and apply skills in a range of small sided non-competitive and competitive games showing control and precision, developing tactics and strategies to be successful.	Tops Games Task Cards Netball Football Handball Hockey Basketball Dodgeball Tag rugby Cricket Rounders Tennis Badminton Volleyball
Athletics • Running: Spiriting, over an obstacle • Throwing a ball: push and pull • Jumping: Height and distance	Athletics Practice and improve skills through non-competitive and competitive events developing individual performance with a focus on personal improvement Perform running, throwing and jumping actions with developing control and accuracy.	Athletics -Sprinting -Distance running -Relays -Hurdles -Javelin -Shot put -Hammer -Discus -Long jump -High jump -Long Jump TOPS cards: Athletics
Outdoor and Adventurous Activities • Follow and give simple instructions and apply rules	Outdoor and Adventurous Activities	Outdoor and Adventurous Activities -Problem solving games and activities -Orienteering

	• Orientate and follow a diagram/map Plan and attempt to solve problems	-Develop skills of working collaboratively in team to use different strategies to solve problems, while giving and following instructions. -Develop skills of orientation by following a variety of different diagrams and maps to complete a task	TOPS Cards: Athletics
	Analysis and improvement To offer feedback as a class and opportunities to improve that specific skill	**Analysis and improvement** Using criteria set for that specific activity to peer assess	Each activity will have feedback opportunities (mainly as a class). To then act on that feedback to improve.
	Competitive sports and activities outside of school Children offered opportunities to compete in a range of activities	**Competitive sports and activities outside of school** Skills taught in PE lessons to be further developed through inter-school competitions and through extra-curricular provision where possible. Additional links to outside clubs would be provided (For that specific year group)	
4	<u>Gymnastics</u> • Balances: Individual/partner, shoulder, bridges • Rolls: Straight, barrel, forward, straddle • Jumps: using rotation • Travel: Pathways	<u>Gymnastics</u> -Link balances, rolls and jumps together to form more complex sequences, with a wider variety of travelling actions, including apparatus working individually and with a partner. Sequences will include actions that require weight to be taken on different parts of the body through inverted movements and varying dynamics when performing with a partner.	<u>Gymnastics</u> Create a sequence with a partner, using apparatus, to include: -a Jump -A roll -Individual balance -Partner balance -Inverted movement

	-Show body tension, control and precision when balancing, rolling, and jumping when performing actions individually and in a sequence.	
<u>Dance</u> • Canon • Unison • Pathways • Dynamics • Formation • Reaction/action	<u>Dance</u> -Communicate, remember and adapt choreographed phrases, individually and with a partner, to represent an idea. -Use pathways, levels, shapes, directions and timings to express and show a change to show variety with developing fluency and control in response to a stimulus.	<u>Dance</u> -Cross curricular links to relevant topic work
<u>Games: Striking and fielding</u> • Direct hit • Running between the wickets • Intercepting the ball with 1 hand • Overarm bowling • The pull shot • Stopping bouncing ground ball	<u>Games: Striking and fielding:</u> -Choose where to direct a hit from a bowled ball -Use and apply basic rules of the game -Apply speed and decision -Play confidently in a variety of roles: fielder, bowler etc -Track and intercept the ball -Bowling with consistency	-Cricket -Rounders
<u>Games: Net/Wall</u> • Ready position • Forehand to targets • Intro to backhand • Moving to return the serve • Partner doubles • Scoring points	<u>Games: Net/Wall</u> -Choose ways to send the ball to make it difficult for the opponent -Play the role of umpire -Explore shots on both sides of the body -Use a small range of racquet/hand skills	-Mainly Tennis -Cricket -Rounders

		-Use basic defensive tactics -Work with a partner/small group to return the ball -Play competitively	
	<u>Games: Invasion</u> • Basic passing • Picking up and running with the ball • Keeping possession • Evading defenders • Running into space • Pacing	<u>Games: Invasion</u> -Working with a team mate to make it difficult for the opposition -Use defensive tactics -Play using marking techniques -Send and receive the ball with accuracy -Keep possession of the ball and run -Show speed and endurance -Use and apply the basic rules of the game	- Hockey - Tag Rugby - Netball - Basketball - Football
	<u>Athletics</u> • Running: over time/distance, relays • Throwing: push and pull • Jumping: distance and height	<u>Athletics</u> -Practice and improve skills of running, throwing and jumping through non-competitive and competitive practices and events while developing individual performance with a focus on personal improvement. -Perform running, throwing and jumping actions with some control and accuracy.	<u>Athletics</u> -Sprinting -Distance running -Relays -Hurdles -Javelin -Shot put -Hammer -Discus -Long jump -High jump -Long Jump TOPS cards: Athletics

	<u>Outdoor and Adventurous Activities</u> • Accurately follow and give instructions and apply rules • Orientate and follow a diagram/map by identifying key symbols • Plan and apply strategies to solve problems	<u>Outdoor and Adventurous Activities</u> -Develop skills to successfully collaborate in teams and be successful in completing a range of problem solving tasks, while following and understanding rules. -Use skills of orientation by following a variety of different diagrams and maps to complete a task using a key and its symbols accurately.	<u>Outdoor and Adventurous Activities</u> -Problem solving games and activities -Orienteering -TOPS cards
	Analysis and improvement To offer feedback as a class and opportunities to improve that specific skill	**Analysis and improvement** Using criteria set for that specific activity to peer assess	Each activity will have feedback opportunities (mainly as a class). To then act on that feedback to improve.
	Competitive sports and activities outside of school Children offered opportunities to compete in a range of activities	**Competitive sports and activities outside of school** Skills taught in PE lessons to be further developed through inter-school competitions and through extra-curricular provision where possible. Additional links to outside clubs would be provided (For that specific year group)	
5	<u>Gymnastics</u> • Balances: Symmetrical/ asymmetrical, shoulder, handstand, bridges • Rolls: Straight, forward, straddle, backwards	<u>Gymnastics</u> -Link balances, rolls and jumps together to form longer sequences, which include more complex actions that require weight to be taken through inverted movements.	<u>Gymnastics</u> -Create and perform a partner sequence that links six different actions; rolls, balances, jumps, inverted movements and travel. There must be a variety of the following showing different dynamics: levels, directions, partner relationships, body shapes.

• Travel: canon, synchronisation, mirror and matching	-Show **good** body tension, control and precision when balancing, rolling, and jumping when performing actions individually and in a sequence	
<u>Dance</u> • Relationships: canon, unison, mirroring • Pathways • Dynamics • Formation • Reaction/action Structure	<u>Dance</u> -Accurately, remember and adapt choreographed phrases, individually and with a partner, to represent an idea. -Use pathways, levels, shapes, directions and timings to express and show a change to show variety with fluency and control in response to a stimulus.	<u>Dance</u> -Cross curricular links to topic work
<u>Games: Striking and Fielding</u> • Fielding positions for attack • Tracking and catching • Bowling short • On and Off drive • Rules of cricket	<u>Games: Striking and Fielding</u> -Strike and field with flexibility and power -Use a range of tactics in game -Use and apply basic rules fairly -Choose where to hit the ball to maximise scores -Use a variety of shots in game situations -Throw with accuracy -Track the flight of the ball with accuracy -Begin bowling techniques Work with others	<u>Games</u> -Cricket - Rounders - Softball / Baseball
<u>Game: Net/Wall</u> • Volley shots	<u>Games: Net/Wall</u> -Cooperate with others	<u>Games</u> - Tennis

• Overhead shots • Doubles play • Approaching the ball	-Play a range of basic shots -Play modified games with confidence -Apply control with the ball -Apply a range of techniques to score points -Demonstrate a variety of service shots in isolation and game play -Keep track of their own scores -Suggest warm ups to prepare the body.	- Badminton - Volleyball
<u>Games: Invasion</u> • Tagging opposition • Running and passing accurately • Pop pass • The 'Magic Diamond' • Pacing	<u>Games: Invasion</u> -Play in formations and execute game plans -Explain the need for different tactics -Know and apply the rules in a game -Able to combine dribbling and passing -Able to select which skill to use. -Move balls over longer distances accurately -Play in different positions with success -Mark goal side when appropriate -Use appropriate language to explain their attacking and defensive play.	<u>Games</u> Hockey Tag Rugby Netball Basketball Football
<u>Athletics</u> • Running: pacing over distance, relay takeovers • Throwing: pushing and pulling	<u>Athletics</u> -Practice and improve skills of running, throwing and jumping through non-competitive and competitive	<u>Athletics</u> -Sprinting -Distance running -Relays -Hurdles

	• Jumping: long, triple	practices and events while developing individual performance with a focus on personal improvement. -Perform running, throwing and jumping actions with increasing control and improvement in times / distances.	-Javelin -Shot put -Hammer -Discus -Long jump -High jump -Long Jump TOPS cards: Athletics
	<u>Outdoor and Adventurous Activities</u> • Communicate clearly, whilst developing leadership skills and apply rules • Orientate a map confidently using it to navigate a course. • Plan and apply strategies to solve more complex problems	<u>Outdoor and Adventurous Activities</u> -Use skills to successfully collaborate and developing leadership, in teams and be successful in completing a range of more complex problems, while following and understanding rules. -Use skills of orientation by following a map to navigate a course.	<u>Outdoor and Adventurous Activities</u> -Problem solving games and activities -Orienteering -TOPS cards
	Analysis and improvement To offer feedback in partners. To offer feedback as a class and opportunities to improve that specific skill	**Analysis and improvement** Using criteria set for that specific activity to peer and self-assess	Each activity will have feedback opportunities. To then act on that feedback to improve.
	Competitive sports and activities outside of school Children offered opportunities to compete in a range of activities	**Competitive sports and activities outside of school** Skills taught in PE lessons to be further developed through inter-school competitions and through extra-curricular provision where possible.	

		Additional links to outside clubs would be provided (For that specific year group)	
6	<u>Gymnastics</u> • Balances: counter balance /counter tension, shoulder stand, handstand • Rolls: forward, backward, straddle • Jumps: Vault • Body shapes: bridges • Travel: canon, synchronisation, mirror and matching <u>Dance</u> • Relationships: canon, unison, mirroring • Pathways • Dynamics • Formation • Reaction/action • Choreography <u>Games: Striking and Fielding</u> • Fielding positions for attack • Tracking and catching • Bowling short • Working as pairs to field a long ball • On and Off drive	<u>Gymnastics</u> Using knowledge of different gymnastic actions and dynamics, combine and link actions in a group which include a variety of formations, combining the use of apparatus. Show **consistent** body tension, control and precision when balancing, rolling, and jumping when performing actions individually and in a sequence <u>Dance</u> Perform & create motifs in a variety of dance styles with accuracy & consistency. Select & use a wide range of compositional skills to demonstrate ideas. Suggest ways to improve quality of performance showing sound knowledge & understanding. <u>Games: Striking and Fielding</u> -Apply with consistency standard rules -Use a range of tactics for attacking and defending Strike a ball using a range of shots	<u>Gymnastics</u> Create and perform a group sequence that links **at least six** different actions; rolls, balances, jumps, inverted movements and travel. There must be at least three changes in formation. The sequence must show a variety of different dynamics: levels, directions, partner relationships and body shapes <u>Dance</u> -Cross curricular links to topic work - Cricket <u>- Rounders</u>

• Basic Rules	-Attempt to track and catch high balls in isolation and in game -Demonstrate control in fielding -Play within small sided games -Work in a team	
<u>Games: Net/Wall</u> • Communication – doubles • Backhand shot • Lob shot • Rules and scoring • Positioning in doubles	<u>Games: Net/Wall</u> -Make appropriate choices in games for the best shot to use -Apply tactics effectively -Use a range of shots in isolation -Use a range of shots in game -Start games with the appropriate serve -Being to use full scoring systems -Develop double play	- Tennis
<u>Games: Invasion</u> • Support play with the ball • Set plays • Pacing • Spaces not faces principle • Transition from attack to defence • Observe and analyse	<u>Games: Invasion</u> -Choose and implement a range of strategies to attack and defend -Suggest and lead a warm up -Make quicker decisions in game -Use and apply Boundary rules -Build upon set plays -Use a variety of techniques for passing	- Tag Rugby - Football - Hockey

		-Play in a variety of positions -Consistently catch/control a ball -Able to track and control a rebound -Work in a team to keep possession	
	<u>Athletics</u> • Running: pacing over distance, relay takeovers • Throwing: pushing and pulling • Jumping: long, triple	Demonstrate good control, strength, speed & stamina in a variety of athletic events. Understand how to apply athletic skills & tactics to the competitive situation. Explain how to improve technique in a variety of events.	<u>Athletics</u> -Sprinting -Distance running -Relays -Hurdles -Javelin -Shot put -Hammer -Discus -Long jump -High jump -Long Jump TOPS cards: Athletics
	<u>Outdoor and Adventurous Activities</u> • Communicate clearly, whilst developing leadership skills and apply rules • Orientate a map confidently using it to navigate a course. • Plan and apply strategies to solve more complex problems	<u>Outdoor and Adventurous Activities</u> -Use skills to successfully collaborate and developing leadership, in teams and be successful in completing a range of more complex problems, while following and understanding rules. -Use skills of orientation by following a map to navigate a course.	<u>Outdoor and Adventurous Activities</u> - Problem solving games and activities - Orienteer effectively around a timed short course -TOPS cards
	Analysis and improvement To offer feedback in partners.	**Analysis and improvement**	

	To offer feedback as a class and opportunities to improve that specific skill	Using criteria set for that specific activity to peer and self-assess	Each activity will have feedback opportunities. To then act on that feedback to improve.
	Competitive sports and activities outside of school Children offered opportunities to compete in a range of sports & activities	**Competitive sports and activities outside of school** Skills taught in PE lessons to be further developed through inter-school competitions and through extra-curricular provision where possible. Additional links to outside clubs would be provided.	Football, Basketball, Cricket, Netball, Gymnastics, Athletics, Inclusive competitions.
SWIMMING **Delivered across Key Stage 1 & 2 where appropriate**	• Water confidence in shallow water • Water confidence deep water • Basic stroke development; alternating and simultaneous strokes, breaststroke, front crawl, backstroke • Developing endurance • Water Safety and hazards • Safe self-rescue skills	-Develop and confidently show basic skills: face in the water, floating, push and glide, jumping in, swimming under water -Effectively use strokes to achieve different outcomes adapting for a range of purposes and intended outcomes. -Swim for at least 25m including some deep water swimming, showing a consistently strong stroke -Be able to use appropriate survival and self-rescue skill	Whole class swimming lessons Top Up & intensive Learn to Swim sessions

Transition point 2:

HANDS	**HEAD**	**HEART**
I can select and combine my skills, techniques and ideas and apply them accurately and appropriately, consistently showing precision, control and fluency. When performing I can draw on what I know about strategy, tactics and composition.	I can analyse and comment on skills and techniques and how these are applied in my own and others' work. I can modify and refine skills and techniques to improve my performance.	I can Involve and motivate others to perform better I can accept critical feedback and make changes to get better.

	I can explain how the body reacts during different types of exercise and warm up and cool down in ways that suit the activity. I can explain why regular safe exercise is good for my fitness and health.	I can take the lead in small groups & communicate ideas effectively.

- *Transition documents – general completed by schools, along with end of year 6 assessments with student specific information. – don't think these are in place*

- Talent ID sessions to give an idea of generic performance for assessment.

- Local Sports Coordinators & Sports Partnerships to work with Primary schools to develop links and support the transition process.

- Festival opportunities for children at secondary schools, along with Sports leaders / ambassadors helping to run events in Primary schools

-Sports premium funding to help with assessment – release teachers to focus on assessment with PE lead/sports coach to take lessons.

-Transition day/week? Could we have one? Event for year 6 to secondary.

- Teacher "swap" days to see how PE is running in the other school to help professional development and feedback to appropriate schools.

7	**Team games** **Basic techniques and strategies** - Passing and receiving - Tackling - Shooting / scoring - Attacking and defending - Movement of the ball - Communication - Rules of the activity / sport - Hitting the ball - Throwing and catching	**Team games** Ability to transfer skills into different sports (e.g. passing in football and hockey) and into competitive environments (game situations). Ability to transfer knowledge of similar rules and different components of sports (such as positioning) across to other sports. Positive approach to PE and the understanding of a healthy and active lifestyle.	Netball, Hockey, Rugby, Football, Badminton (doubles), Tennis (doubles), Table tennis (doubles), rounders, cricket, softball, Danish longball, Basketball, Dodgeball.

- Racket skills/techniques - Rules of the sport - Tactics and strategies		
Individual games/activities **Basic techniques and strategies** - Throwing and catching - Racket skills/techniques - Specific skills to each athletics event - Rules of the sport - Tactics and strategies	**Individual games/activities** Ability to transfer these skills into different sports (e.g. technique when throwing a ball and throwing a javelin) and into competitive environments (game/competition situations) Ability to transfer knowledge of similar rules and different components of sports (such as positioning) across to other sports. Positive approach to PE and the understanding of a healthy and active lifestyle.	Badminton (singles), tennis (singles), athletics, table tennis (singles) (Dance, gymnastics)
Dance/gymnastics **Basic techniques and strategies** - Levels - Types of movement - Shapes/balances - Transitions - Pace - Creativity	**Dance/gymnastics** Ability to transfer individual skills into routines and performances. Positive approach to PE and the understanding of a healthy and active lifestyle.	Dance, gymnastics, trampolining, cheerleading

	- Stillness - Choreography - Key terminology – synchronization, canon etc.		
	OAA **Basic techniques and strategies** Problem solving and outdoor adventurous activities.	**OAA** Ability to use individual skills in competitive situations. Positive approach to PE and the understanding of a healthy and active lifestyle.	Problem solving, orienteering, team building.
	Analysis and improvement **Basic techniques and strategies** Using set criteria to assess own and others performance, providing/acting on feedback.	**Analysis and improvement** Opportunities for students to self and peer assess within all activities to improve performance, using criteria set for that specific activity.	Possible through all activities mentioned above. Analysing own or others performance. Opportunities for feedback and development.
	Competitive sports and activities outside of school - Opportunities for students to compete in a range of activities.	**Competitive sports and activities outside of school.** Skills taught in PE lessons to be further developed through extra-curricular provision where possible. Additional links to outside clubs would be provided.	Sports teams offered including athletics, netball, hockey, rugby, football, tennis, cricket, athletics and rounders. Also links to local clubs advertised where available.
8	**Team games** **Greater consistency in technique.** - Passing and receiving	**Team games**	Netball, Hockey, Rugby, Football, Badminton (doubles), Tennis (doubles), rounders, cricket, softball, Danish longball.

	- Tackling - Shooting - Attacking and defending - Movement of the ball - Communication - Focus on tactics and strategies - Rules of the sport - Tactics and strategies	Ability to transfer skills into different sports (e.g. passing in football and hockey) and into competitive environments (game situations). Ability to think about and use different tactics and strategies within a game/competitive situation. Ability to transfer knowledge of similar rules and different components of sports (such as positioning) across to other sports. Positive approach to PE and the understanding of a healthy and active lifestyle.	
	Individual games/activities **Greater consistency in technique.** - Throwing and catching - Racket skills/techniques - Specific skills to each athletics event - Focus on tactics and strategies - Rules of the sport - Tactics and strategies	**Individual games/activities** Ability to transfer these skills into different sports (e.g. throwing and catching in rounders and cricket) and into competitive environments (game/competition situations) Ability to think about and use different tactics and strategies within a game/competitive situation. Ability to transfer knowledge of similar rules and different components of sports (such as positioning) across to other sports. Positive approach to PE and the understanding of a healthy and active lifestyle.	Dance, gymnastics, badminton (singles), tennis (singles), athletics

	Dance/gymnastics **Greater consistency in performance of:** - Levels - Types of movement - Shapes/balances - transitions - pace - creativity - stillness - Key terminology – synchronization, canon etc.	**Dance/gymnastics** Ability to transfer individual skills into routines and performances, using correct skills consistently. Positive approach to PE and the understanding of a healthy and active lifestyle.	Dance / gymnastics / trampolining
	OAA **Greater consistency in technique.** Problem solving and outdoor adventurous activities.	**OAA** Ability to use individual skills in competitive situations.	Problem solving, orienteering
	Analysis and improvement Using set criteria to assess own and others performance, providing/acting on feedback.	**Analysis and improvement** Greater use of self and peer assessment within all activities to improve performance, using criteria set for that specific activity.	Possible through all activities mentioned above. Analysing own or others performance. Opportunities for feedback and development.

	Competitive sports and activities outside of school - Opportunities for students to compete in a range of activities.	**Competitive sports and activities outside of school.** Skills taught in PE lessons to be further developed through extra-curricular provision where possible. Additional links to outside clubs would be provided.	Sports teams offered in netball, hockey, rugby, football, tennis, cricket, athletics and rounders. Also links to local clubs advertised where available.
9	**Team games** **Effective and creative performance of skills and techniques:** - Passing and receiving - Tackling - Shooting - Attacking and defending - Movement of the ball - Communication - Rules of the sport - Greater focus on tactics and strategies and gameplay awareness	**Team games** Ability to transfer skills into different sports (e.g. passing in football and hockey) and into competitive environments (game situations). Ability to think about and use different tactics and strategies within a game/competitive situation. Ability to transfer knowledge of similar rules and different components of sports (such as positioning) across to other sports. Positive approach to PE and the understanding of a healthy and active lifestyle.	Netball, Hockey, Rugby, Football, Badminton (doubles), Tennis (doubles), rounders, cricket, softball, Danish longball.
	Individual games/activities **Effective and creative performance of skills and techniques:**	**Individual games/activities** Ability to transfer these skills into different sports (e.g. throwing and catching in rounders and cricket) and into competitive environments (game/competition situations)	Dance, gymnastics, badminton (singles), tennis (singles), Athletics

- Throwing and catching - Racket skills/techniques - Specific skills to each athletics event - Rules of the sport - Greater focus on tactics and strategies and gameplay awareness	Ability to think about and use different tactics and strategies within a game/competitive situation. Ability to transfer knowledge of similar rules and different components of sports (such as positioning) across to other sports. Positive approach to PE and the understanding of a healthy and active lifestyle.	
Dance/gymnastics **Effective and creative performance of skills and techniques:** - Levels - Types of movement - Shapes/balances - transitions - pace - creativity - stillness - Key terminology – synchronization, canon etc.	**Dance/gymnastics** Greater effectiveness and creativity in performances and routines. Positive approach to PE and the understanding of a healthy and active lifestyle.	Dance / gymnastics / trampolining
OAA	**OAA**	Problem solving, orienteering

	Problem solving and outdoor adventurous activities.	Ability to use individual skills in competitive situations.	
	Analysis and improvement Using set criteria to assess own and others performance, providing/acting on feedback.	**Analysis and improvement** Greater use of self and peer assessment within all activities to improve performance, using criteria set for that specific activity.	Possible through all activities mentioned above. Analysing own or others performance. Opportunities for feedback and development.
	Competitive sports and activities outside of school - Opportunities for students to compete in a range of activities.	**Competitive sports and activities outside of school.** Skills taught in PE lessons to be further developed through extra-curricular provision where possible. Additional links to outside clubs would be provided.	Sports teams offered in netball, hockey, rugby, football, tennis, cricket, athletics and rounders. Also links to local clubs advertised where available.
10 (core PE)	**Team games** **Effective and creative performance of skills and techniques:** - Passing and receiving - Tackling - Shooting - Attacking and defending - Movement of the ball - Communication - Rules of the sport	**Team games** Ability to transfer skills into different sports (e.g. passing in football and hockey) and into competitive environments (game situations). Ability to think about and use different tactics and strategies within a game/competitive situation. Ability to transfer knowledge of similar rules and different components of sports (such as positioning) across to other sports. Positive approach to PE and the understanding of a healthy and active lifestyle.	Netball, Hockey, Rugby, Football, Badminton (doubles), Tennis (doubles), rounders, cricket, softball, Danish longball.

	- Greater focus on tactics and strategies and gameplay awareness			
	Individual games/activities **Effective and creative performance of skills and techniques:** - Throwing and catching - Racket skills/techniques - Specific skills to each athletics event - Rules of the sport - Greater focus on tactics and strategies and gameplay awareness	**Individual games/activities** Ability to transfer these skills into different sports (e.g. throwing and catching in rounders and cricket) and into competitive environments (game/competition situations) Ability to think about and use different tactics and strategies within a game/competitive situation. Ability to transfer knowledge of similar rules and different components of sports (such as positioning) across to other sports. Positive approach to PE and the understanding of a healthy and active lifestyle.	Dance, gymnastics, badminton (singles), tennis (singles), Athletics	
	Health and Fitness - Understanding of health and fitness - Components of fitness - Methods of training - Methods of fitness assessment	**Health and Fitness** Students to understand the importance of a healthy lifestyle, including the different fitness opportunities and activities. They are able to transfer skills and principles from one activity to another where appropriate.	Training methods could include: Circuit training Weight training Interval training SAQ training Continuous training	Fitness assessments could include: MSFT 12 min Cooper run Vertical jump / standing long jump 30m sprint Sit and reach

			Fartlek training
	Analysis and improvement Using set criteria to assess own and others performance, providing/acting on feedback.	**Analysis and improvement** Greater use of self and peer assessment within all activities to improve performance, using criteria set for that specific activity.	Possible through all activities mentioned above. Analysing own or others performance. Opportunities for feedback and development.
	Competitive sports and activities outside of school - Opportunities for students to compete in a range of activities.	**Competitive sports and activities outside of school.** Skills taught in PE lessons to be further developed through extra-curricular provision where possible. Additional links to outside clubs would be provided.	Sports teams offered in netball, hockey, rugby, football, tennis, cricket, athletics and rounders. Also links to local clubs advertised where available.
11 (core PE)	**Team games** **Effective and creative performance of skills and techniques:** - Passing and receiving - Tackling - Shooting - Attacking and defending - Movement of the ball - Communication - Rules of the sport - Greater focus on tactics and strategies and gameplay awareness	**Team games** Ability to transfer skills into different sports (e.g. passing in football and hockey) and into competitive environments (game situations). Ability to think about and use different tactics and strategies within a game/competitive situation.	Netball, Hockey, Rugby, Football, Badminton (doubles), Tennis (doubles), rounders, cricket, softball, Danish longball.

Individual games/activities **Effective and creative performance of skills and techniques:** - Throwing and catching - Racket skills/techniques - Specific skills to each athletics event - Rules of the sport - Greater focus on tactics and strategies and gameplay awareness	**Individual games/activities** Ability to transfer these skills into different sports (e.g. throwing and catching in rounders and cricket) and into competitive environments (game/competition situations) Ability to think about and use different tactics and strategies within a game/competitive situation.	Dance, gymnastics, badminton (singles), tennis (singles), Athletics	
Health and Fitness - Understanding of health and fitness - Components of fitness - Methods of training - Methods of fitness assessment	**Health and Fitness** Students to understand the importance of a healthy lifestyle, including the different fitness opportunities and activities. They are able to transfer skills and principles from one activity to another where appropriate.	Training methods could include: Circuit training Weight training Interval training SAQ training Continuous training Fartlek training	Fitness assessments could include: MSFT 12 min Cooper run Vertical jump / standing long jump 30m sprint Sit and reach
Analysis and improvement Using set criteria to assess own and others performance, providing/acting on feedback.	**Analysis and improvement** Greater use of self and peer assessment within all activities to improve performance, using criteria set for that specific activity.	Possible through all activities mentioned above. Analysing own or others performance. Opportunities for feedback and development.	

	Competitive sports and activities outside of school - Opportunities for students to compete in a range of activities.	**Competitive sports and activities outside of school.** Skills taught in PE lessons to be further developed through extra-curricular provision where possible. Additional links to outside clubs would be provided.	Sports teams offered in netball, hockey, rugby, football, tennis, cricket, athletics and rounders. Also links to local clubs advertised where available.

*KS3/4 - Not all areas have to be taught in all year groups. E.g. OAA could be taught in year 7 and 8, but not in year 9.

**KS4 – Follows similar format to KS3, but includes Health and Fitness as these can be taught for lifelong participation and understanding.

*** In line with Ofsted guidance, Futura PE curriculum should follow the same skills and activities, but could use different sports to do these in (if the same sports are not possible due to different facilities or school specific contexts e.g. one school may do gymnastics, where another may do dance or trampolining).

A Level PE	Substantive Knowledge	Disciplinary Knowledge	Possible Context
Year 12	**Term 1** **<u>Applied anatomy and physiology</u>** Cardiovascular system Respiratory system Neuromuscular system **<u>Skill acquisition</u>** Skill, skill continuums and transfer of skills Impact of skill classification on structure of practice for learning	**All areas of the course to be applied to a variety of examples (could include any of the sports on the specification).**	Linked to appropriate examples.

	Term 2 **<u>Applied anatomy and physiology</u>** Musculo-skeletal and movement analysis Energy systems **<u>Skill acquisition</u>** Principles and theories of learning and performance Use of guidance and feedback **Term 3** **<u>Exercise Physiology</u>** Diet and nutrition **<u>Sport and society</u>** Pre-industrial (pre-1780) **Term 4** **<u>Exercise Physiology</u>** Diet and nutrition **<u>Sport and society</u>** Industrial and post-industrial (1780-1900) Post World War II (1950 to present) **Term 5**		

	<u>Exercise Physiology</u> Training methods and data **<u>Sport and society</u>** Impact of sport on society and of society in sport **Term 5** **<u>Exercise Physiology</u>** Training methods and data **<u>NEA introduction – Analysis of performance</u>**		
Year 13	**Term 1** **<u>Exercise Physiology</u>** Injury prevention and rehabilitation **<u>Psychology</u>** Aspects of personality Attitudes Arousal Anxiety Aggression Motivation Achievement motivation theory **Term 2**	**All areas of the course to be applied to a variety of examples (could include any of the sports on the specification).**	Linked to appropriate examples.

	<u>Biomechanical Movement</u> Biomechanical principles Levers Linear motion **<u>Psychology</u>** Social facilitation Group dynamics Importance of goal setting Attribution theory Self-efficacy and confidence **Term 3** **<u>Biomechanical Movement</u>** Angular motion Projectile motion Fluid mechanics Leadership Stress management **<u>NEA</u>** **Term 4**		

	<u>Sport, Society and Technology</u> Drugs in sport Sport and the law Role of technology in PA and sport Impact of commercialisation Concepts of physical activity and sport Development of elite performers in sport Ethics in sport Violence in sport **Term 5** **Revision** **Term 6** **Revision**		

KS3 Schemes of Assessment

Curriculum Team: Physical Education – Scheme of assessment	**Year: 7**
Year 7 Learning outcomes: **Students will be assessed in a range of skills which can be transferred over a variety of sports and activities.** **Team and Individual Sports:** Passing and receiving, Tackling, Shooting / scoring, Attacking and defending, Movement of the ball, Communication, Rules of the activity / sport, Hitting the ball, Throwing and catching, Racket skills/techniques, Specific skills to each athletics event. **Dance/Gymnastics:** Levels, Types of movement, Shapes/balances, Transitions, Pace, Creativity, Stillness, Choreography, Key terminology. **OAA:** Problem solving and adventurous activities skills.	
Working towards	**HANDS** *The physical domain refers to physical development and tactical application.*
	Assessed through practical lessons
Extending 7 – 9	(a) Demonstrate, with precision, control and fluency, an extensive range of appropriate skills and techniques in challenging activities. (b) Make effective decisions and apply a range of tactics in challenging activities.
Secure 5 – 6	(a) Demonstrate, with some accuracy and success, skills and techniques across a variety of sports in competitive activities. (b) Apply tactics across a variety of activities with some success.
Developing 1 – 4	(a) Demonstrate, with some accuracy and success, skills and techniques across a variety of activities in moderately pressured practices. (b) Apply basic tactics in passive practices.
	HEART *The affective domain refers to emotions, behaviours, attitudes and motivation.* This is to be assessed through Attitude, Independence, Readiness (AIR) reviews. (Grades 1 -4)
	HEAD *The cognitive domain refers to performance analysis and application of theory.* To be assessed through end of rotation theory assessments (MS Teams)

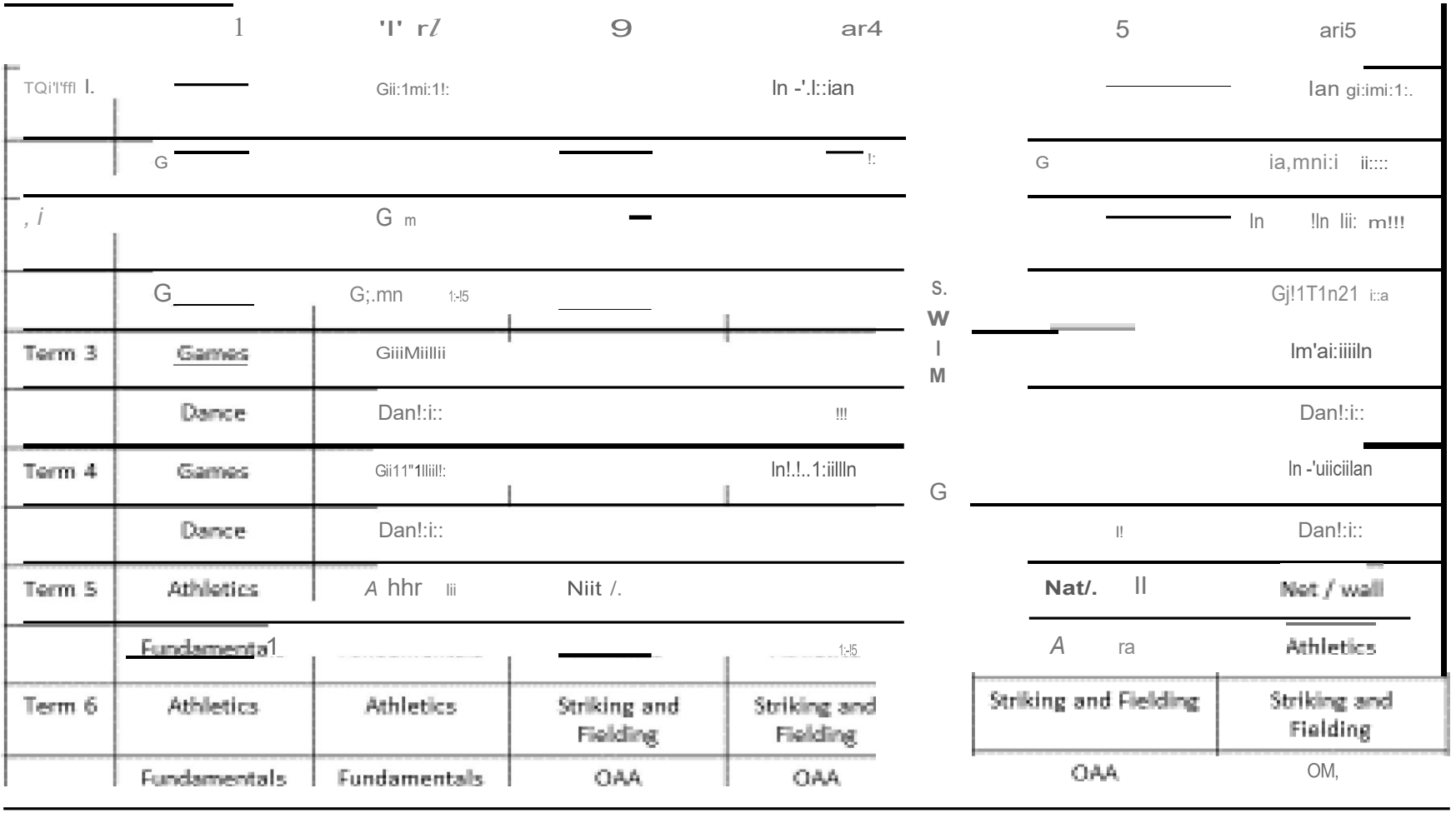
Curriculum Team: Physical Education – Scheme of assessment	Year: 8

Year 8 Learning outcomes:
Students will be assessed in a range of skills which can be transferred over a variety of sports and activities.
Team and Individual Sports: Passing and receiving, Tackling, Shooting / scoring, Attacking and defending, Movement of the ball, Communication, Rules of the activity / sport, Hitting the ball, Throwing and catching, Racket skills/techniques, Specific skills to each athletics event.
Dance/Gymnastics: Levels, Types of movement, Shapes/balances, Transitions, Pace, Creativity, Stillness, Choreography, Key terminology.
OAA: Problem solving and adventurous activities skills.

Working towards	**HANDS** *The physical domain refers to physical development and tactical application.*
	Assessed through practical lessons
Extending 7 – 9	(a) Demonstrate, with consistent precision, control and fluency, an extensive range of appropriate skills and techniques in very challenging activities. (b) Consistently make effective decisions and apply a range of tactics in challenging activities.
Secure 5 – 6	(a) Demonstrate, with consistent accuracy and success, skills and techniques across a variety of sports in competitive activities. (b) Apply tactics in competitive activities.
Developing 1 – 4	(a) Demonstrate, with some accuracy and success, skills and techniques across a variety of activities in high pressured practices. (b) Apply tactics with some success.
	HEART *The affective domain refers to emotions, behaviours, attitudes and motivation.* This is to be assessed through Attitude, Independence, Readiness (AIR) reviews. (Grades 1 -4)
	HEAD *The cognitive domain refers to performance analysis and application of theory.* To be assessed through end of rotation theory assessments (MS Teams)

Curriculum Team: Physical Education – Scheme of assessment	**Year: 9**
Year 9 Learning outcomes: **Students will be assessed in a range of skills which can be transferred over a variety of sports and activities including:** **Team and Individual Sports:** Passing and receiving, Tackling, Shooting / scoring, Attacking and defending, Movement of the ball, Communication, Rules of the activity / sport, Hitting the ball, Throwing and catching, Racket skills/techniques, Specific skills to each athletics event. **Dance/Gymnastics:** Levels, Types of movement, Shapes/balances, Transitions, Pace, Creativity, Stillness, Choreography, Key terminology. **OAA:** Problem solving and adventurous activities skills.	
Working towards	**HANDS** *The physical domain refers to physical development and tactical application.*
	Assessed through practical lessons
Extending 7 – 9	(a) Demonstrate, with outstanding precision, control and fluency, an extensive range of appropriate skills and techniques in exceptionally challenging activities. (b) Consistently make outstanding decisions and apply a range of tactics, often with creativity, in challenging activities.
Secure 5 – 6	(a) Demonstrate, with consistent accuracy and success, a range of appropriate skills and techniques in challenging activities. (b) Apply complex tactics to activities.
Developing 1 – 4	(a) Demonstrate, with some accuracy and success, skills and techniques across a variety of sports in competitive activities. (b) Apply tactics across a variety of activities with some success.
	HEART *The affective domain refers to emotions, behaviours, attitudes and motivation.* This is to be assessed through Attitude, Independence, Readiness (AIR) reviews. (Grades 1 -4)
	HEAD *The cognitive domain refers to performance analysis and application of theory.* To be assessed through end of rotation theory assessments (MS Teams)

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Year 7 2021-2022 Curriculum Map

Week beginning (4/5 week blocks)	Girls 1 (E)	Girls 2 (W)	Boys 1 (L)	Boys 2 (S)
06.09.2021 – 04.10.2021	Netball	Badminton	Rugby	Dance
11.10.2021 – 15.11.2021	Badminton	Netball	Dance	Rugby
Theory 1	***Theory focus for blocks one and two – Warm-up and cool-down***			
22.11.2021 – 13.12.2021	Hockey	Gymnastics	Football	Badminton
04.01.2022 – 24.01.2022	Gymnastics	Hockey	Badminton	Football
Theory 2	***Theory focus for blocks three and four – Bones and functions of the skeleton***			
31.01.2022 – 28.02.2022	PS/SHA/OAA (2 weeks SH, 2 weeks outside)	Dance	Hockey	PS/SHA/OAA (2 weeks outside, 2 weeks SH)
07.03.2022 – 04.04.2022	Dance	PS/SHA/OAA (2 weeks SH, 2 weeks outside)	PS/SHA/OAA (2 weeks outside, 2 weeks SH)	Hockey
Theory 3	***Theory focus for blocks five and six – Muscles of the body***			
25.04.2022 – 16.05.2022	Athletics	Athletics	Athletics	Athletics
23.05.2022 – 20.06.2022	Tennis	Striking and fielding	Tennis	Striking and fielding
27.06.2022 – 18.07.2022	Striking and fielding	Tennis	Striking and fielding	Tennis
Theory 4	***Theory focus for blocks seven, eight and nine – All theory from year 7***			

Year 8 2021-2022 Curriculum Map

Week beginning (4/5 week blocks)	Girls 1 (E)	Girls 2 (W)	Boys 1 (L)	Boys 2 (S)
06.09.2021 – 04.10.2021	Netball	Badminton	Rugby	Gymnastics
11.10.2021 – 15.11.2021	Badminton	Netball	Gymnastics	Rugby
Theory 1	***Theory focus for blocks one and two – Warm up and cool down + Skeleton and Muscles***			
22.11.2021 – 13.12.2021	Hockey	Gymnastics	Football	Badminton
04.01.2022 – 24.01.2022	Gymnastics	Hockey	Badminton	Football
Theory 2	***Theory focus for blocks three and four – Components of fitness (Cardiovascular endurance, Muscular endurance, Speed)***			
31.01.2022 – 28.02.2022	Fitness	Dance	Hockey	Fitness
07.03.2022 – 04.04.2022	Dance	Fitness	Fitness	Hockey
Theory 3	***Theory focus for blocks three and four – Components of fitness (Flexibility, Agility, Strength)***			
25.04.2022 – 16.05.2022	Athletics	Athletics	Athletics	Athletics
23.05.2022 – 20.06.2022	Tennis	Striking and fielding	Tennis	Striking and fielding
27.06.2022 – 18.07.2022	Striking and fielding	Tennis	Striking and fielding	Tennis
Theory 4	***Theory focus for blocks seven, eight and nine – All theory from year 7 and 8***			

Year 9 2021-2022 Curriculum Map

Week beginning (4/5 week blocks)	Girls 1 (E)	Girls 2 (W)	Boys 1 (L)	Boys 2 (S)
06.09.2021 – 04.10.2021	Netball	Gymnastics	Rugby	Badminton
11.10.2021 – 15.11.2021	Gymnastics	Netball	Badminton	Rugby
Theory 1	***Theory focus for blocks one and two – Warm up and cool down + Skeleton and Muscles***			
22.11.2021 – 13.12.2021	Dance	Badminton	Football	Gymnastics
04.01.2022 – 24.01.2022	Badminton	Dance	Gymnastics	Football
Theory 2	***Theory focus for blocks three and four – Components of fitness (Cardiovascular endurance, Muscular endurance, Speed – Recap) Introduce Co-ordination, Balance and Reaction time***			
31.01.2022 – 18.02.2022	Hockey	Fitness	Basketball	Fitness
07.03.2022 – 04.04.2022	Fitness	Hockey	Fitness	Basketball
Theory 3	***Theory focus for blocks three and four – Components of fitness (Flexibility, Agility, Strength - Recap) Introduce greater detail in Strength - Maximal, Static, Dynamic, Explosive***			
25.04.2022 – 16.05.2022	Athletics	Athletics	Athletics	Athletics
23.05.2022 – 20.06.2022	Tennis	Striking and fielding	Tennis	Striking and fielding
27.06.2022 – 18.07.2022	Striking and fielding	Tennis	Striking and fielding	Tennis
Theory 4	***Theory focus for blocks seven, eight and nine – All theory from year 7, 8 and 9***			

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Week beginning We beg nl {,qi. week blocks	Girls 1 (X/Y1)	Girls 2 (X/Y2)	Boys 3 (X/Y3)	Boys 4 (X/Y4)
06.09. · .□, ·, – 04-. ' 2021	Jt.ne s.s (Glas A)	Netball	Rugby	Badminton
11.10.2021 – 15.11.2021	Netball	Jt.ne s.s (Glasll:a bury/AS)	fli::rdm itiJfll	
22.11.2021 – 13.12.2021	d'mJnil:a	Dance	QotooJ	Fitness (FS)
04.01.2022 – 24.01.2022	Dance	d'm.l.nil:a	Fitness (FS)	aotl:JGl lf
31.01.2022 – 28.02.2022	lli'Qd:'ey	ness S	aske hG! lf	Fitness (Glastonbury/AS)
07.03.2022 – 04.04.2022	Fitness (FS)	H'Qd:'ey	(Glastonbury/AS)	fl i:ls.ketoof
25.04.2022 – 16.05.2022	Ath1E"i'.ilc:s	A ME'tk:s		Ail:hJetlcs
23.05.2022 – 20.06.2022	Striking and fielding	ennls	Striking and fielding	Tennis
27.06.2022 – 18.07.2022	ennls	Striking and fielding		Striking and fielding



Futura Religion and Worldviews (RW)

Curriculum framework

Religion & Worldviews Curriculum Framework

Intent:

At Futura Learning Partnership, we are independent of the local authority and not required to follow the national curriculum or the local Religion and Worldviews syllabus. However, our curriculum must reflect: 'that religious traditions in Great Britain are in the main Christian, whilst taking account of the teachings and practices of the other principle religious traditions present in Great Britain.' [Education Reform Act 1988]. Section 48 of the 2005 Education Act requires the inspection of religious education in schools which have a religious character. This is the Statutory Inspection of Anglican and Methodist Schools (SIAMS).

As a result, the Futura intent for Religion and Worldviews is that all children develop an awareness of major world religions and worldviews, including their impact on society and culture. Our pupils should be able to appreciate and respect faiths and beliefs which may be different to their own, which will equip them for their adult life, employment as well as lifelong learning. Through Religion and Worldview lessons, children will be able to engage with challenging questions of meaning and purpose, which will equip them to continue their studies of Religion and Worldviews in secondary school where they will deepen their understanding of different world faiths as well as more general philosophical and ethical questions. Our pupils will be given the opportunity to develop

their own religious, spiritual and philosophical beliefs in a safe environment. Children will be able to reflect, consider, analyse, interpret and evaluate different issues which are prevalent in our society, whilst also promoting mutual respect and tolerance in line with British Values.

In accordance with the Religious Education Statement of Entitlement, Church of England schools within our trust are required to allocate 50% of their Religion and Worldviews curriculum to the teaching of Christianity. However, this requirement does not apply to our non-Church of England schools. All schools follow a balanced and inclusive curriculum that reflects a diverse range of religious and non-religious worldviews, in line with locally agreed syllabuses and the trust's commitment to fostering respect across the curriculum.

Inclusion: Our curriculum is ambitious for all and strives to address inclusion and disadvantage in its intent and implementation

Aims: Underpinning the intent are key **substantive and disciplinary knowledge concepts**:

Year group	Substantive Knowledge	Disciplinary Knowledge	Possible Context
EYFS	Talk about the lives of the people around them and their roles in society. Understand the past through settings, characters and events encountered in books read in class and storytelling.	To start to look at different customs and festivals from around the world and cultures. Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.	To be able to compare and understand the world around them.
1	To ask relevant questions about a religion, person or idea To use key texts, artefacts and symbols to understand key aspects of a religion	To start to think through the enquiry question using some facts and beginning to see there could be more than one answer.	Retell, recognise and find meaning Explore and respond sensitively

	To recall facts about religions studied. To use religious vocabulary and start to explain the significance and meaning of the facts/practices.	I can verbalise and/or express my own thoughts. To reflect on my own feelings towards a religion, key figure or concept. To develop the ability to consider the thoughts, feelings, experiences, attitudes, beliefs and values of others To distinguish between the features of different religions	Begin to express ideas and opinions.
2	To ask relevant questions about a religion, person or idea To use key texts, artefacts and symbols to understand key aspects of a religion To recall facts about religions studied. To use religious vocabulary and start to explain the significance and meaning of the facts/practices.	To start to think through the enquiry question using some facts and beginning to see there could be more than one answer. I can verbalise and/or express my own thoughts. To reflect on my own feelings and experiences towards a religion, key figure or concept. To develop the ability to consider the thoughts, feelings, experiences,	Retell, recognise and find meaning Explore and respond sensitively Begin to express ideas and opinions.

		attitudes, beliefs and values of others To distinguish between the features of different religions	
3	To recall facts about religions I have studied, select the facts that are most significant to the enquiry and explain their importance To know how to use a variety of sources to gather information about a religion, person or concept To use artefacts, symbols and works of art to draw meaning To recall information about a religion's key text To develop the power of imagination to identify feelings such as love, wonder, forgiveness and sorrow To distinguish between opinion, fact and belief	To apply my knowledge to the enquiry question and give an answer supported by one or more facts. To express own opinions and start to support them with rationale Interpret religious language from a religious text and how this inspires followers To reflect on my own feelings, experiences and attitudes towards a religion, key figure or concept. To distinguish between the features of different religions	Describe, discover and respond fully. Observe and suggest reasons. Suggest reasons and respond thoughtfully
4	To recall facts about religions I have studied, select the facts that are most significant to the enquiry and explain their importance	To apply my knowledge to the enquiry question and give an answer supported	Describe, discover and respond fully.

	To know how to use a variety of sources to gather information about a religion, person or concept To use artefacts, symbols and works of art to draw meaning To recall information about a religion's key text To develop the power of imagination to identify feelings such as love, wonder, forgiveness and sorrow To distinguish between opinion, fact and belief	by one or more facts. To express own opinions and start to support them with rationale Interpret religious language from a religious text and how this inspires followers To reflect on my own feelings, experiences, attitudes and beliefs towards a religion, key figure or concept. To distinguish between the features of different religions	Observe and suggest reasons. Suggest reasons and respond thoughtfully
5	To use primary and secondary sources to find out about beliefs and values of a world religion. To recall facts about religions and explain differences in practice and interpretation within and between religion/belief systems. To use artefacts, symbols, works of art and poetry to draw meaning	To weigh up evidence and different arguments/aspects relevant to the enquiry question and express my answer. To express my own thoughts having reflected on them in relation to other people's.	Reflect and make connections between different ideas. Consider, compare and contrast. Offer ideas and clear responses.

	To recall information about a religion's key text To distinguish between opinion, fact and belief To recognise bias, caricature, prejudice and stereotyping	To evaluate the effectiveness of sources when gathering information. Evaluate the use of a religion's key text in how followers live their lives, including the impact of their moral choices To reflect on my own feelings, experiences, attitudes, beliefs and values towards a religion, key figure or concept. To develop the ability to see the world through the eyes of others To develop the ability to debate issues of religious significance with reference to evidence, argument, opinion and statements of faith To distinguish between the features of different religions	

6	To use primary and secondary sources to find out about beliefs and values of a world religion. To recall facts about religions and explain differences in practice and interpretation within and between religion/belief systems. To use artefacts, symbols, works of art and poetry to draw meaning, as well as any other cultural To recall information about a religion's key text To distinguish between opinion, fact and belief To recognise bias, caricature, prejudice and stereotyping	To weigh up evidence and different arguments/aspects relevant to the enquiry question and express my answer. To express my own thoughts having reflected on them in relation to other people's. To evaluate the effectiveness of sources when gathering information and know what might count as good evidence when understanding religion/s. Evaluate the use of a religion's key text in how followers live their lives, including the impact of their moral choices To reflect on my own feelings, experiences, attitudes, beliefs, values and ultimate questions towards a religion, key figure or concept. To develop the ability to see the world through the eyes of others and to see	Reflect and make connections between different ideas. Consider, compare and contrast. Offer ideas and clear responses.

		issues from their point of view To develop the ability to debate issues of religious significance with reference to evidence, argument, opinion and statements of faith To distinguish between the features of different religions	
7	To enquire into why we study RE, looking at philosophical questions, learning about the earliest religions, different creation stories and finding out about the beliefs and values of two major world faiths. To compare practices and belief systems and recall information about religion's key texts and major festivals.	To reflect on my own beliefs and assumptions about the world, compared to other people's, and express these coherently. To weigh up evidence and different arguments relative to the enquiry question and express my answer, using key words and sources of wisdom and authority.	Define, describe, explain, evaluate, make connections, compare and contrast. Analyse ideas and offer clear and thoughtful responses.

8	To explore different views of life after death, and look at themes such as war, terrorism and peace from different religious and non-religious perspectives, focusing on a case study. To examine the topics of prejudice and discrimination, comparing how major inspirational figures have changed the course of history, inspired by their faith.	To evaluate different ideas about the afterlife, including my own. To apply what I learn to real life events and issues, and better understand the reasons behind warfare and terrorism, and also issues of prejudice and discrimination. To reflect on my own behaviour in the world and my own moral code.	Define, describe, explain, evaluate, make connections, compare and contrast. Analyse ideas and offer clear and thoughtful responses and articulate my own fully justified opinion.
9	To investigate and evaluate different aims of punishment, using case studies. To examine different ethical theories such as utilitarianism, deontology and situation ethics. To evaluate how different religions deal with the problem of evil and suffering.	To formulate a coherent argument regarding how we should deal with criminals, evaluating different approaches to the application of justice. To reflect on how different ethical theories are applied to real life issues like infertility treatment, A.I. and to think more critically about moral issues in general. To weigh up the arguments, both religious and non-religious about	Define, describe, explain, evaluate, make connections, compare and contrast. Analyse ideas and offer clear and thoughtful responses, evaluating different viewpoints and articulating my own fully justified opinion.

		the relative value of pain and suffering in the world.	

Glossary of key terms (and suggested topics)
EYFS

Enquiry Theme and Question	Religion	Vocabulary	Meaning
Special People What makes people special?	Christianity	Jesus	The central figure of Christian devotion. The second person of the trinity.
	Judaism	Moses	A prophet who became a religious leader, to whom the authorship of the Torah is traditionally attributed.
Christmas What is Christmas?	Christianity	Mary	The mother of Jesus, also referred to as Mother of God (as Christians believe Jesus was God incarnate).
		Joseph	Mary's husband, Jesus' earthly father.
		Frankincense	An aromatic resin used in incense and perfumes.
		Myrrh	An anointing oil.
Celebrations How do people celebrate?	Hinduism	Nowruz	Persian New Year
		Holi	The festival of colours, celebrated in the Spring.
		Vishnu	A Hindu aspect of God who, with Brahma and Shiva, forms the Trimurti.
Easter What is Easter?	Christianity	Jesus	The central figure of Christian devotion. The second person of the trinity.
		Palm Sunday	The Sunday before Easter; it commemorates Jesus' triumphal entry into Jerusalem.

		The Last Supper	The Passover meal that Jesus shared with is 12 disciples, commemorated on the Thursday before Easter. This meal is commemorated in Communion or Eucharist.
		Cross	The shape of wood that Jesus was nailed to when he was crucified on Good Friday.
		Tomb	The cave where Jesus was laid after his crucifixion – dug out of the ground with a stone rolled in front of it.
Story Time What can we learn from stories?	Christianity	Parable	Story with a moral or meaning about everyday life told by Jesus.
	Islam	Allah	The Islamic name for God in the Arabic language.
	Hinduism	Brahmin	Member of the social grouping from which priests are drawn.
Special Places What makes places special?	Christianity	Church	Christian place of worship.
		Font	Receptacle to hold water during a Baptism.
		Altar	Table used for the celebration of Eucharist.
		Lectern	Stand supporting the Bible for reading from in Church.
	Islam	Mosque	Islamic place of worship.
		Minaret	Slim tower used as a high point from which to make the call to prayer.

		Musalla	Prayer hall.
		Mihrab	An ornamental indentation in the wall of a mosque, which markst he direction of the qiblah.
		Minbar	Raised platform in the front area of a mosque, from which sermons or speeches are given.
		Qur'an	The Islamic holy book revealed to the Prophet Muhammad.
	Judaism	Synagogue	Jewish place of worship used for public prayer, study and meeting.
		Ark	The focal point of the synagogue containing Torah scrolls.
		Torah	Jewish Law/Teaching. The five books of Moses.
		Prayer Shawls	Tallit: a four cornered garment with fringes.
		Kippah	Head covering worn during prayers or Torah study.

Year 1

Enquiry Theme and Question	Religion	Vocabulary	Meaning
God What do Christian's believe God is like?	Christianity	The Lost Son	The parable teaches that those who stray from God's path are welcomed back upon repentance.
		Parable	A parable is a story with a moral or spiritual message.
		Prayer	

			A prayer is a way to communicate with God. .
Incarnation Why does Christmas matter to Christians?	Christianity	Mary Joseph Frankincense Myrrh	The mother of Jesus, also referred to as Mother of God (as Christians believe Jesus was God incarnate). Mary's husband, Jesus' earthly father. An aromatic resin used in incense and perfumes. An anointing oil.
Shabbat How is Shabbat important to Jewish children? **Rosh Hashanah and Yom Kippur** Are Rosh Hashanah and Yom Kippur important to Jewish children?	Judaism	Shabbat Challah Rosh Hashanah Yom Kippur Shofar	Day of spiritual renewal and rest beginning at sunset on a Friday and finishing at nightfall on Saturday. Bread eaten on Shabbat, usually plaited. 'beginning of the year. Jewish new year. Feast of Trumpets. Day of Atonement. The holiest day of the year. Day to ask forgiveness and reflect. Ancient musical horn made of ram's horn (or other Kosher animal).
Salvation How does Easter make Christians feel?	Christianity	Palm Sunday Palm cross Good Friday	The Sunday before Easter: it commemorates Jesus' triumphal entry into Jerusalem. A cross made out of a palm, given to Christians who go to church on Palm Sunday. The day Jesus died.

		Easter Sunday Holy Week Resurrection	The day of Jesus' resurrection. The seven days leading up to Easter. Rising from the dead.
Gospel What is the good news Jesus brings?	Christianity	Disciple	A personal follower of Christ during his life.
Alternative World Views What do many humanists believe about making a difference?	Non religious philosophy: Humanism	Humanist	Someone who embraces a non-religious ethical world stance based on reason, empathy and concern for human well-being
Islam Does praying at regular intervals help a Muslim in his/ her everyday life? Does going to a mosque give Muslims a sense of belonging? Does completing Hajj make a person a better Muslim?	Islam	Mosque The Five Pillars of Islam	A Muslim place of worship The core practices that form the foundation of Muslim life: Shahada (declaration of faith), Salat (prayer), Zakat (charity), Sawm (fasting), and Hajj (pilgrimage).

Year 2

Enquiry Theme and Question	Religion	Vocabulary	Meaning
Creation Who made the world?	Christianity	Creation Story Adam Eve	Found in Genesis Chapter 1, the first book of the Bible (the Christian sacred text). The first man. The first woman.

Incarnation What does Christmas teach Christians about how we should treat others?	Christianity	Advent Mary Joseph Frankincense Myrrh	The period beginning on the 4th Sunday before Christmas. Literal translation is "coming" so this is a time of preparation, waiting for Jesus' birth. The mother of Jesus, also referred to as Mother of God (as Christians believe Jesus was God incarnate). Mary's husband, Jesus' earthly father. An aromatic resin used in incense and perfumes. An anointing oil.
Shabbat How is Shabbat important to Jewish children? **Rosh Hashanah and Yom Kippur** Are Rosh Hashanah and Yom Kippur important to Jewish children?	Judaism	Shabbat Challah Rosh Hashanah Yom Kippur Shofar	Day of spiritual renewal and rest beginning at sunset on a Friday and finishing at nightfall on Saturday. Bread eaten on Shabbat, usually plaited. 'beginning of the year. Jewish new year. Feast of Trumpets. Day of Atonement. The holiest day of the year. Day to ask forgiveness and reflect. Ancient musical horn made of ram's horn (or other Kosher animal).
Salvation Why do Christians call the day Jesus died Good Friday?	Christianity	Easter Egg	Symbol of a new life

			Symbolic of the shape of the stone across the front of Jesus' tomb. Cross representing crucifixion. The Christian belief of the rising from the dead of Jesus on the third day after crucifixion. Celebrated on Easter Sunday. The day Jesus died. The day of Jesus' resurrection. The seven days leading up to Easter. Rising from the dead.
		Good Friday Easter Sunday Holy Week Resurrection	
Gospel How does Jesus bring good news to all people?	Christianity	The Pearl of Great Price	A parable teaching that the kingdom of heaven is worth the cost of all that we have in life.
Alternative World Views What do many humanists believe about making a difference?	Non religious philosophy: Humanism	Humanist	Someone who embraces a non-religious ethical world stance based on reason, empathy and concern for human well-being
Islam Does praying at regular intervals help a Muslim in his/ her everyday life? Does going to a mosque give Muslims a sense of belonging? Does completing Hajj make a person a better Muslim?	Islam	Hajj Hajj robes	Annual pilgrimage to Makkah that each Muslim must undertake once in their lifetime if they have adequate health and wealth. Simple white garments, commonly called ihram. The required pilgrimage dress for men is two white cloths, one of which covers the body from the waist down, and one that is gathered around the shoulder. Women usually wear a simple white dress and headscarf. The ihram is a symbol of purity and equality, and signifies that the pilgrim is in a state of devotion.

		Makkah or Mecca	City where the Prophet Muhammad was born and where the Ka'bah is located.
		Qur'an	The holy book of Islam revealed to the prophet Muhammad.
		Grand Mosque	Largest mosque in the world and surrounds Islam's holiest place, in the city of Makkah, Saudi Arabia.
		Mount Arafat	Granite hill east of Makkah in the plan of Arafat.
		Five Pillars	The framework of the Muslim life. They are the testimony of faith, prayer, giving zakat (support of the needy), fasting during the month of Ramadan and the pilgrimage to Makkah once in a lifetime for those who are able.
		Pilgrimage	Journey of spiritual significance.

Year 3

Enquiry Theme and Question	Religion	Vocabulary	Meaning
Gospel What kind of world did Jesus want?	Christianity	Gospel	Christian messages of good news, particularly in relation to Jesus' life, teachings, death and resurrection.
		Peter Andrew	Two of Jesus' disciples.
Incarnation What is the trinity?	Christianity	Incarnation	The Christian belief that God took human form in Jesus Christ.
		The Trinity	The belief that God is Trinity: Father, Son and Holy Spirit.
		Baptism	The Christian religious rite of sprinkling water on the forehead or immersing a

			person in water to symbolise purification and admission to the Christian church.
Judaism How special is the relationship Jews have with God? How important is it for Jewish people to do what God asks them to do? What is the best way for a Jew to show commitment to God?	Judaism	Covenant Abraham Isaac Moses Ten Commandments Torah Ner Tamid Synagogue Rabbi Tallit Mezuzah Shema	Agreement or promise between God and Abraham, and God and the Jews Regarded as the first Patriarch of the Jewish people Abraham's son A prophet who became a religious leader, to whom the authorship of the Torah is traditionally attributed Laws or rules handed down to Moses by God on Mount Sinai Jewish Law/Teaching. The five books of Moses/first 5 books of the Bible. The eternal light above the Holy Ark in the synagogue. Jewish place of worship used for public prayer, study and meeting Ordained Jewish teacher Four cornered Prayer Shawl with fringes Small container placed on the doorposts of Jewish homes containing the Shema Jewish prayer affirming belief in one God
Salvation Why do Christians call the day Jesus died 'Good Friday'?	Christianity	Jesus	The central figure of Christian devotion. The second person of the Trinity.

		Palm Sunday	The Sunday before Easter: it commemorates Jesus' triumphal entry into Jerusalem.
		The Last Supper	The Passover meal that Jesus shared with is 12 disciples: commemorated on the Thursday before Easter. This meal is commemorated in Communion or Eucharist.
		Cross	The shape of wood that Jesus was nailed to when he was crucified on Good Friday.
		Tomb	The cave where Jesus was laid after his crucifixion. It was dug out of the ground with a stone rolled in front of it.
		Bread and Wine	Eaten and drunk at the Last Supper: Jesus told his disciples it was to symbolise his body and blood and that they should repeat these actions in memory of him. This has become Communion or Eucharist.
		Maundy Thursday	Thursday before Easter Sunday, traditionally when the Last Supper and Jesus' arrest in the Garden of Gethsemane are remembered.
		Good Friday	Day after Maundy Thursday: day to commemorate Jesus' crucifixion.
		Disciples	Jesus' 12 special friends and followers who shared the Last Supper with him.
		Judas	Disciple who led guards to Jesus and caused his arrest.

People of God What is it like to follow God?	Christianity	People of God	A group of people seen to be belonging to God. The term commonly refers to the Israelites in the Old Testament and Christians in the New Testament.
Alternative World Views How can you live a good life and be happy?	Non religious philosophy: Humanism	Humanist	Someone who embraces a non-religious ethical world stance based on reason, empathy and concern for human well-being
Hindu Beliefs How can Brahman be everywhere and in everything?	Hinduism	Brahman Trimurti Brahma Shiva Vishnu Ganesha Lakshmi Puja Omnipresent	The ultimate reality or all-pervading reality, from which everything emanates. The three deities or aspects of Brahman – Brahma, Vishnu and Shiva – representing the three functions of creation, preservation and destruction. Hindu deity an aspect of Brahman, one of the Trimurti, in charge of creative power. Hindu deity an aspect of Brahman: name means “kindly” – the destroyer of function. Hindu deity an aspect of Brahman: member of the Trimurti – the preserver. Hindu deity portrayed with an elephant’s head as a sign of strength, the deity who removes obstacles. The goddess of fortune, an aspect of Brahman. Worship. Everywhere: Hindus believe Brahman is omnipresent/everywhere.

Pilgrimage to the River Ganges Would visiting the River Ganges be special to a non-Hindu?	Hinduism	Ganga Varanasi Brahman Pilgrimage	The Ganges: most sacred river in India. City in the Indian state of Uttar Pradesh, regarded as the spiritual capital of India. The ultimate reality or all-pervading reality, from which everything emanates (so present in the water of the Ganges). Journey of spiritual significance.
Diwali Would celebrating Diwali at home and in the community bring a feeling of belonging to a Hindu child?	Hinduism	Diwali Ramayana Rama Sita Lakshmi Rangoli patterns Diva lamp Puja tray	Festival of Lights at the end of one year to mark the beginning of the next in the Hindu calendar. The Hindu epic tale which relates to the story of Rama and Sita. The incarnation of the Lord and hero of the Ramayana. The divine consort of Rama. The goddess of fortune, an aspect of Brahman. Patterns created on the floor in living rooms or courtyards using materials such as coloured rice, dry flour, coloured sand or flower petals. Oil lamp usually made from clay, with a cotton wick dipped in ghee or vegetable oils. Puja means worship. Puja tray contains items used in worship, namely a bell, a pot of water, a diva lamp, an incense burner, a pot of kum powder, and a spoon. Puja involves offering light,

			incense, flowers and food to the deities (the gods). During Puja the worshippers will chant mantras, which are prayers and verses from the Hindu holy books.
		Mandir	Hindu place of worship. Temple.

Year 4

Enquiry Theme and Question	Religion	Vocabulary	Meaning
Creation/Fall What do Christians learn from the creation story?	Christianity	The Ten Commandments	A set of divine rules revealed by God to Moses, found in the books of Exodus and Deuteronomy.
Incarnation/God Why is the Trinity so important to Christians?	Christianity	Incarnation The Trinity	The Christian belief that God took human form in Jesus Christ. The belief that God is Trinity: Father, Son and Holy Spirit.
Judaism How special is the relationship Jews have with God? How important is it for Jewish people to do what God asks them to do? What is the best way for a Jew to show commitment to God?	Judaism	Covenant Abraham Isaac Moses Ten Commandments Torah Ner Tamid	Agreement or promise between God and Abraham, and God and the Jews Regarded as the first Patriarch of the Jewish people Abraham's son A prophet who became a religious leader, to whom the authorship of the Torah is traditionally attributed Laws or rules handed down to Moses by God on Mount Sinai Jewish Law/Teaching. The five books of Moses/first 5 books of the Bible. The eternal light above the Holy Ark in the synagogue.

		Synagogue	Jewish place of worship used for public prayer, study and meeting
		Rabbi	Ordained Jewish teacher
		Tallit	Four cornered Prayer Shawl with fringes
		Mezuzah	Small container placed on the doorposts of Jewish homes containing the Shema
		Shema	Jewish prayer affirming belief in one God
Salvation Why do Christians remember the events of Holy Week every year?	Christianity	Jesus	The central figure of Christian devotion. The second person of the Trinity.
		Palm Sunday	The Sunday before Easter: it commemorates Jesus' triumphal entry into Jerusalem.
		The Last Supper	The Passover meal that Jesus shared with is 12 disciples: commemorated on the Thursday before Easter. This meal is commemorated in Communion or Eucharist.
		Cross	The shape of wood that Jesus was nailed to when he was crucified on Good Friday.
		Tomb	The cave where Jesus was laid after his crucifixion. It was dug out of the ground with a stone rolled in front of it.
		Bread and Wine	Eaten and drunk at the Last Supper: Jesus told his disciples it was to symbolise his body and blood and that they should repeat these actions in memory of him. This has become Communion or Eucharist.

		Maundy Thursday Good Friday Disciples Judas John the Baptist Eucharist/Holy Communion	Thursday before Easter Sunday, traditionally when the Last Supper and Jesus' arrest in the Garden of Gethsemane are remembered. Day after Maundy Thursday: day to commemorate Jesus' crucifixion. Jesus' 12 special friends and followers who shared the Last Supper with him. Disciple who led guards to Jesus and caused his arrest. Jesus' cousin and person who baptised Jesus in the River Jordan A sacrament instituted by Jesus during his Last Supper. Giving his disciples bread and wine during the Passover meal, Jesus commanded his followers to 'do this in memory of me', while referring to the bread as 'my body' and the wine as 'my blood'. Through the Eucharistic celebration Christians remember Jesus' sacrifice
Kingdom of God When Jesus left, what was the impact of Pentecost?	Christianity	Pentecost	50 days after Easter when The Holy Spirit descended on the disciples of Jesus. Also known as Whitsun. It is considered the birthday of the Christian Church.
Alternative World Views How might non-religious people celebrate their wedding?	Non religious philosophy: Humanism	Humanist	Someone who embraces a non-religious ethical world stance based on reason, empathy and concern for human well-being
Hindu Beliefs How can Brahman be everywhere and in everything?	Hinduism	Brahman Trimurti	The ultimate reality or all-pervading reality, from which everything emanates.

			The three deities or aspects of Brahman – Brahma, Vishnu and Shiva – representing the three functions of creation, preservation and destruction.
		Brahma	Hindu deity an aspect of Brahman, one of the Trimurti, in charge of creative power.
		Shiva	Hindu deity an aspect of Brahman: name means “kindly” – the destroyer of function.
		Vishnu	Hindu deity an aspect of Brahman: member of the Trimurti – the preserver.
		Ganesha	Hindu deity portrayed with an elephant’s head as a sign of strength, the deity who removes obstacles.
		Lakshmi	The goddess of fortune, an aspect of Brahman.
		Puja	Worship.
		Omnipresent	Everywhere: Hindus believe Brahman is omnipresent/everywhere.
Pilgrimage to the River Ganges Would visiting the River Ganges be special to a non-Hindu?	Hinduism	Ganga	The Ganges: most sacred river in India.
		Varanasi	City in the Indian state of Uttar Pradesh, regarded as the spiritual capital of India.
		Brahman	The ultimate reality or all-pervading reality, from which everything emanates (so present in the water of the Ganges).
		Pilgrimage	Journey of spiritual significance.

Diwali Would celebrating Diwali at home and in the community bring a feeling of belonging to a Hindu child?	Hinduism	Diwali	Festival of Lights at the end of one year to mark the beginning of the next in the Hindu calendar.
		Ramayana	The Hindu epic tale which relates to the story of Rama and Sita.
		Rama	The incarnation of the Lord and hero of the Ramayana.
		Sita	The divine consort of Rama.
		Lakshmi	The goddess of fortune, an aspect of Brahman.
		Rangoli patterns	Patterns created on the floor in living rooms or courtyards using materials such as coloured rice, dry flour, coloured sand or flower petals.
		Diva lamp	Oil lamp usually made from clay, with a cotton wick dipped in ghee or vegetable oils.
		Puja tray	Puja means worship. Puja tray contains items used in worship, namely a bell, a pot of water, a diva lamp, an incense burner, a pot of kum powder, and a spoon. Puja involves offering light, incense, flowers and food to the deities (the gods). During Puja the worshippers will chant mantras, which are prayers and verses from the Hindu holy books.
		Mandir	Hindu place of worship. Temple.

Year 5

Enquiry Theme and Question	Religion	Vocabulary	Meaning

Gospel What would Jesus do?	Christianity	The Wise and Foolish Builders The Sermon on the Mount Miracle	Parable that illustrates the importance of building one's life on a strong foundation of obedience to God's word. A collection of Jesus' teachings focused on the ethics and principles of The Kingdom of God. An extraordinary event caused by divine intervention.
Incarnation Was Jesus the messiah?	Christianity	Messiah The Transfiguration	The awaited messiah as prophesised in the Old Testament. The promised deliverer of the Jewish nation prophesised in the Hebrew bible. Refers to God's change in appearance from the passable bodily form in which He would suffer and die, to the glorified form in which He would rise from the dead.
Islam What is the best way for a Muslim to show commitment to God? Does belief in Akhirah (life after death) help Muslims lead better lives?	Islam	Five Pillars Zakah Sawm Qur'an Hajj Akhirah Muhammad	The framework of the Muslim life. They are the testimony of faith, prayer, giving zakah (support of the needy), fasting during the month of Ramadan, and the pilgrimage to Makkah once in a lifetime for those who are able. Giving money to charity Fasting during the month of Ramadan The Holy book of Islam revealed to the Prophet Muhammad Pilgrimage to Makkah Muslim belief in life after death The final prophet

		Jihad Ummah	Personal individual struggle against evil/making effort World-wide community of Muslims, the nation of Islam
Salvation What did Jesus do to save human beings?	Christianity	Eucharist/Holy Communion	A sacrament instituted by Jesus during his Last Supper. Giving his disciples bread and wine during the Passover meal, Jesus commanded his followers to 'do this in memory of me', while referring to the bread as 'my body' and the wine as 'my blood'. Through the Eucharistic celebration Christians remember Jesus' sacrifice
People of God How can following God bring freedom and justice?	Christianity	The Old Testament Moses Exodus	The first part of the Christian Bible. In Christianity, Moses is a highly revered figure, primarily known as a prophet, lawgiver, and leader of the Israelites. He is considered a crucial figure in the Old Testament, playing a key role in the Exodus story and receiving the Ten Commandments from God. Book in the Old Testament that tells the story of the enslavement of the Israelites. The overall theme is redemption – how God delivered the Israelites and made them His special people and provided the Law.
Alternative World Views How might non-religious people make ethical decisions?	Non religious philosophy: Humanism	Humanist	Someone who embraces a non-religious ethical world stance based on reason, empathy and concern for human well-being.

Hinduism What is the best way for a Hindu to show commitment to God?	Hinduism	Puja Tray	Puja means worship, puja tray contains items used in worship namely a bell, a pot of water, a diva lamp, an incense burner, a pot of kum kum powder and a spoon. Puja involved offering light, incense, flowers and food to the deities (the gods). During Puja the worshippers will chant mantras, which are prayers and verses from the Hindu holy books
		Mantra	Short prayer, often recited and repeated many times
		Brahman	The ultimate reality or all-pervading reality, from which everything emanates
		Vedas	Four collections forming the earliest body of Indian scripture, consisting of the Rig Veda, Sama Veda, Yajur Veda and Atharva Veda
		Purusharthas	Goals/aims of human life in Hinduism
		Dharma	Usually translated as religious duty but literally means 'the intrinsic quality of the self'
		Karma	The action of cause and effect
Beliefs and Moral Values Do beliefs in Karma, Samsara and Moksha help Hindus lead good lives?	Hinduism	Karma	The action of cause and effect
		Samsara	The cycle of birth, death and rebirth (transmigration of the soul)
		Moksha	Ultimate liberation from transmigration: the cycle of birth and death
		Bhagavd Gita	"The Song of the Lord": spoken by Krishna, the most important scripture for most Hindus

		Upanishads Atman Sadhu	 Sacred text The real self/soul Holy man

Year 6

Enquiry Theme and Question	Religion	Vocabulary	Meaning
Creation/Fall Creation and Science: conflicting or complementary?	Christianity	Genesis	The first book of the Christian Old Testament which narrates the creation of the world.
Kingdom of God What kind of king is Jesus?	Christianity	The Lord's Prayer The Tenants in the Vineyard	A central Christian prayer that Jesus taught his disciples. Parable from The Bible which includes themes of rejection of God's message, consequences of disobedience and the eventual transfer of God's favour to others.
Islam What is the best way for a Muslim to show commitment to God? Does belief in Akhirah (life after death) help Muslims lead better lives?	Islam	Five Pillars Zakah Sawm Qur'an Hajj Akhirah	The framework of the Muslim life. They are the testimony of faith, prayer, giving zakah (support of the needy), fasting during the month of Ramadan, and the pilgrimage to Makkah once in a lifetime for those who are able. Giving money to charity Fasting during the month of Ramadan The Holy book of Islam revealed to the Prophet Muhammad Pilgrimage to Makkah Muslim belief in life after death

		Muhammad Jihad Ummah	The final prophet Personal individual struggle against evil/making effort World-wide community of Muslims, the nation of Islam
Salvation What difference does the resurrection make to Christians?	Christianity	Lent Ash Wednesday Shrove Tuesday Fish symbol Ten Commandments	40 days leading up to Easter First day of Lent: Christians can receive the sign of the cross in ash on their foreheads (the ash is made from burning the previous year's palm crosses from Palm Sunday) The day before Ash Wednesday: typically a time to finish up rich food ready for fasting in Lent; traditionally called Pancake Day in UK Known as ichthys: means fish in Greek, but the five letters are also the initials of five Greek words that mean 'Jesus Christ, Son of God, Saviour' Laws or rules handed down to Moses by God on Mount Sinai
God What does it mean if God is holy and loving?	Christianity	Omnipotent Omniscient	Having unlimited power. Knowing everything.
Alternative World Views Why do some humanists strive to make the world a better place?	Non religious philosophy: Humanism	Humanist	Someone who embraces a non-religious ethical world stance based on reason, empathy and concern for human well-being.
Hinduism What is the best way for a Hindu to show commitment to God?	Hinduism	Puja Tray	Puja means worship, puja tray contains items used in worship namely a bell, a pot of water, a diva lamp, an incense

			burner, a pot of kum kum powder and a spoon. Puja involved offering light, incense, flowers and food to the deities (the gods). During Puja the worshippers will chant mantras, which are prayers and verses from the Hindu holy books
		Mantra	Short prayer, often recited and repeated many times
		Brahman	The ultimate reality or all-pervading reality, from which everything emanates
		Vedas	Four collections forming the earliest body of Indian scripture, consisting of the Rig Veda, Sama Veda, Yajur Veda and Atharva Veda
		Purusharthas	Goals/aims of human life in Hinduism
		Dharma	Usually translated as religious duty but literally means 'the intrinsic quality of the self'
		Karma	The action of cause and effect
Beliefs and Moral Values Do beliefs in Karma, Samsara and Moksha help Hindus lead good lives?	Hinduism	Karma	The action of cause and effect
		Samsara	The cycle of birth, death and rebirth (transmigration of the soul)
		Moksha	Ultimate liberation from transmigration: the cycle of birth and death
		Bhagavd Gita	"The Song of the Lord": spoken by Krishna, the most important scripture for most Hindus
		Upanishads	Sacred text

		Atman Sadhu	The real self/soul Holy man

Year 7

Enquiry Theme and Question	Religion	Vocabulary	Meaning
Ultimate Questions Why do we study Philosophy and Beliefs/RE?	Tribal Religions Christianity	Symbolism Metaphysics Epistemology Ethics Animism Omnipotent Omniscient Omnipresent Benevolent	The use of symbols to represent ideas or qualities The branch of philosophy dealing with existence and the nature of things that exist The branch of philosophy concerned with knowledge – how we know what we know To do with moral principles (or right and wrong) that govern a person's behaviour The belief in a supernatural power that organizes and animates the material universe The idea that God is all-powerful The idea that God is all-knowing The idea that God is all-present The idea that God is loving
Hinduism How did Hinduism develop? Is it a polytheistic or monotheistic faith? Why is it so varied?	Hinduism	Monotheism Polytheism	The belief that there is only one God

			The belief that there are many gods and goddesses
		Samsara	The cycle of death and rebirth in the material world
		Karma	Action – it can be good or bad and can decide their fate in future existence
		Moksha	The release from the cycle of rebirth or Samsara and the attainment of oneness with God
		Yoga	Literally “union with the divine”, achieved by bringing harmony between mind and body through spiritual disciplines
		Avatar	A manifestation of a deity in bodily form on earth
		Dharma	Right way of living – goals/aims of living
		Brahman	The ultimate reality or “Supreme Spirit” from which all things emanate
		Trimurti	The three deities or aspects of Brahman – Brahma, Vishnu and Shiva – representing the three functions of creation, preservation and destruction.
Buddhism The story of Siddhartha Gautama, the Four Noble	Buddhism	Enlightenment	To realise the truth about life and therefore to find Nirvana

Truths, The Middle Way, The Eightfold Path, The 5 Precepts		Buddha Meditate Nirvana Dukkha Anicca Anatta	The Awakened One – someone who is awake and has attained Buddhahood and Nirvana To focus one's mind for a period of time on the present moment only using the breath or a mantra The final goal of Buddhism – a transcendent state in which there is neither suffering, desire, nor sense of self Suffering, sorrow, pain Impermanence No-self

Year 8

Enquiry Theme and Question	Religion	Vocabulary	Meaning
Life After Death A look at different perspectives on life after death, how we deal with death and evidence for the existence of the soul.	Christianity Hinduism	Reincarnation A wake Grief counsellor Psychic medium	The rebirth of a soul in another body A gathering of people before the funeral, traditionally with the body of the deceased person present A psychotherapist who aims to help people with the emotional, spiritual, social and cognitive responses to loss Someone who speaks or communicates with the spirits of those who have died

		Moksha	The release from the cycle of rebirth and oneness with God
		Karma	Action – can be good or bad and it determines your future fate or reincarnation
		Resurrection	In Christian terms, the rising of Jesus Christ from the dead
		Purgatory	In Catholicism, a place you can go after you die but before you reach heaven, for the purification of your soul
		Ensoulment	The idea of when the soul comes into the body of a foetus
		Humanists	People who are atheists and who focus on understanding the world using only human reason, experience and empathy and do not believe in a supernatural power/force or life after death
		Eulogy	A speech or piece of writing that is a tribute to someone who has just died
War, Terrorism and Peace A look at the reasons that wars occur using the Darfur War as a case study. Also an examination of the Just War Theory and its development.	Christianity Islam Buddhism	Civil War	A war between citizens of the same country
		Persecution	Hostility and ill-treatment, especially because of race, or political or religious beliefs

		Genocide	The deliberate killing of a large number of a group of people from a particular nation or ethnic group
		Dictator	A form of government in which one person or a small group of people have unlimited constitutional power
		Injustice	Relating to unfairness or undeserved outcomes and/or the absence or opposite of justice
		Exploitation	The act of treating someone unfairly in order to benefit from their work
		Just War Theory	A Christian theory developed by St Thomas Aquinas defining the criteria under which wars can justifiably be fought
		Proportionate force	Action taken which is proportionate to the threat using the least amount of force to achieve the objective
		Holy War	A war declared or waged in support of a religious cause
		Jihad	Literally “to strive”
		Greater Jihad	The internal struggle to follow God’s will
		Lesser Jihad	The physical struggle or “holy war” in defence of Islam
		Pacifism	A commitment to peace and opposition to all forms of violence

		Political United Nations	Relating to the government, power structure or public affairs of a country The intergovernmental organization that aims to maintain peace and security and develop friendly relations among nations
Prejudice & Discrimination A look at the reasons for prejudice and discrimination and an exploration of multi-faith and multi-ethnic Britain. An examination of inspirational figures like Martin Luther King and Malcolm X and a look at the Civil Rights movement and the Black Lives Matter movement	Christianity Islam Buddhism Hinduism	Prejudice Discrimination Segregation Stereotype Multi-faith society Multi-ethnic society	Judging someone or a group of people/community without actually having genuine knowledge of them Acting upon prejudice and treating someone differently because of their race, gender, religion, sexuality etc. A policy in America which enforced in law the separation of white and non-white people in all areas of life Unfairly labelling people with a fixed idea or image e.g. Blonde women are stupid A society where there are a number of different religions practiced and people who are atheist and agnostic too A society that contains a number of different ethnicities (racial groups living together)

		Tolerance	A willingness to accept behaviour and beliefs that might be different to your own
		Racism	The belief in the natural superiority of one race over another
		Civil Rights	Equal treatment for all without discrimination based on gender, race, age, disability, religion, sexuality and nationality
		Boycott	When you stop using or buying something, or dealing with a person or organization as an act of non-violent protest

Year 9

Enquiry Theme and Question	Religion	Vocabulary	Meaning
Crime and Punishment What are the different types of crime? What are your views of what the purpose of punishment is? What are the different theories of punishment? What is forgiveness? What is social justice?	Christianity	Crime	An act against the law
		Sin	An action which breaks a religious teaching
		Justice	Either rewarding or punishing people based on their actions, ensuring that society is fair
		Deterrence	The idea that punishments should put people off committing crimes

		Retribution	The idea that punishments should make people pay for what they have done
		Reform	The idea that punishments should try and change the person so that they don't try to commit crimes again
		Protection	The idea that punishments should protect society and also sometimes the criminal
		Forgiveness	Stopping blaming someone for something that they have done and moving on
		Capital Punishment	A punishment which results in the death of the criminal and is carried out by the state
Ethical Issues A look at the concepts of absolute and relative morality, an exploration of utilitarianism, deontology and situation ethics as moral approaches and an examination of topics like infertility treatment,	Christianity Islam Buddhism	Absolute morality	The idea that there are moral rules which must always be obeyed, e.g. "Do not steal"
		Relative morality	The idea that what you do depends upon the situation and /or consequences, e.g. it may be ok to

genetic engineering and Artificial Intelligence			steal if you are starving and have no money
		Utilitarianism	The idea of promoting the most happiness for the most people
		Deontological ethics	In this case it is your duty to ensure that you never use another person as a means to and end (for your own gain). You should never do something unless you are happy for everyone else to do it as well
		Situation ethics	Your decision should result in the most loving outcome. The type of love is selfless love; like the love a mother/father has for their child.
		Infertility	Being unable to have children
		IVF	In vitro fertilisation. A process where an egg is fertilised outside of the womb
		Artificial insemination	A process whereby semen is introduced into the women's womb by artificial means. This can be either sperm from a donor or, sperm from a partner
		Surrogacy	An arrangement whereby a woman hosts a pregnancy on behalf of another person
		Genetic engineering	Deliberately changing the characteristics of a creature by altering its genes.
		Cloning	

		Artificial Intelligence	A clone is an exact genetic copy of something. Recreating intelligent behaviour in computers
Evil and suffering What is the difference between natural and moral evil? Christian and Buddhist perspectives on the purpose and origin of pain and suffering. Can pain ever be beneficial?	Christianity Islam Buddhism	Empathy Natural evil Moral evil Evil Omnibenevolent Omnipotent Omniscient Free will Dukkha The Four Noble Truths	Being able to see things from someone else' perspective Suffering caused by nature. For example, natural disasters Suffering caused by humans using their free will. For example murder profound wickedness or immorality The idea that God is all loving The idea that God is all-powerful The idea that God is all-knowing The idea that we are free to make our own moral choices in life The idea of suffering within Buddhism The Buddhist idea that life involves suffering and to overcome this we

			much stop craving. To do this we must follow The Middle Way which is living without too little or too much
Atheism What are the different varieties of atheism? What is the role of the enlightenment (evolutionary theory and Big Bang theory) in shaping the rise of secularism in the West? A look at Marxism and Humanism.	Christianity, monotheism	Negative/implicit atheist Agnostic Religious atheist Protest atheist Postmodernist Positive atheism Cosmology Marxism Empiricism	Someone with no opinion about God or who is not convinced that God exists Someone who doesn't know whether God exists or not Someone who has some religious beliefs but doesn't believe in God Evil and suffering show that God isn't real Both statements "God is real" and "God is not real" are true – it just depends on the person Someone convinced that God does not exist and who tries to convince others The study of the universe and its origins The idea that religion is a tool that is used by the rich and powerful to oppress the working classes

		Psychological	A belief that all knowledge about reality can be gained through the 5 senses
		Sociological	To do with the mind
		The Big Bang	To do with society
		Copernicus' theory	The idea that the universe started as a tiny singularity around 15 billion years ago and exploded to create the entire cosmos
		Humanist	The radical idea (at the time) that the earth orbits around the sun and in turn spins once daily on its own axis
			Someone who does not believe in anything supernatural like God, but believes in the power of human intelligence

KS4 Specification Topics, building on the above substantive and disciplinary knowledge and skills

Following the Eduqas GCSE RS Specification Route A https://www.eduqas.co.uk/media/wpojjvm0/eduqas-gcse-rs-spec-full-from-2016-e-14-05-2020.pdf

	Terms 1 and 2		Terms 3 and 4		Terms 5 and 6	
Year 10	Course introduction (2 weeks) C1: Issues of relationships (7 weeks) Assessment 30 minutes issues of relationships	C1: Issues of life and death (9 weeks)	Issues of life and death cont. Assessment 60 minutes Issues of life and death and Issues of relationships C2: Christianity: Beliefs and teachings (8 weeks)	Christianity: Beliefs and teaching cont. Assessment 60 minutes Christianity: beliefs and teachings and Issues of life and death C3: Islam: beliefs and teachings (8 weeks)	Islam: beliefs and teachings cont. Assessment 60 minutes Christianity: beliefs and teachings and Islam: beliefs and teachings	C1: Issues of good and evil (7 weeks) Assessment 60 minutes Islam: beliefs and teachings and Issues of good and evil Mock 1:

						Half Component 1 (1 hour) Component 2 (35 minutes) Component 3 (35 minutes)
Year 11	C1: Issues of human rights (7 weeks) Assessment 60 minutes Issues of human rights and issues of relationships	C2: Christianity: practices (7 weeks) Assessment 60 minutes Christianity: practices and Issues of life and death **Mock 2:** Full Component 1 (2 hours) Full Component 2 (1 hour)	C3: Islam: practices (7 weeks) Assessment 60 minutes Islam: practices and Christianity: beliefs and practices	Revision and exam preparations **Mock 3:** Component 1 (2 hours) Component 2 (1 hour) Component 3 (1 hour)	Revision and exam preparations Provisional exam dates **Component 1**: May 13th **Component 2**: May 20th **Component 3**: May 23rd	



Futura Science

Curriculum framework

Science Curriculum Framework

Intent:

The purpose of the Futura Learning Partnership cross-phase Science curriculum is to help students understand and question the world around them. It gives them the scientific knowledge and skills that they need in order to be successful in their future lives and make a contribution to the wider community. Students are empowered with a strong knowledge base that they can then use to evaluate important issues, analyse evidence and problem solve. They develop the confidence to form their own opinions and articulate themselves effectively. Our engaging and challenging curriculum means that students who have studied Science at a Futura school will continue to enjoy learning about Science and how the world works throughout their lives.

Inclusion: Our curriculum is ambitious for all and strives to address inclusion and disadvantage in its intent and implementation

Aims: Underpinning the intent are key **substantive and disciplinary concepts**

P4 – Substantive knowledge
P7 – Disciplinary knowledge/scientific skills
P10 – KS1 contexts for disciplinary knowledge
P11 – KS1 contexts for substantive knowledge
P24 – KS2 contexts for disciplinary knowledge
P25 – KS2 contexts for substantive knowledge
See accompanying Excel document for KS3 and KS4

Curriculum structure

Our cross phase science curriculum is not explicitly split into key stages, but fully covers the National Curriculum. *It focuses on 10 big ideas that are spiralled in increasing complexity over the course of the 9 years (Forces; Electricity and electromagnets; Energy; Waves; Matter; Reactions; Earth; Organisms; Ecosystems; Genes).* Scientific skills are developed throughout a student's time with us, focusing on 4 key areas that develop pupils scientific competences; planning investigations, investigate, analyse and thinking like a scientist.

Early Years Foundation Stage

In planning and guiding what children learn, practitioners must reflect on the different rates at which children are developing and adjust their practice appropriately. The three Characteristics of Effective Teaching and Learning are **playing and exploring** - children investigate and experience things, and 'have a go'; **active learning** - children concentrate and keep on trying if they encounter difficulties, and enjoy achievements; **creating and thinking critically** - children have and develop their own ideas, make links between ideas, and develop strategies for doing things. In addition, the prime areas of learning **(PSE, CL, PD)** underpin and are an integral part of children's learning in all areas.

Birth to Five Range 6 statements – Understanding the World - The World

Looks closely at similarities, differences, patterns and change in nature

Knows about similarities and differences in relation to places, objects, materials and living things

Talks about the features of their own immediate environment and how environments might vary from one another

Makes observations of animals and plants and explains why some things occur, and talks about changes

ELG – Understanding the World – The World: Children at the expected level of development will:

Explore the natural world around them, making observations and drawing pictures of animals and plants

Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class

Understand some important processes and changes in the natural world around them

Birth to Five Range 6 statements – PSED – Managing Self

Eats a healthy range of foodstuffs and understands need for variety in food

Describes a range of different food textures and tastes when cooking and notices changes when they are combined or exposed to hot and cold temperatures

Describes physical changes to the body that can occur when feeling unwell, anxious, tired, angry or sad

EYFS Science Skills

Asking simple questions and recognising that they can be answered in different ways	Observing closely, using simple equipment	Performing simple tests	Identifying and classifying	Using their observations and ideas to suggest answers to questions	Gathering and recording data to help in answering questions.
Adults supporting children to ask questions and find the answers in free play.	Within provision children will have access to simple equipment such as magnifying glasses.	Some tests such as floating and sinking and forces available through provision.	Using books as part provision to identify bugs and other wildlife.	Questioning by teachers and other adults to support.	With support from adults children gather and record data.

First-hand experiences and pupil offer:

Science at Foundation Stage is introduced indirectly through activities that encourage children to explore, observe, think, make decisions, and discuss. This is scaffolded through skilful adult interaction. Children will have opportunities to explore a range of scientific skills such as discussion, observation, scientific vocabulary, analysis, perspectives and interpretations and empathy. They experience first-hand artefacts and materials which they use to inspire learning.

The first-hand experiences children should be offered are:

- First-hand discussions with children about changes they notice and the world around them.

- Opportunities within provision for children to explore nature, make observations and experiment.
- Exploring the school environment and local area.
- Books and learning time focussed around scientific concepts like habitats, other countries and seasons.
- Opportunities for growing plants.
- Opportunities for making food.

Key Vocabulary

Animals Including Humans	Plants	Materials	Seasonal Changes	Forces, Earth and Space	Sound, Light and Electricity
Herbivore, carnivore, omnivore, human, fish, birds, animal, face, hair, leg, knee, arm, elbow, back, head, toes, ear, hands, eye, fingers, mouth, nose	Tree, trunk, fruit, branch, petals, roots, leaves, bulb, flowers, seed, stem	Material, metal, wood, rock, plastic, glass, hard, soft, paper, fabric, shiny, smooth, rough	Summer, Spring, Autumn, Winter, day, night, light, dark, Season, Moon, Sun	Earth, Moon, Planet, space, Sun, star	Loud, quiet, volume, sound

Substantive knowledge

Year Group	Substantive Knowledge - Biology	Substantive Knowledge - Chemistry	Substantive Knowledge - Physics

The 10 big ideas			
	Forces		**Matter**
	Electricity and electromagnets:		**Reactions**
	Energy		**Earth**
	Waves		**Organisms**

	Ecosystems		Genes
1	Identifying Plants and structures Naming and grouping animals and humans	Naming properties of materials	Seasonal changes
2	Plant Growth & requirements of life Lifecycles & habitat & requirements for life Food Chains Exercise, food & hygiene	Suitability of materials and changing solids	
3	Functions of parts of plants, inc. water transport Skeleton & muscles Diet including nutrition	Rocks	Magnets & forces Light Waves
4	Habitat changes Comparing plant requirements Food webs Teeth and digestion	States of Matter Water Cycles	Sound Electricity
5	Comparing life cycles Impact of drugs, lack of exercise and poor Nutrition - non-communicable diseases Circulatory and respiratory system	Complex properties and testing materials	Earth & Space Forces, including gravity & resistance mechanisms
6	Classification of plants and animals Reproduction & changes to old age	Dissolving & separating materials Reversible and irreversible reactions Basic particle theory	Evolution Electricity Light

7	Cells and organisation Skeletal and Muscular Systems Animal reproduction Plant reproduction (including fruit formation and seed dispersal) Health Relationships in an ecosystem Inheritance, chromosomes, DNA and genes	The particulate nature of matter Atoms, elements and compounds Pure and impure substances Chemical Reactions The Periodic Table Physical change Particle Model	Energy Changes and transfers Changes in Systems Describing motion Forces Pressure in fluids Balanced Forces and Motion Energy in matter Space Physics
8	Nutrition and digestion Gas exchange Systems Plants and Photosynthesis Respiration Natural Selection and evolution	Chemical Reactions continued The Periodic Table continued Earth structure - Earth and rocks Earth atmosphere- Climate Chemical energy	Calculations of fuel uses and costs in the domestic context Observed Waves Sound Waves Energy and Waves Light Waves Current electricity Static electricity Magnetism
9	Cells and Organisation Continued The Particulate nature of matter (chem in NC) Health	Atoms, Elements and Compounds continued The Periodic Table Continued The Particulate Nature of Matter continued Earth Atmosphere continued Chemical Energy continued	Energy Changes and Transfers continued Changes in Systems continued Energy in Matter continued Forces continued The Particulate Nature of Matter Continued Physical Change Continued Particle Model Continued Energetics (chem in NC)
10	Ecology Organisation (systems) Bioenergetics Homeostasis and response Ecology and evolution	Bonding and Structure Energy changes Chemical reactions Chemical calculations and organic I	Work and energy Electricity Forces and motion Waves

11	Inheritance	Rates of reaction Organic II (separate only)	Magnetism and forces Separate physics (Separate only)

Disciplinary knowledge / scientific skills

Year Group	**Planning investigations** devise questions, estimate risk, plan variables	**Investigate** Using appropriate techniques test hypothesis and collect data	**Analyse** Present data, analyse patterns, draw conclusion and discuss limitations	**Thinking like a scientist** Construct explanations, review theories, critique claims, justify opinions	**Possible Context**
1	Ask simple questions.	Observe closely.			
2	Ask simple questions and recognise that they can be answered in different ways.	Observe closely using simple equipment to perform simple tests.	Use observations and ideas to suggest answers to questions.		
3	Ask relevant questions and use different types of scientific enquiries to answer them.	Gather data to help in answering questions.	Record data in a table and draw simple bar graphs.	Explain what is meant by a theory.	
4	Use results in a variety of ways to help in answering questions.	Set up simple practical enquiries which are fair tests.	Report on findings from enquiries including oral and written explanations, based on graphical data.	Use straightforward scientific evidence to state whether it supports a theory.	

5	Plan different types of scientific enquiries to answer questions.	Make systematic and careful observations, taking accurate measurements usinga range of equipment. Make simple predictions.	Report and present findings from enquiries in line graphs and use these to describe patterns.	Use scientific words to report findings and suggest scientific ideas.	
6	Plan different types of scientific enquiries to answer questions.	Make predictions for results. Record data and results with increasing complexity.	Present findings from enquiries and comment on the degree of trust in the results.	Identify scientific evidence that has been used to support or refute ideas or arguments.	
7	Write an investigative question. Use variable terms: independent; dependant and control with confidence. Identify hazards and how to reduce the risk. List all the variables and focus on ones that effect the dependent variable. e.g. Chemistry – Reaction of Mg and Acid. Physics – Heat loss of different objects	Gather sufficient data for the investigation and repeat if appropriate, calculating means. Prepare a table for spaces to record all measurements. e.g. Biology - sampling Chemistry – pH of different substance	Decide a suitable chart or graph type based on the type of data collected and correctly label the independent and dependent variables. Describe the pattern found in a conclusion. e.g. Biology - Continuous and discontinuous variation Chemistry – Cooling curve	List all the facts, scientific ideas, data or conclusions that support an idea. Comment on the strength of the data in support of a claim. e.g. Chemistry – particle model Physics – energy in food	
8	Identify how to control each variable and ones that cannot be controlled. e.g. Biology – effects of exercise Biology – photosynthesis	See if repeated measurements are close. Design tables with space for further calculations. e.g. Chemistry – speed of chemical reaction Physics – resistance in a wire	Draw appropriate curve or straight line of best fit. Comment on the strength of the findings. Suggest ways to improve the method. e.g. Chemistry – speed of a chemical reaction Biology - Photosynthesis	Evaluate scientific methods and identify the reasoning behind a conclusion. e.g. Biology – Food tests Chemistry – reactivity series through experiment	
9	1 - Explain how to investigate a given question.	Carry out the method carefully and consistently,	Explain the choice of type of graph and line of best fit,	Comment on whether the evidence is scientifically	

	2 - Weigh up benefits and risks of a particular investigation. 3 - Explain why some variables are difficult to control. e.g. 1- Physics – ionising radiation 2- Biology – data for non-communicable diseases 3- Chemistry – pollution/acid rain experiment	taking precise measurements to minimise error and be able to identify and remove anomalies. e.g. Physics – energy in a spring/elastic band Physics – weight/mass calculations	identifying any outliers. Justify whether anomalous results can be explained or ignored. Suggest ways to reduce measurement errors. e.g. Physics – energy in a spring/elastic band	accurate and relevant to the claim. Identify secondary sources which would improve or justify the conclusion. Be able to explain how you a conclusion can be defended under criticism. e.g. Biology – non-communicable diseases	
10	Understand how scientific methods and theories develop over time. Appreciate the power and limitations of science and consider any ethical issues which may arise. Use data to make predictions.	Use scientific theories and explanations to develop hypotheses. Apply a knowledge of a range of techniques, instruments, apparatus, and materials to select those appropriate to the experiment. Make and record observations and measurements using a range of apparatus and methods.	Construct and interpret frequency tables and diagrams, bar charts and histograms. Recognise or describe patterns and trends in data presented in a variety of tabular, graphical and other forms. Draw conclusions from given observations. Comment on the extent to which data is consistent with a given hypothesis.	Assess whether sufficient, precise measurements have been taken in an experiment.	
11	Use a variety of models such as representational, spatial, descriptive, computational and mathematical to solve problems, make predictions and to develop scientific explanations and understanding of familiar and unfamiliar facts.	Carry out experiments appropriately having due regard for the correct manipulation of apparatus, the accuracy of measurements and health and safety considerations.	Plot two variables from experimental or other data. Carrying out and represent mathematical and statistical analysis. Draw conclusions from given observations.	Evaluate methods and suggest possible improvements and further investigations.	

	Evaluate risks both in practical science and the wider societal context, including perception of risk in relation to data and consequences.	Read measurements off a scale in a practical context and record appropriately.	Identify which of two or more hypotheses provides a better explanation of data in a given context.		

Key Stage 1 Contexts for Disciplinary Knowledge

In science, disciplinary knowledge is the knowledge needed to collect, understand and evaluate scientific evidence. In Key Stage 1 the focus is on three key areas that develop pupils' scientific competences; planning investigations, investigating and analysing.

Planning investigations	**Questions** Pupils should explore the world around them and be given opportunities to devise their own questions through a variety of different types of scientific enquiry and recognise that questions can be answered in different ways. They should begin to use secondary sources to find answers.
Investigate	**Observe closely using simple equipment to perform simple tests and use appropriate techniques to test hypothesis and collect data.** Pupils should have opportunities to observe closely, use simple features to compare objects, materials and living things. They should begin to identify, sort and group objects, materials and living things giving reasons for their choices. Pupils should use simple measurements and scientific equipment to gather data, carry out simple tests and record simple data.

Analyse	**<u>Present data, analyse patterns, draw conclusion.</u>** Pupils should be supported to identify patterns and relationships in their results and given opportunities to discuss their results and how they found them out. They should record and communicate their findings in a range of ways and begin to use simple scientific language to express their conclusions.

<u>Key Stage 1 Contexts for Substantive Knowledge</u>

Scientific knowledge and conceptual understanding is developed through the disciplines of biology, chemistry and physics. It is essential that pupils develop secure understanding of knowledge and concepts in order to progress to the next stage. Pupils are given opportunities to experience different types of scientific enquiries to help them answer scientific questions about the world around them.

Year 1

Children should be given the opportunity to **ask questions** throughout each subject area		
Substantive Knowledge	**Disciplinary Knowledge**	**Possible contexts**
Biology - **Organisms**.		
Identifying Plants and structures	**Observe** plants in the surrounding environment.	**<u>Where do plants grow?</u>** Observe a variety of plants growing in the school environment. Pupils use a camera/Ipad to take photographs and group photographs identifying and labelling common features. <u>Questions to support discussion</u> • Where is the plant/tree growing? • Can you describe the habitat where it grows?

	Identify and **classify** types of trees and flowering plant.	• Are all the plants the same in the habitat? • What are the similarities/differences of the plants in this habitat? • What do you notice about these plants? • Why might the plants look different? • What happens to it during different seasons? **<u>How can we compare plants and trees?</u>** Go on a welly walk around the school grounds and collect different leaves. <u>Questions to support discussion</u> • What does a leaf look like? • How are these leaves different/similar? • What shape/colour is your leaf? • Where did you find your leaf? How do you think it got there? • Does you leaf have hairs/veins? Why do you think they are there? • Does your leaf look the same on both sides? Look closely at a variety of different wild and garden plants, including deciduous and evergreen trees. Draw a detailed picture of a plant/make a model/playdough plant and label basic structure. <u>Questions to support discussion</u> • Where is the stem/leaf/petal/root? • Why does a plant have roots? • Why do plants have flowers? • Can you tell me the name of this part? • What does each part of the plant do? **<u>What do plants need to grow?</u>** Give children the opportunity to grow flowers and vegetables, recording through photographs, labels and captions how they have changed over time. <u>Questions to support discussion</u> • Where is the best place to grow flowers/vegetables? • What do they need to grow? • How do you know?

		• How have they changed? Why do you think they have changed?
Naming and grouping animals and humans	**Recognise** and **label** basic parts of animals including humans. **Identify, name, sort and group** different types of animals. **Observe** differences between animals.	**What are the basic parts of the human body and senses?** Name and label a diagram of the human body including parts of the body associated with each sense. Give pupils opportunities to use their senses: • Identify common smells in scent pots e.g. herbs • Taste a variety of fruits and describe the taste (be aware of allergies) • Use feely bags and describe what is inside the bag • Identify various common recorded sounds • Work in pairs, one child describes a picture the other draws it, then look at the picture and draw. Was it easy to draw a picture without seeing it? Questions to support discussion • What different parts of the body have you drawn? • What does that part of the body do? • What does this part help us to do? • Which part of the body helps us to smell etc? • What do you think happens inside? **Are all animals the same?** Using photographs or toy animals label and sort into groups: amphibians, fish, reptiles, birds and mammals identifying similarities and differences. Questions to support discussion • What are the main features of amphibians? • What are the main features of fish? • What are the main features of reptiles?

		• What are the main features of birds? • What are the main features of mammals? • What are the differences between the different types of animals? • What are the similarities between the animals? • How will you group your animals? Learn about looking after different types of pets from the 5 animal groups and what they need to survive: food, water, warmth, shelter. Make a class pet/animal book to display work. Questions to support discussion • What do animals need to survive? • What happens if animals cannot get these things? Identify and group carnivores, herbivores and omnivores. Identify some features of each e.g. carnivores have sharper teeth for tearing meat. Questions to support discussion • What is a carnivore/herbivore/omnivore? • How could you sort them? What labels will you write for your groups?
Chemistry - **Matter**		
Naming properties of materials	Interact with and **compare** a variety of materials, recognising their properties. **Use** materials in different real-life contexts	**What are the properties of different materials?** Explore and name everyday materials and their properties – use feely bags for different materials and pupils use their sense of touch to describe. Questions to support discussion • What does it feel like? Provide a list of adjectives to describe materials for children to use if needed. • Have you felt anything similar before? • Is it easy to guess the material using only your sense of touch? Why/why not? Write material property labels and display with materials for children to sort and group.

	Begin to **test** different materials.	Give pupils the opportunity to explore materials independently suggesting what they could be used for. **<u>Which materials will be suitable to make a pet bed?</u>** Make a pet bed using suitable materials describing why they have chosen each material. <u>Questions to support discussion</u> • Which pet are you making a bed for? • What do you think makes a good pet bed? • What properties of materials will be most suitable for your bed? • How will we join the materials together? • How will you know if your bed is successful? **<u>Which materials are most suitable to make a bridge?</u>** Children investigate a variety of known materials and decide which materials will be most suitable to make a bridge. <u>Questions to support discussion</u> • Which bridge shapes are we testing? • How will we know which bridge shape is the strongest? • How can we make it a fair comparison? • How many pennies do you predict this bridge will hold? • How will you know when to stop counting the pennies? Where will you write that down? • Which bridge shape did you find to be the strongest? The weakest? What do you think makes a good bridge?
Physics - **Earth**		
Seasonal changes	**Observe** changes in the environment and weather throughout the year.	**<u>What do we know about different seasons?</u>** Look at a variety of photographs, including photographs of the school

	Monitor and **record** simple weather data.	playground showing the four seasons. Questions to support discussion • What is the weather like in winter/spring/summer/autumn? • What is the temperature in each of the four seasons? • What happens to the trees/plants in each of the four seasons? • What happens to the day length in the four seasons? • Why have things changed? • What have you observed? Observe and list changes that occur in the four seasons including weather, day length, deciduous plants. Make a season wheel. Draw and label the four seasons including observations recorded on the list. • Can you use your seasons wheel to describe what happens in each of the four seasons? **What do we know about the weather?** Record the weather in a chart in terms 1, 3, 4, 6 (four seasons) and compare similarities and differences. Questions to support discussion • What is the difference in the weather in the four seasons? Are there any similarities in the weather in the four seasons?
Key Vocabulary Year 1		
Plants tree, leaves, flowers, blossoms, buds, petals, fruit, roots, bulb, seed, trunk, branches, stem, deciduous, evergreen, habitat, vegetables. Animals inc humans Fish, amphibians, reptiles, birds, mammals, carnivores, herbivores, omnivores, pets, wild, habitats Head, neck, arms, elbows, legs, knees, face, ears, eyes, hair, mouth, teeth, senses, touch, smell, taste, hearing, sight **Naming materials**		

Wood, plastic, glass, metal, water, rock, hard, soft, stretchy, stiff, shiny, dull, rough, smooth, bendy, waterproof, absorbent, opaque, transparent, floating, sinking, brick, fabric, paper, elastic, foil

Seasonal changes

Season, autumn, spring, summer, winter, weather, Sun, Earth, day, night, wind, rain, sunny, snow, cloudy, hot, cold

Working Scientifically

Question, equipment, test, name, sort, same, similar, different

Year 2

Substantive Knowledge	Disciplinary Knowledge	Possible Context
Children should be given the opportunity to ask questions throughout each subject area and recognise different ways of answering them.		
Biology - **Organisms**		
Plant Growth and requirements of life	**Observe** plants growing from seeds, **recording** changes over time. **Test** the impact of different conditions on plants.	**What do we know about plant growth?** Pupils grow a variety of seeds and bulbs including sunflowers and beans which germinate and grow quickly so that children can record each stage as it happens. **What do plants need to stay healthy? How can we test this?** Identify that plants need light and water to stay healthy. Pupils investigate what happens to plants, seeds or bulbs when one of the variables (light or water) is changed. Children raise questions they would like to investigate, e.g. How long can plants last without water/light? Does it matter if the plant is inside or outside? How will less light affect the plant? Discuss the importance of a fair test. Pupils measure growth and record in a chart/graph. Discuss their findings. Questions to support discussion • What do you notice about the plants? Can you see any differences? • Why might the plants look different?

		• What similarities are there between the plants? • How are we going to observe the differences over time? • What will we record? • Have our results answered our question? Why? What does a plant need to grow? Pupils use the local environment throughout the year to identify plants that grow and identify the changes that occur.
Exercise, food and hygiene	**Identify** different sources of food. **Collect data** on nutritional value of different foods.	**How do we keep our bodies healthy?** Identify the basic needs of humans for survival: food, water, air/oxygen and discuss what would happen if one of these requirements were missing. Questions to support discussion • What are the basic needs of humans for survival? • What would happen if humans did not have one of these basic needs? Investigate further by looking at the Eatwell Guide (NHS) food wheel and identify different types of foods that make up a balanced diet: Carbohydrates, fruit and vegetables, proteins, dairy, fats, oils and spreads. Create a healthy meal/lunchbox and give reasons for choices. Questions to support discussion? • What do you think makes a healthy/unhealthy meal? • What would happen if you only ate items from one of the sections of the Eatwell Guide? • What are the different types of food that make up the Eatwell guide? • Why do we need to eat different types of food? • What do we mean by healthy and unhealthy sugars? • How much sugar is in different types of food drink? How do we find out? **How much sugar is in different drinks/food?** Discuss and identify food/drink with healthy/unhealthy sugars. Compare amounts of sugar in different food/drink by weighing sugar and sorting from

		least sugar/most healthy to most sugar/unhealthiest food/drink. Make a healthy cereal bar using the Eatwell guide and choosing healthy options/healthy sugars.
	Test the effects of physical activity on the human body.	**What happens to your body when you exercise?** Children take part in physical activity and list changes to their body. Identify why it is important for us to exercise focusing on the role of the heart, lungs and muscles. Questions to support discussion • Why is it important to exercise? • What happens to our bodies when we exercise? • How does exercise help our body to be healthy?
	Identify ways to stay clean and healthy.	**Why do we need to stay clean?** Discuss the importance of hygiene to keep your body healthy. Look at the way germs/viruses are spread through not washing your hands. Questions to support discussion • How can we keep our bodies clean? • Why is it important to keep clean? • What could happen to us if we did not keep clean? **How are viruses transferred?** Glitter experiment. Pupils put glitter on their hands and touch objects to show how germs can be transferred easily. Pupils use a cloth, water then soap to clean glitter off their hands and decide the best method to clean their hands describing reasons for ideas. Questions to support discussion • How do germs transfer from one person to another? • How easy is it for germs to transfer to different surfaces? • What is the best way to clean germs from our hands or surfaces?

		Can you write instructions on a poster to tell people how to clean their hands effectively?
Biology - Ecosystems		
Lifecycles and Requirements for life	**Observe** changes over time in living things.	**What is a lifecycle?** Pupils look at a variety of life cycles, human, animal, insect and plant. Understand that each stage shows growth and match offspring to parents. Identify the main stages of each and draw, label and discuss what happens at each stage. **How do we know if something is alive?** Identify the basic needs of humans for survival: food, water, air/oxygen and discuss what would happen if one of these requirements were missing. Pupils sort photographs/objects into groups labelled living, dead or never alive and give reasons for their groupings. Questions to support discussion • Are any of these alive? • Did any of these used to be alive? • Have any of these never been alive? • How do you know? What else could go in that hoop? Pupils investigate a variety of habitats including microhabitats on the school grounds.

Habitats	**Observe** habitats in the surrounding environment. **Identify** and **compare** different habitats.	**What is a habitat?** Pupils investigate a variety of habitats including desert, rainforest, ocean, woodland, polar, woodland, meadow. Describe each habitat specifically looking at climate, plants and animals. Give pupils the opportunity to look at secondary sources to research information. Questions to support discussion • How are you going to answer the question? • Where are you going to gather your data? • How can we investigate different types of habitats? • How could you record which animal lives in which habitat? • What does this part on your chart/map mean? • Do any animals/ plants share their habitats? Why might this be? What are the characteristics of these habitats? Identify adaptations of plants and animals which allow them to survive in their habitat and how their requirements for life are met in their habitat. **How can we investigate microhabitats?** Pupils identify different microhabitats in the school grounds and take photographs/video clips, recording in a tally chart the minibeasts which live there and describe the conditions of the habitat. Pupils draw pictures/take photographs of two microhabitats and compare similarities and differences and discuss whether the conditions of the microhabitat affect the number and type of plants and animals that live there. Question to support discussion • Drawing on what you know about habitats, what is a microhabitat? • What would live in a microhabitat? • What different types of microhabitats are there? • Can you describe a microhabitat? How will we investigate different microhabitats? How will you record what you find in each microhabitat?

Food Chains	**Identify** and **compare** the different parts of food chains and their dependency on one another.	**<u>What is a food chain?</u>** Look at a variety of food chains of animals in different habitats. Identify that the animals and plants in a habitat are linked together through their food chain and depend on one another for survival. Play games giving pupils the opportunity to sort photographs or objects into food chains and describe them ensuring they use the scientific vocabulary 'producer' to describe plants and 'consumers' to describe animals which eat the plants and other animals in the food chain. Ensure pupils understand the role of the sun in the food chain and that plants need sunlight in order to make food and grow. Challenge pupils to make the longest food chain they can and label. Pupils create a food chain with humans as a consumer and discuss. <u>Questions to support discussion</u> • What is a producer? • What is a consumer? • What does a food chain always begin with? • What does it mean if a consumer is dependent on a producer? Can you explain what happens in a food chain?
Chemistry- Matter		
Suitability of materials and changing solids	**Identify** more complex features of materials **Test** the suitability of materials in different contexts. **Gather** and **record** data about the effectiveness of materials in different contexts. Used **gathered data** and **observations** to **predict** the suitability of a material.	**<u>How can we investigate the suitability of different materials?</u>** Pupils identify the suitability of materials for various jobs through creating investigations to test a variety of materials and their properties, e.g. the most suitable material to make a visor to test whether a material is transparent, translucent or opaque. <u>Questions to support discussion</u> • How could you test it? • Which is the most / least transparent? How do you know? • What other words could you use to describe the materials? • Does everyone in your group agree? Can you explain to the others why you have put that material there? • Can you tell me another way to test this object?

		Pupils predict and reason why one material is more suitable than another based on simple tests carried out e.g.to investigate which materials are suitable to make a boat they will test materials which are waterproof and will float. Record results in table/chart. <u>Questions to support discussion</u> • How will you know if it is waterproof? • How much water will you use? How long will you put it in the water for? • Can you order the materials: most to least waterproof? • Do you think everyone else will find the same result? How else could you test the material?

Key Vocabulary Year 2

Plant Growth and requirements of life
Seed, bulb, young, mature, healthy, growth, water, light, temperature, storing food, stage

Lifecycles and habitats
Living, dead, healthy, adult, young, baby, toddler, child, teenage, egg, chick, chicken, pupa, caterpillar, butterfly, spawn, tadpole, frog, lamb, sheep, lifecycle, habitat, micro-habitat, environment, shelter, seashore, ocean, woodland, rainforest

Food chains
Consumer, producer, predator, prey, herbivores, carnivores, omnivores

Exercise and nutrition
Hygiene, food, food groups, carbohydrate, protein, fat, sugar, dairy, fruit, vegetable, healthy, unhealthy, muscles, energy, teeth

Suitability of materials
Wood, plastic, glass, metal, water, cardboard, rock, hard, soft, stretchy, stiff, shiny, dull, rough, smooth, bendy, waterproof, absorbent, opaque, transparent, translucent, floating, sinking, brick, fabric, paper, elastic, foil, squashing, bending, twisting, stretching, suitable

Working Scientifically
Question, equipment, test, name, sort, same, similar, different, record, results, table, predict

Key Stage 2 Contexts for Disciplinary Knowledge

In science, disciplinary knowledge is the knowledge needed to collect, understand and evaluate scientific evidence. In Key Stage 2 the focus is on four key areas that develop pupils' scientific competences; planning investigations, investigating, analysing and thinking like a scientist.

Key stage 2

Planning investigations	**Questions** Pupils should develop their ability to ask scientific questions and use scientific enquiries to answer them. They should begin to plan their own different types of enquiries, taking variables into consideration.
Investigate	**Observe closely using simple equipment to perform simple tests and use appropriate techniques to test hypothesis and collect data.** Pupils should have opportunities to gather data from practical enquiries, becoming more systematic and ensuring measurements are accurate, while recording data effectively. They should be aware of fair testing principles and begin to apply these when they are carrying out enquiries. They should make predictions based on their scientific understanding.
Analyse	**Present data, analyse patterns, draw conclusions.** Pupils should be supported to present their results using increasingly complex methods. Bar graphs should be used before they progress onto line graphs. They should explain their results both orally and in writing. Pupils should also begin to comment on how trustworthy their results are and explain why this is.
Thinking Like a Scientist	**Construct explanations, review theories, critique claims, justify opinions**

	Pupils should be taught what a theory is and to recognise when straightforward scientific evidence supports a theory. They should be able to use scientific vocabulary to report the findings of investigations and use their findings to suggest, support and refute their own ideas and arguments.

Key Stage 2 Contexts for Substantive Knowledge

Scientific knowledge and conceptual understanding is developed through the disciplines of biology, chemistry and physics. It is essential that pupils develop secure understanding of knowledge and concepts in order to progress to the next stage. Pupils are given opportunities to experience different types of scientific enquiries to help them answer scientific questions about the world around them. All possible contexts for KS2 taken from PSST Focused Assessments found at: https://pstt.org.uk/resources/curriculum-materials/assessment

Year 3

Children should be given the opportunity to **ask questions** and **perform enquiries** throughout each subject area. They should begin **recognise scientific theories** and the evidence used by scientists to support these.		
Substantive Knowledge	**Disciplinary Knowledge**	**Possible context**
Biology - **Organisms**		
Functions of parts of plants, inc. water transport **Skeleton & muscles**	**Identify** parts of the process for pollination, water transport and seed dispersal.	**Celery / Carnation Experiment** Put a piece of celery or a carnation in food-coloured water. Predict what will happen and record results. What will happen if the stalk is split and put in two separate containers with differently coloured water sources? Discuss the part of the plant that allows the water to be transported.

	Identify the different muscles and parts of the skeleton. **Compare** the functions of different muscles. **Compare** the muscles and skeletons of different animals.	**Human skeleton investigation** Discuss differences between human skeletons, taking care when discussing differences between children in class. Consider which bones can be more easily measured e.g. skull, foot, part of arm/leg etc. Ask children to use these ideas to create a question to be investigated, e.g. Are adult heads bigger than children's heads? Do taller children have longer arms/bigger feet etc? Am I/Are you a square? (look at arm span versus height) Ask children to explain how they will answer their question. Support them to carry out their pattern seeking enquiries to answer their own questions.
Diet including nutrition	**Identify** the impact of different food groups on the body. **Compare** nutritional information of different foods. **Identify** nutritional needs for different animals.	**What is on Your Plate?** Using resources such as the Eatwell guide, discuss what each food group does for a body, introducing a full range of vocabulary by examining the nutritional information on food products. Make links between each food group and how they affect / are used by the human body.
Physics – Earth, Magnets and forces, Light		
Rocks	**Observe** different types of rocks and soils. **Identify and classify** different types of rocks. **Identify** composition of soil layers . **Test** the properties of rocks. **Identify** how fossils are formed.	**Rock Reports** Provide a purpose for the investigation e.g. to find the best material for a new paved area in school. Suggest that you would like to find out which rock would last the longest/be the least wearing/the strongest. Decide whether to do a rub test and/or a scratch test etc. Rub: Children to rub rocks on sandpaper and collect scrapings onto white paper. Scratch: Try scratching the rocks with e.g. a fingernail, a matchstick, a metal nail etc. Ask children to order the rocks and justify their selection of strongest rock. How will you report your findings (to persuade), e.g. draw, write, present?

Magnets and forces	**Test** the magnetic properties of various materials. **Record results** of tests in simple tables.	**Magnet Tests** Provide the children with a collection of magnets and other materials (e.g. card, fabric, tissue, thin wood, aluminium foil, paperclips) to explore. Ask them to find out ways to test whether the magnets are all equally strong e.g. through paper/card or layers of each, how close magnet needs to be before it attracts a paper clip etc. Ask the children to report their findings verbally, e.g. explaining how they carried out their investigation to their peers. As a class, discuss the different ways of testing magnet strength and talk about the advantages and disadvantages of each approach. Discuss why it is a good idea to try different ways of answering a question (to get a more reliable answer).
Light	**Observe** shadows and reflections and the effect of the absence of light. **Identify** the dangers of direct sunlight. **Record data** on shadows and reflection.	**Shadow Making** Provide the children with a collection of materials to explore (some transparent, some translucent and some opaque). Ask the children to investigate which materials form shadows when a torch is shone on them (e.g. colour, darkness, no shadow?) Ask them to record their observations to answer the question about which materials form a shadow (e.g. draw, write, sort, photo, order, table). Can they categorise or order the materials and/or shadows in some way?

Key Vocabulary Year 3

Functions of parts of plants, inc. water transport
Roots, stem, trunk, leaves, fruit, flowers, structure, flowering, transport, support, nutrition, reproduction, life cycle, pollination, seed formation, seed dispersal, pollinators, fertiliser

Skeleton & muscles
Bones, limbs, movement, support, function, nutrition, growth

Diet including nutrition

nutrition, growth, healthy, unhealthy, hygiene, food, food groups, carbohydrate, protein, fat, sugar, dairy, fruit, vegetable, healthy, unhealthy, muscles, energy, teeth

Rocks
Fossils, soil, organic, grains, crystals, sedimentary, layers

Magnets & forces
Surfaces, attract, repel, poles, magnetic, strength

Light
Dark, reflective, shadow, opaque, translucent, transparent, mirror, light source, Sun

WS
Compare, microscope, investigate, pattern, measure, enquiry, gather, data, tables, bar charts, similarities, differences, changes, record, scientific idea

Year 4

Substantive Knowledge	Disciplinary Knowledge	Possible Context
Children should be given the opportunity to **ask questions** and **perform enquiries** throughout each subject area. They should begin **recognise scientific theories** and the evidence used by scientists to support these.		
Biology –Ecosystems, Organisms		
Comparing Plant Requirements	**Identify** requirements for life and growth of plants. **Test and observe** the effect of not having one or more of the requirements for growth. **Draw bar graphs** based the data.	**<u>Plant Growing</u>** Choose a relatively fast-growing plant suitable for indoor growth. Discuss the different requirements for growth and talk about how we can control these by planting and placing our plants in different places. Get the children to label and place the plants in as many different places as possible, perhaps also placing one that will not be watered. Have the children make predictions about how the plants will grow and get them to collect measurements regularly before presenting these results in a bar graph.

Habitat Changes	**Observe and identify** changes in the environment, particularly those that pose a danger to living things. **Identify** ways in which the environment can be protected.	**Local Survey** Recap previous work on classifying and habitats. Consider school grounds/local area as a habitat and go on a search for living things (incl. plants) in the grounds. Take a camera/draw/make lists of larger things and collect smaller things. Classify the living things into groups e.g. vertebrates / invertebrates / plants. Create subsets within groups e.g. flowering / non-flowering plants, birds / mammals/ invertebrates etc. Ensure the habitat for each creature or plant is recorded and discuss whether there a relationship between a habitat and the types of living thing found there.
Food Webs	**Identify and record** different parts of a food web and their dependency on one another. **Identify** the impact of removing part of the food web.	**Local Survey Continued** If a local survey has already been carried out for habitats, use the same information, otherwise go out into the school grounds or local area and search for living things. Use this to compile a food web, describing the relationships or producers and consumers and how these are linked to one another.

Teeth and Digestion	**Identify** different parts of the digestive system and their functions. **Observe and model** the process of digestion using simple equipment. **Identify** different teeth and their functions.	**Teeth (Eggs) in Liquid** Discuss how children look after their teeth. Explain that we will be using hard boiled eggs to represent teeth to investigate tooth decay. As a class set up a fair test to investigate the effects that different liquids have on teeth e.g. cola, water, vinegar, milk, sports drink and orange juice. Discuss how they can make the comparison fair, i.e. as to quantity of liquid, types of containers, time and location (if using milk do they all need to be in the fridge?) Leave for one week, although children can check on the experiment daily to see if they can notice and changes. After one week, unveil the eggs by tipping into a white bowl and photograph. Children to record their observations (look, feel, smell, etc.) and rate the eggs in order of damage to shell observed. Children to consider how they could improve the test and what further questions arise that they could investigate.
Chemistry- Matter, Earth		
States of Matter	**Identify and compare** materials based on their state. **Observe** changes in materials as they change state. **Test and measure** the effect of temperature on materials. **Record results** of testing in tables and bar graphs.	**Dunking Biscuits** Discuss context/problem e.g. dunk breaktime biscuit in tea and leave in too long. Discuss possible questions to investigate, e.g. Which is the best biscuit type/brand/shape? Which is the best cup/temperature for dunking? Share ideas for how to test the biscuits e.g. time how long to fall, count dunks before falls etc. Different groups could investigate different things to pool evidence for recommendations. Discuss practicalities: kit/time available etc. Work in groups to carry out dunking investigations. Pause to share ideas and discuss problems. Discuss findings across the class and consider fairness and accuracy of methods.

		Ask children to talk about / draw a diagram / write about their findings, with a focus on suggesting improvements to their method.
Water Cycles	**Identify** different parts of the water cycle and relate them to states of matter.	**<u>Drying Day</u>** Plan an investigation to reach a conclusion within a real-life context, e.g. Where is the best place to dry your washing? Which conditions are the best to dry materials by evaporation? Make a list of different places/conditions (e.g. temperature or draughtiness). Discuss how to know if it is dry e.g. dry to touch, handprint no longer visible, no imprint on tissue. In small groups, children to decide on the type of material (cloth/paper towels), quantity of water, locations to test evaporation (e.g. could arrange washing lines in different locations around the school) and how often to observe/check. Provide measuring equipment including thermometers, jugs, rulers. Pupils could record their method before/after set up. N.B. Paper towels can dry in an afternoon, heavy fabric will take longer.
Physics – Waves, Electricity		
Sound	**Identify** the way sound is made, including the strength of vibrations, and how this enables humans to hear. **Observe and compare** different objects and the sounds they produce. **Test** materials, measuring their insulation against sound.	**<u>Investigating Pitch</u>** Show children some homemade 'musical instruments': elastic bands over shoe box, 'straw flute/pan pipes', 'sound sandwich' (lolly stick and straw harmonica), stretched balloon 'drum skin' over tube, glass bottle containing water to blow or tap. Explore how to play them to make a sound and ask the children to suggest which parts are vibrating. Ask children to record a range of questions that they could investigate, focusing on changing pitch (e.g. How does the width of the elastic band affect pitch?) Children then work in small groups investigating their questions, considering different ways to alter pitch.

Electricity	**Identify** the function of various components by constructing simple circuits. **Test** complete and incomplete circuits. **Identify** appliances which run on electricity. **Test** different materials for conductivity. **Record results** of tests in a table.	**<u>Does it Conduct Electricity?</u>** Introduce the terms conductors and insulators. Example context: soldiers wear 'smart' clothing which conducts electricity: http://www.bbc.co.uk/news/technology-17580666 E.g. a soldier in the desert that has ripped part of 'smart' clothing losing part of the GPS circuit, so unable to provide location for rescue. Explain that the soldier has a pack containing a variety of objects: which could be used to complete a circuit to activate the GPS? Provide each group with a 'soldier's backpack' containing a collection of objects/ materials (including different metals and plastics). Discuss how to find out whether electricity can pass through the materials. Groups test by putting materials into a gap in a circuit with a bulb/buzzer. Focus pupil recording/presenting on explaining what the results show. E.g. they could produce a radio or video message to send to the soldier explaining how to produce a working circuit and why they are confident that this will work, providing scientific evidence and a list of all possible conductors (in case some are damaged). Recap on the terms insulators and conductors.

Key Vocabulary Year 4

Living things and habitat changes
Environment, classification key, local, wider, negative effect, positive effect, population, pollution, deforestation, pollinators, impact, nature reserves, recycling, vertebrates, invertebrates, fish, amphibians, reptiles, birds, mammals, snails, slugs, worms, spiders, insects

Comparing plant requirements
Growth, light, water, air, nutrients, soil, space

Food webs
Food chains, consumer, producer, predator, prey, herbivores, carnivores, omnivores

Teeth and digestion
Digestive system, mouth, tongue, teeth, incisors, molars, canine, chewing, biting, tearing, oesophagus, stomach, small intestine, large intestine, damage, plaque, decay

States of Matter
Solid, liquid, gas, state, heated, cooled, melting, freezing, temperature, degrees Celsius, thermometer, evaporation, condensation, pool, shape, container, substance, material, properties

Water Cycles
evaporation, condensation, precipitation, temperature, vapour, clouds, rain, snow

Sound
Vibration, volume, pitch, travel, medium, insulation, soundproof, particles

Electricity
Conductors, insulators, circuit, components, cell, wire, bulb, switch, buzzer, lamp, battery, motor, loop, series

WS
Enquiry, investigation, conclusion, prediction, record, report, compare, data, chart, table, key, fair tests, scientific ideas, measure, equipment, evidence, findings

Year 5

Substantive Knowledge	Disciplinary Knowledge	Possible Context
Children should be given the opportunity to **ask questions** and **perform enquiries** throughout each subject area. They should begin **recognise scientific theories** and the evidence used by scientists to support these.		
Biology –Ecosystems, Organisms		

Comparing life cycles	**Identify** similarities and differences between lifecycles of mammals, amphibians, insects and birds.	**Lifecycle Research** Ask children to research the life cycles of two different species using a range of secondary sources. This could be in small groups or individually. Discuss possibilities for presenting their research (if possible, provide a purpose e.g. presenting to younger children/parents etc.) For example, different children could choose to make a model, a mime/drama, a rap/song or a poster/book. Agree on criteria for successful presentation of research e.g. clear order to life cycle, comparison between two life cycles, use of scientific vocabulary etc. Children present their research to the intended audience. Groups could peer assess against agreed success criteria.
Impact of drugs, lack of exercise and poor nutrition and non-communicable diseases	**Identify** how these factors might affect specific parts of the body or general health.	**Drugs Education** Using an appropriate scheme of work, discuss how various legal and illegal drugs can affect the human body.

Circulatory and respiratory system	**Identify** different parts of the circulatory and respiratory system and their functions.	**<u>Heart Rate Poses</u>** Previous lesson: measuring pulse rate at rest and after exercise (measuring and recording focus). This lesson: Discuss previous findings about pulse rate: can be hard to measure, but generally found that pulse rate increases after exercise. Recap why: blood carries oxygen around the body, the muscles need more oxygen during exercise, so your heart works harder to supply more oxygen. But what if your body is still e.g. headstand, raised arms, balance, yoga pose, plank? Focus individual recording on predictions and explanations. Discuss with the children how to plan and carry out a test into a stationary exercise. Consider how long the pose should last, comparison with resting pulse rate, whether one child or several children should be tested, how to carry out the tests safely. Ask the children to carry out the test and record results as in a group. Discuss findings.

Chemistry- Matter, Earth		
Complex properties and testing materials	**Use fair testing** to demonstrate the suitability of various materials for a range of everyday purposes.	**Insulation Layers** You want to see which cup will keep your tea warm for longer. Show different cups of hot water, e.g. paper cup, stacked paper cups, thermos mug. Measure the temperature of the water, repeat after about one hour (e.g. at the beginning and end of lunchtime). Activity Use the results of the pre-activity to make predictions about insulation (e.g. a good insulator has more layers / traps air / made of….). Provide a collection of different materials and invite the children to discuss their ideas about which might be good for keeping the drink warm. The children could order the materials according to which will be best insulators or select one to test for layering and record their predictions, giving reasoning based on the previous test results. Children plan and carry out an investigation to test their predictions.
Earth & Space	**Record** the observable effects of the movement of the Moon around the Earth and the Earth around the Sun. **Identify** the objects in the Solar System and their movement around the Sun.	**Solar System Research** Use an animation, photo or video clip to begin a discussion about our solar system. Raise questions about different planets in our solar system e.g. movement, relative movement, size etc. Provide books or access to the internet. Help to phrase search questions. How will you share your research? Agree options e.g. labelled diagram or model, information leaflet, drama, animation, presentation etc. Small groups could research different planets or different features. Present/share outcomes with rest of the class. Groups could peer assess against agreed success criteria e.g. clarity.

Physics – Forces		
Forces, including gravity & resistance mechanisms	**Observe and test** the effects of water resistance, air resistance, friction and gravity. **Test** the impact that levers and pulleys have on the amount of force required to move objects.	**<u>Aqua dynamics</u>** Challenge pairs to make a ball of plasticine or blue-tack fall as slowly as possible through water (size will depend on how big your container is e.g. a large transparent plastic box or tall measuring cylinder – if using cylinder, put plasticine on string for retrieval). Ask children to explain why they think it will fall more slowly e.g. draw and label design or hold up and explain. Ask children to identify the control variables e.g. depth of water, mass of plasticine, position of drop. Test designs e.g. repeating in groups or as a whole class with a number of the children timing. Discuss test results and their trustworthiness. Use the test results to predict which shapes will fall fastest. If time, challenge pairs to change the shape so that it falls quickly through the water.

Key Vocabulary Year 5
Comparing life cycles Food chains, consumer, producer, predator, prey, herbivores, carnivores, omnivores **Impact of drugs, lack of exercise and poor nutrition, non-communicable diseases** Diet, exercise, drugs, lifestyle, function, internal organs, substances **Circulatory and respiratory system** Blood, heart, vessels, arteries, veins, chambers, red blood cells, white blood cells, platelets, lungs, pressure, oxygen, carbon dioxide, transport **Complex properties and testing materials** Properties, hardness, solubility, transparency, conductivity, electrical, thermal, magnetic, insulation, heat loss **Earth & Space** Sun, Moon, Earth, hemisphere, solar system, axis, orbit, planets, stars, spherical, rotation, waning, waxing, gibbous, crescent **Forces, including gravity & resistance mechanisms** Gravity, air resistance, water resistance, friction, mechanisms, levers, pulleys, gears, effect, movement, acting in pairs **WS** Planning, enquiries, investigation, variables, accuracy, precision, repeat readings, recording, conclusions, fair test, compare, evidence, control

Year 6

Substantive Knowledge	Disciplinary Knowledge	Possible Context
Children should be given the opportunity to **ask questions** and **perform enquiries** throughout each subject area. They should begin **recognise scientific theories** and the evidence used by scientists to support these.		
Biology –Organisms, Genes		
Classification of plants and animals	**Identify** the broad scientific categories that living things can be sorted into by observing similarities and differences in their characteristics.	**Invertebrate Research** (To be completed after some input on animal classification). Show children some invertebrate film clips (e.g. David Attenborough). Explain that their task is to research different invertebrates (show egs). Discuss: how will you share what you have found out? Agree options e.g. poster, labelled diagram or model (playdough), written report, information leaflet, drama, animation etc. Give small groups a different invertebrate group to focus on (annelids, molluscs, insects, arachnids, crustaceans and myriapods). Each group must give an example and describe the features which make it a member of its classification group. Present/share with rest of the class. Groups peer assess against agreed success criteria.
Reproduction and changes to old age	**Observe** the changes in humans to old age. **Identify and compare** the reproductive process in some animals, including humans, and plants.	**Growth Survey** What could we measure to show how humans develop as they grow older? Groups decide e.g. forearm length, arm span, foot length, etc. Discuss how we could measure this and the number of children/adults we would need to measure. How accurate do our measurements need to be? Decide on how many decimal places or unit. Ensure that children understand that they also need to record the age of the person. Children go to different year groups to measure specified number of children. Bring data together to create class table. Ask groups to create scatter graphs to present the data, can use ICT to do this.

Evolution	**Identify** the way that offspring vary from their parents. **Observe** how variation leads to adaptation in different environments. **Identify** the changes in living things over long period of time, observing fossils to understand how scientists use these as evidence.	**Fossil Habitats** Show a picture of a fossilised skeleton/creature and discuss the children's ideas about fossils, what it was, what it ate, where it lived etc. (Could provide only one part to start with, or parts to different groups, to show how we only have part of the information). Discuss strong/weak evidence e.g. strong evidence that has skeleton/teeth etc, place where fossil was found suggests habitat, similarities with modern creatures suggest colour etc. Provide children with photos or real/resin fossils (trilobite, ammonite, ichthyosaurus etc, plus any found locally or linked/displayed at local museums). Ask them to use the fossils and their own research to develop ideas about the creatures e.g. labelled drawing with size, possible appearance, diet, habitat, what other fossils could exist eg what prints could be left behind. Could colour code or star ideas for which there is the strongest evidence.
Chemistry- Reactions		
Dissolving & separating materials **Reversible and irreversible reactions** **Basic particle theory**	**Investigate** reversible changes including dissolving and mixing. **Observe** irreversible changes and identify the formation of new materials.	**Dissolving Investigation** Ask children to think of everyday example of dissolving solids in water (e.g. sugar in tea, salt in cooking water). Ask them to suggest ways of making the sugar dissolve faster (e.g. stirring, temperature of the water, size of sugar grains, volume of water). Ask them to choose a factor to investigate and to plan a fair test. Post it planners or planning boards could be used to focus on types of variable. Carry out tests and discuss outcomes.

Physics – Electricity, Waves		
Electricity	**Identify** circuit symbols. **Record** simple circuits in diagrams. **Test** the effect of various components, particularly cells, on the operation of other components, such as lamps or buzzers. **Record results** of tests in tables.	**Bulb Brightness** Provide a mix of basic circuit components and challenge pairs or trios to make a quick simple circuit. Compare and discuss the differences in bulb brightness and how to measure/observe this e.g. light seen through layers of paper, datalogger, observation. Main task: to investigate how they can change the brightness of the bulb choosing from the available equipment (to include different lamps, cells and different thickness/length of high resistance/fuse wires). Each pair/trio to generate a list of variables which could be changed in their circuit and how they will observe/measure the effect of this change. Create a scientific question which identifies the 'change' and 'measure'. Record their plan e.g. question, variables and diagram of test circuit. Carry out and discuss investigations.
Light	**Identify** the way light travels and reflects off of objects. **Identify** the way humans see by reflected light entering the eye. **Test** the effect of light brightness and position on the size and position of shadows**.** **Record** measurements in tables and graphs.	**Light Questions** Provide a discussion-starting stimulus e.g. pictures of light in different contexts: shining through clouds, shadow puppets, headlights, eye. Explore children's ideas around light. Challenge small groups to raise questions about light e.g. 20. Then ask them to sort these into groups for how they could be answered e.g. research, direct observation, testing, we may never know... Share questions from different groups, supporting children to turn some into a form which could be investigated. Select questions which could be: answered now by research; answered in a later lesson by observation or investigation; placed on the class 'Wonder Wall' to consider at the end of term. (Before the children can plan different types of enquiries, they need to recognise how they might find out the answer to questions. Once able to recognise the different types they will then be able to independently choose an appropriate enquiry type and plan accordingly).

Key Vocabulary Year 6
Classification of plants and animals Kingdom, phylum, class, order, family, genus, species, characteristics, organisms, micro-organisms, subdivide, classifying **Reproduction & changes to old age** Sexual, asexual, cells, puberty, adolescent, gestation Dissolving & separating materials inc. reversible and irreversible reactions dissolving, filtering, sieving, evaporating, reversible, irreversible, particles, reaction **Evolution** Inheritance, adaptation, characteristics, variation, reproduction, survival, extinction, endangered, gene **Electricity** Conductors, insulators, circuit, components, cell, wire, bulb, switch, buzzer, lamp, battery, motor, loop, series, symbols, parallel, voltage **Light** Dark, reflection, shadow, opaque, translucent, transparent, mirror, light source, Sun, spectrum, optical **WS** Planning, enquiries, investigation, variables, accuracy, precision, repeat readings, recording, conclusions, fair test, compare, evidence, control, predict, scatter graph, line graph, bar chart, table, relationship

Futura KS3 Curriculum Plan 2021-22

	Unit	Year 7	Approx. hours	Unit	Year 8	Approx. hours	Unit	Year 9	Approx. hours
Term 1	Y7 Intro	Introduction to Secondary Science	7 Content + 1 Test = 8	Biology 3: Life Processes and Evolution	Nutrition and Digestion	13 Content + 1 Rev + 1 Test + 1 Improvement = 16	Biology 5: Cells & Transport	Cells and Organisation Continued	13 Content + 1 Rev + 1 Test + 1 Improvement = 16
	Biology 1: Cells and Organisms	Cells and Organisation	12 Content + 1 Rev + 1 Test + Improvement = 15		Gas Exchange Systems			The Particulate nature of matter *(chem in NC)*	
		Skeletal and Muscular Systems			Natural Selection and Evolution				
		Health							
Term 2	Chemistry 1: Matter	The Particulate Nature of Matter	12 Content + 1 Rev + 1 Test + 1 Improvement = 15	Chemistry 3: Earth	Earth Structure - Earth and Rocks	11 Content + 1 Rev + 1 Test + 1 Improvement = 14	Chemistry 5: Atomic structure & The periodic table	Atoms, Elements and Compounds continued	15 Content + 1 Rev + 1 Test + 1 Improvement = 18
		Physical Change *(Under Physics in NC)*			Earth Atmosphere - Climate			The Periodic Table Continued	
		Particle Model *(Under Physics in NC)*						The Particulate Nature of Matter continued	
		Atoms, Elements and Compounds							
		Pure and Impure Substances							
Term 3	Physics 1: Forces	Describing Motion	17 Content + 1 Rev + 1 Test + 1 Improvement = 20	Physics 3: Waves	Observed Waves	11 Content + 1 Rev + 1 Test + 1 Improvement = 14	Physics 5: Energy & Forces	Energy Changes and Transfers continued	12 Content + 1 Rev + 1 Test + 1 Improvement = 15
		Forces			Sound Waves			Changes in Systems continued	
		Pressure in Fluids			Energy and Waves			Energy in Matter continued	
		Balanced Forces and Motion			Light Waves			Forces continued	
		Space Physics							
	Futura-Aligned Assessment 1		1 Rev + 1 Test + 1 Improvement	Futura-Aligned Assessment 3		1 Rev + 1 Test + 1 Improvement	Futura-Aligned Assessment 5		1 Rev + 1 Test + 1 Improvement
	Approx classroom hours required terms 1-3 = 61			Approx classroom hours required terms 1-3 = 47			Approx classroom hours required terms 1-3 = 52		
Term 4	Biology 2: Genetics and Ecology	Plant Reproduction (including fruit formation and seed dispersal)	17 Content + 1 Rev + 1 Test + Improvement = 20	Biology 4: Bioenergetics	Plants and Photosynthesis	12 Content + 1 Rev + 1 Test + 1 Improvement = 15	Biology 6: Microbes & Disease	Cells and Organisation Continued	14 Content + 1 Rev + 1 Test + 1 Improvement = 17
		Animal Reproduction			Respiration			Health	
		Inheritance, Chromosomes, DNA and Genes							
		Relationships in an Ecosystem							
Term 5	Chemistry 2: The Periodic Table and	The Periodic Table	12 Content + 1 Rev + 1 Test + 1 Improvement = 15	Chemistry 4: Predicting Reactions	The Periodic Table Continued	14 Content + 1 Rev + 1 Test + Improvement = 16	Chemistry 6: The Earth's Atmosphere & Resources	Earth Atmosphere continued	15 Content + 1 Rev + 1 Test + Improvement = 18
		Chemical Reactions			Chemical Reactions Continued			Chemical Energy continued	
					Chemical Energy				
Term 6	Physics 2: Energy	Energy Changes and Transfers	13 Content + 1 Rev + 1 Test + Improvement = 15	Physics 4: Electricity and Magnetism	Calculations of fuel uses and costs in the domestic context	17 Content + 1 Rev + 1 Test + Improvement = 20	Physics 6: Atomic Structure	The Particulate Nature of Matter Continued	14 Content + 1 Rev + 1 Test + Improvement = 17
		Changes in Systems			Current Electricity			Physical Change Continued	
		Energy in Matter			Static Electricity			Particle Model Continued	
					Magnetism			Energetics *(chem in NC)*	
	Futura-Aligned Assessment 2		1 Rev + 1 Test + 1 Improvement	Futura-Aligned Assessment 4		1 Rev + 1 Test + 1 Improvement	Futura-Aligned Assessment 6		1 Rev + 1 Test + 1 Improvement
	Approx classroom hours required terms 4-6 = 53			Approx classroom hours required terms 4-6 = 54			Approx classroom hours required terms 4-6 = 55		

Futura Science Year 7 - Detailed Curriculum Overview		
Unit	**Year 7 Lessons**	**National Curriculum**
Y7 Intro	Lab safety and equipment	**Basic introduction to working scientifically (scientific attitudes, experimental skills and investigations, analysis and evaluation, and measurement)**
	The Bunsen Burner	
	Hazard Symbols	
	Writing a method and testing hypotheses	
	Making accurate measurements	
	Drawing graphs	
	Planning an investigation	
Biology 1: Cells and Organisms	Animal cells	*Cells as the fundamental unit of living organisms. The functions of the cell membrane, cytoplasm, nucleus and mitochondria.*
	Plant cells	*The functions of the cell wall, cell membrane, cytoplasm, nucleus, vacuole, mitochondria and chloroplasts; the similarities and differences between plant and animal cells*
	Using microscopes	*How to observe, interpret and record cell structure using a light microscope*
	Specialised cells	*The structural adaptations of some unicellular organisms*
	Levels of organisation	*The hierarchical organisation of multicellular organisms: from cells to tissues to organs to systems to organisms*
	Role of diffusion	*The role of diffusion in the movement of materials in and between cells*
	Structure and function of skeleton	*The structure and functions of the human skeleton, to include support, protection, movement and making blood cells*
	Muscles (inc. measuring force exerted)	*Biomechanics – the interaction between skeleton and muscles, including the measurement of force exerted by different muscles*
	Antagonistic muscles	*The function of muscles and examples of antagonistic muscles*
	Smoking	*The effects of recreational drugs (including substance misuse) on behaviour, health and life processes*
	Drugs	
	Alcohol	
Chemistry 1: Matter	Particle model: States of matter	*The properties of the different states of matter (solid, liquid and gas) in terms of the particle model*
	State changes - Particle model	*Changes of state in terms of the particle model; the differences in arrangements, in motion and in closeness of particles explaining changes of state*
	State changes - Density	*Similarities and differences, including density differences, between solids, liquids and gases; shape and density, the anomaly of ice-water transition*
	Particle model: Diffusion	*Gas pressure; Brownian motion in gases; diffusion in terms of the particle model; diffusion in liquids and gases driven by differences in concentration*
	Physical and chemical changes	*The difference between chemical and physical changes*
	Atoms, molecules, elements, compounds, and mixtures	*Atoms and molecules as particles; a simple (Dalton) atomic mode. Differences between atoms, elements and compounds; chemical symbols and formulae for elements and compound.*
	Conservation of mass	*Conservation of material and of mass, and reversibility, in melting, freezing, evaporation, sublimation, condensation, dissolving; conservation of mass in changes of state and chemical reaction*
	Pure and impure substances	*The concept of a pure substance; mixtures, including dissolving; the identification of pure substances*
	Filtration	*Simple techniques for separating mixtures: filtration, evaporation, distillation and chromatography*
	Evaporation and distilation	
	Fractional distillation	
	Chromatography	*Chromatography*
Physics 1: Forces	Speed	*Speed and the quantitative relationship between average speed, distance and time (speed = distance ÷ time)*
	Distance-time graphs	*The representation of a journey on a distance-time graph*
	Velocity-time graphs	***N/A***
	Acceleration	***N/A - taught as change in velocity/time taken***
	Forces: Balanced and Unbalanced	*Forces as pushes or pulls, arising from the interaction between two objects; using force arrows in diagrams, adding forces in one dimension, balanced and unbalanced forces; relative motion: trains and cars passing one another.*
	Contact forces and effects of forces	*Forces: associated with deforming objects, stretching and squashing (springs), with rubbing and friction between surfaces, with pushing things out of the way, and resistance to motion of air and wate. Opposing forces and equilibrium: weight held by stretched spring or supported on a compressed surface; forces being needed to cause objects to stop or start moving, or to change their speed or direction of motion (qualitative only); change depending on direction of force and its size.*
	Stretching - Hooke's law	*Force-extension linear relation; Hooke's Law as a special case*
	Pressure in solids	*Pressure measured by ratio of force over area – acting normal to any surface*
	Pressure in fluids	*Atmospheric pressure decreases with increase of height as weight of air above decreases with height; pressure in liquids increasing with depth*
	Floating and sinking	*Upthrust effects, floating and sinking*
	Work done	*Work done and energy changes on deformatio; forces measured in newtons, measurements of stretch or compression as force is changed*
	Moments	*Moment as the turning effect of a force*
	Non-contact forces	*Non-contact forces: gravity forces acting at a distance on Earth and in space, forces between magnets and forces due to static electricity*
	Mass, Weight & Gravity	*Gravity force, weight = mass x gravitational field strength (g), on Earth g=10 N/kg, different on other planets and stars; gravity forces between Earth and Moon, and between Earth and Sun (qualitative only);*
	Solar system and stars	*Our Sun as a star, other stars in our galay*
	Day, Night and seasons	*The seasons and the Earth's tilt, day length at different times of year, in different hemispheres*
	The Universe	*tOher galaxies; the light year as a unit of astronomical distance*
	Characteristics and variation	*differences between species; the variation between individuals within a species being continuous*

Lessons with no National Curriculum content (**N/A**) should be the first to be cut if time is an issue

Biology 2: Genetics and Ecology	Types of variation - continuous and discontinuous	*or discontinuous, to include measurement and graphical representation of variation.*
	DNA, chromosomes, and genes	*A simple model of chromosomes, genes and DNA in heredity, including the part played by Watson, Crick, Wilkins and Franklin in the development of the DNA model*
	Alleles and inheritance	*Heredity as the process by which genetic information is transmitted from one generation to the next;*
	Human reproductive systems and cells (male and female)	*Reproduction in humans (as an example of a mammal), including the structure and function of the male and female reproductive systems, menstrual cycle (without details of hormones), gametes, fertilisation, gestation and birth, to include the effect of maternal lifestyle on the foetus through the placenta*
	Puberty	
	The menstrual cycle	
	Fertilisation in humans	
	Pregnancy and embryonic development	
	Flower structure	*Reproduction in plants, including flower structure, wind and insect pollination, fertilisation, seed and fruit formation and dispersal, including quantitative investigation of some dispersal mechanisms*
	Pollination and fertilisation	
	Seed dispersal	
	Investigating seed dispersal	
	Food chains and webs (and ecosystems)	*The interdependence of organisms in an ecosystem, including food webs and insect pollinated crops; the importance of plant reproduction through insect pollination in human food security; how organisms affect, and are affected by, their environment, including the accumulation of toxic materials*
	Pyramids of number, biomass and energy	
	Predator-Prey Relationships (Interdependence)	
	Humans in ecosystems (food security and bioaccumulation)	
Chemistry 2: The Periodic Table and Chemical Reactions	Periodic table - introduction	*The principles underpinning the Mendeleev Periodic Table; the Periodic Table: periods and groups, metals and non-metals*
	Development of the periodic table - Mendeleev	
	Physical and chemical properties	*The varying physical and chemical properties of different elements*
	Chemical reactions (using formulae)	*Chemical reactions as the rearrangement of atoms; representing chemical reactions using formulae and using equations*
	Combustion	*Combustion*
	Thermal decomposition	*Thermal decomposition*
	Acids, alkalis and the pH scale	*Defining acids and alkalis in terms of neutralisation reactions; the pH scale for measuring acidity/alkalinity and indicators*
	Neutralisation	*Reactions of acids with alkalis to produce a salt plus water*
	Reactions of acids and metals	*Reactions of acids with metals to produce a salt plus hydrogen*
	Reactions of metals and water	***N/A***
	Reactions of metals with oxugen	*Oxidation reactions* ***(also in Y8 in terms of electrons)***
	Catalysts	*What catalysts do*
Physics 2: Energy	Froms of Energy	*Energy as a quantity that can be quantified and calculated; the total energy has the same value before and after a change; comparing the starting with the final conditions of a system and describing increases and decreases in the amounts of energy associated with movements, temperatures, changes in positions in a field, in elastic distortions and in chemical compositions; using physical processes and mechanisms, rather than energy, to explain the intermediate steps that bring about such changes; other processes that involve energy transfer: changing motion, dropping an object, completing an electrical circuit, stretching a spring, metabolism of food, burning fuels*
	Energy transfers	
	Energy in food	
	Burning fuels	
	Sankey diagrams and Energy efficiency	***N/A***
	Thermal energy introduction (heat transfer)	*Heating and thermal equilibrium: temperature difference between two objects leading to energy transfer from the hotter to the cooler one, through contact (conduction) or radiation; such transfers tending to reduce the temperature difference: use of insulators*
	Conductors and insulators	
	Conduction	
	Convection	
	Radiation	
	Insulation	
	Contraction and expansion	*Changes with temperature in motion and spacing of particles; internal energy stored in materials*
	Simple machines	*Simple machines give bigger force but at the expense of smaller movement (and vice versa): product of force and displacement unchanged*

Futura Science Year 8 - Detailed Curriculum Overview		
Unit	**Year 8 Lessons**	**National Curriculum**
Biology 3: Life Processes and Evolution	Balance diet and food groups	*Content of a healthy human diet: carbohydrates, lipids (fats and oils), proteins, vitamins, minerals, dietary fibre and water, and why each is needed; calculations of energy requirements in a healthy daily diet; The consequences of imbalances in the diet, including obesity, starvation and deficiency diseases*
	Food tests	***N/A***
	Digestive system	*The tissues and organs of the human digestive system, including adaptations to function and how the digestive system digests food (enzymes simply as biological catalysts); the importance of bacteria in the human digestive system*
	Bacteria and Enzymes in digestion	
	The effect of temperature on enzymes	***N/A***
	The human respiratory system	*The mechanism of breathing to move air in and out of the lungs, using a pressure model to explain the movement of gases, including simple measurements of lung volume*
	Gas exchange	*The structure and functions of the gas exchange system in humans, including adaptations to function; t the role of leaf stomata in gas exchange in plants*
	Effect of exercise on breathing rate	*The impact of exercise, asthma and smoking on the human gas exchange system*
	The human circulatory system	***N/A***
	Natural selection	*The variation between species and between individuals of the same species means some organisms compete more successfully, which can drive natural selection*
	Evolution	
	Mutation and extinction	*Changes in the environment may leave individuals within a species, and some entire species, less well adapted to compete successfully and reproduce, which in turn may lead to extinction*
	Maintaining biodiversity	*The importance of maintaining biodiversity and the use of gene banks to preserve hereditary material*
Chemistry 3: Earth	Structure of the Earth and its atmosphere	*The composition of the Earth; the structure of the Earth and its atmosphere*
	Weathering and erosion	*The rock cycle and the formation of igneous, sedimentary and metamorphic rocks*
	Sedimentary rocks	
	Metamorphic rocks	
	Igneous rocks	
	The rock cycle	
	Earth's resources	*Earth as a source of limited resources and the efficacy of recycling*
	Reduce, re-use, recycle	
	The greenhouse effect	*The production of carbon dioxide by human activity and the impact on climate*
	Global warming and climate change	
	Carbon cycle	*The carbon cycle*
Physics 3: Waves	Waves - introduction	*Waves on water as undulations which travel through water with transverse motion; these waves can be reflected, and add or cancel – superposition*
	Sound and speed of sound	*Sound waves are longitudinal; frequencies of sound waves, measured in hertz (Hz); echoes, reflection and absorption of soun. Sound needs a medium to travel, the speed of sound in air, in water, in solids.*
	The microphone and the Loudspeaker	*Sound produced by vibrations of objects, in loud speakers, detected by their effects on microphone diaphragm and the ear drum; auditory range of humans and animals*
	The ear and Hearing	
	Uses of sound	*Pressure waves transferring energy; use for cleaning and physiotherapy by ultra-sound; waves transferring information for conversion to electrical signals by microphone*
	Light	*The similarities and differences between light waves and waves in matter; light waves travelling through a vacuum; speed of light*
	Reflection	*The transmission of light through materials: absorption, diffuse scattering and specular reflection at a surface; use of ray model to explain imaging in mirrors, the refraction of light and action of convex lens in focusing (qualitative)*
	Refraction	
	Absorption and transmission	***N/A***
	The camera and the eye	*Use of ray model to explain imaging in the pinhole camera; the human eye; light transferring energy from source to absorber leading to chemical and electrical effects; photo-sensitive material in the retina and in cameras*
	Colours of light	*Colours and the different frequencies of light, white light and prisms (qualitative only); differential colour effects in absorption and diffuse reflection*
Biology 4: Bioenergetics	Respiration	*Aerobic and anaerobic respiration in living organisms, including the breakdown of organic molecules to enable all the other chemical processes necessary for life; a word summary for aerobic respiration; the process of anaerobic respiration in humans, and a word summary for anaerobic respiration; the differences between aerobic and anaerobic respiration in terms of the reactants, the products formed and the implications for the organism*
	Aerobic respiration	
	Anaerobic respiration	
	Fermentation	*The process of anaerobic respiration in micro-organisms, including fermentation*
	Fermentation investigation	***N/A***
	Plant organs and minerals	*Plants gaining mineral nutrients and water from the soil via their roots*
	Importance of plants	*The dependence of almost all life on Earth on the ability of photosynthetic organisms, such as plants and algae, to use sunlight in photosynthesis to build organic molecules that are an essential energy store and to maintain levels of oxygen and carbon dioxide in the atmosphere*
	Photosynthesis	*The reactants in, and products of, photosynthesis, and a word summary for photosynthesis; plants making carbohydrates in their leaves by photosynthesis*
	Leaf adaptations	*The adaptations of leaves for photosynthesis*
	Uses of glucose (testing a leaf for starch)	***N/A***
	Photosynthesis investigation	***N/A***
	Seed germination	***N/A***
	Metals and non-metals	*The properties of metals and non-metals; the chemical properties of metal and non-metal oxides with respect to acidity*

Lessons with no National Curriculum content (**N/A**) should be the first to be cut if time is an issue

Chemistry 4: Predicting Reactions	Periodic table - recap	*The principles underpinning the Mendeleev Periodic Table; the Periodic Table: periods and groups, metals and non-metals*
	Atomic model and electronic structure	***N/A***
	Group 1: The Alkali metals	*How patterns in reactions can be predicted with reference to the Periodic Table*
	Group 7: The Halogens	
	Group 0: The Noble gases	***N/A***
	Reactivity series	*The order of metals and carbon in the reactivity series*
	Displacement reactions	*Oxidation and displacement reactions; the use of carbon in obtaining metals from metal oxides*
	Oxidation and reduction	
	Energy changes - cooling curves	*Energy changes on changes of state (qualitative)*
	Endothermic and exothermic reactions	*Exothermic and endothermic chemical reactions (qualitative)*
	Ceramics	*Properties of ceramics, polymers and composites (qualitative)*
	Polymers	
	Composites	
Physics 4: Electricity and Magnetism	Energy resources	*Comparing energy values of different foods (from labels) (kJ); fuels and energy resources*
	Fossil fuels	
	Renewable energy resources	
	Power	*Comparing power ratings of appliances in watts (W, kW); comparing amounts of energy transferred (J, kJ, kW hour); domestic fuel bills, fuel use and costs*
	Static electricity	*Separation of positive or negative charges when objects are rubbed together: transfer of electrons, forces between charged objects*
	Electricity introduction (components inc. fruit batteries)	***N/A***
	Electrical conductors and insulators	***N/A***
	Measuring current	*Electric current, measured in amperes, in circuits*
	Measuring Voltage	*Potential difference, measured in volts, battery and bulb ratings*
	Series circuits	*Electric current, measured in amperes, in circuits, series and parallel circuits, currents add where branches meet and current as flow of charge*
	Parallel circuits	
	Resistance	*Resistance, measured in ohms, as the ratio of potential difference (p.d.) to current; differences in resistance between conducting and insulating components (quantitative)*
	Magnets	*Magnetic poles, attraction and repulsion*
	Magnetic fields	*Magnetic fields by plotting with compass, representation by field lines*
	Permanent and temporary magnets	*Earth's magnetism, compass and navigation*
	Electromagnetism	*The magnetic effect of a current, electromagnets, D.C. motors (principles only). The idea of electric field, forces acting across the space.*
	Uses of electromagnets (inc. motors)	

Futura Science Year 9 - Detailed Curriculum Overview

Unit	Year 9 Lessons	National Curriculum
Biology 5: Cell Biology & Transport	Plant and animal cells	*cells as the fundamental unit of living organisms, the functions of the cell wall, cell membrane, cytoplasm, nucleus, vacuole, mitochondria and chloroplast, the similarities and differences between plant and animal cell, the structural adaptations of some unicellular organisms*
	Prokaryotic cells	
	Specialised cells	
	Microscopy - principles of	*cells as the fundamental unit of living organisms, including how to observe, interpret and record cell structure using a light microscope*
	Practical - Microscopy	
	DNA, chromosomes introduction	*heredity as the process by which genetic information is transmitted from one generation to the next*
	Asexual reproduction	*reproduction in plants*
	Mitosis	*cells as the fundamental unit of living organisms,*
	Stem cells	
	Diffusion	*the role of diffusion in the movement of materials in and between cells*
	Practical - Osmosis (Practical and theory)	***N/A***
	Practical - Osmosis	
	Active transport	
Chemistry 5: Atomic structure & The periodic table	Atoms, elements, compounds and mixtures	*differences between atoms, elements and compound, mixtures, including dissolving*
	Models of the atom	*a simple (Dalton) atomic model*
	Atomic structure	
	Isotopes	***N/A***
	History of the Periodic Table	*chemical symbols and formulae for elements and compound, the varying physical and chemical properties of different elements, the principles underpinning the Mendeleev Periodic Table,the Periodic Table: periods and groups; metals and non-metals, how patterns in reactions can be predicted with reference to the Periodic Table, the properties of metals and non-metals*
	Electronic structure	
	The periodic table	
	Group 1	
	Group 7	
	Reactions of the halogens	*chemical symbols and formulae for elements and compounds, chemical reactions as the rearrangement of atom, representing chemical reactions using formulae and using equation, displacement reactions*
	Noble Gases	*chemical symbols and formulae for elements and compounds*
	Solids liquids and Gases	*the properties of the different states of matter (solid, liquid and gas) in terms of the particle model*
	Separating mixtures	*mixtures, including dissolving, simple techniques for separating mixtures: filtration, evaporation, distillation and chromatography*
	Practical - Seperation techniques	
	Practical - Chromatography	
Physics 5: Energy & Forces	Energy stores	*other processes that involve energy transfer: changing motion, dropping an object, completing an electrical circuit, stretching a spring, metabolism of food, burning fuel, energy as a quantity that can be quantified and calculated; the total energy has the, same value before and after a chang, comparing the starting with the final conditions of a system and describing increases and decreases in the amounts of energy associated with movements, temperatures, changes in positions in a field, in elastic distortions and in chemical compositions*
	Energy transfers	
	Efficiency	***N/A***
	Conduction, convection & radiation	*heating and thermal equilibrium: temperature difference between two objects leading to energy transfer from the hotter to the cooler one, through contact (conduction) or radiation; such transfers tending to reduce the temperature difference: use of insulators*
	Wasted energy and insulation	
	Non-renewable energy	*fuels and energy resources.*
	Renewable energy	
	Contact and non-contact forces	*forces as pushes or pulls, arising from the interaction between two objects, forces measured in newtons, non-contact forces: gravity forces acting at a distance on Earth and in space, forces, between magnets and forces due to static electricit, opposing forces and equilibrium: weight held by stretched spring or supported on a compressed surface.*
	Weight and gravitational fields	*gravity force, weight = mass x gravitational field strength (g), on Earth g=10 N/kg, different on other planets and stars; gravity forces between Earth and Moon, and between Earth and Sun (qualitative only)*
	Free body diagrams and resultant forces	*using force arrows in diagrams, adding forces in one dimension, balanced and unbalanced forces*
	Practical: Springs	*forces: associated with deforming objects; stretching and squashing – springs; measurements of stretch or compression as force is changed, force-extension linear relation; Hooke's Law as a special case*
	Practical: Springs	
Biology 6: Microbes & Disease	Types of pathogen	*how organisms affect, and are affected by, their environment*
	Bacterial diseases	
	Viral diseases	
	Protist and fungal diseases	
	Plant defence against pathogens	
	Transmission & physical and chemical defences	
	The immune response	***N/A***
	Vaccinations	
	Antibiotics	
	Monoclonal antibodies	
	Culturing microrganisms	
	Practical: Antiseptics	
	Drug testing	
	Pain killers and drug discovery	
Chemistry 6: The Earth's Atmosphere & Resources	Early Atmosphere	*the composition of the atmosphere*
	Changing Atmosphere	
	Greenhouse effect	*the carbon cycle, the production of carbon dioxide by human activity and the impact on climate.*
	Climate Change	
	Carbon Footprint	
	Pollutants	***N/A***
	Impact of pollutants	
	Using the Earth's resources	*the composition of the Earth, Earth as a source of limited resources*
	Water treatment (making potable water)	***N/A***
	Practical: Water treatment (making potable water)	
	Treating waste water	
	Phytomining and bioleaching	*the composition of the Earth, Earth as a source of limited resources and the efficacy of recycling*
	Life Cycle Assessment	
	Recycling and Reuse	
Physics 6: Atomic Structure	Describing atoms	*a simple (Dalton) atomic model (chemistry in NC)*
	How our model of the atom has changed	
	The nature and properties of radiation	***N/A***
	Half life (and half life equations)	
	Irradiation and contamination	
	Background radiation	
	Uses of radiation	
	Nuclear fission	
	Nuclear fusion	
	Practical: Density	*the properties of the different states of matter (solid, liquid and gas) in terms of the particle model, including gas pressure, changes of state in terms of the particle model (chemistry NC) conservation of material and of mass and reversibility in melting freezing*
	The particle model	

	The particle model and changes in state	*evaporation, sublimation, condensation, dissolving, similarities and differences, including density differences, between solids, liquids and gases*
	Internal energy	*changes with temperature in motion and spacing of particles internal energy stored in materials.*

Futura Science KS4 Biology - Detailed Curriculum Overview

Unit	KS4 Lessons	Links to prior learning	Unit Summary
Biology A - Ecology	Ecosystems - Communties, biotic and abiotic factors Food chains, webs and pyramids - Sep. Bio. Adaptations (plants and animals) Competition Predator-prey relationships Sampling techniques (and maths skills) RP: Sampling required practical (random sampling) Deforestation and peat bog destruction Water cycle The human population explosion Pollution: Land, air and water Carbon cycle Climate change (and it's impact) Maintaining biodiversity	***Year 7 -*** *Biology 2: Genetics and Ecology* ***Year 8 -*** *Chemistry 3: Earth* ***Year 9 -*** *Chemistry 6: The Earth's Atmosphere & Resources*	The Sun is a source of energy that passes through ecosystems. Materials including carbon and water are continually recycled by the living world, being released through respiration of animals, plants and decomposing microorganisms and taken up by plants in photosynthesis. All species live in ecosystems composed of complex communities of animals and plants dependent on each other and that are adapted to particular conditions, both abiotic and biotic. These ecosystems provide essential services that support human life and continued development. In order to continue to benefit from these services humans need to engage with the environment in a sustainable way. In this unit we will explore how humans are threatening biodiversity as well as the natural systems that support it. We will also consider some actions we need to take to ensure our future health, prosperity and well-being.
Biology B - Organisation (Systems)	Organisation (Cells, tissues organs) - Hierarchy Structure and adaptations of the digestive system RP: Food tests required practical Properties of enzymes Enzymes of the digestive system RP: Enzymes required practical 1 RP: Enzymes required practical 2 Respiratory system in context of exchange surfaces Blood and blood vessels Heart structure and function Diseases of the heart and treatments Non-communicable diseases and data strengths Cancer	***Year 7 -*** *Biology 1: Cells and Organisms* ***Year 8 -*** *Biology 3: Life Processes and Evolution* ***Year 9 -*** *Biology 5: Cell Biology & Transport*	In this unit we will learn about the human digestive system which provides the body with nutrients and the respiratory system that provides it with oxygen and removes carbon dioxide. In each case they provide dissolved materials that need to be moved quickly around the body in the blood by the circulatory system. Damage to any of these systems can be debilitating if not fatal. Although there has been huge progress in surgical techniques, especially with regard to coronary heart disease, many interventions would not be necessary if individuals reduced their risks through improved diet and lifestyle.
Biology C - Bioenergetics	Plant tissues organs and systems Plant transport (including linking to active transport) Evaporation and transporation inc. factors affecting Photosynthesis overview Factors affecting photosynthesis (and using photosynthesis) RP: Limiting factors of photosynthesis 1 RP: Limiting factors of photosynthesis 2 Uses of glucose Aerobic respiration Anaerobic respiration Respiration investigation - exercise Metabolism and the liver	***Year 7 -*** *Biology 1: Cells and Organisms* ***Year 8 -*** *Biology 4: Bioenergetics* ***Year 9 -*** *Biology 5: Cell Biology & Transport*	In this unit we start with learning how the plant's transport system is dependent on environmental conditions to ensurethat leaf cells are provided with the water and carbon dioxide that they need for photosynthesis. We will then explore how plants harness the Sun's energy in photosynthesis in order to make food. This process liberates oxygen which has built up over millions of years in the Earth's atmosphere. Both animals and plants use this oxygen to oxidise food in a process called aerobic respiration which transfers the energy that the organism needs to perform its functions. Conversely, anaerobic respiration does not require oxygen to transfer energy. During vigorous exercise the human body is unable to supply the cells with sufficient oxygen and it switches to anaerobic respiration. This process will supply energy but also causes the build-up of lactic acid in muscles which causes fatigue.
Biology D - Homeostasis & Response	Principles of homeostasis Nervous system and reflex arc RP: Reaction times required practical The brain - Sep. Bio. The eye - Sep. Bio. Common problems of the eye - Sep. Bio Endocrine system overview inc. reproductive hormones Glucoregulation & treatment of diabetes Hormones and the menstrual cycle Contraception Fertility treatments Plant hormones and responses - Sep. Bio. RP: Tropisms required practical 1 set up - Sep. Bio. Plant diseases and defences recap - Sep. Bio. RP: Tropisms required practical 2 collect results - Sep. Bio. Thermoregulation - Sep. Bio. Kidneys structure and function - Sep. Bio. Kidneys - ADH and dialysis - Sep. Bio. Kidney failure - Sep. Bio.	***Year 7 -*** *Biology 2: Genetics and Ecology* ***Year 8 -*** *Biology 4: Bioenergetics* ***Year 9 -*** *Biology 6: Microbes & Disease (sepearte biology only), Biology 5: Cell Biology & Transport*	Cells in the body can only survive within narrow physical and chemical limits. They require a constant temperature and pH as well as a constant supply of dissolved food and water. In order to do this the body requires control systems that constantly monitor and adjust the composition of the blood and tissues. These control systems include receptors which sense changes and effectors that bring about changes. In this unit we will explore the structure and function of the nervous system and how it can bring about fast responses. We will also explore the hormonal system which usually brings about much slower changes. Hormonal coordination is particularly important in reproduction since it controls the menstrual cycle. An understanding of the role of hormones in reproduction has allowed scientists to develop not only contraceptive drugs but also drugs which can increase fertility.
Biology E - Ecology & Evolution	Recap - interdependence and carbon cycle Decomposition - Sep. Bio. RP: Decay required practical - 1 - do the prac. - Sep. Bio. RP: Decay required practical - 2 - analysis - Sep. Bio. Factors affecting food security - Sep. Bio. Sustainable food production (biotechnology) - Sep. Bio. Variation/adaption & competition recap Recap Sampling techniques (quadrats and transects) Classification & new systems of classification Theories of evolution - Sep. Bio. Evidence for evolution & natural selection Speciation - Sep. Bio. Fossils and extinction Evolution - bacteria resistance Selective breeding	***Year 7 -*** *Biology 2: Genetics and Ecology* ***Year 8 -*** *Biology 3: Life Processes and Evolution* ***Year 9 -*** *Chemistry 6: The Earth's Atmosphere & Resources*	Content from the Biology A unit is recapped at the start of this unit as part of the spiralling curriculum. Variation generated by mutations and sexual reproduction is the basis for natural selection; this is how species evolve. Charles Darwin, as a result of observations on a round the world expedition, backed by years of experimentation and discussion and linked to developing knowledge of geology and fossils, proposed the theory of evolution by natural selection. Evidence for Darwin's theory is now available as it has been shown that characteristics are passed on to offspring in genes. There is further evidence in the fossil record and the knowledge of how resistance to antibiotics evolves in bacteria. An understanding of these processes has allowed scientists to intervene through selective breeding to produce livestock with favoured characteristics. .
Biology F - Inheritance	Types of reproduction Recap - DNA, chromosomes and structure of DNA Meiosis DNA and the genome - Sep Bio. DNA structure and Protein synthesis - Sep. Bio. Mendel's work - Sep. Bio. Inheritance - including sex determination Inheritance of genetic diseases Screening for genetic disorders	***Year 7 -*** *Biology 2: Genetics and Ecology,* ***Year 8 -*** *Biology 3: Life Processes and Evolution* ***Year 9 -*** *Biology 5: Cell Biology & Transport*	In this section we will discover how the number of chromosomes are halved during meiosis and then combined with new genes from the sexual partner to produce unique offspring. Gene mutations occur continuously and on rare occasions can affect the functioning of the animal or plant. These mutations may be damaging and lead to a number of genetic disorders or death. Very rarely a new mutation can be beneficial and consequently, lead to increased fitness in the individual. Once new varieties of plants or animals have been produced it is possible to clone individuals to produce larger numbers of identical individuals all carrying the favourable characteristic.

	Variation Recap - Stem Cells Theraputic Cloning Cloning - Sep. Bio. Monoclonal antibodies - Sep. Bio. - Recap Genetic engineering Ethics of genetic technologies (inc. crops)		Scientists have now discovered how to take genes from one species and introduce them in to the genome of another by a process called genetic engineering. In spite of the huge potential benefits that this technology can offer, genetic modification still remains highly controversial.

Futura Science KS4 Chemistry - Detailed Curriculum Overview

Unit	KS4 Lessons	Links to prior learning	Unit Summary
Chemitry A - Bonding & structure	Forming Ions Ionic Bonding Ionic structures and properties Covalent bonding Covalent structures and properties Giant covalent strcutures: diamond and graphite Fullerenes and graphene Metallic structure and properties (metallic bonding) Alloys Polymers Ceramics, composites and polymers - Sep. Chem. Nanoparticles - Sep. Chem. Transition metals - Sep. Chem.	***Year 7:*** *Chemistry 2 - The periodic table and chemical reactions* ***Year 8:*** *Chemistry 4 - Predicting Reactions*	Chemists use theories of structure and bonding to explain the physical and chemical properties of materials. Analysis of structures shows that atoms can be arranged in a variety of ways, some of which are molecular while others are giant structures. Theories of bonding explain how atoms are held together in these structures. Scientists use this knowledge of structure and bonding to engineer new materials with desirable properties. The properties of these materials may offer new applications in a range of different technologies.
Chemitry B - Energy Changes	Balancing equations Realtive fomula mass Exothermic and endothermic reactions **RP:** Exo/Endo Temp change **RP:** Exo/Endo Temp change Energy Change in reactions (energy level diagrams) Bond Enthalpy - HT Identifying Gases Reactions with Oxygen Reactivity Series Extraction with Carbon Redox	***Year 8:*** *Chemistry 4 - Predicting Reactions*	Energy changes are an important part of chemical reactions. The interaction of particles often involves transfers of energy due to the breaking and formation of bonds. Reactions in which energy is released to the surroundings are exothermic reactions, while those that take in thermal energy are endothermic. These interactions between particles can produce heating or cooling effects that are used in a range of everyday applications.
Chemistry C - Chemical Reactions	Acid and Metal Reactions Neutralisation **RP:** Preparing soluble salts 1 **RP:** Preparing soluble salts 2 pH Strong and weak acids - HT Acid reactions - making salts Titration method (not calculations) - Sep. Chem. Electrolysis of molten compounds Electrolysis of aqueous solutions Metal extraction and electrolysis Reactions at electrodes Ionic equations and Half Equations - HT **RP:** Electrolysis **RP:** Electrolysis	***Year 7:*** *Chemistry 2 - The periodic table and chemical reactions* ***Year 8:*** *Chemistry 4 - Predicting Reactions*	Understanding of chemical changes began when people began experimenting with chemical reactions in a systematic way and organizing their results logically. Knowing about these different chemical changes meant that scientists could begin to predict exactly what new substances would be formed and use this knowledge to develop a wide range of different materials and processes. It also helped biochemists to understand the complex reactions that take place in living organisms. The extraction of important resources from the earth makes use of the way that some elements and compounds react with each other and how easily they can be 'pulled apart'. Some interactions between ions in an electrolyte result in the production of electricity. Cells and batteries use these chemical reactions to provide electricity. Electricity can also be used to decompose ionic substances and is a useful means of producing elements that are too expensive to extract any other way
Chemistry D - Chemical calculations & organic I	Moles - HT Gas calculations - Sep. Chem. Masses of reactants and products Moles of balanced equations - HT Limiting Reactants - HT Concentration of solutions Titration calculations - Sep. Chem. Titration calculations - Sep. Chem. Emprical formula Percentage yield - Sep. Chem. Atom economy - Sep. Chem. Cells and Fuel Cells - Sep. Chem. Electrochemical cells (extra lessson) - Sep. Chem. Crude oil and Hydrocarbons Alkanes and alkenes (And testing for them) Fractional distillation Combustion Cracking	***Year 7*** *- Physics 2 - Energy,* ***Year 7*** *Chemistry 1 - Matter,* ***Year 9 Chemistry 6*** *- The Earth's Atmosphere & Resources*	Chemists use quantitative analysis to determine the formulae of compounds and the equations for reactions. Given this information, analysts can then use quantitative methods to determine the purity of chemical samples and to monitor the yield from chemical reactions. Chemical reactions can be classified in various ways. Identifying different types of chemical reaction allows chemists to make sense of how different chemicals react together, to establish patterns and to make predictions about the behaviour of other chemicals. Chemical equations provide a means of representing chemical reactions and are a key way for chemists to communicate chemical ideas. The chemistry of carbon compounds is so important that it forms a separate branch of chemistry. A great variety of carbon compounds is possible because carbon atoms can form chains and rings linked by C-C bonds. This branch of chemistry gets its name from the fact that the main sources of organic compounds are living, or once-living materials from plants and animals. These sources include fossil fuels which are a major source of feedstock for the petrochemical industry.
Chemistry E - Rates of Reaction	Measuring Rates Collison Theory Temperatures and rates of reaction Surface area and rates of reaction **RP:** Concentration and rates of reaction **RP:** Concentration and rates of reaction Catalysts Pure substances, formulations and melting Points Chromatography Reversible reactions Le Chatelier's principle - HT Applying Le Chatelier's principle - Ht	***Year 7*** *- Chemistry 2 - The periodic table and chemical reactions* ***Year 8*** *- Chemistry 4 - Predicting Reactions,* ***Year 9*** *- Chemistry 5 - Atomic Structure and the periodic table*	Chemical reactions can occur at vastly different rates. Whilst the reactivity of chemicals is a significant factor in how fast chemical reactions proceed, there are many variables that can be manipulated in order to speed them up or slow them down. Chemical reactions may also be reversible and therefore the effect of different variables needs to be established in order to identify how to maximise the yield of desired product. Understanding energy changes that accompany chemical reactions is important for this process. In industry, chemists and chemical engineers determine the effect of different variables on reaction rate and yield of product. Whilst there may compromises to be made, they carry out optimisation processes to ensure that enough product is produced within a sufficient time, and in an energy-efficient way.
Chemistry F - Organic II (Separate Only)	Combustion of alkenes - Sep. Chem. Testing for alkenes - Sep. Chem. Reacting of alkenes (extra) - Sep. Chem. Alcohols - Sep. Chem. Reactions of Alcohols (Extra) - Sep. Chem. Carboxyilic acids and esters (Sep. Chem.) Carboxyllic reactions - Sep. Chem. Addition polymerisation - Sep. Chem. Condensation polymerisation - Sep. Chem. Organic polymers - Sep. Chem. Corrosion and Rusting- Sep. Chem. Alloys - Sep. Chem. The Haber Process - Sep. Chem. NPK Fertilisers - Sep. Chem. Flame tests - Sep. Chem. Positive ion tests - Sep. Chem. Testing for negative ions - Sep. Chem. **RP:** Testing ions - Sep. Chem.	***Year 7*** *- Physics 2- Energy* ***Year 8*** *- Chemistry 4 - Predicting Reactions,* ***Year 9*** *- Chemistry 6 - The Earth's Atmosphere & Resources*	The chemistry of carbon compounds is so important that it forms a separate branch of chemistry. A great variety of carbon compounds is possible because carbon atoms can form chains and rings linked by C-C bonds. This branch of chemistry gets its name from the fact that the main sources of organic compounds are living, or once-living materials from plants and animals. These sources include fossil fuels which are a major source of feedstock for the petrochemical industry. Chemists are able to take organic molecules and modify them in many ways to make new and useful materials such as polymers, pharmaceuticals, perfumes and flavourings, dyes and detergents. Instrumental methods provide fast, sensitive and accurate means of analysing chemicals, and are particularly useful when the amount of chemical being analysed is small. Forensic scientists and drug control scientists rely on such instrumental methods in their work.

Futura Science KS4 Physics - Detailed Curriculum Overview

Unit	KS4 Lessons	Links to prior learning	Unit summary
Physics A - Work and Energy	**Phys A - Work & Energy Stores (Yr 10)** Work done & calculating work done Power GPE Stores & calculations KE and elastic energy stores & calculations Energy changes calculations (energy dissipation and efficiency) Specific heat capacity **RP:** Specific heat - required practical **RP:** Specific heat - required practical Heating and insulating buildings Specific latent heat Investigating energy (Sep. Phys.) - insulation Gas pressure and temperaure Expanding and compressing gases (Sep Phy)	***Year 7 -*** *Physics 2 - Energy* ***Year 9 -*** *Physics 5 - Energy and Forces*	This unit builds on the idea that stores of energy are needed to make most things happen. It looks in detail about the equations required to calculate quantitatve amounts of energy in objects and energy transferred. The unit applies the particle model to the concept of latent, specific heat capacity and gas pressure and allows students oppurtunity to develop investigation skills to find the best thermal insulator.
Physics B - Electricity	Electric circuits / symbols Current and charge Potential difference and resistance **RP:** Investigating resistance required practical 1 **RP:** Investigating resistance required practical 2 Series circuits Parallel circuits Ohm's law - ohmic conductors Current voltage charactertistics - filament lamps **RP:** Investigation I-V graphs - required practical Resistors in series and parallel Resistance and sensors (thermistors and LDRs) AC, DC and mains electricity Cables and plugs Electrical power and PD Electrical currents and energy transfer Appliances and efficiency Transformers Sep. Phys Transformer calculations Sep. Phys Static electricity Sep. Phys Effect of static Sep. Phys Electric fields and static safety Sep. Phys	***Year 8*** *- Physics 4 - Electricty and magnetism*	Electric charge is a fundamental property of matter everywhere. This unit develops the understanding of the differences inthe microstructure of conductors, semiconductors and insulators. Students will apprecaite that many circuits are powered with mains electricity, butportable electrical devices must use batteries of some kind. The seperate only content delves further into other applications of electricity including transformers, static electricity and electric fields.
Physics C - Forces and motion	Forces recap Scalar and vector quantities Centre of mass Distance and displacement Speed calculations Distance time graphs	***Year 7*** *- Physics 1-Forces*	This unit focuses on forces that cause motion. Students look at both vertical and horizontal motion causes by different forces. They will practice applying the equations for motion they will use practical

	Velocity time graphs Velocity and acceleration (and moving in a circle) Equations of uniform acceleration Falling under gravity (mass, weight and T-V) Forces and breaking Momentum	***Year 9*** *- Energy and Forces*	equipment to develop investigative skills and to prove hypothesis. Momentum is introduced in its simplest form and built upon in Physics E.
Physics D - Waves	Radioactivity revision - sources and decay equations Nuclear fusion and fission recap - Sep. Phys. Transverse and longitudinal waves Properties of waves Reflection and Refraction of waves **RP:** Required practical waves 1 **RP:** Required practical waves 2 The EM spectrum & general properties Light, IR, Microwaves and radiowaves **RP:** Infra-red radiation required practical 1 **RP:** Infra-red radiation required practical 2 Communications UV waves, X Rays and Gamma X Rays in Medicine	***Year 7*** *- Physics 1 Forces,* ***Year 8 -*** *Physics 3 - Waves,* ***Year 9*** *- Physics 6 - Atomic structure*	The beginning part of this unit recaps on radiaoctivity which is taught in year 9 as a cultural capital oppurtunity. At this point it is sepearte science studenst developing this concept. The unit then intoroduces waves, properties of waves and applications of waves. It has a high component of applied science and links to many career oppurtunities particluaIy in the medical profession.
Physics E - Magnestism and forces	Permanent and induced magnets Magnetic fields Magnetic fields from electric currents & electromagnets Using electromagnets FLHR & the motor effect The loudspeaker - Sep. Phys. The generator - Sep. Phys. Uses of generators - Sep. Phys. Newton's first law **RP:** Acceleration required practical 1 **RP:** Acceleration required practical 2 Inertia, mass and Newton's second law Newton's third law Momentum Using conservation of momentum - Sep. Phys Impact forces - Sep. Phys Moments - Sep. Phys. Pressure at surfaces - Sep. Phys Pressure in fluids - Sep. Phys. Atmospheric pressure - Sep. Phys. Upthrust and flotation - Sep. Phys.	***Year 7 -*** *Physics 1 - Forces* ***Year 8 -*** *Physics 4 - Electricty and magnetism* ***Year 9 -*** *Physics 5 - Energy and forces*	The first section of physics E covers the phenomenum of magnetism and its applications. Physics students take the application of interacting electrical and magnetic fields and apply this to how motors, speakers and generators work. The unit links to the production of electricity and can be linked to chemical/environmental effects of electricty production. The latter section returns to forces and motion looking at pressure, momentum and Newtons laws of motion.
	Sound waves Sep. Phys Uses of ultrasound Sep. Phys Seismic waves Sep. Phys		

Physics F - Separate physics	Reflection of light - Sep. Phys. Refraction of light - Sep. Phys. **RP:** Refraction of light - Sep. Phys Light and colour - Sep. Phys Lenses - Sep. Phys. Using Lenses - Sep.Phys Emission and absorption - Sep. Phys. Black body radiation - Sep. Phys. The solar system - Sep. Phys. The life cycle of a star - Sep. Phys. Orbital motion and satellites - Sep. Phys. Red shift - Sep. Phys. The big bang theory - Sep. Phys.	***Year 7 -*** *Physics 1 - Forces,* ***Year 8*** *- Physics 3 - Waves,* ***Year 9*** *- Physics 5 - Energy & Forces*	This unit looks at sound, light and seismic waves in detail.It covers diffraction, reflection,refraction of waves and how these principles can be applied. Students will investigate the behaviour of light through lenses and make links to careers using the properties of light and lenses. The unit then moves onto space and its contents including the formation of stars, the motion of celestial objects and the theory of the big bang