Logical and sequenced acquisition of knowledge to enable all students to know more, do more and remember more	Substantive knowledge (what/topics/key content) versus Disciplinary and/or procedural knowledge (how, methods & skills)	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Art	All students know and understand	Key art vocabulary, and the definitions of the formal elements; Various use of line and tone	What observational drawing is; How a 'success criteria' can aid the progress of a drawing; How self and peer assessment can facilitate progress and independence; Drawing pencil grades and where and how they should be used.	What a colour wheel is, learning primary, secondary, tertiary, complementary, harmonious colours. Tone and tints; The properties of watercolour paints; How to achieve "brush control"; How to review the work of artists and what we can learn from the work of others; How to analyse the work of Paul Klee and his use of colour.	How to respond to the work on Paul Klee within a painting of an insect; What a professional illustrator does; How secondary reference material can be used to make a line drawing of an insect; How to create patterns and apply colour to these within the development of their insect drawing.	How to experiment with mixed media to create a relief collagraph printmaking plate.	How the properties of materials can affect outcomes; How to apply their knowledge of the formal elements to plan and execute a personal outcome; Learn how to use a craft knife safely.
	All students know how to	Present a visual and creative example that displays knowledge of the seven formal elements.	Apply self and peer assessment to aid development of their observational drawing; Accurately record from direct observation. To draw lightly and sensitively, reviewing, and refining work as it progresses; Confidently select and use most appropriate drawing pencil grade to create a wide range of tones to record the form of an object.	Understand the relationship between colours on the colour wheel; Confidently mix primary colours to create secondary and tertiary colours; Use the paint brush to ensure paint is applied neatly; Confidently use key art vocabulary to analyse the work of artists; Apply colour theory to a painting.	Review prior learning from term 2 and develop knowledge of the formal elements within a line drawing of an insect; Accurately record proportion; Enhance shape and pattern using symmetry for visual balance; Apply a range of hues of a chosen colour and use flashes of complementary colours to enhance shapes and patterns; Review and refine work as it develops, setting targets for improvement.	Review knowledge of the formal elements; Create a collagraph printmaking plate; Produce a series of prints exploring pattern, texture, and colour; Review and refine work as it develops, setting targets for improvement.	Investigate the properties of card as a construction material; Apply their knowledge of the formal elements within the design and construction of a decorated 3D card model; Safely use a craft knife and cutting mat.

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Biology	**All students know and understand**	The key structural features of plant and animal cells, including specialised cells; the functions of these features; the structure of unicellular organisms.	The key structural features of plant and animal cells, including specialised cells; the functions of these features; the structure of unicellular organisms.	The bones of the skeleton and the biomechanics of movement. The principles of organisation	What a balanced diet is and the consequences of dietary imbalance; the organs of digestions and their functions; role of gut bacteria.	The organs of the respiratory system and their functions; the principles of gas exchange in the alveoli; effects of exercise, asthma and smoking on gas exchange.	The organs of the respiratory system and their functions; the principles of gas exchange in the alveoli; effects of exercise, asthma and smoking on gas exchange.
	All students know how to	Use a microscope safely to prepare a slide and observe cells, and make accurate scientific drawings.	Use a microscope safely to prepare a slide and observe cells, and make accurate scientific drawings.	Apply knowledge of biomechanics to explain how the biceps and triceps work antagonistically together.	Use practical skills and lab apparatus to conduct food tests safely and accurately. Apply knowledge of balanced diets to different scenarios.	Analyse and evaluate data, justifying conclusions; plan an investigation, collect and record data and make conclusions.	Analyse and evaluate data, justifying conclusions; plan an investigation, collect and record data and make conclusions.

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Chemistry	All students know and understand	The properties of different states of matter (solid, liquid and gas) in terms of the particle model, including gas pressure.	The properties of different states of matter (solid, liquid and gas) in terms of the particle model, including gas pressure.	The differences between atoms, elements and compounds.	What diffusion is; the difference between a pure and impure substance; the different ways that substances can be separated.	Combustion, thermal decomposition, oxidation and displacement reactions, conservation of mass, balancing equations, reactions of acids and alkalis	Combustion, thermal decomposition, oxidation and displacement reactions, conservation of mass, balancing equations, reactions of acids and alkalis
	All students know how to	Apply a theory to explain scientific phenomena. Use common lab apparatus safely and accurately to investigate how materials change state.	Apply a theory to explain scientific phenomena. Use common lab apparatus safely and accurately to investigate how materials change state.	Use correct chemical symbol and formulae when discussing elements and compounds.	Separate substances using the appropriate separation technique	Use correct conventions and signs when writing chemical equations; make observations from chemical reactions; calculate mass of a chemical produced in a reaction	Use correct conventions and signs when writing chemical equations; make observations from chemical reactions; calculate mass of a chemical produced in a reaction
Physics	All students know and understand	What a fuel is and describe different energy stores; understand how energy is transferred from one form to another; what power is; energy resources	What a fuel is and describe different energy stores; understand how energy is transferred from one form to another; what power is; energy resources	Speed; distance-time graphs and the relative motion of different objects.	What a force is and describe common forces; stretching and squashing forces; moments and simple machines; what balanced and unbalanced forces are.	Stars, planets and galaxies, why we have seasons, the difference between mass and weight	Stars, planets and galaxies, why we have seasons, the difference between mass and weight
	All students know how to	Apply maths skills to calculate power; research and evaluate advantages and disadvantages of different energy resources	Apply maths skills to calculate power; research and evaluate advantages and disadvantages of different energy resources	Interpret distance-time graphs and apply maths skills to calculate speed and relative speed.	Use practical skills to demonstrate how forces work; calculate Hook's Law, work done and moments.	Apply maths skills to calculate weight and mass; research and interpret data.	Apply maths skills to calculate weight and mass; research and interpret data.

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Computer Science	All students know and understand	The school systems that are used by all departments.	The key programming constructs, what the shapes in a flowchart are used for.	That if-statements can be used to generate responses based on the answer to a question; How loops can repeat questions based on a condition (if their answer is incorrect, allow them to try again).	That we use cryptography all the time, without even knowing it; An understanding of basic cryptographic techniques (Caesar Cipher, Mary Queen of Scots Cipher, ADFG[V]X and Vernam Ciphers); The ciphers we use are much more complex; That Britain breaking the Enigma code, may have sped up the war.	The definition of the term Hardware; The key components that make up a computer; How computers are used every day, often without knowing about it.	How sequencing can affect a program; What variables are and how they are used; How loops can reduce repetition and decrease mistakes.
	All students know how to	Use systems like Arbor for homework and Office365 software.	Create a flowchart based on the algorithmic process behind practical examples, like a traffic light; Write a program using flowcharts in Flowol.	Use selection and iteration in a text-based editor for text-based responses; Create a quiz using the Python programming language.	Apply an encryption and decryption of Caesar Cipher, Mary Queen of Scots Cipher, ADFG[V]X and Vernam Ciphers.	Evaluate different hardware options and present a case for their desired selection, using the relevant metrics to each component.	Create shapes using Python Turtle; Identify the patterns within an algorithm and reduce the length of code written by including iteration.

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Drama	All students know and understand	How to identify and choose basic performance styles; a list physical and vocal characteristics an actor uses for creating a role; how to work effectively as an ensemble to make effective planning decisions; how to set goals to work to a schedule; the rules of behaviour and interaction of an audience.	The history of the Mime and Pantomime genres; the rules of maintaining successful mime and how to express meaning beyond the use of spoken language; key tropes and character archetypes in the Pantomime genre; How to engage as an audience member through active listening.	A range of devising tools used to create abstract theatre including Tableaux, Linear and Non-Linear narrative, transitions, and changes to tempo; Narrative and structural tools to develop and devise a piece of theatre;	How to extrapolate emotional and creative responses from a devising stimulus; How to develop a piece of theatre slowly and with considered decisions; To synthesise different skills from the previous 3 terms to create effective theatre; How to work effectively over a course of lessons to develop a piece of theatre;	The anatomy of the Proscenium arch stage; The history of the terminology associated with the areas of the end on stage; The different compass points on a stage; How the concept of motivation guides the character and how to identify this within a script;	The anatomy of the Proscenium arch stage; The history of the terminology associated with the areas of the end on stage; The different compass points on a stage; How the concept of motivation guides the character and how to identify this within a script;
	All students know how to	Create and maintain a performance in a naturalistic style without breaking role; Fine tune particular acting characteristics to create an effect for the audience. Analyse and evaluate theatrical choices they and other actors make to create characters and effective performance	Create and maintain a performance in the Mime and Pantomime styles; Identify and extrapolate key tropes of a genre; Employ physical and vocal acting skills in a precise manner to create effective characterisation; Work to a deadline for creating; Analyse and evaluate theatrical choices they and other actors make to create characters and effective performance	Employ key physical expression skills; Experiment with different narrative structures to create layered meaning to the audience; Use key terminology from the previous 2 terms and this to provide feedback to their own and other groups' work.	Create a piece of affecting physical theatre; Consider the effectiveness of different techniques when focussed on a specific devising remit; To self reflect and journal on the development of the theatrical process;	Label a diagram of the proscenium arch stage; Identify the 'compass points' of an end on stage floor plan; Identify how to decipher a 'writer's key' when approaching a script; how to apply staging choices to a script to create meaning through proxemics; Mark up a script to use for effective rehearsal; Phrase and identify character motivation and how this can be shown through the performance skills learnt thus far.	Label a diagram of the proscenium arch stage; Identify the 'compass points' of an end on stage floor plan; Identify how to decipher a 'writer's key' when approaching a script; how to apply staging choices to a script to create meaning through proxemics; Mark up a script to use for effective rehearsal; Phrase and identify character motivation and how this can be shown through the performance skills learnt thus far.

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DT* **(students will either study T1-3 or T4-6 on rotation with F&N)**	**All students know and understand**	A range of wood joints and how they are best used; Hardwoods, softwoods and manufactured boards; Some properties of woods and how to judge suitability; Good bugs for the garden and what is best to attract them	A larger range of joints and how they are used best; What is included in a specification and what it is used for; The 6 R's of sustainability; Design requirements based on client need; What is a moodboard and what it is used for	Logo design and requirements; Branding and packaging requirements; Legislation in the UK; Safety and recycling of products; Vector design and how Cad and Cam used in industry to run the laser cutter; Evaluation	A range of wood joints and how they are best used; Hardwoods, softwoods and manufactured boards; Some properties of woods and how to judge suitability; Good bugs for the garden and what is best to attract them	A larger range of joints and how they are used best; What is included in a specification and what it is used for; The 6 R's of sustainability; Design requirements based on client need; What is a moodboard and what it is used for	Logo design and requirements; Branding and packaging requirements; Legislation in the UK; Safety and recycling of products; Vector design and how Cad and Cam used in industry to run the laser cutter; Evaluation
	All students know how to	Measure and cut timber accurately and safely; Cut two joints; Sand safely and accurately; Chisel safely and accurately	Write a specification; Make a moodboard; Cut a comb joint; Use the scroll saw accurately and safely; Pin and glue; Sand timber; Wax; Sketch and draw effectively; Use transfer paper	Design an effective logo; Develop packaging using peer feedback; Cut and form a net; Design a 2D design and run the laser cutter; Isometric drawing	Measure and cut timber accurately and safely; Cut two joints; Sand safely and accurately; Chisel safely and accurately	Write a specification; Make a moodboard; Cut a comb joint; Use the scroll saw accurately and safely; Pin and glue; Sand timber; Wax; Sketch and draw effectively; Use transfer paper	Design an effective logo; Develop packaging using peer feedback; Cut and form a net; Design a 2D design and run the laser cutter; Isometric drawing

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English	All students know and understand	The meaning of 'characterisation' and how this is created by writers through speech/ action/relationships / description/what others say; Word classes: noun, verb, adjective, adverb and different types of noun. A reading of a great novel, including characters, plot and themes.	The conventions of a fantasy text; The conventions of a plot; The conventions of descriptive writing for characters and setting; Different types of verb: dynamic, stative, modal and auxiliary. The outcome is a creative writing piece.	Details of: life in Shakespeare's England, Shakespeare's life, features of Shakespearean comedy, Elizabethan family relationships; the presentation of conflict between the genders; the plot, characters and themes within a Shakespearean comedy. Explore themes of the play and character development.	Adjectives: comparatives, superlatives; and adverbs; The conventions of travel writing; The conventions of a travel vlog; Context for travel writing from 19th century to date; Oracy skills for the production of a vlog. Career focus: travel journalism focus.	Poetical terminology: stanzas, rhyme, rhythm; Some context around heritage and diverse poets: Rossetti, Scannell, Moniza Alvi, Blake, Barrett-Browning, Causley; Pronouns, prepositions, definite article and indefinite article.	An outline of the chronology of British history and what life was like in previous centuries, to support contextual understanding of the texts we learn. A brief literature timeline. How context informs texts, through sampling literature from Shakespeare, Conan Doyle, Mary Shelley and others.
	All students know how to	Select useful quotes; draw inferences; identify explicit and implicit information; Identify the effects of: similes, metaphors, alliteration and onomatopoeia; Compose point or topic sentences at the start of a PEAL paragraph; Write a character profile. Oracy skills: speaking in role. How to enjoy a novel; how to track themes and character development.	Write effective descriptive paragraphs incorporating figurative techniques and interesting vocabulary; structure paragraphs. Career focus on writing for journalism, publication through different media, marketing.	Analyse Shakespeare's comedy, his poetry and prose. How to identify humour; how to perform Shakespeare and to enjoy the fantasy. How to incorporate context into PEAL paragraphs. How to develop arguments and to construct an essay.	Write effective descriptive paragraphs incorporating figurative techniques and interesting vocabulary; structure paragraphs. Career focus on writing for journalism, publication through different media, marketing.	Correctly identify different word classes. Use these words creatively when writing. Correctly punctuate and demarcate sentences. Draft, redraft, proofread successfully. Critique own and others' writing. Career focus on the importance of accurate written English for job applications, journalism and marketing.	Annotate a poem; Write a poem incorporating figurative language and effective vocabulary; Explain personal decisions over language, techniques and form; Analyse figurative language in poetry.

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Food & Nutrition* **(students will either study T1-3 or T4-6 on rotation with DT)**	**All students know and understand**	Food hygiene and safety rules and guidelines ; Organisation of the Food room, equipment names; What the Eatwell Guide is, Tips for Healthy Eating; Starchy carbohydrates, fibre and energy.	Fruits and vegetables; Dairy and alternatives; Fats and spreads and food labelling.	Beans, pulses, fish, eggs, meat and other proteins; Sustainability and Sensory Taste testing – Fish; British Cuisine	Food hygiene and safety rules and guidelines ; Organisation of the Food room, equipment names; What the Eatwell Guide is, Tips for Healthy Eating; Starchy carbohydrates, fibre and energy.	Fruits and vegetables; Dairy and alternatives; Fats and spreads and food labelling.	Beans, pulses, fish, eggs, meat and other proteins; Sustainability and Sensory Taste testing – Fish; British Cuisine
	All students know how to	Have knife skills – bridge and claw safety cutting vegetables, peeling ; Grate, safe use of kettle, develop a healthy recipe.; Safe use of the grill; Team work to wash up and dry equipment	Safe use of the hob; Drain pasta in a colander safely; Recap knife skills and vegetable preparation; Team work to wash up and dry equipment	Use the rubbing in method, weighing and measuring, shaping, safe use of the oven; Plan skills for a new recipe; Evaluate skills; have advanced preparation skills – using tin openers, hob safety, timing and organisation awareness	Have knife skills – bridge and claw safety cutting vegetables, peeling ; Grate, safe use of kettle, develop a healthy recipe.; Safe use of the grill; Team work to wash up and dry equipment	Safe use of the hob; Drain pasta in a colander safely; Recap knife skills and vegetable preparation; Team work to wash up and dry equipment	Use the rubbing in method, weighing and measuring, shaping, safe use of the oven; Plan skills for a new recipe; Evaluate skills; have advanced preparation skills – using tin openers, hob safety, timing and organisation awareness

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French	All students know and understand	The alphabet and numbers 1-31; Vocabulary to talk about brothers and sisters, describe a classroom, talk about likes and dislikes using AIMER + definite article, describe yourself and others using correct adjective agreement, talk about what you do using FAIRE and a range of infinitives and regular -ER verbs.	Colours and telling the time; Vocabulary to give opinions and reasons on school subjects, talk about uniform and your school day, say what there is/isn't using IL Y A/IL N'Y A PAS DE; The differences between schools in UK/FR; The conjugation of a range of regular -ER verbs; Correct adjective/noun placement.	Vocabulary to discuss the weather and seasons, which sports you play using JOUER A, which activities you do using FAIRE DE, what you like doing using AIMER + infinitive; What sport is like in francophone countries.	Higher numbers to 100; Vocabulary to talk about animals/pets/family/ where you live, breakfast food and drink; The importance of Bastille Day in France; The use and agreement of possessive adjectives MON/TON; The conjugation and use of the NOUS form of -ER verbs; The use and agreement of the partitive article.	Prices in French; Vocabulary to talk about places in a town/ village, where you go at the weekend using ALLER, inviting someone out using VOULOIR, ordering food/drinks in a cafe using the TU and VOUS forms of key verbs; The formation and use of the near future tense to talk about what you are going to do.	Use of previously seen topical vocabulary within authentic and challenging texts adding to the cultural element and understanding of the language, including the use and construction of verbs in key tenses seen previously in the year.
	All students know how to	Translate short, familiar sentences from English to French Translate short, familiar sentences from French to English Understand a range of familiar vocabulary in spoken and written passages, infer meaning and complete comprehension tasks Listen to short, basic, spoken French sentences and transcribe them with good levels of accuracy Ask and answer a range of questions using basic and familiar language with good pronunciation Write short sentences using familiar language	Translate short, familiar sentences from English to French Translate short, familiar sentences from French to English Perform a role play task using familiar language, responding to questions on topics covered and asking a question themselves Understand a range of familiar vocabulary in spoken and written passages, infer meaning and complete comprehension tasks	Translate short, familiar sentences from English to French Translate short, familiar sentences from French to English Understand a range of familiar vocabulary in spoken and written passages, infer meaning and complete comprehension tasks Listen to short, basic, spoken French sentences and transcribe them with good levels of accuracy Ask and answer a range of questions using basic and familiar language with good pronunciation Write a paragraph using familiar language and connectives to link ideas	Translate short, familiar sentences from English to French Translate short, familiar sentences from French to English Understand a range of familiar vocabulary in spoken and written passages, infer meaning and complete comprehension tasks Listen to short, basic, spoken French sentences and transcribe them with good levels of accuracy Read short sentences of familiar language aloud with good levels of accuracy in pronunciation Ask and answer a range of questions using basic and familiar language with good pronunciation Write a paragraph using familiar language and connectives to link ideas	Describe two photos, giving a reasonable amount of detail with clear pronunciation Ask and answer a range of questions using basic and familiar language with good pronunciation	Translate short, familiar sentences from English to French Translate short, familiar sentences from French to English Understand a range of familiar vocabulary in spoken and written passages, infer meaning and complete comprehension tasks Listen to short, basic, spoken French sentences and transcribe them with good levels of accuracy Write a paragraph using familiar language and connectives to link ideas

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Geography	All students know and understand	The basics of geological time; the extent to which humans are impacting our planet (including climate change, microplastics & sustainable cities, for example).	The core concepts of UK and global population growth including DTM; the idea of internal movement of people; a regional study of India with a specific focus on Dharavi.	The processes and foundational content needed to understand plate tectonics; the structure of the earth, plate boundaries, volcanoes and earthquakes.	High and low pressure and the different types of weather they bring; depression systems in the UK	The different stages required in investigating an issue; the different methods needed as well as the different analytical tools required for success.	The processes of erosion, deposition and transportation and how they act on coastal systems; the features these processes create on UK landscapes.
	All students know how to	Use basic OS map skills; Introduce the Point Develop Link structure.	Use basic OS map skills; Apply the PDL structure.	Use maps to identity areas of risk and evidence of hazards; Apply the PDL structure.	Read weather charts and synoptic codes; Use globes, atlases & a variety of maps.; Apply the PDL structure.	Use a wide range of skills from data presentation to analysis; conduct a guided Geographical enquiry	Use globes, atlases & a variety of maps; Apply the PDL structure.

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German	All students know and understand	Vocabulary to introduce oneself; German pronunciation rules; numbers 1-19 and talking about age; the German alphabet and how to spell in German; vocabulary to say where you live using pronouns and regular present tense conjugation, characteristics using qualifiers and connectives; to say what your favourite things are using genders & indefinite articles (including possessive pronouns); To say what objects you have using indefinite articles in the accusative case (direct object).	Vocabulary to describe pets using pronouns & forming the plural, what you/your pet can do using modal verb können, appearance with colours and adjective endings; numbers 20-100 and family members' age your family; the verb haben in all present tense forms; ordinal numbers to say when your birthday is.	Vocabulary to describe sports using the regular verb spielen and the adverb gern; irregular verbs; vocabulary to give opinions; time phrases with accurate word order; vocabulary to describe activities online and plans for next weekend using present tense with future time phrases.	School subjects and how to give opinions with reasons using the connective weil; vocabulary to describe a school day and tell the time using 24hr clock; vocabulary to describe teachers using possessive pronouns (his and her) and a classroom; prepositions with the dative case; vocabulary to describe the school rules using the modal verb dürfen.	Vocabulary to describe a town and use the negative kein; vocabulary to buy souvenirs, snacks and drinks; to describe holiday plans using the future tense.	Use of previously seen topical vocabulary within authentic and challenging texts adding to the cultural element and understanding of the language, including the use and construction of verbs in key tenses seen previously in the year.
	All students know how to	Translate short, familiar sentences from English to German Translate short, familiar sentences from German to English Understand a range of familiar vocabulary in spoken and written passages, infer meaning and complete comprehension tasks Listen to short, basic, spoken German sentences and transcribe them with good levels of accuracy Ask and answer a range of questions using basic and familiar language with good pronunciation Write short sentences using familiar language	Translate short, familiar sentences from English to German Translate short, familiar sentences from German to English Perform a role play task using familiar language, responding to questions on topics covered and asking a question themselves Understand a range of familiar vocabulary in spoken and written passages, infer meaning and complete comprehension tasks	Translate short, familiar sentences from English to German Translate short, familiar sentences from German to English Understand a range of familiar vocabulary in spoken and written passages, infer meaning and complete comprehension tasks Listen to short, basic, spoken German sentences and transcribe them with good levels of accuracy Ask and answer a range of questions using basic and familiar language with good pronunciation Write a paragraph using familiar language and connectives to link ideas	Translate short, familiar sentences from English to German Translate short, familiar sentences from German to English Understand a range of familiar vocabulary in spoken and written passages, infer meaning and complete comprehension tasks Listen to short, basic, spoken German sentences and transcribe them with good levels of accuracy Read short sentences of familiar language aloud with good levels of accuracy in pronunciation Ask and answer a range of questions using basic and familiar language with good pronunciation Write a paragraph using familiar language and connectives to link ideas	Describe two photos, giving a reasonable amount of detail with clear pronunciation Ask and answer a range of questions using basic and familiar language with good pronunciation	Translate short, familiar sentences from English to German Translate short, familiar sentences from German to English Understand a range of familiar vocabulary in spoken and written passages, infer meaning and complete comprehension tasks Listen to short, basic, spoken German sentences and transcribe them with good levels of accuracy Write a paragraph using familiar language and connectives to link ideas

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History	All students know and understand	The key changes that brought about the Industrial Revolution, whilst building their awareness of both long- and short-term consequences of industrialisation for the people of Britain.	The causes, events and significance of the Battle of Hastings and the impact William the Conqueror had on Britain.	What life in the Middle Ages was like, with three key focuses on the importance of religion, the Black Death and the Peasants Revolt.	The reign of each Tudor monarch with a specific focus on evaluating their relative successes and failures at home and abroad.	The causes, impact and consequences of the Industrial Revolution, considering the extent of change on Britain and the world.	The British Empire and its legacy, with a focus on the case study of British India from the Mughal dynasty to the partition of India.
	All students know how to	Identify reasons why Rome wanted an Empire and explain how the Romans changed life in Britain.	Engage with historical evidence and interpretations to help them evaluate the impact of William the Conqueror.	Engage with the historical concept of change and continuity, considering the impact of the Black Death.	Analyse change and continuity over time between the Tudor Monarchs, considering patterns of development.	Evaluate and judge the impact of the Industrial revolution, whilst developing their understanding and analysis of historical sources.	Evaluate the significance and legacy of the British Empire, using historical interpretations for support.

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Maths	All students know and understand	The calculation rules of negative number; How unknown values can be written as algebra and that there are rules that can be applied when writing and using algebra; Number patterns can be described in words and with algebra; The algebra of relationships can be shown using a graph.	Fractions can be used to describe parts of a whole and there are rules to be used when calculating; Simplification of algebraic expressions; How numbers can be broken into prime factors.	Algebra describes unknown values and these values can be found; Numbers can be written with different accuracies and that this can be used to estimate solutions to questions.	Angles are a measure of how far has been turned and the unit is degrees. There are standard rules to be applied to different lines and shapes.	Decimals are an alternative way to represent parts of a whole and there are rules when calculating; How data can be compared on various graphs; The idea of measures of average and spread to compare data; There are different ways of transforming a shape and each keeps certain properties the same.	Ratios can describe relationships between two or more things. Multiplicative reasoning; The length around a shape can be described as a perimeter; The space inside a shape can be described as an area.
	All students know how to	Order positive and negative integers; Use inequality symbols; Add and subtract negative numbers; Multiply and divide negative numbers; Use the order of operations correctly including indices and brackets; Understand the commutative, associative and distributive laws; Simplify algebraic expressions; Write algebraic expressions from a given worded problem; Substitute positive and negative numbers into algebraic expressions; Recognise sequences and find the next values in a sequence; Find and describe term to term rules; Find and describe the nth term of a sequence; Plot graphs given a sequence; Create graphs given a function machine; Plot graphs from an equation; Recognise equations of vertical and horizontal lines.	Find equivalent fractions; Order fractions; Add and subtract fractions; Multiply and divide fractions including mixed numbers; Solve problems involving fractions; Convert between fractions and decimals; Collect like terms by adding and subtracting; Simplify expressions by multiplying; Expand a single bracket; Expand and simplify expressions with two single brackets; Factorise using a single bracket; Break numbers down into prime factors; Calculate highest common factors and lowest common multiples.	Solve algebraic equations with one and two steps; Solve algebraic equations with brackets; Solve algebraic equations with unknowns on both sides; Solve an algebraic equation from a worded question; Round values to a given number of decimal places; Round values to a given number of significant figures; Use a calculator to do calculations efficiently; Estimate the answer to calculations; Estimate square roots.	Draw and measure angles accurately; Find lines of symmetry; Find the order of rotational symmetry; Recognise and name quadrilaterals and know their properties; Calculate angles on a line, around a point and vertically opposite; Calculate missing angles in a triangle; Calculate missing angles in quadrilaterals; Calculate missing angles using alternate, corresponding and co-interior angles; Recognise and name polygons up to 10 sided; Calculate missing angles inside polygons; Calculate exterior angles in polygons.	Order decimals and understand place value; Multiply decimals; Divide decimals; Solve problems involving decimals; Interpret graphs such as pictograms, bar charts, line graphs and pie charts; From lists of data and graphs find the mode; calculate the median; calculate the mean; calculate the range; Translate shapes on squared paper; Rotate shapes on squared paper; Reflect shapes on squared paper and on graphs; Enlarge shapes on squared paper.	Represent ratios in diagrams; Simplify ratios; Find equivalent ratios; Use the unitary method with ratios, 1:n and n:1; Share amounts in a ratio; Use ratio in real life contexts; Solve direct proportion questions with multiplicative relationships; Calculate the area and perimeter of squares and rectangles; Calculate the area and perimeter of compound shapes; Calculate the area of a triangle; Calculate the area of compound shapes involving triangles, including the area of a kite; Calculate the area of a parallelogram; Calculate the area of a trapezium; Solve problems involving area, including working backwards.

Logical and sequenced acquisition of knowledge to enable all students to know more, do more and remember more	Substantive knowledge (what/topics/key content) versus Disciplinary and/or procedural knowledge (how, methods & skills)	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Music	All students know and understand	Elements of music - rhythm, pitch, dynamics & tempo	Elements of music - rhythm, pitch, dynamics & tempo; Musical skills - accuracy, expression, fluency, articulation, musical communication	Basic piano technique - finger technique, note recognition	Features of African music, including the role of music in West African society	Features of African music, including the role of music in West African society	How technology can be used in a wide range of musical styles and genres and recognise these by ear.
	All students know how to	Sing and improvise as part of an ensemble	Recognise instruments and voices by ear; Sing and improvise as part of an ensemble.	Play keyboard/piano as part of an ensemble	Recognise African music features when listening	Perform and compose using African drums using a variety of techniques, including improvisation, call and response and other rhythmic devices	Compose music using a variety of technologies, including Cubase, Musescore and Bandlab

Logical and sequenced acquisition of knowledge to enable all students to know more, do more and remember more	Substantive knowledge (what/topics/key content) versus Disciplinary and/or procedural knowledge (how, methods & skills)	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Physical Education	All students know and understand	The basic skills needed and how they transfer between sports; The basic rules of Football, including positional responsibilities.	The basic rules of Netball, including positional responsibilities; The use of skills and choreographic devices from 1960's style of Dance and how to develop a sequence to perform.	The use of skills and choreographic devices from 1960's style of Dance and how to develop a sequence to perform.The skills needed to work effectively as a team to solve a range of problems; The use of choreographic devices within Gymnastics and their use within a group routine.	The use of choreographic devices within Gymnastics and their use within a group routine; The basic rules of Rugby, including health and safety responsibilities. The basic rules of Rounders and apply their skills to competitive situations.	The basic rules of Rounders and apply their skills to competitive situations; The health and safety considerations associated with Athletics events.	The health and safety considerations associated with Athletics events; The basic rules of Cricket and apply their skills to competitive situations.
	All students know how to	Perform basic skills such as passing and receiving in a variety of sports as this will underpin the curriculum throughout their time at Weald; Develop the skills they learnt in Multi-skills and apply them to competitive games of Football.	Develop the skills they learnt in term 1 and apply them to competitive games of Netball; Perform a range of movement skills which they will use to develop a 1960's style Dance sequence.	Perform a range of movement skills which they will use to develop a 1960's style Dance sequence; Work together in order to complete a variety of outdoor adventurous activities; Perform basic gymnastics skills and use these to create a group routine.	Perform basic gymnastics skills and use these to create a group routine; Develop the skills they learnt in term one and apply them to competitive games of Rugby. Develop the skills they learnt in Term 1 and apply them to the game of Rounders.	Develop the skills they learnt in Term 1 and apply them to the game of Rounders; Perform the basic throwing/ jumping/running techniques for each event; Measure and time accurately;	Perform the basic throwing/jumping/running techniques for each event; Measure and time accurately; Develop the skills they learnt in Terms 1 and 5, and apply them to the game of Cricket.

Logical and sequenced acquisition of knowledge to enable all students to know more, do more and remember more	Substantive knowledge (what/topics/key content) versus Disciplinary and/or procedural knowledge (how, methods & skills)	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Science	All students know and understand	how to work in the science lab, basic safety principles and how to plan and run a practical	Cells as the basic building block of life. The Particle model and states of matter. Understand energy stores and energy transfers.	The structure of the human skeleton and muscular systems. Atoms, Elements and Compounds. Forces, including basic force diagrams and naming forces.	Nutrition and Digestion, what constitutes and balanced diet. Pure and impure substances.	Speed and motion. Gas exchange and respiration.	Chemical reactions and energy changes. Complete an extended investigation.
	All students know how to	Use a microscope and Bunsen burner. Plan an investigation.	Observe cells using a microscope. Demonstrate how the particle model works using diagrams.	Investigate how their bodies move and show an understanding of the atomic model.	Complete a series of experiments to further their understanding.	Calculate speed and motion and understand how we	Complete a series of experiments to further their understanding. Plan and deliver an extended investigation

Logical and sequenced acquisition of knowledge to enable all students to know more, do more and remember more	Substantive knowledge (what/topics/key content) versus Disciplinary and/or procedural knowledge (how, methods & skills)	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Religious Education	All students know and understand	Details of the role religion has played and continues to play in the lives of people worldwide; Key facts about the 6 major religions.	The diverse ways in which religious and non-religious people gain happiness and wellbeing.	Details of the lives, achievements and qualities of key religious leaders.	What different religions and non-religious views say about how to live a good life and how religion may be seen as harmful.	What different religions and non-religious views say about how to live a good life and how religion may be seen as harmful.	Details of key unique religious beliefs, why they are held and how they impact on the lives of believers.
	All students know how to	Explain, with examples, how religion has impacted on the lives of believers.	Explain the beliefs and teachings covered and express evaluative opinions on them.	Explain how religious leaders have impacted the world, what marked them out as special, and evaluate their impact.	Explain the beliefs and teachings covered and express evaluative opinions on them.	Explain the beliefs and teachings covered and express evaluative opinions on them.	Explain and evaluate the impact that important religious beliefs have on the lives of believers, including the appraisal of evidence.
Spanish	All students know and understand	Vocabulary to describe themselves, introductions, personalities, age, siblings, birthdays, pets; Using and agreeing adjectives, the use and conjugation of tener and ser, pronunciation rules.	Vocabulary to describe free time activities, weather, sports, what you like and don't like; Using opinion verbs and infinitives, the AR form in the present tense, use of hacer and jugar and question words.	Vocabulary to describe subjects, school facilities, break time activities and teachers; Using the we form of verbs, use of plural opinions, conjugation of er/ ir verbs.	Vocabulary to describe family, hair and eye colour, description of people, accommodation; Using possessive adjectives, ser and tener verbs in the third person, the use of estar.	Vocabulary to describe town or village, telling the time, ordering food, activities to do where you live; Use of quantifiers, conjugation of the verb ir and querer, using the near future tense.	Use of previously seen topical vocabulary within authentic and challenging texts adding to the cultural element and understanding of the language, including the use and construction of verbs in key tenses seen previously in the year.
	All students know how to	Translate short, familiar sentences from English to Spanish Translate short, familiar sentences from Spanish to English Understand a range of familiar vocabulary in spoken and written passages, infer meaning and complete comprehension tasks Listen to short, basic, spoken Spanish sentences and transcribe them with good levels of accuracy Ask and answer a range of questions using basic and familiar language with good pronunciation Write short sentences using familiar language	Translate short, familiar sentences from English to Spanish Translate short, familiar sentences from Spanish to English Perform a role play task using familiar language, responding to questions on topics covered and asking a question themselves Understand a range of familiar vocabulary in spoken and written passages, infer meaning and complete comprehension tasks	Translate short, familiar sentences from English to Spanish Translate short, familiar sentences from Spanish to English Understand a range of familiar vocabulary in spoken and written passages, infer meaning and complete comprehension tasks Listen to short, basic, spoken Spanish sentences and transcribe them with good levels of accuracy Ask and answer a range of questions using basic and familiar language with good pronunciation Write a paragraph using familiar language and connectives to link ideas	Translate short, familiar sentences from English to Spanish Translate short, familiar sentences from Spanish to English Understand a range of familiar vocabulary in spoken and written passages, infer meaning and complete comprehension tasks Listen to short, basic, spoken Spanish sentences and transcribe them with good levels of accuracy Read short sentences of familiar language aloud with good levels of accuracy in pronunciation Ask and answer a range of questions using basic and familiar language with good pronunciation Write a paragraph using familiar language and connectives to link ideas	Describe two photos, giving a reasonable amount of detail with clear pronunciation Ask and answer a range of questions using basic and familiar language with good pronunciation	Translate short, familiar sentences from English to Spanish Translate short, familiar sentences from Spanish to English Understand a range of familiar vocabulary in spoken and written passages, infer meaning and complete comprehension tasks Listen to short, basic, spoken Spanish sentences and transcribe them with good levels of accuracy Write a paragraph using familiar language and connectives to link ideas