

| 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                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
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| Art                                                                                                           | All students know and understand                                                                                        | The Formal Elements of Art —line, tone, texture, pattern, colour, shape, and form— form the foundation of artistic understanding. Students explore how these elements are used individually and in combination to create effective and expressive works of art.                                                                                                                                                                           | Observational drawing – developing the ability to look closely and accurately record shape, proportion, tone, texture, and form from direct observation.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Students are introduced to colour theory through the study of the colour wheel, including primary, secondary, tertiary, complementary, and harmonious colours. They learn how to create and use tints and tones to add depth and variation to their work.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Students explore Delaunay's use of geometric shapes, including concentric circles, and apply their knowledge of colour relationships to create visually striking compositions.                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Students explore texture through the use of a variety of materials and mixed-media techniques. They experiment with creating textured and relief surfaces, investigating how pattern, texture, and colour can be combined to create visually engaging outcomes.                                                                                                                                                                                                                          | Students work collaboratively to design and construct three-dimensional insect models from card, applying their understanding of shape, form, colour, pattern, and texture. Through teamwork, they develop communication and problem-solving skills while learning how artists and designers work together to create large-scale and visually impactful outcomes.                                                                                                                                                                                                                                                                                                                                                                             |
|                                                                                                               | All students know how to                                                                                                | Students develop a visual understanding of the formal elements and learn to use key artistic vocabulary when discussing and evaluating their own work. They explore the expressive use of line to create a variety of outcomes and use drawing pencils to develop a wide range of tonal effects. Students are also introduced to watercolour painting techniques, focusing on colour mixing, application methods, and good brush control. | Students develop their observational drawing skills by accurately recording from direct observation. They learn to draw lightly and sensitively, reviewing and refining their work as it progresses. Students are introduced to a range of pencil grades and learn how each can be used to create different tonal values, enabling them to convey the form and three-dimensional qualities of objects with increasing accuracy. They also explore a variety of mark-making techniques to record texture, detail, and surface qualities. Through regular self-assessment and peer-assessment activities, students learn to evaluate the strengths of their work, identify areas for improvement, and develop greater independence and confidence as young artists. | Students learn how to mix and apply watercolour paint with increasing control and confidence, applying their understanding of colour theory to create vibrant and effective paintings. As part of this project, students explore the life and work of Sonia Delaunay, investigating her innovative use of colour, shape, and pattern. Through the study and analysis of artists' work, students develop their use of key artistic vocabulary while gaining an appreciation of the rich artistic traditions that have shaped contemporary art. Learning about artists from different times and cultures helps students understand the social, historical, and personal contexts in which artworks are created, broadening their knowledge and inspiring their own creative practice. | Students apply their understanding of Sonia Delaunay's work to create a stylised painting of an insect. They use proportion and shape to accurately record key features while adapting and simplifying forms to create an engaging composition. Drawing on their knowledge of colour theory, students mix and apply a range of hues and use complementary colours to create contrast, emphasis, and visual interest. They explore the use of pattern, symmetry, and geometric shapes inspired by Delaunay's work, reviewing and refining their ideas throughout the creative process to produce a confident and visually striking final outcome. | Students create a mixed-media insect study, using a range of materials and relief techniques to enhance texture, pattern, and colour. They explore how different surface qualities can add depth and visual interest to their work while developing their understanding of texture as a Formal Element of Art. Throughout this task, students review, evaluate, and refine their work, using feedback and self-assessment to set targets and improve the quality of their final outcome. | Students learn to use a craft knife safely and responsibly while developing practical making skills. Working collaboratively, they plan, design, and construct a final three-dimensional outcome, applying their understanding of the Formal Elements of Art. Students use key artistic vocabulary to discuss, evaluate, and justify their creative decisions throughout the project. Drawing on their knowledge of Sonia Delaunay's use of colour, shape, and pattern, students design and decorate a collaborative insect model that demonstrates clear links to her work. They explore the techniques of collage and collagraph to create visually engaging surfaces, combining colour, texture, and pattern to enhance the final outcome. |

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| Biology                                                                                                       | All students know and understand                                                                                        | The key structural features of plant and animal cells including specialised cells.                    | The skeletal system and the levels of organisation.                                   | The functions of major organ groups and explain why they are needed in a multi-cellular organism.    | The need for a balanced diet and the function and adaptations of the digestive system.                                                                                                                            | The respiratory system and its adaptations, and how lifestyle choices can impact lung function and overall health.                                      | Scientific knowledge can be applied to real-world biological issues, and biological concepts from across the year are connected and relevant to everyday life.  |
|                                                                                                               | All students know how to                                                                                                | Apply knowledge of cellular adaptations to enable identification of key features of unfamiliar cells. | Identify the major bones and joints of the human skeleton and explain their function. | Use evidence from practical investigations and scientific models to support biological explanations. | Identify the main nutrients in food and explain their functions in the body. Describe the journey of food through the digestive system and interpret the results of food tests to identify different food groups. | Describe ventilation, gas exchange and respiration, and interpret evidence about the effects of exercise, asthma and smoking on the respiratory system. | Design and carry out practical investigations, apply biological knowledge to a real-world project, and review and evaluate their learning from across the year. |

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| Chemistry                                                                                                     | All students know and understand                                                                                        | The properties of the different states of matter (solid, liquid and gas) in terms of the particle model, including gas pressure.                                                                  | The difference between atoms, elements and compounds, and their properties.                                                          | The reason behind the order of the Periodic Table and how elements have characteristic properties that can be explained by their atomic structure.                                                                                     | Pure and impure substances, and the different separation techniques that can be used to isolate materials based on their properties.                                                                                | Mixtures and the different separation techniques.                                                                                                                                                   | Chemical principles learned throughout the year can be used to explain real-world phenomena and solve practical problems.                                 |
|                                                                                                               | All students know how to                                                                                                | Draw and interpret particle diagrams for different states of matter and use this to explain changes of state and analyse scientific data.                                                         | Identify elements and compounds using symbols and formulae, and use models to represent atoms and explain how substances are formed. | Use symbols, particle models and practical techniques to compare the properties of different substances and interpret patterns within the Periodic Table.                                                                              | Distinguish between pure substances and mixtures using scientific evidence. Carry out filtration and other separation techniques safely.                                                                            | Select and carry out appropriate separation techniques to separate mixtures and purify substances. Explain how particle behaviour and physical properties make each separation method effective.    | Plan and conduct practical investigations, apply chemical knowledge to a real-world project, and synthesise and review key learning from across the year. |
| Physics                                                                                                       | All students know and understand                                                                                        | Scientific investigations and how reliable results depend on accurate measurements, fair testing and careful evaluation.                                                                          | The different stores and transfers of energy, and how power measures how quickly energy is transferred.                              | Forces, including gravity, friction and air resistance, and moments within simple machines.                                                                                                                                            | Forces and how they can be used to explain movement and interactions.                                                                                                                                               | The concept of speed and how motion can be represented and analysed using distance-time graphs.                                                                                                     | Physical principles underpin many technologies and processes encountered in everyday life and can be used to explain real-world observations.             |
|                                                                                                               | All students know how to                                                                                                | Use laboratory equipment safely and accurately, including Bunsen burners and microscopes, and plan investigations, collect data, draw conclusions and evaluate methods using scientific evidence. | Apply mathematical skills to calculate energy and describe energy transfers in everyday situations.                                  | Draw and interpret force diagrams and explain the effects of balanced and unbalanced forces. Carry out practical investigations involving Hooke's Law and moments, analyse results and identify sources of error in experimental work. | Apply their knowledge of forces to explain everyday situations and solve scientific problems. Use data from investigations to draw conclusions about the effects of forces and evaluate the reliability of results. | Calculate speed, interpret distance-time graphs and explain patterns of motion. Plan and carry out investigations into speed and use data to describe the relationship between forces and movement. | Use the physics knowledge to apply the learning to a new scenario within a project.                                                                       |

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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 Edulink 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;                                                                                                                                                                     | Dramatic Tension in Scene; Rehearsal Process; Self Reflection on Skills learnt throughout the year                                          |
|                                                                                                               | 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. | Identify Dramatic Tension and what is being used to create it in a scene; How to analyse and evaluate their own work and the work of others |

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| <b>DT*</b><br><br><b>(students will either study T1-3 or T4-6 on rotation with F&amp;N)</b>                   | <b>All students know and understand</b>                                                                                 | 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. |
|                                                                                                               | <b>All students know how to</b>                                                                                         | 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.                                                                               | 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.                                                                                                                              | 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. | 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. | 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. | Research a topic through non fiction texts in the library and on line. Select relevant information and craft ideas into an effective speech. Work collaboratively on a project to be shared with their peers. Speak persuasively in a formal setting to raise awareness of a desirable holiday location. Links to careers in journalism, specifically travel writing. Links to online careers. | 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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| <b>Food &amp; Nutrition*</b><br><br>(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 safely and hygienically | 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<br>Translate short, familiar sentences from French to English<br>Understand a range of familiar vocabulary in spoken and written passages, infer meaning and complete comprehension tasks<br>Listen to short, basic, spoken French sentences and transcribe them with good levels of accuracy<br>Ask and answer a range of questions using basic and familiar language with good pronunciation<br>Write short sentences using familiar language | Translate short, familiar sentences from English to French<br>Translate short, familiar sentences from French to English<br>Perform a role play task using familiar language, responding to questions on topics covered and asking a question themselves<br>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<br>Translate short, familiar sentences from French to English<br>Understand a range of familiar vocabulary in spoken and written passages, infer meaning and complete comprehension tasks<br>Listen to short, basic, spoken French sentences and transcribe them with good levels of accuracy<br>Ask and answer a range of questions using basic and familiar language with good pronunciation<br>Write a paragraph using familiar language and connectives to link ideas | Translate short, familiar sentences from English to French<br>Translate short, familiar sentences from French to English<br>Understand a range of familiar vocabulary in spoken and written passages, infer meaning and complete comprehension tasks<br>Listen to short, basic, spoken French sentences and transcribe them with good levels of accuracy<br>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<br>Ask and answer a range of questions using basic and familiar language with good pronunciation                                                                                                                               | Translate short, familiar sentences from English to French<br>Translate short, familiar sentences from French to English<br>Understand a range of familiar vocabulary in spoken and written passages, infer meaning and complete comprehension tasks<br>Listen to short, basic, spoken French sentences and transcribe them with good levels of accuracy<br>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 identify 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.                                                                                  |

| 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                                                                                                                                                                                                                                                                                                                                                                                                                        |
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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<br>Translate short, familiar sentences from German to English<br>Understand a range of familiar vocabulary in spoken and written passages, infer meaning and complete comprehension tasks<br>Listen to short, basic, spoken German sentences and transcribe them with good levels of accuracy<br>Ask and answer a range of questions using basic and familiar language with good pronunciation<br>Write short sentences using familiar language | Translate short, familiar sentences from English to German<br>Translate short, familiar sentences from German to English<br>Perform a role play task using familiar language, responding to questions on topics covered and asking a question themselves<br>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<br>Translate short, familiar sentences from German to English<br>Understand a range of familiar vocabulary in spoken and written passages, infer meaning and complete comprehension tasks<br>Listen to short, basic, spoken German sentences and transcribe them with good levels of accuracy<br>Ask and answer a range of questions using basic and familiar language with good pronunciation<br>Write a paragraph using familiar language and connectives to link ideas | Translate short, familiar sentences from English to German<br>Translate short, familiar sentences from German to English<br>Understand a range of familiar vocabulary in spoken and written passages, infer meaning and complete comprehension tasks<br>Listen to short, basic, spoken German sentences and transcribe them with good levels of accuracy<br>Read short sentences of familiar language aloud with good levels of accuracy in pronunciation<br>Ask and answer a range of questions using basic and familiar language with good pronunciation<br>Write a paragraph using familiar language and connectives to link ideas | Describe two photos, giving a reasonable amount of detail with clear pronunciation<br>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<br>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 |

| 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                                                                                                                                   |
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| History                                                                                                       | All students know and understand                                                                                        | The key features of Roman society and Government and how the Romans impacted Britain.               | The consequences of the 1066 succession crisis and how the Normans changed Britain.                                                                | What Church and State was like in the Middle Ages, with particular focus upon the case study of Thomas Beckett and the Magna Carta. | What life in the Middle Ages was like, with key focuses on 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 and events and consequences of the English Civil War.                                                                         |
|                                                                                                               | All students know how to                                                                                                | Explain the chronology of the Roman Empire, considering the extent of change it brought to Britain. | Evaluate and judge significance, considering the reasons for Norman victory at the Battle of Hastings and how much change they brought to Britain. | Engage with differing historical interpretations about the role of King John.                                                       | 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 most significant cause of the war and explain its long-term significance for how it changed the British monarchy. |

| 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                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
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| Maths                                                                                                         | All students know and understand                                                                                        | The calculation rules of negative numbers; 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; Place value and 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; Write positive whole numbers given in words; 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; find the mode; calculate the median, the mean, the range, the quartiles. 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                                                                                              |
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| 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                                                                                                                                                                                     |
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| 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                                                                                                      |
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| 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                                                                                                                                                                                                                                                                                                                                                                                                                             |
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| 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.                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Beliefs, teachings and practices around peace & conflict from religious and non-religious viewpoints.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Beliefs, teachings and practices around peace & conflict from religious and non-religious viewpoints.                                                                                             | The ways in which Hindu beliefs and practices impact 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 appraise the evidence and arguments involved.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Explain the beliefs and teachings covered and appraise the evidence and arguments involved.                                                                                                       | 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<br>Translate short, familiar sentences from Spanish to English<br>Understand a range of familiar vocabulary in spoken and written passages, infer meaning and complete comprehension tasks<br>Listen to short, basic, spoken Spanish sentences and transcribe them with good levels of accuracy<br>Ask and answer a range of questions using basic and familiar language with good pronunciation<br>Write short sentences using familiar language | Translate short, familiar sentences from English to Spanish<br>Translate short, familiar sentences from Spanish to English<br>Perform a role play task using familiar language, responding to questions on topics covered and asking a question themselves<br>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<br>Translate short, familiar sentences from Spanish to English<br>Understand a range of familiar vocabulary in spoken and written passages, infer meaning and complete comprehension tasks<br>Listen to short, basic, spoken Spanish sentences and transcribe them with good levels of accuracy<br>Ask and answer a range of questions using basic and familiar language with good pronunciation<br>Write a paragraph using familiar language and connectives to link ideas | Translate short, familiar sentences from English to Spanish<br>Translate short, familiar sentences from Spanish to English<br>Understand a range of familiar vocabulary in spoken and written passages, infer meaning and complete comprehension tasks<br>Listen to short, basic, spoken Spanish sentences and transcribe them with good levels of accuracy<br>Read short sentences of familiar language aloud with good levels of accuracy in pronunciation<br>Ask and answer a range of questions using basic and familiar language with good pronunciation<br>Write a paragraph using familiar language and connectives to link ideas | Describe two photos, giving a reasonable amount of detail with clear pronunciation<br>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<br>Listen to short, basic, spoken Spanish sentences and transcribe them with good levels of accuracy<br>Write a paragraph using familiar language and connectives to link ideas |