



# THE WOODSIDE CURRICULUM

## CURRICULUM MAP 2022 - 2023

**INTENT:** To create a personalised curriculum that promotes a love of learning; provides breadth of knowledge and skills; that is enriching and supportive and seeks to bridge the cultural knowledge gap in order to provide a platform for our students to succeed in whatever they aspire to do.

Year 7		AUTUMN TERM		SPRING TERM		SUMMER TERM	
		TERM 1A	TERM 1B	TERM 2A	TERM 2B	TERM 3A	TERM 3B
English	KNOWLEDGE	<b>Mythology and allusion</b> How does mythology convey powerful messages?	<b>19<sup>th</sup> Century: Voices from the Past</b> How does the context of a writer impact the stories they tell?	<b>Poetry: World Cultures</b> How do poets present their cultural experiences through their poetry?	<b>Modern Prose: Contemporary Novel study –Windrush Boy</b> How does a writer explore stories of adventure and upheaval?	<b>Shakespeare: Romeo and Juliet</b> How does Shakespeare present the tragedy genre?	<b>Creative Writing: Narrative Writing Mastery</b>
	SKILLS	Narrative structure Use of dialogue Cultural allusion	Historical context Inferential reading Creative Writing	Inferential reading Poetic analysis Analytical writing	Historical context Inferential reading Fiction & Non-fiction reading	Historical literacy Conventions of tragedy Analytical writing	Narrative structure Use of dialogue Sentence crafting
Maths	KNOWLEDGE	Exploring Sequences. Using and Understanding Algebraic Notation. Equality and Equivalence.	Place Value and Ordering. Fraction, Decimal and Fraction and Percentage Equivalence.	Addition and Subtraction. Multiplication and Division.	Negative numbers. Adding and Subtracting Fractions.	Drawing and Measuring Notation. Geometric Reasoning.	Number Sense. Sets and Probability. Prime Numbers and Proof.

	SKILLS	Describe and continue sequences in a diagram, number forms, linear and non-linear, function machines, bar models. Represent functions graphically. Forming and solving one step equations. Collecting like terms.	Integer and decimal place value. Number lines. Comparing/Ordering numbers. Range and median. Rounding to powers of 10 and 1s.f. Tenths and hundredths. Fractions, decimals and percentages for tenths and quarters. Interpret pie charts. Equivalent fractions. Converting between F.D.P.	Formal methods of addition/subtraction/multiplication/division with integers and decimals. Problems in context – perimeter, money, frequency trees. Multiplying by 10,100, 1000. Unit conversions. Areas of triangles, rectangles and parallelograms. Mean. 2-step equations.	Ordering directed numbers. Using a calculator with directed numbers. Order of operations. Representing tenths and hundredths. Adding/Subtracting fractions with a common or different denominator. Mixed Questions.	Drawing and Measuring lines and angles. Understanding parallel and perpendicular. Types of triangle, quadrilaterals and other polygons. SSS, SAS, ASA triangles. Pie charts. Angles around a point, on straight line, vertically opposite. Missing angles in triangles	Algebraic expressions. Set notation and Venn diagrams, probability. Prime factorisation, Powers and roots, counter examples.
Science	KNOWLEDGE	<ul style="list-style-type: none"> <li>States of Matter</li> <li>Changes of State</li> <li>Pure Solutions and Mixtures</li> <li>Elements and Compounds</li> <li>Separating Techniques</li> <li>Simple Chemical Reactions</li> <li>Acids and Alkalis</li> <li>pH Scale</li> <li>Neutralisation Reactions</li> </ul>		<ul style="list-style-type: none"> <li>Cells</li> <li>Observing Cells</li> <li>DNA and Inheritance</li> <li>Levels of Organisation</li> <li>Skeletal System</li> <li>Circulatory System</li> <li>Aerobic and Anaerobic Respiration</li> <li>Respiratory System</li> <li>Urinary System</li> </ul>		<ul style="list-style-type: none"> <li>Forces</li> <li>Acceleration and Collisions</li> <li>Stopping Distances and Friction</li> <li>Squashing and Stretching</li> <li>Energy Stores and Transfers</li> <li>Conservation of Energy</li> <li>Heat and Temperature</li> <li>Work Done</li> <li>Properties of Materials</li> </ul>	
	SKILLS	<p>Practical skills:</p> <ul style="list-style-type: none"> <li>Lab safety</li> <li>Identifying risks and hazards</li> <li>Use of a Bunsen burner</li> <li>Use of a thermometer</li> <li>Manipulating lab equipment</li> <li>Planning an experiment</li> <li>Writing conclusions</li> <li>Evaluating results</li> </ul> <p>Mathematical skills:</p> <ul style="list-style-type: none"> <li>Use of significant figures and decimal places</li> <li>Identifying anomalies from experimental data and graphs</li> <li>Drawing graphs</li> </ul> <p>Literacy Skills:</p> <ul style="list-style-type: none"> <li>Correct meanings and use of words that are central to understanding scientific concepts</li> <li>Identifying common prefixes and suffixes to decode keywords</li> </ul> <p>Career Links:</p> <p>Understanding how science is linked to various careers now and in the future</p>		<p>Practical skills:</p> <ul style="list-style-type: none"> <li>Use of a microscope</li> <li>Manipulating lab equipment</li> <li>Planning an experiment</li> </ul> <p>Mathematical skills:</p> <ul style="list-style-type: none"> <li>Calculations and rearranging</li> <li>Using standard form</li> <li>Significant figures and decimal places</li> <li>Identifying anomalies</li> <li>Drawing graphs</li> <li>Evaluating results</li> </ul> <p>Literacy Skills:</p> <ul style="list-style-type: none"> <li>Correct meanings and use of words that are central to understanding scientific concepts</li> <li>Identifying common prefixes and suffixes to decode keywords</li> </ul> <p>Career Links:</p> <p>Understanding how science is linked to various careers now and in the future</p>		<p>Practical skills:</p> <ul style="list-style-type: none"> <li>Manipulating lab equipment</li> <li>Planning an experiment</li> <li>Use of a thermometer</li> </ul> <p>Mathematical skills:</p> <ul style="list-style-type: none"> <li>Calculations and rearranging</li> <li>Using standard form</li> <li>Significant figures and decimal places</li> <li>Identifying anomalies</li> <li>Drawing graphs</li> <li>Evaluating results</li> </ul> <p>Literacy Skills:</p> <ul style="list-style-type: none"> <li>Correct meanings and use of words that are central to understanding scientific concepts</li> <li>Identifying common prefixes and suffixes to decode keywords</li> </ul> <p>Career Links:</p> <ul style="list-style-type: none"> <li>Understanding how science is linked to various careers now and in the future</li> </ul>	

History	KNOWLEDGE	What do Roman artefacts reveal to us about the Roman Empire? and How far did the Normans change England?	Why are the Silk Roads important to us?	Why did the Crusades erupt in 1095	What were the consequences of the Black Death?	The Problems of medieval Monarchs	How much has mediaeval migration changed Britain?
	SKILLS	WHAT focus Inference and deduction skills Evidence/source analysis and Change and continuity	WHAT focus Significance	WHAT focus Causation	WHAT focus Consequences	WHAT focus	WHAT focus Evidence/Source analysis Change and continuity
Geography	KNOWLEDGE	The world and I How can geography help me understand the world? What is the city like that I live in?		Our Changing Climate What are the causes and impacts of changing temperatures?		Migration What are borders and how do they impact people and the environment?	
	SKILLS	Climate graphs OS maps skills Grid references (AO4) (AO1) Atlas maps – physical maps, land use maps, thematic maps (AO4) (AO1) Fieldwork Extended writing – students should be able to describe and explain the issues by writing for extended periods of time. Students should be able to develop their points. Students should be able to use examples and evidence to back up their points. Students should be able to structure their work into logical paragraphs. (AO3) (AO1) (AO2)		Climate graphs – describe, interpret and be able to draw Bar graphs – describe, interpret and be able to draw Line graphs – describe, interpret and be able to draw (AO4) Interpret and analyse newspaper articles, and identify bias (AO3) Fieldwork		Choropleth Maps – describe and interpret Present and analyse data Extended writing – students should be able to evaluate issues by presenting two sides of an argument and using evidence to support their opinions. Students should be able to structure their work using logical paragraphs and a conclusion where appropriate. (AO1) (AO4)	
French	KNOWLEDGE	<u>Module 1: C'est Perso</u> likes and dislikes, your survival kit, describing	<u>Module 2: Mon Collège</u> school subjects, opinions and reasons, describing	<u>Module 3: Mes passetemps</u> computers and mobiles, sports and activities	<u>Module 4: Ma zone</u> town/village, directions, where you go, asking to go	<u>Module 5: 3...2...1 Partez!</u> holidays, getting ready to go out, buying drinks/snacks,	revision <b>End of year test L+R+W (Speaking if time allows)</b>

		yourself, other people <b>Cultural capital:</b> A French musician: Maitre Gims <b>L+R</b>	timetable, describing school day, food <b>Cultural capital:</b> Christmas in France <b>L+R+W</b>	that you like doing, what other people do <b>Cultural capital:</b> Parkour: an extreme sport	somewhere, what you can do in France <b>Cultural capital:</b> Facts about France <b>L+R</b>	holiday plans, what you would like to do <b>Cultural capital:</b> Sightseeing in Paris	intervention/preparation for yr 8  end of year project- eg 14 juillet
	SKILLS	-Writing: adding variety to your writing <b>-Grammar:</b> regular verbs and avoir adjective agreement, present tense	-Speaking: taking part in a longer conversation and using question words <b>-Grammar:</b> on to say 'we,' partitive article	-Writing: writing a longer text and checking accuracy <b>-Grammar:</b> the verb <i>faire, aimer</i> + infinitive, <i>ils</i> and <i>elles</i>	-Speaking: planning and giving a presentation <b>-Grammar:</b> <i>il y a.../il n'y a pas de, tu</i> and <i>vous, je peux / tu peux / on peut</i> + infinitive	-Writing using two tenses together <b>-Grammar:</b> reflexive verbs, higher numbers, the near future tense, <i>je voudrais</i> + infinitive	key grammar - verbs, gender agreements, complex sentences
Spanish	KNOWLEDGE	<b>Introduction to Spanish</b> cultural quiz and el abecedario <b>Mi vida – Módulo 1</b> introducing yourself, your personality, age, brothers and sisters, birthdays and pets <b>Cultural capital:</b> Endangered animals in Spain <b>L+R</b> <b>European Day of Languages/BHM</b>	<b>Mi Tiempo Libre – Módulo 2</b> what you do in your spare time, what sports you do, the weather <b>Cultural capital:el día de los muertos/Navidades</b> Mexican traditionChristmas traditions in the Hispanic world, songs, cards, puzzles and quiz <b>L+R+W</b>	<b>Mi Insti – Módulo 3</b> subjects you study, opinions about school subjects, describing your school, break time activities <b>Cultural capital:</b> The right to education in Guatemala <b>San Valentin L+R+W+S</b>	<b>Mi familia y mis amigos – Módulo 4</b> describing your family, appearance and personality, saying where you live <b>Cultural capital:</b> LGBT Velázquez: a Spanish painter <b>L+R</b>	<b>Mi Ciudad – Módulo 5</b> describing your local area and what you are going to do at the weekend, <b>telling the time,</b> ordering in a café, <b>Cultural capital:</b> Spanish festivals eg <b>el día de san juan y san pedro/semana santa</b>	Revision End of year test <b>L+R+W (Speaking if time allows)</b>  intervention/preparation for yr 8  <b>End of year project</b> – las Meninas/la educación/creating a board game

	<b>SKILLS</b>	<p>-Writing: adding variety to your writing</p> <p><b>-Grammar:</b> Spanish pronunciation, adjectives that end in “o” and “a”, using the verb “tener” (to have), adjectival agreements with nouns</p>	<p>-Speaking: taking part in a longer conversation and using question words</p> <p><b>-Grammar:</b> opinions using “me gusta” + infinitive, “ar” verbs in the present tense, “cuando”, “hacer” (to do) and “jugar”(to play)</p>	<p>-Writing: writing a longer text and checking accuracy</p> <p><b>-Grammar:</b> “ar verbs” to say what “we “ do, “me gusta v me gustan + adjectival agreements (to give opinions about subjects), using “ar and “er verbs” and hay</p>	<p>-Speaking: Photocard - planning and giving a presentation</p> <p><b>-Grammar:</b> possessive adjectives, verbs “ser” (to be) and “tener” (to have), using verbs in the third person, using the verb “estar” (to be)</p>	<p>-Writing using two tenses together</p> <p><b>-Grammar:</b> “a” using hay with “some” and “many”, verb “ir al/a la (to go to), verb “querer” (to want), near future tense ir +a +inf</p>	<p><b>Te gustan tu insti</b> listening strategies</p> <p><b>Que haces en tu tiempo libre -</b> speaking skills-taking part in a longer conversation</p> <p><b>Eres fanático</b> reading skills - dealing with complex texts</p> <p><b>Mi vida en La Habana</b> Writing skills-using 2 tenses</p>
Design Technology	<b>KNOWLEDGE</b>	<p>Investigation/Design</p> <p><b>Motorised Car Project -</b> RM/electronics/ Graphics</p> <p>Designing:</p> <p>Can design purposeful, functional, appealing products for themselves and other users based on design criteria.</p> <p>Can generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication</p>	<p>Make.</p> <p><b>Motorised Car Project-</b> RM/electronics/ graphics</p> <p>Making:</p> <p>Can select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing].</p> <p>Can select from and use a wide range of materials and components, including construction materials, textiles and</p>	<p>Technical Knowledge.</p> <p><b>Mechanical systems and movement</b></p> <p><b>Understanding motion, mechanisms, gears, cams and followers</b></p> <p>Motion and movement</p> <p>Gear trains, pulleys and drive mechanisms</p> <p>Teambuilding and collaborative design</p>	<p>Investigation/Design</p> <p>Make.</p> <p><b>Desk Tidy/Organiser Project</b></p> <p><b>RM</b></p> <p>Can design purposeful, functional, appealing products for themselves and other users based on design criteria.</p> <p>Can generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</p>	<p>Technical Knowledge.</p> <p>Make.</p> <p><b>Desk Tidy Project/Organiser RM</b></p> <p>Can select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing].</p> <p>Can select from and use a wide range of materials and components, including construction materials, textiles and</p>	<p>Make/Evaluation</p> <p><b>Desk Tidy Project/Organiser RM</b></p> <p>Evaluating:</p> <p>Can explore and evaluate a range of existing products evaluate their ideas and products against design criteria.</p>

		technology	ingredients, according to their characteristics.			ingredients, according to their characteristics.	
	SKILLS	<p>Problem solving. Use research. Understand the user needs. Respond to needs in a variety of situations. Develop specifications. To be creative. Develop design skills. Designing through sketching and modelling. Innovation through iterative design. Prototyping. Select tools, processes, equipment, and machinery precisely.</p>	<p>Making through Prototyping. Select tools, processes, equipment, and machinery precisely.</p>	<p>Develop pupil understanding of gears, cams and followers to create paper-based automats as an end product.</p> <p>This theory-based unit uses practical activities to reinforce technical principles. Working from basic forms of motion, the lessons slowly build in complexity culminating in a 'design and make' activity that will support understanding of KS4 concepts in relation to mechanical systems. Cams, followers and linkages are used to create specific movements.</p> <p>Rotary systems, including gears and pulleys are covered throughout the unit.</p> <p>Elements of mathematics and science are covered in an accessible and logical way allowing</p>	<p>Understanding what a design brief and specification are. Constructing an EPA Using access FM Designing through sketching and modelling. Innovation through iterative design. Prototyping. Select tools, processes, equipment, and machinery precisely. Use CAM Problem solving. Use research. Understand the user needs. Respond to needs in a variety of situations. Develop specifications. To be creative. Develop design skills.</p>	<p>Understanding different Making through Prototyping. Select tools, processes, equipment, and machinery precisely.</p>	<p>Finishing process to achieve a high-quality outcome. Finishing woods with different finishes. Using different processes i.e. vacuum forming. Health and safety within the workshop. Selecting the correct tools/machines in making the outcome. How to structure an evaluation referring to the specification/client and the end user. Considering a product life cycle.</p>

				calculations and performance of systems to be predicted.			
Art	KNOWLEDGE	<b>Into to Art &amp; The Formal Elements.</b> Expectations, tone & value, contrast, mark-making, natural forms, observational drawing.	<b>Colour Theory.</b> Painting: Primary & Secondary colours, mark making, colour wheel, textures & patterns, Final Piece.	<b>Shape &amp; Form.</b> Geometric shapes, grid drawing using tone, artist analysis ( <b>Wayne Thiebaud</b> ) and observational drawing using warm & cool colours.	<b>Shape &amp; Form.</b> Colour wheel re-cap, painting tints & shades, artist analysis & response ( <b>Claude Monet &amp; Paul Cezanne use of colour</b> ), observational drawing & painting.	<b>Printing &amp; Pattern.</b> Repeat pattern, natural forms, composition, observational drawing, poly block printing, pattern artist response ( <b>Eloise Renouf</b> ).	<b>Printing &amp; Pattern.</b> Refining pattern making skills & artist analysis ( <b>Iain McArthur</b> ), positive & negative space in art using papercuts, composition, observational drawing, clay tile design inspired by natural forms.
	SKILLS	Art vocabulary & visual language, tonal ladders, value, contrast, mark making, close-up observational drawing, grid drawings.	Watercolour painting using base colours & mark making, mixing & blending, coloured pencil, oil pastel, observational drawing of textures, developing a final piece.	Drawing geometric shapes & forms (cylinder, cube, cone), observational drawing of keys & sweets, colour mixing (pencil & oil pastel), analysing an artist, warm & cool colours.	Observational drawing using shape, watercolour painting of fruit/veg using tints & shades, analysing & responding to artists.	Observational drawing using mark making (mushroom), tonal drawing, printing using poly block – 2 colours (natural form), understanding presentation & composition, repeat pattern design,	Designing patterns using an ink pen, mark making skills using control and accuracy. Analysing & responding to artists, developing drawing skills focussed on outline, composition through positioning of paper cuts,

						analysing & responding to artists.	contrast, properties of clay, creating patterns through adding and taking away.
Music	KNOWLEDGE	Rhythms Making Stomp and Percussion Skills	Traditional to modern ensembles/Ode to Joy Developing how orchestras and choirs are developed over time.	Chinese Music Understanding the pentatonic scale, elements and techniques	Structure and Form Ground Bass/Ternary Form Pachelbel Canon Arrangement	All about the Bass! Performing well-known hooks and riffs Developing structure and form in pop music	Rhythms of the World African and Samba drumming Developing polyrhythm patterns Traditional singing and drumming
	SKILLS	Listening Skills Performing Skills Creative skills – recycling objects Ensemble Skills	Score reading Research and listening Ensemble skills Comparing a traditional and modern choir	Reading music notation Listening & Composition	Composing skills Theory skills Performing skills	Composing skills Performing Theory Skills Listening skills	Ensemble Skills Performing Skills Listening skills
Drama	KNOWLEDGE	<u>Storytelling</u> Looking at how stories are told from around the world.	<u>Commedia Del Arte</u> Understanding some theatrical history and introducing comedy and character.	<u>Mime</u> Understand and respect the art of Mime, within silent movies.	<u>Stormbreaker</u> Through a topic called Stormbreaker students will learn about Stanislavski	<u>Working with Script</u> Harry Potter and the Cursed Child. Learn/introduce drama skills and how to incorporate them into a performance.	<u>Intro to Genre (Horror School)</u> Developing the skills of Bertolt Brecht. Using historical fiction to inform drama.
	SKILLS	Still image, thought tracking, physical theatre, facial expression, body language. Evaluation, Script, Narration. (AO1, AO2, AO3, AO4)	Commedia Del Arte, Script, improvisation, comedy, character, Evaluation (AO1, AO2, AO3, AO4)	Mime, silent movies, slapstick, script, placard, facial expression, body language, music. Evaluation (AO1, AO2, AO3, AO4)	Character, Evaluation, Magic If, Given Circumstances, Role on the wall, rehearsal techniques (AO1, AO2, AO3, AO4)	Still image, thought tracking, physical theatre, facial expression, body language. Evaluation, Script. (AO1, AO2, AO3, AO4)	Horror, storytelling, character, improvisation, Evaluation (AO1, AO2, AO3, AO4)
Computer Science	KNOWLEDGE	<b>Using computers safely, effectively and responsibly.</b> Potential dangers Strategies for staying safe	<b>Hardware and Software</b> Role of components How components communicate System software vs Applications	<b>Binary &amp; Control</b> Role of Binary numbers Role of Denary numbers Why are they used?	<b>Spy School</b> Role of a spreadsheet Why are they used?	<b>Scratch</b> Drawing Shapes Creating a swimming fish game Creating drum kits Creating face changers Creating a dancing disco	<b>Intro to Python programming</b> Purpose and role of computer programs.



PE						Creating a maze game assessment	
	SKILLS	Identifying dangers. Avoiding the dangers. Using the internet safely. Internet security.	Calculating storage. Analysing performance. Describing stage of FDE.	Add together Binary numbers. Convert between Denary & Binary numbers	How to create a spreadsheet. How to use formulae to perform calculations.	How to create a character, background, Motion, Loops, Background, Costumes	How to write a program. How to use variables, data types, loops, comments
	KNOWLEDGE	Topic OAA Threshold concept  Pupils develop their ability to respond effectively to problems and physical challenges, both individually and in cooperation with others. They need to analyse, plan and carry out tasks safely, as they move from familiar activities and environments into unfamiliar and changing circumstances, often leading and managing themselves.	Topic Invasion games Hand  Threshold Concept(s) Understand the key principles that underpin invasion How can these principles be transferred between activities and how to apply these principles in modified games?	Topic Fitness Threshold concepts How the body responds to exercise What are the different types of Health-related fitness? And how do this differ	Topic Invasion games foot  Threshold Concept(s) Understand the key principles that underpin invasion. How can these principles be transferred between activities and how to apply these principles in modified games?	Topic Net/Wall games  Threshold Concept(s) Understand the key principles that underpin / net wall games. How can these principles be transferred between activities and how to apply these principles in modified games? How do we land the implement in the target area so that the opponent cannot return it How do we make it more difficult for our opponent to return the implement	Topic Striking and fielding Threshold Concept(s)  Understand the key principles that underpin / striking and fielding games. How can these principles be transferred between activities and how to apply these principles in modified games? Where do we strike the object, position field and bowl too and why .
	SKILLS	Substantive and Disciplinary  Pupils will gain knowledge of the nature of adventurous activities and make effective evaluations of strength and weaknesses in their own and others performances  Pupils will understand the benefits of OAA and look at how the sills developed in this areas can support their development in other activities Pupils will develop a range of leadership and communication skills in order to successfully work with others. They will develop panning and	Substantive. Pupils will learn the Replication and application of basic skills, such as passing shooting dribbling, hitting, serving, movement. They will also consider decision making skills in relation to, attacking / defensive principles. They will also explore ways in which they can outwit opponents Disciplinary Pupils will learn how to apply a range of key principles that transfer across sports. For example, spatial awareness and movement off the ball.	Substantive How to warm-up correctly, identification of major muscles, pupils understand how to exercise safely based on their differing fitness levels and capabilities Disciplinary  Pupils to develop to understand different exercise intensities and what happens to the body during exercise. Pupils to identify and explore testing procedures for different types of health related fitness and related these to different types of training	Substantive. Pupils will learn the Replication and application of basic skills, such as passing shooting dribbling, hitting , serving , movement. They will also consider decision making skills in relation to, attacking / defensive principles. They will also explore ways in which they can outwit opponents Disciplinary Pupils will learn how to apply a range of key principles that transfer across sports. For example, spatial awareness and movement off the ball. Pupils to consider where to hit the implement in order to be successful	Substantive + Disciplinary Pupils should consider where and when they strike the object too and what variations are required i.e. changes of spin, speed angle. How do pupils combine movement sequences of hitting whilst on the move or tracking the flight of an object to return? Pupils should develop knowledge of recovery and what to do once they have struck the object Where should they move, and why, pupils must be able to explain what they should do and why. Pupils should	Substantive + Disciplinary Pupils should consider where and when they strike the object too and why. Pupils must consider how to set fields and where to bowl too in order to contain batters. How do pupils combine movement sequences whilst on the move or tracking the flight of an object to return? Pupils should develop knowledge of how to return the object once hit .where should they move, and why, pupils must be able to explain what they should do and why. Pupils

		preparation skills in order to solve problems . They should be taught how to analyse and evaluate their decision making process and make suggestions for improvement	Pupils to consider where to hit the implement in order to be successful			demonstrate a clear understanding of attacking and defensive principles ie hitting up , hitting down , hitting to the front of the court hitting to the back. Pupils should be able to explain why they hit a shot to a particular location and link this to their opponent's position Pupils are also encouraged to consider the generic principles surrounding disguise and understand how to use this in modified games	should demonstrate a clear understanding of attacking and defensive principles ie and this should be done with consideration of the delivery. Pupils should be able to explain why they hit a shot to a particular location and link this to their opponents position Pupils are also encouraged to consider the generic principles surrounding disguise and understand how to use this in modified games
Food Prep & Nutrition	KNOWLEDGE	Basic Skills Health and safety	Make	Nutrition Eating Micro and macro nutrients	Make	Sustainability	Make.
	SKILLS	Dangers in the kitchen HACCP-recognising and implementing safe working conditions for all. Knife holds Basic first aid Food hazards Temperature controls Maths – weighing and measuring	Pupils prepare and cook a variety of dishes practicing and reinforcing their skills eg: fruit salad, apple crumble, melting moments Flap jack... They also have several opportunities to modify a recipe – either for appeal or nutritionally, or both.	Food groups and key nutrition Early years eat well guidelines carbohydrates, proteins, fats... Deficiency and over consumption – trends and fashions in dietary choices. Allergies and intolerances Introduction of Cultural cuisine. Digestion. Eat well guide and plate	Understanding hidden properties within raw and cooked foods. Seasoning without salt Alternatives to processed sugars Soup, coleslaw, Tuna pasta salad Fish cakes.... Biscuits Cup cakes	Sustainability Carbon footprint of food miles Understanding of seasonal foods and worldwide import demand. Preservatives  High quality hand decorated biscuit Piping – flood fill & barrier	Alternatives and uses of seasonal or preserved ingredients   Royal iced biscuits Chemical additives Natural colourings design

Religious studies	KNOWLEDGE	<b>Religious Studies – Meaning + purpose unit</b>  Students will learn about different faiths and how those beliefs shape our communities  7 lessons	<b>Religious Studies - Christianity practices unit</b>  Students will study a variety of lessons covering religious practices in Christianity  7 lessons	<b>Religious Studies - Islam Practice</b>  Students will study a variety of lessons covering religious practices in Islam  6 lessons	<b>Religious Studies - Peace and conflict unit</b>  Students will study a variety of lessons of covering religious in context  7 lessons	<b>Religious Studies – Religion, crime and punishment unit</b>  Students will study a variety of lessons covering religious in context  13 lessons	
	SKILLS	Developing mutual respect and understanding of our diverse community. Class debates and discussions, researching and presentation skills. Working collaboratively with peers					
PSHE	KNOWLEDGE	<b>PSHE - Mental and wellbeing unit</b>  7 lessons		<b>PSHE - Bullying, discrimination and social media unit</b>  7 lessons		<b>PSHE - Citizenship</b> What is fairness unit 4 lessons  <b>PSHE - (RSE) Relationships and Sex Education - lessons</b> focusing on puberty and personal hygiene 3 lessons	
	SKILLS	Developing an understanding of themselves and the community around them. Class debates and discussions, researching and presentation skills. Working collaboratively with peers					