



Ecclesfield
SCHOOL.

Y7 ALP
Curriculum
Guide

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Your Child's Curriculum Entitlement

The **Discover Curriculum** entitles students to:

- Access a broad and balanced curriculum which allows them to explore some of the subjects they encountered at primary school in more depth.
- Be taught in different types of teaching group (with students of similar ability and in mixed ability class) promoting and developing literacy and numeracy skills.
- Personalised provision to address individual needs in Maths and/ or English (extra support to get back 'on track' with students of a similar age).
- Follow a SMSC (Spiritual, Moral, Social and Cultural) programme.
- Learn a Modern Foreign Language.
- Experience the separate art forms of Music, Art and Drama and access to the extra-curricular opportunities they provide.
- Participate in 4 periods of physical education each fortnight.
- Study a range of subjects within Design and Technology, including programmes in food and nutrition.
- Acquire new skills in computing and develop ICT skills that can be transferred to other subjects.
- Receive careers education, information advice and guidance through specific lessons and access to impartial careers advice.
- Study Ebacc subjects.
- Develop their skills, knowledge and understanding in Maths and English.
- Develop attitudes to learning, GRIT behaviours and leadership skills in a range of contexts including lessons, form time, extra-curricular participation, home learning activities and as members of the student or department leadership teams.
- Represent their school in cultural and sporting events and/ or be a volunteer ambassador at whole school and community events.

The Alternative Learning Pathway (ALP)

What is the ALP?

The Alternative Learning Pathway is a curriculum pathway designed to provide additional literacy and numeracy support to students who are significantly behind the 'Expected Standard' when coming to us from primary school. This is done whilst maintaining a broad and balanced curriculum – students in the ALP continue to study all the subjects we have on offer at Ecclesfield School, so they don't miss out on anything, but still get the additional support they need in literacy and numeracy. They are taught the majority of literacy and numeracy lessons by a primary trained specialist whilst having some lessons with secondary school subject specialists. The aim is for all students to catch up as quickly as possible.

Why is my child in the ALP?

Your child is in the ALP because they met the following criteria:

- They didn't **yet** meet the Expected Standard at the end of Y6 (SATS) in Reading and Maths.
- They might have additional needs which mean they would benefit from being taught in this way.
- The ALP curriculum is designed to lay the foundations for learning needed to be successful at KS4.

What is the ALP designed to do?

- Accelerate literacy and numeracy progress to ensure better access to mainstream curriculum.
- Still ensure access to a broad and balanced curriculum (as detailed in this guide).
- Provide plenty of opportunities for students to make friends and continue developing important social skills.
- Be taught in a more intensive and supportive environment (i.e. a higher student to staff ratio).
- Support transition from Primary.
- Ensure students still have all the options available to them at GCSE.
- Provide a base and an additional supportive adult for students in a big school!

There are 50 periods a fortnight. The table below shows the number of periods per fortnight each subject is studied.

English	9	Drama	2	MFL	2
Maths	8	Music	2	SMSC	1
Science	6	Art	2	D&T	3
ALP Literacy	4	Humanities	2	PE	4
ALP Numeracy	3	Computer Studies	2		

For further details about what is covered in each subject, please see the subject overviews from page 7 onwards. Please note, under the circumstances we currently find ourselves in, i.e. adapting the curriculum to account for the impact which Covid 19 has had on learning, these overviews may need to change over the course of the academic year to accommodate the ever-changing situation. If you require further details about any subject, please contact your child’s subject teacher.

Further personalisation of some students’ timetables includes intervention and/ or withdrawal programmes as appropriate. Parents and Carers of students following intervention programmes will receive detailed information.

Interventions include:

- Read Write Inc—Phonics based reading programme
- Lexia –Individual ICT based support which develops reading, phonics and comprehension, particularly for students with dyslexia
- Breakfast Booster and Maths Leaders Catch Up Intervention —Numeracy intervention for students in Year 7 who are working below age-related expectations
- Mighty Minds
- Lego Therapy
- In class support
- Personalised 1:1 interventions
- One-to-one mentoring
- Reciprocal Reading—a reading comprehension programme
- Alternative Learning Pathway
- Reading Leaders—peer coaching
- Premiership Reading Stars
- Vocabulary and Narrative Speech, Language and Communication groups
- After-school Study Support

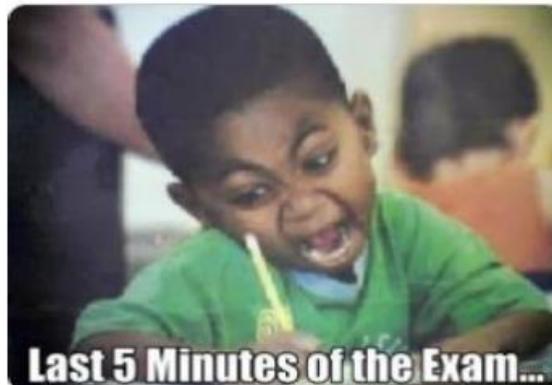
End of Year Exams:

In light of the demands of GCSEs, it is essential that students feel confident going in to the exam hall to sit tests in a range of subjects. End of year exams from Year 7 onwards are designed to ensure students are familiar with the expectations of them in the exam hall. Additionally, we want students to be equipped with a range of revision techniques from as early on as possible. Essentially, we want students to be fully prepared for their GCSE exams and we know that the earlier we start in that preparation, the better.

A few weeks before the exams are due to take place, you can expect your child to receive an Exams booklet – this contains information on when the exams will take place, provides a range of strategies and advice as well as topic lists from each subject so your child knows exactly what to revise.

You can support your child by reading through the booklet and helping them construct a revision timetable in the run up to their exams. Again, this is essential practice before they reach GCSEs.

Top Tips for Revision and Exam Success Year 7 Exams



"By failing to prepare, you are preparing to fail."

- Benjamin Franklin

"Preparation is the key to success."

- Alexander Graham Bell

"Never, never, never give up."

- Winston Churchill

"There is no secret to success. It is the result of preparation, hard work and learning from failure."

Colin Powell

ALP Literacy and English

For 8 lessons per fortnight (during English/ Literacy time), students take part in RWI which is a synthetic phonics programme. They complete this in small groups with other students who are working on the same module as they are. Students progress through the modules and learning is assessed using single word reading scores for example. In addition to this, students also study the following in their English/ Literacy time.

Assessment Objectives:	See personalised literacy targets. Students will continue to work through the RWI modules during their ALP Literacy time – these are sub-groups within the ALP so they are working at the modules specific to their needs. RWI lessons take place in 8 periods across the fortnight. The remaining Literacy/ English time is spent studying the following topics.			
Topic	The Iron Man – Novel Study	A novel – Hetty Feather	Project: Sheffield Culture	Project: Art in the Local Environment
Skills	R – Engage with a fiction text and give an opinion R – To improve decoding skills R – To gain a greater understanding of reading skills R – To nurture a love of reading for enjoyment R – Purpose and development of language R – Identify language W – Improve writing skills by attempting a variety of writing genres.	R – Engage with a fiction text and give an opinion R – To improve decoding skills R – To gain a greater understanding of reading skills R – To nurture a love of reading for enjoyment R – Purpose and development of language R – Identify language W – Improve writing skills by attempting a variety of writing genres.	R – Engage with non-fiction texts and give an opinion R – To improve decoding skills R – To gain a greater understanding of reading skills R – To nurture a love of reading for enjoyment R – Purpose and development of language R – Identify language W – Improve writing skills by attempting a variety of writing genres.	A shift in focus to writing in the final project, in addition to the following skills. W – Improve writing skills by attempting a variety of writing genres. R – Engage with texts and give an opinion R – To improve decoding skills R – To gain a greater understanding of reading skills R – To nurture a love of reading for enjoyment R – Purpose and development of language R – Identify language
Knowledge	Recap and improve; <ul style="list-style-type: none"> • Language use • Punctuation • Presentation • Checking for sense • Editing and improving • Reading skills 	Recap and improve; <ul style="list-style-type: none"> • Language use • Punctuation • Presentation • Checking for sense • Editing and improving • Reading skills 	Recap and improve; <ul style="list-style-type: none"> • Language use • Punctuation • Presentation • Checking for sense • Editing and improving • Reading skills 	Recap and improve; <ul style="list-style-type: none"> • Language use • Punctuation • Presentation • Checking for sense • Editing and improving • Reading skills
Assessment	Regular book looks / informal assessment/ RWI assessment.	Regular book looks / informal assessment/ RWI assessment.	Regular book looks / informal assessment/ RWI assessment.	Regular book looks / informal assessment/ RWI assessment.
Ecco Values	GRIT	Aim High	Aim High	Aim High

ALP Numeracy/ Maths

As much of the Foundation Maths curriculum plan as possible is covered in the ALP Numeracy and Maths time. Topics are prioritised and differentiated to suit the individual needs of the students in the class.

Unit of Learning	1	2	3	4	5	6
Topic	<ul style="list-style-type: none"> • Calculations • Types of Number • Rounding • Decimals 	<ul style="list-style-type: none"> • Perimeter • Area • Algebraic Manipulation 	<ul style="list-style-type: none"> • Fractions, decimals and percentages. • Displaying and analysing data. 	<ul style="list-style-type: none"> • Ratio and Proportion • Angles 	<ul style="list-style-type: none"> • Sequences • Probability 	<ul style="list-style-type: none"> • Transformations • 3D Shapes
To begin to lay the fundamental building blocks for the following skills	<ul style="list-style-type: none"> • To break down problems into a series of simpler steps. • To develop a rich and accurate mathematical vocabulary. • Present a mathematical justification, argument or proof, making their thinking clear to themselves and others. • To develop connections between knowledge from different topics. • Check their answers are sensible. • Apply knowledge to both routine and non-routine problems. • Fluent application of arithmetic. • The ability to work alone or to collaborate with others. • Written and oral communication skills. 					
Knowledge	<ul style="list-style-type: none"> • Written methods for multiplying, dividing, adding and subtracting. • Build upon and extend knowledge and use of place value. • Problem solve with directed numbers. • Use function machines. • Work with square, cube and prime numbers. • Calculate and problem solve with HCF and LCM. 	<ul style="list-style-type: none"> • Use the properties of quadrilaterals and triangles. • Work with lines of symmetry and rotational symmetry • Calculate the area and perimeter of compound shapes. • Find missing dimensions given an area or perimeter. • Write a perimeter or area as an algebraic expression. • Define and identify terms, expressions, 	<ul style="list-style-type: none"> • Order numbers written in different formats. • Compare the size of fractions. • Perform the four operations with fractions. • Convert between fractions, decimals and percentages. • Calculate fractions of an amount. • Calculate percentages with and without a calculator. 	<ul style="list-style-type: none"> • Write a ratio for a given situation. • Write a ratio as a fraction. • Write and use unit ratios. • Use proportion to solve recipe problems. • Share an amount by a ratio. • Problem solve with ratio. • Use a protractor to accurately measure angles. 	<ul style="list-style-type: none"> • Identify and continue a picture, an arithmetic or geometric sequence. • Identify and continue a Fibonacci type sequence. • Find missing terms in a sequence. • Find the nth term for a numerical sequence. • Find the nth term for a picture sequence. • Generate a sequence from the nth term. 	<ul style="list-style-type: none"> • Understand and use similar shapes. • Understand and use congruent shapes. • Know the link between similar shapes and congruent shapes with the objects and images of transformations. • Perform and describe translations using words and column vectors. • Perform and describe rotations.

	<ul style="list-style-type: none"> • Use BIDMAS for all operations. • Round numbers to any given level of accuracy. • Perform calculations with decimals. • Convert metric measures to other metric measures. 	<p>equations, formulae and identities.</p> <ul style="list-style-type: none"> • Simplify algebraic expressions. • Substitute positive and negative values into algebraic expressions. • Solve basic equations. • Expand a single bracket. • Factorise a simple expression. 	<ul style="list-style-type: none"> • Record data from an experiment. • Draw and interpret diagrams. • Calculate averages and range. • Compare data sets using averages and spread. • Identify and explain which the best average to use is. • Draw and interpret pie charts. • Draw and interpret Venn diagrams. 	<ul style="list-style-type: none"> • Work with parallel and perpendicular lines. • Use standard conventions for labelling sides and angles. • Problem solve with the basic angle rules (vertically opposite, angles on straight line, angles in a triangle, and angles in a quadrilateral). • Calculate the interior angles of a polygon. 	<ul style="list-style-type: none"> • Place events onto a probability scale. • Record, describe and analyse the frequency of an experiment. • Calculate the probability of an event happening. • Calculate the probability of an event not happening. • Calculate probability from a Venn diagram or two-way table. • Draw and use a frequency tree. 	<ul style="list-style-type: none"> • Name and draw vertical and horizontal lines on a graph. • Perform and describe reflections. • Perform and describe enlargements using positive integer scale factors. • Calculate the area and perimeter of 2D shapes. • Name 3D shapes. • Draw and identify nets of 3D shapes. • Calculate the volume and surface area of a prism. • Convert between units of length area and volume.
Assessment	AP1, starters, AfL, progress checkers, self and peer feedback, home works, questioning, live marking	AP2, QLA, starters, AfL, progress checkers, self and peer feedback, home works, questioning, live marking	Starters, AfL, progress checkers, self and peer feedback, home works, questioning, live marking	Starters, AfL, progress checkers, self and peer feedback, home works, questioning, live marking	Starters, AfL, self-assessment, home works, questioning, live marking	AP3, QLA, starters, AfL, self-assessment, home works, questioning, live marking
Ecco Values / SMSC / Cultural Capital Links	<ul style="list-style-type: none"> • Develop team working and leadership skills • Identify and access appropriate advice and support • Empathy • Resilience 					
Literacy / Numeracy Links	<ul style="list-style-type: none"> • To develop a rich and accurate mathematical vocabulary. • Reading questions for understanding • High-lighting key words • Written and oral communication skills 					

Art

Unit of Learning	1	2	3	3	4	4
Topic	Getting to know Art and design. Formal Elements.	Formal Elements	Book Art	Book Art	Fauvism	Fauvism
Skills	Drawing, tone, shading, colour theory, colour techniques.	Drawing, designing, applying colour skills, tone, Paint techniques.	Artist research and analysis, drawing techniques, exploration of different media.	Linking with Artists, designing, reflection, creating a final outcome.	Research (mind mapping) Media use (photography) Photoshop (layers and effects) Understanding the themes and artists of this art movement. Understanding the styles and media best suited to it.	Collage skills, media techniques. Creating a final outcome. Composition, scale and media use. (Scaling up methods)
Knowledge	Drawing techniques, shading, Artists linking to Key Skills, analysis of Artist/Artwork.	Undersea colours, Artist links, drawing, shading and paint techniques.	Jungle research, Artists that use Jungles in their Artwork, tonal techniques.	Linking research and Artists together to create a final outcome, designing, layout, using different materials.	. Understanding the themes and artists of this art movement. Understanding the styles and media best suited to it.	A clear understanding of design for purpose to create a personal piece in the style of this movement.
Assessment	Starters, base line test, teacher feedback, peer, self-assessment. Booklets	Starters, plenaries, teacher feedback, peer, self-assessment. Booklets	Starters, plenaries, teacher feedback, base line test, peer, self-assessment. Booklets	Starters, plenaries, teacher feedback, peer, self-assessment. Booklets	Student understanding and reflection of AOs, Starters, teacher feedback, peer, self assessment. Booklets.	Starters, plenaries, teacher feedback peer, self-assessment Booklets
Ecco Values / SMSC / Cultural Capital Links-	Base of all round art skills, knowledge for life, preparation for all Art and Photography projects, GRIT, sharing, supporting.	Knowledge of key drawing and shading skills, looking at Artists and designing. Sharing, be kind, high expectations and GRIT.	Knowledge of key drawing and shading skills, colour skills, using different media, looking at Artists and designing. Sharing, be kind, high expectations and GRIT.	Linking knowledge learnt together. Artists and Designing. Sharing, be kind, high expectations and GRIT.	Knowledge of key drawing and shading skills, colour skills, using different media, looking at Artists and designing. Be kind- discuss ideas thoughtfully. Aim high- Truly understand the art style. Show grit- learn new photography skills and be happy to Sharing, be kind, high expectations and GRIT.	Linking knowledge learnt together. Artists and designing. Sharing, be kind, high expectations and GRIT.
Literacy / Numeracy Links	Key Vocab, displays, modelling, repetition, decode key vocab, scaffolded annotation activities -Links to shape, measuring, symmetry					

Computer Studies

Unit	1	2	3
Topic	Computer Basics	Algorithms & Programming	Hardware & Software
Skills	Send emails. Identifying and describe danger Create Documents, Productive use of Office, Managing Files. Complete basic edits to photoshop files	Students should be able to use Decomposition, Abstraction, Pattern Recognition, Algorithms Sequence, Selection, Iteration, Data Handling to solve problems and apply these techniques in a block programming language	Identify better performing computers Compare hard drives to SSDs in terms of how they affect performance of a PC or games console
Knowledge	Identify and describe phishing emails, describe Social Engineering attacks. Describe appropriate use of social media – Stay Safe, Be Respectful / Identify Addiction in themselves, describe how to have a healthier relationship with technology, understand Trustworthiness in digital technology, describe what a Digital Footprint is. Describe and explain how to use photo editing in an ethical and respectful way. Explain how to trust digital artefacts based on experience of editing photos	Identify where decomposition, abstraction and pattern recognition has been used in Real-world problems and physical systems / Programming Constructs Students should identify Variables and Programming Constructs in programs	Describe what makes a computer perform faster Describe the use of RAM to make a computer perform quicker. Identify internal components of a computer Identify and describe Input/output/peripherals Identify different operating systems and their uses Identify antivirus programs and describe their function
Assessment	MS Forms Peer Assessment DART assessment (paper)	MS Forms Discussion activities DART assessment (through project)	MS Forms, OneNote, discussion DART Assessment (through project)
Ecco Values / SMSC / Cultural Capital Links	Students are required to work hard and show GRIT in programming, it requires a lot of thinking and persistence to solve the difficult problems. They are taught to look for help rather than asking the teacher.	Students are required to work hard and show GRIT in programming, it requires a lot of thinking and persistence to solve the difficult problems. They are taught to look for help rather than asking the teacher.	Students are not assumed to know the internal parts of a computer or hardware and software because many probably no longer own a PC. We give students this knowledge that could be applied in future jobs or to build their own PC. We encourage students to think about that at some time in their future.
Literacy / Numeracy Links	Reading Starters, Writing tasks Vocabulary: T2: Create, File, Folder, productive, edit, addiction, trustworthiness. T3: Phishing, Social Engineering, digital footprint, encryption, hacking, waterfall methodology. X, Y coordinates Vocabulary: T2: Create, modify, select, clone, shapes. T3: Layers, transform	Reading and immersive reader, Costs. Understanding some of the key words above with expectation that the students will struggle to retain these words. They are not used in everyday life, but will link to personal solving of problems.	CPU Performance maths Reading tasks. Presenting tasks. Focus on understanding hardware and software terms.

Drama

Unit of Learning	1	2	3	4	5	6
Topic	Intro to Drama	Intro to Drama	Advanced Skills	Physical Theatre	Ernie's Incredible Illucinations	Time Travel
Skills	Mime Still Image Improvisation Facial expressions	Tone of voice Narration Flashback Plot Structure	Cross cut Voice of Conscience Hotseating	Movement Basic actions Physicality of movement	Interpreting themes and issues and character exploration Performing as a character	Physical theatre All previous performance skills Devising
Knowledge	What makes good performance skills	What makes good performance skills	How to add variety to drama performances	Labans 8 basic actions	Following stage directions	How to create drama from a starting point
Assessment	Performance of Nursery Rhyme Skills Tracker Self assessment tracker	Performance of Ghost story Skills Tracker Self assessment tracker	Weekly performances based on each new Drama technique Skills Tracker Self assessment tracker	Performance of primary school challenge Skills Tracker Self assessment tracker	Written task completing journal in logbook Skills Tracker Self assessment tracker	Final performance responding to a brief Skills Tracker Self assessment tracker
Ecco Values / SMSC / Cultural Capital Links	Learning to understand the different characters and personalities in today's world	Considering issues from another person's perspective	The dangers of smoking Consequences of actions	Resilience when things do not go your way Moving out of your comfort zone		Researching an event and considering what happened from different perspectives
Literacy / Numeracy Links	Students have to create their own ghost story. In order to be prepared for this they will research different ghost stories before making their own.	Different groupings. Organisational techniques need to be used within groups and the ability to think logically around a problem. Problem solving skills.	Students will complete a section of their logbook in which they will need to articulate what they did in class and why they used the drama skill's they chose.	Students will read the 8 basic actions of physical theatre and apply them to their work	A play script will be read as a class and studied. Students will consider the play and character and also look into the way it is written They will perform parts of it	Students are issued a brief and will need to write out a plot based on the themes and issues in the brief. They will use this to form the basis of their practical work

Design and Technology

Unit of Learning	Food	Drawer Alarm	Bot & Key Fob
Topic	Introduction to Food technology & Healthy Eating	Developing knowledge of electronic systems and components	Workshop introduction and hand tool basics.
Skills	<ul style="list-style-type: none"> Select from and use kitchen equipment to produce a range of different products. Use the rubbing in, melting method and kneading techniques. Know when and how to use simmer, boil, grill and roast methods. 	<ul style="list-style-type: none"> Use a soldering iron to connect different components to a circuit board. Be able to produce circuit diagrams using circuit modelling software. Use rendering and drawing techniques to present design ideas. 	<ul style="list-style-type: none"> Use basic workshop equipment to shape different materials. Using 2D cad to create simple drawings. Use 3rd angle orthographic projection to draw simple objects.
Knowledge	<ul style="list-style-type: none"> To develop students understanding of what makes a healthy diet. Students should be able to explain the difference between Macro and Micro nutrients. Student should know the functions of ingredients e.g.yeast. Students should know basic food hygiene and cross contamination control procedures. 	<ul style="list-style-type: none"> Know how a circuit work and what a range of simple components do in a circuit. Understand how to use circuit modelling software in order to plan simple circuits. Be able to explain the purpose of a design/manufacturing specification. Know how to use drawing conventions and rendering skills to present ideas effectively. 	<ul style="list-style-type: none"> Know how to work safely in a workshop environment. Learn about different sawing and filing techniques. Know about a range of simple workshop materials and their working properties. Learn about quality control checks and how these can be applied.
Assessment	<ul style="list-style-type: none"> End of unit assessment – Written test. In class questioning. Peer assessment of design and practical work. Dot marking of folder work including setting of targets. 		
Ecco Values / SMSC / Cultural Capital Links	<ul style="list-style-type: none"> Work Hard Show GRIT Aim High Be Kind 	<ul style="list-style-type: none"> Work Hard Show GRIT Aim High Be Kind 	<ul style="list-style-type: none"> Work Hard Show GRIT Aim High Be Kind
Literacy / Numeracy Links	<p>Literacy</p> <ul style="list-style-type: none"> Reading recipes. Demonstration of practical skills to peers. Use of tier 2 words within specification and practical. evaluations. Use of tier 3. words throughout practical skills and theory lessons. <p>Numeracy</p> <ul style="list-style-type: none"> Using weighing. Scales. Ratios. Temperatures. 	<p>Literacy</p> <ul style="list-style-type: none"> Reading technical drawing. Demonstration of practical skills to peers. Use of subject tier 2 words within specification and evaluations of products. Use of tier 3 words through the project. Interpreting technical drawing symbols. PEEAD with evaluation. <p>Numeracy</p> <ul style="list-style-type: none"> Measurement and converting measurement. Interpreting dimensions from technical drawings. 	<p>Literacy</p> <ul style="list-style-type: none"> Use of written text/ diagrams research tools and equipment. Reading risk assessments. Demonstration of practical skills to peers. Use of subject tier 2 words within specification and evaluations of products. Use of tier 3 words through the project. PEEAD with evaluations. <p>Numeracy</p> <ul style="list-style-type: none"> Measurement and converting measurement. Interpreting dimensions from technical drawings. Measuring. Dimensions within CAD.

Humanities

Unit of Learning	1. History	2. History	3 & 4. Geography	5. History	6. History
Topic	Battle of Hastings	Norman conquest: Conisbrough Castle	UK Geography	Significance of the Black Death Freddie's Mum	Slavery
Skills	<ul style="list-style-type: none"> • Knowledge • Causation • Explain 	<ul style="list-style-type: none"> • Knowledge • Source skills • Interpretation skills 	<ul style="list-style-type: none"> • Map the continents and oceans • Map the countries, cities and towns • Map the physical geography 	<ul style="list-style-type: none"> • Significance 	<ul style="list-style-type: none"> • Knowledge • Source skills • Interpretation
Knowledge	Contenders for the throne. The events of the Norman invasion. Reasons for William's victory.	Castle building. Features of Conisbrough Castle. How castles were defended and attacked.	Location of continents and oceans and where they are in the world Location of towns and cities Physical and Human geography Sheffield as a UK City National Parks	Reasons for the significance of the Black Death. What people believed about the black death, how they were affected by it and how relevant it is. Trip to Eyam to support Big Write.	Why did the British want an Empire? Was it a force for good? The trade triangle. The Middle Passage. Life on the slave plantations.
Assessment	Low stakes, in-class assessment.	Source skills assessment	UK Geography teacher assessment	Write a letter to Freddie's mum to explain the significance of the Black Death.	
Ecco Values / SMSC / Cultural Capital Links	Students are able to justify their opinion.	Students are able to work in groups and take on a role within a team.	Importance of Sheffield nationally and globally.	Students are able to write a persuasive letter. Students understand the wider significance of a historical event and its impact on our world today.	Students are able to explain how events link together. Understanding of human rights and the impact of racism.
Literacy / Numeracy Links	Literacy: personalised literacy targets, PROUD, SPaG, source analysis (identify and infer), text rich and use of subject vocabulary, oracy strategies (talk for writing approach). Numeracy: Chronology, dates (BC and AD)	Literacy: personalised literacy targets, PROUD, SPaG, source analysis (identify and infer), text rich and use of tier 2 subject-specific vocabulary, oracy strategies (talk for writing approach). Numeracy: Chronology, dates (BC and AD)	Literacy: personalised literacy targets, Reading, SPaG, tier 3 subject specific language, PROUD, oracy strategies (talk for writing approach). Numeracy: Map skills	Literacy: r personalised literacy targets, eading techniques, development of PEEL paragraphs, Big Write, source analysis and use of subject-specific vocabulary. Numeracy: Population statistics	Literacy: personalised literacy targets, reading techniques, development of PEEL paragraphs, source analysis and use of subject-specific vocabulary. Numeracy: Sources of evidence used to analyse statistics.

Languages

The MFL ALP curriculum is a course that combines both language and culture. Students will learn key vocabulary and structures through studying a variety of Spanish speaking countries. This allows them to not only develop their cultural awareness and understanding, but also to improve their literacy skills. Students will be expected to listen, speak, read and write about a variety of Hispanic customs and festivals, both in English and the target language.

Lesson No. (week)	Lesson Title	Lesson Outcomes	Lesson Activities (knowledge/skills)	Knowledge (retrieval and misconceptions)	Assessment of Learning	Home Learning
(1-3)	<i>Welcome to Spanish</i>	<ul style="list-style-type: none"> To have an understanding of Spanish culture and where Spanish is spoken in the world To have an understanding of the importance of languages 	<ul style="list-style-type: none"> World map Cultural activities EDOL 		P/A quiz	Finish Welcome page
1 (4-7)	<i>Spain</i>	<ul style="list-style-type: none"> To have a greater understanding of Spain and Spanish culture 	<ul style="list-style-type: none"> Festival of la Tomatina video Map of Spain Information sheet about Spanish Culture 	Knowledge retrieval: HFW Predicted misconceptions False friends	P/A – quiz	Linguascope practice
		<ul style="list-style-type: none"> To be able to use key HFW and greetings in Spanish 	<ul style="list-style-type: none"> LCSWC Speaking exercise Game to reinforce vocabulary 		S/A - LSCWC	
		<ul style="list-style-type: none"> To be able to explain what the festival is about 	<ul style="list-style-type: none"> Say it in a sentence Justified opinions 		T/A - literacy	
2 (8-11)	<i>Mexico</i>	<ul style="list-style-type: none"> To have a greater understanding of Mexico and Mexican culture 	<ul style="list-style-type: none"> Festival of fireworks video Map of Mexico Information sheet about Spanish Culture 	Knowledge retrieval: Predicted misconceptions	P/A – quiz	Linguascope practice
		<ul style="list-style-type: none"> To be able to use key HFW and opinions in Spanish 	<ul style="list-style-type: none"> LCSWC Speaking exercise Game to reinforce vocabulary 		S/A - LSCWC	
		<ul style="list-style-type: none"> To be able to explain what the festival is about 	<ul style="list-style-type: none"> Say it in a sentence Justified opinions 		T/A - literacy	

(12-15)	Day of the dead	<ul style="list-style-type: none"> To have an understanding of the festival To be able to explain what it is about 	<ul style="list-style-type: none"> Videos Masks Food taster Coco 		T/A literacy	Finish Mask
3 (16-19)	Argentina	<ul style="list-style-type: none"> To have a greater understanding of Argentina and Argentinian culture 	<ul style="list-style-type: none"> Festival of carnival video Map of Argentina Information sheet about Spanish Culture 	Knowledge retrieval: Predicted misconceptions	P/A – quiz	Linguascope practice
		<ul style="list-style-type: none"> To be able to use key HFW and adjectives in Spanish 	<ul style="list-style-type: none"> LCSWC Speaking exercise Game to reinforce vocabulary 		S/A - LCSWC	
		<ul style="list-style-type: none"> To be able to explain what the festival is about 	<ul style="list-style-type: none"> Say it in a sentence Justified opinions 		T/A - literacy	
4 (20-23)	Chile	<ul style="list-style-type: none"> To have a greater understanding of Chile and Chilean culture 	<ul style="list-style-type: none"> Festival of vendimia video Map of Chile Information sheet about Spanish Culture 	Knowledge retrieval: Predicted misconceptions	P/A – quiz	Linguascope practice
		<ul style="list-style-type: none"> To be able to use key HFW and adjectives in Spanish 	<ul style="list-style-type: none"> LCSWC Speaking exercise Game to reinforce vocabulary 		S/A - LCSWC	
		<ul style="list-style-type: none"> To be able to explain what the festival is about 	<ul style="list-style-type: none"> Say it in a sentence Justified opinions 		T/A - literacy	
(24-25)	Easter Semana Santa	<ul style="list-style-type: none"> To have an understanding of the festival To be able to explain what it is about 	<ul style="list-style-type: none"> Videos Food tasting Creative task 		S/A -literacy	
5 (26-29)	Paraguay	<ul style="list-style-type: none"> To have a greater understanding of Paraguay and Paraguayan culture 	<ul style="list-style-type: none"> Festival of San Juan video Map of Paraguay Information sheet about Spanish Culture 	Knowledge retrieval: Predicted misconceptions	P/A – quiz	Linguascope practice

		<ul style="list-style-type: none"> To be able to use key HFW and reasons in Spanish 	<ul style="list-style-type: none"> LCSWC Speaking exercise Game to reinforce vocabulary 		S/A - LSCWC	
		<ul style="list-style-type: none"> To be able to explain what the festival is about 	<ul style="list-style-type: none"> Say it in a sentence Justified opinions 		T/A - literacy	
6 (30-33)	Uruguay	<ul style="list-style-type: none"> To have a greater understanding of Uruguay and Uruguian culture 	<ul style="list-style-type: none"> Festival of milk video Map of Uruguay Information sheet about Spanish Culture 	Knowledge retrieval: Predicted misconceptions	P/A – quiz	Linguascope practice
		<ul style="list-style-type: none"> To be able to use key HFW and connectives in Spanish 	<ul style="list-style-type: none"> LCSWC Speaking exercise Game to reinforce vocabulary 		S/A - LSCWC	
		<ul style="list-style-type: none"> To be able to explain what the festival is about 	<ul style="list-style-type: none"> Say it in a sentence Justified opinions 		T/A - literacy	
7 (34-38)	Venezuela	<ul style="list-style-type: none"> To have a greater understanding of Venezuela and Venezuelan culture 	<ul style="list-style-type: none"> Festival of Virgen de coromoto video Map of Venezuela Information sheet about Spanish Culture 	Knowledge retrieval: Predicted misconceptions	P/A – quiz	Linguascope practice
		<ul style="list-style-type: none"> To be able to use key HFW and intensifiers in Spanish 	<ul style="list-style-type: none"> LCSWC Speaking exercise Game to reinforce vocabulary 		S/A - LSCWC	
		<ul style="list-style-type: none"> To be able to explain what the festival is about 	<ul style="list-style-type: none"> Say it in a sentence Justified opinions 		T/A - literacy	

Music

Unit of Learning	1	2	3	4	5	6
Topic	<u>Bridging the Gap</u>	<u>Instruments of the Orchestra</u>	<u>Musical Cycles</u>	<u>Stomp</u>	<u>Early Music</u>	<u>Rock Band</u>
Skills	musical notation and rhythmic transcription performance skills compositional skills	musical notation and transcription keyboard expertise compositional skills and theory historical context	musical notation and transcription performance and compositional skills and theory, various instrumental expertise.	musical notation instrumental expertise ensemble skills rhythmic expertise	musical notation and transcription ensemble performance and compositional skills historical context & theory	musical notation arranging various instrumental/vocal expertise ensemble skills
Knowledge	the elements of music pitch, tempo, texture, timbre, rhythm, duration & dynamics. staff notation, rhythm grids	exploring timbre pitch, texture, timbre & dynamics, melody & harmony, orchestral families, musical stave notation.	musical structures pitch, texture, melody & harmony, structure & form, binary, ternary, rondo.	exploring rhythm through junk instruments texture, timbre, rhythm, ensemble skills, polyrhythm, unison, call and response.	exploring modes and drones texture, melody, accompaniment, scales, modes, drones, chords.	exploring songs & arrangements texture, melody & harmony, structure & form. ensemble skills.
Assessment	recorded performance, self and peer assessment, notation transcription, listening tests, compositional written musical score.	recorded performance, self and peer assessment, notation transcription, listening tests, compositional written musical scores.	recorded performance, self and peer assessment, notation transcription, listening tests. historical context	recorded performance, self and peer assessment, notation transcription, listening tests, compositional arrangement	recorded performance, self and peer assessment, notation transcription, listening tests.	recorded performance, self and peer assessment, notation transcription, listening tests, arrangement/score
Ecco Values / SMSC / Cultural Capital Links	grit, resilience, rehearsal technique, basic routines in music, performance confidence. .	grit, resilience, the music industry and musical careers.	grit, resilience, rehearsal technique, music from other countries/cultures	grit, resilience, rehearsal technique and ensemble skill. instrumental creation.	grit, resilience, historical context.	grit, resilience, rehearsal technique, the music industry, ensemble skill
Literacy / Numeracy Links	musical vocabulary (latin terminology), notation, counting beats, subdivision of rhythm, use of word rhythm association, staff notation.	musical vocabulary (latin terminology), name of instruments.	musical vocabulary (latin terminology), notation, counting beats, subdivision of rhythm.	musical vocabulary (latin terminology), notation, counting beats, subdivision of rhythm.	musical vocabulary (latin terminology), notation, names of medieval instrumentation	musical vocabulary (latin terminology), notation, counting beats, subdivision of rhythm. lyric writing and interpretation.

PE

Unit of Learning	1	2	3	4	5	6
Topic	Football + Netball / Rugby	Badminton + Hockey	Gymnastics + Table Tennis	Dance + Handball	Rounders + Tennis	Cricket + Athletics
Skills	Core skills (see schemes of learning for more detail)	Core skills (see schemes of learning for more detail)	Core skills (see schemes of learning for more detail)	Core skills (see schemes of learning for more detail)	Core skills (see schemes of learning for more detail)	Core skills (see schemes of learning for more detail)
Knowledge	Practical Identify key skills. Explain basic rules. Theory <i>WU + CD</i>	Practical Identify key skills. Explain basic rules. Theory Names and locations of bones	Practical Identify key skills. Explain basic rules. Theory Names and locations of muscles	Practical Identify key skills. Explain basic rules. Theory Short term effects	Practical Identify key skills. Explain basic rules. Theory Long term effects	Practical Identify key skills. Explain basic rules. Theory Sportsmanship
Assessment	Performance + Q&A	Performance + Q&A	Performance + Q&A	Performance + Q&A	Performance + Q&A	Performance + Q&A
Ecco Values / SMSC / Cultural Capital Links	Work hard Working independently and engaged in learning new skills.	Be Kind Support one another, leaning how to praise and give constructive feedback.	Show GRIT Building confidence to learn new skills and tackle challenges.	Aim High Developing the right attitudes to succeed when a skill may be challenging.	Be Kind Developing teamwork skills. Looking at different roles i.e. Captain, vice-captain.	Aim High Competitive element. Pushing one's self to achieve the best they can be.
Literacy / Numeracy Links	Key terminology of the components of a Warm-Up and Cool-Down. Key words used in football and netball i.e. attach and defence. Scoring your own games.	Names of the bones. Key words used in Badminton and Hockey i.e. names of skills. Scoring your own games / Odds and Evens in Badminton.	Names of the muscles. Correct terminology used in gymnastics and table tennis. Scoring in table tennis and counting in gymnastics to support timing.	Key terminology used to identify the short term effects on the 4 body systems. Correct terminology of skills used in Dance and Handball. Scoring in Handball and counting in dance to support timing.	Key terminology used to identify the long term effects on the 4 body systems. Correct terminology used to identify skills in Rounders and Tennis i.e. Long barrier. Scoring in Rounders and Tennis.	The terminology of sportsmanship and the importance of sportsmanship. Correct terminology used in Athletics and Cricket. Scoring in Cricket and measuring distances and times in athletics.

Science: Biology

Unit of Learning (Y7-8 from 2020)	Structure and Function of Living Things	Structure and Function of Living Things	Material Cycles and Energy	Infection and Response	Structure and Function of Living Organisms	Genetics and Evolution
Topic	Exercise and Health	Diet and Digestion	Ecology and Photosynthesis	Communicable Diseases	Cells and Microscopes	Inheritance and Selection
Skills	Name and use a wide range of scientific apparatus. Follow simple risk assessments. Can plan an investigation that will answer a question. Know what the word "variables" means. Can take measurements using a range of scientific equipment.	Can take measurements using a range of scientific equipment. Understand potential causes of random and systematic errors when collecting data. Can record data in tables. Can record data in bar charts.	Take measurements using a range of scientific equipment. Record data in tables and bar charts. Record data as a line graph on axis. Describe patterns shown by data. Spot anomalies Calculate averages and differences	Select measuring equipment based on precision and resolution. Evaluate the risks that are linked to different experiments. Identify dependent and independent variables. Understand the purpose of a "control" experiment. Make predictions that are supported by scientific facts.	Write and follow a simple risk assessment. Use continuous sampling techniques. Understand why repeat readings can improve accuracy	Correctly construct line graphs. Link anomalies to specific random and systematic errors Calculate percentages. Present explanations for patterns in data Suggest how the accuracy and precision of data can be improved.
Knowledge	The structure and functions of the human <u>skeleton</u> The interaction between <u>skeleton</u> and <u>muscles</u> . The function of muscles and examples of <u>antagonistic muscles</u> . The structure and functions of <u>the gas exchange system</u> in humans. The mechanism of breathing to move air in and out of the <u>lungs</u> .	The content of a healthy human <u>diet</u> , and why each component is needed. The consequences of <u>imbalances</u> in the <u>diet</u> . The tissues and organs of the human <u>digestive system</u> . The importance of <u>bacteria</u> in the human <u>digestive system</u>	The reactants in, and products of, <u>photosynthesis</u> , and a word summary for <u>photosynthesis</u> The adaptations of leaves for <u>photosynthesis</u> . The <u>interdependence of organisms</u> in an <u>ecosystem</u> . The importance of <u>plant reproduction</u> through insect <u>pollination</u> . How <u>organisms</u> affect, and are affected by, their <u>environments</u> .	<u>Pathogens</u> are <u>microorganisms</u> such as <u>viruses</u> and <u>bacteria</u> that cause <u>infectious diseases</u> They frequently produce <u>toxins</u> that damage <u>tissues</u> and make us feel ill. <u>Antibiotics</u> , such as <u>penicillin</u> , are <u>medicines</u> that help to cure <u>bacterial disease</u> by killing <u>infective bacteria</u> inside the body New <u>medical drugs</u> have to be tested and trialled before being used to	Cells as the fundamental unit of living <u>organisms</u> , including how to observe, interpret and record cell structure using a <u>light microscope</u> The functions of the <u>cell wall</u> , <u>cell membrane</u> , <u>cytoplasm</u> , <u>nucleus</u> , <u>vacuole</u> , <u>mitochondria</u> and <u>chloroplasts</u> The similarities and differences between <u>plant</u> and <u>animal cells</u> The role of <u>diffusion</u> and <u>osmosis</u> in the movement	The process by which <u>genetic information</u> is transmitted from one <u>generation</u> to the next <u>Chromosomes</u> , <u>genes</u> and <u>DNA</u> , and the role played by Watson, Crick, Wilkins and Franklin in the development of the <u>DNA model</u> Differences between <u>species</u> <u>Variation</u> between individuals within a <u>species</u> can be <u>continuous</u> or <u>discontinuous</u> .

	The impact of <u>exercise</u> , <u>asthma</u> and <u>smoking</u> on the human <u>gas exchange system</u>			check that they are safe and effective.	of materials in and between <u>cells</u>	How <u>variation</u> between <u>species</u> and between individuals of the same <u>species</u> drives <u>natural selection</u> How changes in the <u>environment</u> affects <u>species</u> and may lead to <u>extinction</u> <u>Biodiversity</u> and the use of <u>gene banks</u> .
	From Y6 human circulatory system functions of the heart, blood vessels and blood	From Y6 Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function	From Y5 Life process of reproduction in some plants and animals.	From Y7 Exercise and Health	From Y7 Diet and Digestion	From Y6 recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents □ identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution
Assessment	RECALL TESTS LUNGS	RECALL TESTS BALANCED DIET DIGESTIVE SYSTEM	RECALL TESTS PHOTOSYNTHESIS ADAPTATIONS OF PLANTS INTERDEPENDENCE	RECALL TESTS LUNGS (Y7)	RECALL TESTS OBSERVING CELLS PLANT CELLS ANIMAL CELLS DIFFUSION IN CELLS	RECALL TESTS HUMAN REPRODUCTION VARIATION NATURAL SELECTION
Ecco Values	<p>Through our teaching of investigations and use of CLEAPSS how to recognise and follow health and safety procedures Through our departmental feedback and marking policy to make effective use of constructive feedback to evaluate their own personal strengths and areas for development and to use this to inform goal setting https://www.pshe-association.org.uk/</p>					

Science: Chemistry

Unit of Learning	Pure and Impure Substances	The Particulate Nature of Matter	Chemical Reactions	Atoms, Elements and Compounds	Chemical Reactions	The Periodic Table	Materials	Earth and Atmosphere
Topic	Pure and Impure Substances	Physical Changes	Acids and Alkalis	Atoms	Reactions of Metals	The Periodic Table	Materials	The Earth and Sustainability
Skills	Name and use a wide range of scientific apparatus. Follow simple risk assessments. Can plan an investigation that will answer a question. Know what the word "variables" means. Can take measurements using a range of scientific equipment.	Can take measurements using a range of scientific equipment. Understand potential causes of random and systematic errors when collecting data. Can record data in tables. Can record data in bar charts.		Take measurements using a range of scientific equipment. Record data in tables and bar charts. Record data as a line graph on axis. Describe patterns shown by data. Spot anomalies Calculate averages and differences	Select measuring equipment based on precision and resolution. Evaluate the risks that are linked to different experiments. Identify dependent and independent variables. Understand the purpose of a "control" experiment. Make predictions that are supported by scientific facts.	Write and follow a simple risk assessment. Use continuous sampling techniques. Understand why repeat readings can improve accuracy	Correctly construct line graphs. Link anomalies to specific random and systematic errors Calculate percentages. Present explanations for patterns in data Suggest how the accuracy and precision of data can be improved.	
Knowledge	Understand the concept of a <u>pure substance</u> Understand what is meant by a <u>mixture</u> , including <u>dissolving</u> to form a <u>mixture</u> . Explain <u>diffusion</u> in terms of the <u>particle model</u> Carry out and describe simple techniques for separating <u>mixtures</u> : <u>filtration</u> , <u>evaporation</u> , <u>distillation</u> and <u>chromatography</u> Be able to identify a <u>pure substance</u> .	The properties of the different states of matter (<u>solid</u> , <u>liquid</u> and <u>gas</u>) in terms of the <u>particle model</u> , including <u>gas pressure</u> Changes of state in terms of the <u>particle model</u> , including the <u>energy changes</u> .	Defining <u>acids</u> and <u>alkalis</u> , carrying out <u>neutralisation</u> reactions Using the <u>pH scale</u> for measuring <u>acidity/alkalinity</u> ; and <u>indicators</u> . Investigating the <u>reactions</u> of <u>acids</u> with <u>metals</u> and <u>alkalis</u> , including <u>energy changes</u> . (<u>Exothermic</u>) The chemical properties of <u>metal</u> and <u>non-metal oxides</u> with respect to <u>acidity</u>	A simple (Dalton) <u>atomic model</u> Differences between <u>atoms</u> , <u>elements</u> and <u>compounds</u> <u>Chemical symbols</u> and <u>formulae</u> for <u>elements</u> and <u>compounds</u> Conservation of mass changes of state and chemical <u>reactions</u>	Chemical <u>reactions</u> as the rearrangement of <u>atoms</u> Representing chemical reactions using <u>formulae</u> and using equations <u>Combustion</u> , <u>thermal decomposition</u> (<u>endothermic</u>), <u>oxidation</u> and <u>displacement</u> reactions (<u>exothermic</u>)	The varying physical and chemical properties of different <u>elements</u> The principles underpinning the Mendeleev <u>periodic table</u> The periodic table: <u>periods</u> and <u>groups</u> ; <u>metals</u> and <u>non-metals</u> How patterns in reactions can be predicted	The order of <u>metals</u> and carbon in the <u>reactivity series</u> The use of carbon in obtaining <u>metals</u> from <u>metal oxides</u> The properties of <u>ceramics</u> , <u>polymers</u> and <u>composites</u> .	The Earth as a source of limited resources and the importance of <u>recycling</u> The composition of the <u>atmosphere</u> The production of carbon dioxide by human activity and the impact on <u>climate</u>

						The <u>properties</u> of <u>metals</u> and <u>non-metals</u>		
	From Y5 Some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating Demonstrate that dissolving, mixing and changes of state are reversible changes Link to Biology Diffusion	From Y5 Use knowledge of solids, liquids and gases to decide how mixtures might be separated Demonstrate that dissolving, mixing and changes of state are reversible changes From Y6 The particle model Link to Physics Changes of state and the particle model	From Y5 Explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible	From Y5 Explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible From Y7 Reactions of acids and alkalis	From Y7 Reactions of acids and alkalis – (exothermic reactions) The Dalton model of the atom	From Y7 The particle model Atoms and elements	From Y8 The properties of metals	From Y7 and Y8 Examples of exothermic reactions (combustion) Links to Geography Sustainability Link to Biology Sustainability
Assessment	RECALL TESTS PURE SUBSTANCES AND MIXTURES SEPARATING MIXTURES THE IDENTIFICATION OF SUBSTANCES	RECALL TESTS PARTICLE MODEL AND STATES OF MATTER CHANGES OF STATE	RECALL TESTS ACIDS AND ALKALIS	RECALL TESTS ATOMS, ELEMENTS AND COMPOUNDS CHEMICAL SYMBOLS AND FORMULAE CONSERVATION OF MASS IN REACTIONS	RECALL TESTS ACIDS AND ALKALIS (Y7) ENDOTHERMIC AND EXOTHERMIC REACTIONS	RECALL TESTS ATOMS, ELEMENTS AND COMPOUNDS (Y7) PHYSICAL PROPERTIES OF ELEMENTS CHEMICAL PROPERTIES OF ELEMENTS ARRANGING ELEMENTS	RECALL TESTS REACTIVITY SERIES CERAMICS, POLYMERS AND COMPOSITES	RECALL TESTS LIMITED RESOURCES CARBON CYCLE ATMOSPHERE
Ecco Values	<p>Through our teaching of investigations and use of CLEAPSS how to recognise and follow health and safety procedures Through our departmental feedback and marking policy to make effective use of constructive feedback to evaluate their own personal strengths and areas for development and to use this to inform goal setting https://www.pshe-association.org.uk/</p>							

Science: Physics

Unit of Learning (Y7-8 from 2020)	ENERGY	FORCES	ELECTRICITY	WAVES	MAGNETISM	MOTION	FORCES
Topic	ENERGY AND TEMPERATURE	THE EFFECTS OF FORCES	ELECTRIC CHARGES AND ELECTRIC CURRENT	WAVES	MAGNETISM	FORCES ENERGY AND MOTION	FORCES AND SPACE
Skills	Name and use a wide range of scientific apparatus. Follow simple risk assessments. Can plan an investigation that will answer a question. Know what the word "variables" means. Can take measurements using a range of scientific equipment.	Y6 - Can take measurements using a range of scientific equipment. Understand potential causes of random and systematic errors when collecting data. Can record data in tables. Can record data in bar charts.	Take measurements using a range of scientific equipment. Record data in tables and bar charts. Record data as a line graph on axis. Describe patterns shown by data. Spot anomalies Calculate averages and differences	Select measuring equipment based on precision and resolution. Evaluate the risks that are linked to different experiments. Identify dependent and independent variables. Understand the purpose of a "control" experiment. Make predictions that are supported by scientific facts.	Write and follow a simple risk assessment. Use continuous sampling techniques. Understand why repeat readings can improve accuracy		Correctly construct line graphs. Link anomalies to specific random and systematic errors Calculate percentages. Present explanations for patterns in data Suggest how the accuracy and precision of data can be improved.
Knowledge	Heating and thermal equilibrium, energy transfer by conduction or radiation; use of insulators Energy as a quantity Describing increases and decreases in the amounts of energy associated with temperatures	Forces as pushes or pulls, Using force arrows in diagrams Forces associated with deforming objects; stretching and squashing – springs; with rubbing and friction between surfaces, with pushing things out of the way; resistance	Separation of positive or negative charges The idea of electric field. Electric current, potential difference and resistance. Differences in resistance between conducting and insulating components	Waves on water, Light waves, Sound waves Transverse and longitudinal waves. Reflection, absorption, superposition. - transverse motion; Sound creation (by vibrations) and detection, including the ear drum. Lenses and the eye.	Magnetic poles, attraction and repulsion Magnetic fields by plotting with compass, representation by field lines Earth's magnetism, compass and navigation the magnetic effect of a current,	Calculating speed and average speed. Speed time graphs. The effect of unbalanced forces on motion. The turning effects of a force (moments) Work done.	Gravity as an example of a non-contact force. weight = mass x gravitational field strength Our sun as a star, other stars in our galaxy, other galaxies The seasons and the Earth's tilt, day length at different times of

	Comparing energy values of different foods (from labels) (kJ) Fuels and energy resources	to motion of air and water forces measured in Newtons, Hooke's Law Non-contact forces			electromagnets, DC motors (principles only)		year, in different hemispheres The light year as a unit of astronomical distance
	Y6 – some coverage of energy in food. Y5 – thermal conductivity	Y5 – forces as pushes and pulls, gears, levers, pulleys, air resistance, water resistance.	Y4 – circuits, conductors, insulators, circuit symbols for common components.	Y4 – sound, vibrations, volume, pitch, detection by the ear Y6 – light, related to how we see objects. Y7 – Energy and temperature Biology – the eye and ear (nervous responses)	Y4 – magnets and poles, repel and attract Y7 – different forces	Y5 – forces that act between moving objects. Y7 and Y8 – energy and forces	Y5 – Earth and space Y7 and Y8 – Forces (balanced and unbalanced).
Assessment	RECALL TESTS FORCES STRETCHING CONTACT AND NON CONTACT FORCES	RECALL TESTS ENERGY COSTS ENERGY STORES AND TRANSFERS HEATING AND COOLING	RECALL TESTS CIRCUIT SYMBOLS POTENTIAL DIFFERENCE	RECALL TESTS SOUND WAVES WAVE DIAGRAMS LIGHT	RECALL TESTS POLES AND MAGNETISM EARTHS MAGNETISM ELECTROMAGNETS AND MOTORS	RECALL TESTS FORCES (Y7) SPEED BALANCED AND UNBALANCED FORCES	RECALL TESTS GRAVITY SCALE OF THE GALAXY
Ecco Values	<p>Through our teaching of investigations and use of CLEAPSS how to recognise and follow health and safety procedures Through our departmental feedback and marking policy to make effective use of constructive feedback to evaluate their own personal strengths and areas for development and to use this to inform goal setting https://www.pshe-association.org.uk/</p>						

SMSC

Unit of Learning	1	2	3	4	5	6
Topic	Healthy Body and Mind	Healthy Relationships	Personal Wellbeing	Rights and responsibilities	Spirituality & Philosophy	Citizenship & Challenging Prejudice
Skills	Describe, identify, explore, self-reflection, debate, evidence, oracy, literacy, empathy, argue to persuade	Empathy, reflection, analyse, tolerance, respect, application of key vocab, oracy, write to persuade	Resilience, oracy, literacy, describe, identify, argue, analyse	Identify, describe, give reasons, recall spiritual vocabulary, give examples, explain, use evidence, argue...	Identify, describe, give reasons, recall spiritual vocabulary, give examples, explain, use evidence, argue, presenting	Identify, describe, give reasons, recall spiritual vocabulary, give examples, explain, use evidence, argue
Knowledge	<ul style="list-style-type: none"> • Importance of self-care • Consequences of poor hygiene • How to tackle problems in a sensitive way. • Healthy diet • Addiction • Consequences of smoking. sugar and poor diet. 	<ul style="list-style-type: none"> • Different types of relationship • What makes a family • Aspects of a positive relationship • When is a relationship negative? • Stereotypes • Puberty 	<ul style="list-style-type: none"> • Positive mental health • GRIT and how to build resilience • Managing change and coping with loss 	<ul style="list-style-type: none"> • What is being British? • Democracy • Rule of law 	<ul style="list-style-type: none"> • Spiritual me • Life after death/soul • Philosophical Questions • Environment • Plato's cave • Atheism vs Theism 	Extremism/islamophobia Multi faith Diversity British Islam
Assessment					TA and presentation H/L art work and explanation using structure strip	
Ecco Values / SMSC / Cultural Capital Links			Show GRIT	Citizenship	British Values	Be kind British Values
Literacy / Numeracy Links	SPAG	SPAG	SPAG	SPAG	SPAG	SPAG