

Stanborough



Year 7

Curriculum Maps

Grow and Succeed

High Expectations | Mutual Respect | Quality Learning | Success for All

Subject: ART, DESIGN & TECHNOLOGY

	Autumn Term	Spring Term	Summer Term
<p>Content</p> <p>Art</p> <p><i>1 lesson a week</i></p>	<p>To explore the formal elements of art through a variety of colour theory workshops inspired by the format of a 'Wreck this Journal'</p> <p>Students creatively explore texture, tone, shape, form, colour and pattern.</p>	<p>Students explore the cultural significance of Islamic art through the traditional application of Henna and the intricate tessellated designs which featured within interior and exterior architecture.</p>	<p>Students explore observational skills through a range of insect inspired studies. They are challenged on their motor skills in continuous line and their precision through mono print. A selection of insect inspired artists allow for a range of media and materials to be further explored in the style of.</p>
<p>Content</p> <p>Technology Rotations</p> <p><i>1 lesson a week for 12 weeks</i></p>	 <p>Graphics: To explore design elements in the style of 'monster themed' illustrator Chris Ryniak and effectively respond to a design brief.</p>  <p>Three Dimensional Design: To create of a robotic 'block bot' form, incorporating the use of components for aesthetic and functional purposes and experimenting with the basics of timber through workshop materials and tools.</p> <p>Photography: To experiment with basic camera functions such as aperture, white balance and saturation whilst creatively manipulating images and photographs in the style of famous photographers and experimenting with photographic techniques such as cyanotype.</p>		
<p>Key Questions</p>	<p>How do the use of the formal elements connect between each of the subject disciplines? And why are they important?</p> <p>What is a design brief and how does this work in the creative industry?</p> <p>How have particular artists, designers and photographers inspired the art world through their use of medium?</p>		
<p>Assessment</p>	<p>Students receive teacher feedback as per the marking policy, providing opportunity to reflect and refine as their work progresses</p> <p>Opportunities for self and peer assessment against success criteria provide visual clarity and understanding and allow students to address misconceptions. Work is further assessed at Progress Update points in which the sketchbook/ booklet is reviewed to date, providing students with a current working grade on all mediums and techniques explored.</p>		

Subject: IT & COMPUTING

Time Period	Autumn Term	Spring Term	Summer Term
Content	<p>Students will complete 2 units of work.</p> <p>Unit 1 Digital Communication (Online Safety) –</p> <p>In the first half term, students will explore the power of online communication and how to stay safe online. Students will understand how to use digital tools responsibly and the legal implications of online publishing. Students will also develop their research techniques, using search tools more effectively and being able to make judgements on reliability. Students create their own digital posters to show others how they can be safe online.</p> <p>Unit 2 Digital Graphics –</p> <p>In the second half term, students will complete a digital graphics design unit. This unit will teach students how to use IT in a business context. Students are given a product/service which they have to promote using a variety of digital media. Students will explore how graphics are used in the real world, producing their own graphic products using bitmap and vector tools.</p>	<p>Unit 3 Computers and Coding –</p> <p>Students will develop their understanding about the fundamentals of Computer Science. They will be able to identify the main components that make up a computer system and explain how they fit and work together, to create real world systems.</p> <p>Students will learn how to use algorithms as a tool to think logically, supporting them to solve computational problems. They will learn how to convert between binary and denary values, as well as applying simple Boolean logic to programming.</p> <p>Students will apply this knowledge using BBC Micro:bit technology. Supporting them in creating programs and following instructions, using a graphical, drag and drop code editor. Learning the basics of program flow and building on programs that they create.</p>	<p>Unit 4 Game Design (Scratch) –</p> <p>Students will cover one unit of work; Game Design using Scratch.</p> <p>Students will learn the basic concepts of programming using a visual, drag and drop programming software called Scratch. They will develop their skills each week by creating different programs in the form of games, interactive stories and animations.</p> <p>This will lead them to plan, design and create a game of their own choice.</p>
Skills	Students will learn to use presentation software effectively to suit the needs of their audience and purpose. Students will be able	Students learn how to use basic computational thinking skills such as Algorithms, decomposition and abstraction	Students will build on their block based programming knowledge using Scratch programming software. Creating a variety of

	<p>to communicate their understanding of and follow safe practice when using digital devices online.</p> <p>Students will learn how to effectively research information using trusted secondary sources.</p> <p>Students will be able to effectively design and plan products to meet the needs of their audience and task purpose. From their designs, students are able to use a range of digital tools using a graphics editing software to create digital artefacts.</p>	<p>when planning a program.</p> <p>Students will learn how to convert denary to binary and vice versa.</p> <p>Students will learn how to use block based programming online software to create a variety of programs that demonstrate key programming constructs.</p>	<p>programs that demonstrate key programming constructs.</p> <p>Students will have the skills to plan and create a game of their own choice.</p>
Key Questions	<p>What is meant by Online Safety? What dangers should we be aware of when online? How can we keep ourselves safe when using our devices online? Who can we ask for help? What makes a good presentation?</p> <p>What is a Bitmap image? What is a Vector image? What makes an effective logo design? What is meant by target audience and purpose?</p>	<p>What is Computational Thinking? Decomposition? Abstraction? What is an Algorithm? What are the main parts of a computer system? What is Binary? What is a BBC Micro:bit and how do I program using block based programming?</p>	<p>What do each of the blocks do within the Scratch programming block palette? How do I get my sprites to interact? What is a Variable? What is iteration (looping)? What is Selection? How can I incorporate these within my programs?</p>
Assessment week and content	<p>Unit 1 Digital Communication (Online Safety) – wb 17/10</p> <p>Unit 2 Digital Graphics – wb 12/12</p>	<p>Unit 3 Computers and Coding – 27/03</p>	<p>Unit 4 Scratch Programming – 10/07</p>

Subject: ENGLISH

Time Period	Autumn Term	Spring Term	Summer Term
Content	'The Graveyard Book' by Neil Gaiman. Biography.	Media and Rhetoric. Poetry by Heart.	Shakespeare in Context. 'A Midsummer Night's Dream' by William Shakespeare.
Skills	Analysis of a text, including inference, selecting of evidence, and identifying genre elements. Recognising links between different narratives and genres. Using personal experience as part of a narrative. Planning, structuring and writing fiction and non-fiction narratives.	Identification and analysis of different types of media text. Planning, structuring and writing factual and non-fiction texts. Using language to write persuasively. Effective reading of a poem to an audience.	Analysis of language in a dramatic text. Planning, structuring and writing in a specific poetic genre (the sonnet form). Identification and understanding of dramatic techniques.
Key Questions	How are narratives begun? How do different narratives link to one another? How do different writers use different genres and genre conventions? What makes an engaging biography? Why have some biographies been written, but not others? How can personal experience make my writing more engaging?	What different types of media exist, and how are they similar/different? What is rhetoric, and how can it be used to influence someone's opinion? How are rhyme, rhythm, meter and sound important aspects of poetry? What makes an engaging poetry performance?	What was the Shakespearean theatre like? Why is Shakespeare still read today? What are the conventions of a sonnet? What are the conventions of Shakespearean comedy? How might a modern audience view a Shakespearean play differently? How is a dramatic text reflected in a performance?

<p>Assessment week and content</p>	<p>The Graveyard Book: pupils write an essay exploring Gaiman’s narrative choices in chapter 1 of the book.</p> <p>Biography: Pupils write an autobiographical text, based on a real-life experience.</p>	<p>Media and Rhetoric: pupils write a newspaper article.</p> <p>Poetry Out Loud: pupils perform a poem to the class.</p>	<p>End of Year exam: pupils are assessed on the knowledge and skills they have learned since the start of Year 7.</p> <p>A Midsummer Night’s Dream</p>
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Subject: FRENCH

Time Period	Autumn Term	Spring Term	Summer Term
<p>Content</p>	<ul style="list-style-type: none"> • Describing a thing or person • Saying what people have • Distinguishing between having and being • Talking about doing and making things • Saying what people do • Saying ‘you’ (singular and plural) 	<ul style="list-style-type: none"> • Saying how many there are, numbers • Describing people (family) • Saying what people have • Saying what people do (sports) • Saying where people go (places) • Asking questions • Talking about yourself, to and about someone else 	<ul style="list-style-type: none"> • Using question words • Describing things and people • Asking questions • Expressing future intentions • Saying what you <i>want to, can</i> and <i>must</i> do • Saying what you <i>don’t want to, can’t</i> and <i>don’t have</i> to do • Saying what you <i>know how</i> to do
<p>Skills</p>	<p>French pronunciation and phonics - Learning what it means to know a word from recognition, to pronouncing, spelling and using the word in a sentence. Grammar - Useful verbs in the present tense – être, avoir, faire. Vocabulary - to discuss topics such as family and friends, physical description and personality. Useful classroom</p>	<p>Students will build on their knowledge of phonics, grammar and vocabulary, which they started in the Autumn term. We will continue to follow the NCELP SOW as they ensure the skills and language are revisited. Vocabulary selection is based on word frequency; with a special emphasis on the most common verbs. Also students will learn</p>	<p>Students will continue to follow the NCELP scheme of work which builds on their knowledge of phonics, vocabulary and grammar. They will be able to construct sentences using the present tense and be able to translate from French into English and vice versa.</p>

	language and expressions to communicate in the classroom in French.	how to translate sentences from French to English and from English to French.	Students will begin to develop the skills of reading aloud in French and writing from dictation.
Key Vocabulary	<ul style="list-style-type: none"> Learning what it means to know a word from recognition, to pronunciation, spelling and using the word in a sentence. 	<ul style="list-style-type: none"> Revisiting essential verbs in new contexts (ÊTRE, AVOIR, FAIRE) 	<ul style="list-style-type: none"> Revisiting essential verbs in new contexts (ALLER)
Assessment	Reading and listening	Reading and speaking	Listening and writing

Subject: GEOGRAPHY

Time Period	Autumn Term	Spring Term	Summer Term
Content	<p><u>What is geography?</u> An overview of what geography is including:</p> <ul style="list-style-type: none"> Map skills Identifying places in the UK Identifying places around the world The differences between physical and human geography <p>By the end of this topic pupils will be more confident with using maps and describing the location of places. This will provide a solid foundation for ongoing map work that runs throughout the KS3 course.</p>	<p><u>Rivers:</u> Pupils will study rivers in the UK including:</p> <ul style="list-style-type: none"> The water cycle How rivers shape and change the landscape How rivers influence human activity and how humans influence rivers. What causes flooding <p>By the end of the topic, pupils will be able to explain how rivers change the landscape, how humans interfere with rivers and what role does this play in flooding.</p>	<p><u>Population and Settlement:</u> Pupils will learn about population and settlement in the UK and around the world including:</p> <ul style="list-style-type: none"> Reasons for settlement Welwyn's population Population around the world Migration <p>By the end of the topic, pupils will be able to explain why settlements are established and grow, what influences populations around the world and what opportunities and</p>

	<p><u>Weather and Climate:</u> Pupils will learn about UK and world weather and climate, including:</p> <ul style="list-style-type: none"> • The difference between weather and climate • The causes of rainfall • UK climate • Influences on climate and microclimates • Climates around the world <p>By the end of the topic pupils will be able to confidently describe the difference between weather and climate, interpret climate graphs, explain the causes of certain weather conditions in the UK and around the world and explain why the weather is important to humans.</p>		<p>challenges migration can bring.</p> <p><u>China:</u> Pupils will bring together all their knowledge and understanding from previous topics and apply it during the topic of China, which includes:</p> <ul style="list-style-type: none"> • Location and climates • Population and resources • Power and influence around the world <p>By the end of the topic pupils will be able to explain the population distribution in China and the challenges and opportunities of the country for the future.</p>
<p>Skills</p>	<ul style="list-style-type: none"> • Identifying differences between physical and human geography and their connection • Describing location • Reading and interpreting maps • Analysing climate graphs • Explaining weather and climates in the UK and around the world 	<ul style="list-style-type: none"> • Describing the key elements of rivers • Explaining the role rivers play in shaping the landscape • Explaining the importance of the water cycle • Explaining flooding 	<ul style="list-style-type: none"> • Interpreting and analysing climate graphs • Describing China’s population • Explaining China’s population • Evaluating China’s role in the world.
<p>Key Questions</p>	<p><u>Introduction to Geography:</u></p> <ul style="list-style-type: none"> • What is geography? • Why are maps useful? • What are the different types of map? • How do we use map? • How do we describe locations around the 	<p><u>Rivers:</u></p> <ul style="list-style-type: none"> • What is the watercycle? • How are rivers formed? • Why do rivers change? • What causes flooding? • How can we prevent flooding? 	<p><u>Population and Settlement:</u></p> <ul style="list-style-type: none"> • Why do humans settle in some places and not others? • What are the different types of settlement? • What does the population of Welwyn

	<p>world?</p> <p><u>Weather and Climate:</u></p> <ul style="list-style-type: none"> • What is the difference between weather and climate? • How do we measure the weather? • What influences climate? • How does the weather impact humans? 		<p>look like?</p> <ul style="list-style-type: none"> • How and why does the population of a country Change? <p><u>China:</u></p> <ul style="list-style-type: none"> • Where is China and what has shaped its borders? • What is China’s climate like? • How is China’s population growing? • Does China have resource security? • Is China the next superpower? • How is China connected to the wider world?
<p>Assessment week and content</p>	<p><u>Assessment:</u></p> <p>Formal assessment: Take place within the 2 weeks in the build up to October half term and within 2 weeks of the end of term.</p> <p>Content:</p> <ul style="list-style-type: none"> • Map skills • Weather and climate <p>Informal assessment: Exam style questions and recall tests will take place throughout the term in line with marking policy expectations.</p>	<p><u>Assessment:</u></p> <p>Formal assessment: Take place within the 2 weeks before the Easter break.</p> <p>Content:</p> <ul style="list-style-type: none"> • Report on Major Flood <p>Informal assessment: Exam style questions and recall tests will take place throughout the term in line with marking policy expectations.</p>	<p><u>Assessment:</u></p> <p>Formal assessment: Take place within the 2 weeks before may half term and 2 weeks after half term.</p> <p>Content:</p> <ul style="list-style-type: none"> • Synoptic paper: Introduction to geography, weather and climate, rivers, population and settlement. • One Child Policy evaluation. <p>Informal assessment: Exam style questions and recall tests will take place throughout the term in line with marking policy expectations.</p>

Subject: HISTORY

	Autumn Term	Spring Term	Summer Term
<p>Content and Key Questions (Delivery of the course and assessments may vary depending on timetabling and staff)</p>	<p>Key Skills: An introduction to History - What is History? - What is Chronology? - What problems are there with evidence? Medieval Britain 1066-1509: Anglo Saxon and Norman England - What was England like before 1066? - What was the Norman invasion? - How did the Normans change England? Medieval Britain 1066-1509: The Crusades - What was Medieval religion? - What were the Wars of the Cross? - What did the Crusades do for us?</p>	<p>Medieval Britain 1066-1509: The Middle Ages - What was life like in the Middle Ages? Medieval Britain 1066-1509: England at War in the Middle Ages - How and why did England wage war? (The War of the Roses) A Local History Study: Hertfordshire and Welwyn Garden City - How did Hertfordshire change through the ages? - What is the History of Welwyn Garden City? - What was Welwyn Garden City's experience of war?</p>	<p>World History: Voyages of Discovery - Why did European explorers go on voyages of exploration? - What discoveries were made by European explorers? - What impact did the voyages of exploration have? Britain 1901-Present: Titanic - How did the Titanic disaster happen? - What were the consequences of the Titanic sinking? - What was life like in 1912? - How can we assess whether evidence about Titanic is reliable?</p>
<p>Skills - History Disciplinary Concepts</p>	<p>- Cause and consequence. - Change and continuity. - Significance. - Sources and evidence.</p>	<p>- Cause and consequence. - Change and continuity. - Significance. - Sources and evidence.</p>	<p>- Cause and consequence. - Change and continuity. - Sources and evidence. - Interpretations.</p>
<p>Assessment and content</p>	<p>Why did William win the Battle of Hastings? Assessing causation. What was the significance of the Crusades? Assessing evaluation of consequence.</p>	<p>Black Death leaflet on causes and cures. This will be assessing Independent research, analysis of information from different sources and report writing. Causes and consequences of the Peasants revolt Assessing cause and consequence.</p>	<p>How useful is the film Titanic as a secondary source of evidence? Beginning to evaluate how reliable sources of evidence really are. End of Year Exam. Assessing revision and understanding of key terms.</p>

Subject: MUSIC

Time Period	Autumn Term	Spring Term 1	Spring Term 2
Content	Fundamentals: Melody, Rhythm and Composition <ul style="list-style-type: none"> Ensemble performance of <i>Down By the Salley Gardens</i> Solo performance of <i>Down By the Salley Gardens</i> on keyboard or own instrument Composing a piece inspired by artwork Describing Music using Musical language 	The Orchestra <ul style="list-style-type: none"> Learn about the instruments of the orchestra Play a variety of orchestral instruments Perform Pachelbel's cannon 	Film Music: Fantasy <ul style="list-style-type: none"> Learn about sharps, flats and naturals (accidentals) Learn about tonality, including major and minor Perform <i>Hedwig's Theme</i> Playing chords Compose a piece to tell a story, with a clear structure and changes in tonality
Skills	<ul style="list-style-type: none"> Learning to read, perform and write using music notation Perform accurately, using a score Developing creativity through composition Using musical vocabulary to describe Music 	<ul style="list-style-type: none"> Develop performance skills Develop notation reading skills Be able to recognise different instruments of the orchestra by ear Using musical vocabulary to describe Music 	<ul style="list-style-type: none"> Recognising and using accidentals in performance Recognising changes in tonality Perform accurately, using a score Developing creativity through composition Further develop creativity through composition Using musical vocabulary to describe Music
Key Questions	<ul style="list-style-type: none"> How do I read notation? Where are the notes on a staff? Where is C on the keyboard? How can I perform accurately? How can I make music which reflects what's in the picture? 	<ul style="list-style-type: none"> What are the instruments of the orchestra? What do they sound like? How can I improve my performance technique? 	<ul style="list-style-type: none"> What is an accidental? How can you tell if something is major or minor? How can we tell a story using music? How do we play chords?
Assessment week and content	Solo Performance of <i>Down by the Salley Gardens</i> : Lesson 7 Listening and Theory test: Lesson 8 Performance of Composition: Lesson 12	Performance of Pachelbel's Canon: Lesson 5 Listening and Theory test: Lesson 6	Performance of <i>Hedwig's theme</i> : Lesson 2 Performance of composition: Lesson 6

Time Period	Summer Term 1	Summer Term 2
Content	<p>Ukulele</p> <ul style="list-style-type: none"> • Learn to play the Ukulele • Compose a song • Sing and Play • Perform in a concert 	<p>Musical Futures 1: I'm Yours</p> <ul style="list-style-type: none"> • Ensemble performance of <i>I'm Yours</i> by Jason Mraz • Learn to play a bassline • Learn to play the drumkit
Skills	<ul style="list-style-type: none"> • Develop singing skills • Learn to read Lead Sheets • Play as part an ensemble • Work independently 	<ul style="list-style-type: none"> • Develop performance skills on an instrument of their choice • Play using the off-beat • Work independently
Key Questions	<ul style="list-style-type: none"> • How does a Ukulele work? • How do I need to move my fingers to get the chord? • How do I write lyrics? • How do I play in time with my group? • How do I work effectively with my group? 	<ul style="list-style-type: none"> • How does a guitar work? • How does a drumkit work? • How do I work effectively with my group? • What makes a good performance? • What do I need to do to make a good performance?
Assessment week and content	Performance of Composition: Lesson 5 Summer Exam: Lesson 6	Performance of I'm Yours: Lesson 6

Subject: PE

Time Period	Autumn Term	Spring Term	Summer Term
Content	<p>You will study a variety of activities within the following categories:</p> <ul style="list-style-type: none"> • Individual activities/games • Team activities/games • Aesthetic activities <p>Fitness</p>	<p>You will study a variety of activities within the following categories:</p> <ul style="list-style-type: none"> • Individual activities/games • Team activities/games • Aesthetic activities • Fitness <p>Athletics</p>	<p>You will study a variety of activities within the following categories:</p> <ul style="list-style-type: none"> • Athletics <p>Striking & Fielding</p>
Skills (Practical)	<ul style="list-style-type: none"> • Fundamental Motor Skills • Techniques <p>Tactics</p>	<ul style="list-style-type: none"> • Fundamental Motor Skills • Techniques <p>Tactics</p>	<ul style="list-style-type: none"> • Fundamental Motor Skills • Techniques <p>Tactics</p>
Key Questions (Concept)	<p>Am I able to demonstrate a growth mind-set?</p> <p>Can I demonstrate resilience in a variety of situations?</p>	<p>Am I able to demonstrate integrity and a positive attitude?</p>	<p>Am I able to demonstrate good inter-personal skills, such as communication, teamwork and empathy?</p>
Assessment week and content	<p>Continuous throughout the term, end of activity/concept assessment.</p>	<p>Continuous throughout the term, end of activity/concept assessment</p>	<p>Continuous throughout the term, end of activity/concept assessment</p>

Subject: RELIGION, PHILOSOPHY & ETHICS (RP&E)

Time Period	Autumn Term	Spring Term	Summer Term
Content	<u>Beliefs & Practices</u> <ul style="list-style-type: none"> • What is a belief? • Christian beliefs • Sikh beliefs • Hindu beliefs • Buddhist beliefs 	<u>Identity & Belonging</u> <ul style="list-style-type: none"> • What is identity? • My identity • Relationships • Jewish, Buddhist and Muslim religious identity 	<u>Prayer, Worship & Reflection and Sacred Spaces</u> <ul style="list-style-type: none"> • Christian Worship • Worship in Judaism, Hinduism, Islam, Sikhism & Buddhism • Churches, Mosques, Viharas, Synagogues, Mandirs, Gurdwaras •
Skills	<ul style="list-style-type: none"> • Self-awareness • Reflection • Introspection • Empathy • Resilience • Literacy • Communication & Debating 	<ul style="list-style-type: none"> • Self-awareness • Reflection • Introspection • Empathy • Resilience • Literacy • Communication & Debating • 	<ul style="list-style-type: none"> • Self-awareness • Reflection • Introspection • Empathy • Resilience • Literacy • Communication & Debating
Key Questions	<ul style="list-style-type: none"> • What is a belief? • How do beliefs impact on practices? • What are the similarities and differences between different religious beliefs & practices? 	<ul style="list-style-type: none"> • What is identity? • What does it mean to belong to a community? • How do relationships impact on identity? • How do religion add to the identity of Jews, Buddhists and Muslims? • 	<ul style="list-style-type: none"> • How do different religions worship? • What similarities and differences in how different faiths worship both within and between religions? • What are different places of worship like?
Assessment week and content	Beliefs & Practices Assessment	Identity & Belonging Assessment	Year 7 RP&E Exam Sacred Spaces Assessment

Subject: SCIENCE

Time Period	Autumn Term		Spring Term		Summer Term	
Content	Lab safety Introduction to scientific skills	Cells Forces Particles	Organisation in plants and animals Light Elements and compounds	Organisation in plants and animals Light Mixtures	Health and digestion Sound Reactions	Health and digestion Space Reactions
Skills	Predicting, making inferences and describing relationships Using apparatus confidently and safely Use of scientific terms Organisation of ideas and information Identifying main ideas, events and supporting details Application of working scientifically		Predicting, making inferences and describing relationships Using apparatus confidently and safely Use of scientific terms Organisation of ideas and information Identifying main ideas, events and supporting details Application of working scientifically		Predicting, making inferences and describing relationships Using apparatus confidently and safely Use of scientific terms Organisation of ideas and information Identifying main ideas, events and supporting details Application of working scientifically	
Key Questions	How can I work safely in the lab? What are variables? How do I write a method? How do I construct a table? How do I draw graphs? How do I analyse results? What is a cell? How do substances move in and out of cells? How can I see cells? What is a particle? What are changes of state?		What is a; tissue, organ and organ system? How do my muscles and skeleton work? How do I breathe? What is Photosynthesis? What are reflection and refraction? How does my eye work? How are different colours made? What are; elements, compounds and mixtures? How can we work out the formula of different compounds? What is solubility?		What is a healthy diet? How are bacteria used to make food? What are the dangers of; smoking drinking alcohol and taking illegal drugs? What are waves? How can I hear sounds? What is echolocation and ultrasound? What is in our solar system? What is the structure of the earth? What are seasons? What are the main types of chemical reactions?	

	What are forces? How can they work together or against each other?	How can we separate mixtures? What is diffusion?	
Assessment week and content	Baseline test WC 12 th September Scientific skills test W/C 7 th October	Cells test W/C 9 th January Forces test W/C 9 th January Particles test W/C 16 th January Elements and compounds test W/C 20 th February Light test W/C 29 th March	Organisation test W/C 8 th May Mixtures test W/C 15 th May Sound test W/C 5 th June Reactions test W/C 26 th June Health and digestion test W/C 10 th July Space test W/c 10 th July

Subject: SPANISH

Time Period	Autumn Term	Spring Term	Summer Term
Content	<ul style="list-style-type: none"> • Describing places and location. • Saying what someone is like. • Saying what people have. • Saying what people do • Numbers (1 to 12) and talking about more than one thing • Saying what there is around you and describing it • Talking about the location of things and describing a place 	<ul style="list-style-type: none"> • Describing family • Describing some natural wonders of the Spanish-speaking world • Asking and answering questions • Contrasting what people <i>must</i>, <i>can</i> and <i>want</i> to do • Places and locations • Saying what people are like today vs in general 	<ul style="list-style-type: none"> • Describing activities (travel) • Describing what people do • Describing what people do (technology) • Discussing what people do and don't do • Describing people and possessions • Describing when and where people go • Describing future plans

	<ul style="list-style-type: none"> • Giving and wanting (festive season and family) 		
Skills	<p>Spanish pronunciation and phonics - Learning what it means to know a word from recognition, to pronouncing, spelling and using the word in a sentence. Grammar - Useful verbs in the present tense – estar, ser, tener. Vocabulary - to discuss topics such as family and friends, physical description and personality. Useful classroom language and expressions to communicate in the classroom in Spanish.</p>	<p>Students will build on their knowledge of phonics, grammar and vocabulary, which they started in the Autumn term. We will continue to follow the NCELP SOW as they ensure the skills and language are revisited. Vocabulary selection is based on word frequency; with a special emphasis on the most common verbs. Students will learn how to translate sentences from Spanish to English and from English to Spanish.</p>	<p>Students will continue to follow the NCELP scheme of work which builds on their knowledge of phonics, vocabulary and grammar. They will be able to construct sentences using the present tense and be able to translate from Spanish into English and vice versa.</p> <p>Students will begin to develop the skills of reading aloud in Spanish and writing from dictation.</p>
Key Vocabulary	<ul style="list-style-type: none"> • Learning what it means to know a word from recognition, to pronunciation, spelling and using the word in a sentence. 	<ul style="list-style-type: none"> • Revisiting of verbs, nouns and adjectives in relation to locations and family members. 	<ul style="list-style-type: none"> • -AR verbs in the present tense (1st, 2nd, 3rd persons singular, 1st and 3rd persons plural)
Assessment	Reading and listening	Reading and speaking	Listening and writing

Subject: RSHE

Time Period	Autumn Term	Spring Term	Summer Term
<p>RSHE Life Skills Content (Tutor Time)</p>	<p><u>Digital Literacy</u></p> <ul style="list-style-type: none"> Responsibility- for my device. What does this mean? The Rules for BYOD The importance of keeping passwords safe How to organise your folders How to name your documents How do use your device to access vocabulary <p><u>Our Community- My Universe</u></p> <ul style="list-style-type: none"> Getting to know each other What do I look for in a friend and what do I offer Circle of friends—types of friendships What makes a good friend—making friends What do I need to get from a relationship Showing gratitude 	<p><u>Learning to Learn and Goal Setting</u></p> <p><u>My Jigsaw- Personality types</u></p>	<p><u>Taking care of myself</u></p> <ul style="list-style-type: none"> Rules of the Road—cycling Being a responsible pedestrian How do I budget for what I want? How do I open a bank account? Tips for saving money <p><u>Culture at Stanborough and Beyond</u></p> <ul style="list-style-type: none"> Travelling around the world Far east (Japan, South Korea and China) South east Asia (India and Pakistan) Middle east (gulf states) Africa (South, East and West - Mainly Kenya, South Africa and Nigeria) Europe 1: Ukraine and Poland Europe 2: Germany France Spain and Portugal The UK
<p>RSHE Content covered in curriculum subjects</p>	<p><u>IT and Computing</u></p> <p><u>Online Safety</u> Including respectful relationships and internet safety and harms, includes Anti-bullying week and online behaviour.</p>	<p><u>Religion, Philosophy & Ethics</u></p> <p><u>Identity & Belonging</u> Students reflect on what makes up our identity and what it means to belong to a community.</p> <p><u>IT and Computing</u> Safer Internet Day</p>	<p><u>Science</u></p> <p>Smoking, alcohol, drugs and the importance of healthy diets.</p>