



Y8 CURRICULUM MAP 2022- 2023

Year 8		AUTUMN TERM		SPRING TERM		SUMMER TERM	
		Term 1A	Term 1B	Term 2A	Term 2B	Term 3A	Term 3B
Art	KNOWLEDGE	Ceramic Caricatures <i>This unit will be done in rotation throughout the year.</i>	Advanced drawing and painting skills –Portraiture.	Investigation and response. Inspired by associations of the current season.	Drawing and Painting using animals as inspiration.	Illustration, creating a fantasy painting using mixed media.	Individual project based on the concept of ‘Future me’.
	SKILLS	<i>Imaginative work based on aspirational people.</i>	<i>Using the grid system, developing three dimensional effects.</i>	<i>Use of multiple media where applicable. Creating a considered response.</i>	<i>Animal portraits, creating a likeness, experimenting with colour and tone and geometric art.</i>	<i>Exploring work of book illustrators. Working partly in relief using tissue paper etc. Composition.</i>	<i>Planning, imagining, drawing, working with a range of materials to produce meaningful work.</i>
Computing	KNOWLEDGE	Building depth of knowledge for theory.	Programming	Excel and Access	App Creation	Physical Computing	Building depth of knowledge for theory.
	SKILLS	<i>Research. Software collaboration. Real life applications. Computational thinking. Progressive knowledge/greater depth application.</i>	<i>Text-based programming. Planning, Creation, Testing, Computational thinking. Deadlines. Links to careers.</i>	<i>Review of skills from previous subjects/schools. Progressive knowledge/greater depth application. Computational thinking.</i>	<i>Planning, creating, programming, and testing. Computational thinking. Real life applications. Multimedia elements.</i>	<i>Planning, programming and testing. Real life applications. Computational thinking. Use of different software and hardware components.</i>	<i>Research. Software collaboration. Real life applications. Computational thinking. Progressive knowledge/ greater depth. application.</i>

DT – Food and Nutrition	KNOWLEDGE	Recap of food safety and hygiene procedures. Preparing for practical work focusing on core skills.	Functions of ingredients.	Cook a variety of meat-based dishes focusing on cross contamination.	Discuss healthier cooking methods in line with The Eat Well Guide and adjust recipes accordingly.	Show competency in the use of the main equipment in the room i.e using the oven, hob and grill.	Modify recipes in line with seasonality and I can plan a meal based on this information.
	SKILLS	<i>Recall Discussion Assessed practical</i>	<i>Prepare. Combine and shape ingredients</i>	<i>Dry frying Stir frying Combining</i>	<i>Discussion Adapting recipes</i>	<i>Identify the correct method of cooking for all recipes. Be able to effectively use both dry, moist and frying methods including: Baking, Grilling, Shallow Frying, Stir Frying, Boiling, Simmering.</i>	<i>Demonstrate a variety of skills</i>
DT – Product Design	KNOWLEDGE	Core Design & Evaluating Skills	Making	Design in the Natural World	Design and Make - Clocks	Designing through sketching and 3D modelling	
	SKILLS	<i>Analyse products from the past, present, and future. Develop and communicate design ideas using annotated sketches and detailed plans.</i>	<i>Introduction to the Workshop Workshop H&S procedures. Select from and use specialist tools, techniques, processes, equipment, and machinery Investigate different joining techniques and how to finish wood.</i>	<i>To gain an understanding of sustainability and the 6Rs. Understand the responsibilities of designers and engineers and how they are accountable for the products they design and make. Investigate new and emerging technologies and their impact on individuals, society, and the environment. To gain an understanding of</i>	<i>Use research to identify and understand user needs. Develop specifications to inform designs. Use biomimicry and user centred design to generate creative ideas and avoid stereotypical designs. Use annotated sketches and detailed plans to communicate ideas. Create a functional and appealing prototype. Test, evaluate and refine ideas and prototype against the specification and user needs.</i>	<i>Work from a specification to design and model a quality product. Investigate different processes that may be used to create the product in real life.</i>	

				<i>biomimicry and biomorphic design and how it is used to inspire design ideas.</i>		
English	KNOWLEDGE	Unit 1 Close Reading and Literary Reading – Shared novel The New Normal.	Unit 2 ‘The Voices of the Others’ Poetry Anthology	Unit 3 Powers of Persuasion – The Art of Aristotle’s Rhetoric Our Voice and Our Vision.	Unit 4 A Brave New World - Is Anyone Listening?	Unit 5 Shakespearean Study: The Tempest Cultural Heritage pre-1914
	SKILLS	<i>Exploring character, plot, setting and themes. Developing inference and empathy through visualisation and word/sentence level analysis. RO1,2 & 3 WO 1, 2 & 3 S&LO 1</i>	<i>Poetry Anthology ‘The Others’ - from pre and post 20th Century writers. Browning to Gorman. Exploring the variety of forms and how voices from the past to the modern day are both similar and different politically. Writing our own poems using knowledge of word, sentence and whole text devices. RO1, 2 & 4 WO 1, 2, & 3 S&LO 1</i>	<i>To understand the features of persuasive writing. To understand the historical background to the art of rhetoric. To deepen knowledge and application of rhetorical terminology and devices. RO1,2 & 3 WO 1, 2, 3 & 4 S&LO 1 & 2</i>	<i>To understand the rise of science fiction in a world facing complex conflicts. To know the major texts in the genre. To begin to explore the major ideas behind the genre. To explore the structures used by science fiction writers. As L. W. Michaelson observed in his article for The Antioch Review in 1954, “Social Criticism in Science Fiction”: “What better way to reach the adolescent mind than with a glorious action story filled with blasters and super-rockets and energizers and what not and then carefully sandwiched in between the action, some little gems of information that will impart a perspective on our society as a whole?” RO1, 2, 3 & 4 WO 1, 2, 3 & 4 S&LO 1</i>	<i>Transition ready. Exploration of a whole play within depth study of two key scenes focused on Caliban and power. Genre Context Language and structure Explore a full Shakespeare text – power and the dispossessed. ‘A brave new world’. Explore the character of Caliban and colonialism. Explore the play in context of Shakespeare’s world.</i>

						Explore extended metaphors. ROI,2 & 3 & 4 WO 1, 2, & 3 S&LO 2
French	KNOWLEDGE	In the context of: ‘En ville’ Food and drink. Shops and what they sell. Quantities Numbers and prices.		In the context of ‘On fait des projets’ Countries, travel and transport. Tourism in France and around the world. Leisure and hobbies. Describing our future plans.		In the context of ‘En famille et avec les copains’ : All topics brought together.
	SKILLS	<i>Listening, speaking, reading and writing, based on a sound foundation of core grammar, vocabulary and phonics, in the context of shops and what they sell.</i> <ul style="list-style-type: none"> - Revisiting the present tense of regular ER verbs. - Introduction to the present tense of regular IR. and RE verbs. - Revisiting the use of aller + prepositions - Use of the negative and quantities - Expressing longer opinions about shops and what they sell. 		<i>Listening, speaking, reading and writing, based on a sound foundation of core grammar, vocabulary and phonics in the context of holidays and future plans.</i> <ul style="list-style-type: none"> - Use of the near future with aller + infinitives - Use of time and the 24 hours clock. - Use of to/in + names of countries. - Use of present and near future to describe what we normally do or are planning to do on holidays. <i>Expressing longer opinions about transports, holiday destinations and activities.</i>		<i>Listening, speaking, reading and writing, based on a sound foundation of core grammar, vocabulary and phonics, reusing the main themes covered since year 6:</i> <ul style="list-style-type: none"> - Use of the past tense of regular verbs with avoir. - Use of the past tense of irregular verbs with avoir. - Use of the past tense of MRS Van Der Tramp verbs with être - Use of all 3 tenses. - Expressing longer opinions.
Geography	KNOWLEDGE	Ecosystems including soil erosion in Nepal	The Dangerous Earth: earthquakes and volcanoes	Glaciation - sustainability	China and emerging country – development and migration	Africa/Kenya
	SKILLS	<i>Use of maps and atlases</i> <i>Describe places and explain in depth.</i> <i>Recognising cultural differences.</i>	<i>Causes and effect</i> <i>Simple geographical enquiry.</i> <i>Making conclusions.</i> <i>Make links between different places</i>	<i>Describe and explain physical geography processes.</i>	<i>Use of maps/atlases</i> <i>Recognising cultural differences, sustainability, interdependence.</i>	<i>Comparisons of economic development, migration, population, places, interdependence.</i>

		<i>Making predictions/conclusions. Causes and effects.</i>					
History	KNOWLEDGE	Crime and Punishment through time.	What impact did European settlement have on native Americans?		How progressive was the USA in the 1920s?		
	SKILLS	<ul style="list-style-type: none"> • Change and continuity (<i>Comparing Roman crime and punishment to medieval</i>) • Using evidence (<i>assessing primary evidence about the existence of witches/witchcraft</i>) • Similarity and difference across time periods (<i>comparing Victorian crime and punishment to today</i>) • Chronology (<i>recapping on time periods and chronology from Year 6 and Year 7 work</i>) 	<ul style="list-style-type: none"> • Cause and consequence (<i>What impact did European settlement have on native Americans?</i>) • Similarity and difference within a time period (<i>comparing different native American tribes</i>) • Interpretation (<i>crime in the Wild West, does Billy the Kid deserve a posthumous pardon?</i>) 		<ul style="list-style-type: none"> • Significance (<i>how significant was Henry Ford in American history?</i>) 		
Mathematics	UNIT	<ul style="list-style-type: none"> • Lines and Angles: Developing Geometric Reasoning • Reasoning with Number: Sets and Probability • Reasoning with Number: Prime Numbers and Proof 	<ul style="list-style-type: none"> • Proportional Reasoning: Ratio and Scale • Proportional Reasoning: Multiplicative Change • Proportional Reasoning: Multiplying and Dividing Fractions • Representations: Working in the Coordinate Plane 	<ul style="list-style-type: none"> • Representations: Representing Data • Algebraic Techniques: Brackets, Equations and Inequalities • Algebraic Techniques: Sequences 	<ul style="list-style-type: none"> • Algebraic Techniques: Indices • Developing Number: Fractions and Percentages • Developing Number: Standard Form 	<ul style="list-style-type: none"> • Developing Geometry: Angles in Parallel Lines and Polygons • Developing Geometry: Area of Trapezia and Circles 	<ul style="list-style-type: none"> • Developing Geometry: Line Symmetry and Reflection • Reasoning with Data: The Data Handling Cycle • Reasoning with Data: Measures of Location

	KNOWLEDGE	<p>Know the names and properties of the special triangles and quadrilaterals. Know the angle sum of a quadrilateral is 360°.</p> <p>Know that probability is measured on a 0-1 scale.</p> <p>Know that the sum of all probabilities for a single event is 1.</p> <p>Know, and quickly recall, multiplication (and related division facts) up to 12 x 12.</p> <p>Know how to write a number as a product of its prime factors.</p>	<p>Know how ratios and fractions are related.</p> <p>Know how to enter fractions into a calculator.</p> <p>Know the characteristic shape of a graph of a linear and quadratic function.</p>	<p>Know the difference between discrete and continuous data.</p> <p>Know how to find the missing number in a sequence.</p>	<p>Know that $a^0 = 1$.</p> <p>Know how to convert between fractions, decimals and percentages.</p> <p>Know how to enter standard form into a calculator.</p>	<p>Know how to identify alternate angles.</p> <p>Know how to identify corresponding angles.</p> <p>Know how to identify co-interior angles.</p> <p>Know how to find the angle sum of any polygon.</p> <p>Know that circumference = $2\pi r = \pi d$.</p> <p>Know that area of a circle = πr^2.</p>	<p>Know how to write a 2D vector.</p>
	SKILLS	<p><i>Solve missing angle problems involving triangles and quadrilaterals.</i></p> <p><i>Calculate theoretical probabilities for single events.</i></p>	<p><i>Understand the connection between ratio and proportion.</i></p> <p><i>Share a number/amount in a given ratio.</i></p>	<p><i>Plot and interpret scatter graphs using the concept of correlation.</i></p> <p><i>Manipulate algebraic expressions by expanding a single set of brackets.</i></p>	<p><i>Apply the multiplication, division and power laws of indices.</i></p> <p><i>Solve problems involving percentage change, using a multiplier.</i></p>	<p><i>Solve problems involving angles formed between parallel lines.</i></p> <p><i>Apply the formulae for circumference and area of a circle.</i></p>	<p><i>Describe a translation using a 2D vector.</i></p> <p><i>Understand and use the data handling cycle.</i></p>

		<p>Identify the Highest Common Factor and the Lowest Common Multiple for pairs of numbers. (by listing and prime factor decomposition with the use of Venn diagrams).</p>	<p>Solve problems involving direct proportion.</p> <p>Multiply and divide any combination of fractions and mixed numbers.</p> <p>Plot and interpret graphs of linear functions including $y = mx + c$.</p>	<p>Manipulate algebraic expressions by expanding the product of two binomials.</p> <p>Factorise an expression by taking out common factors.</p> <p>Solve two-step equations with unknowns on one side.</p> <p>Find the n^{th} term of a linear sequence.</p>	<p>Convert ordinary numbers into standard form and back again.</p>		<p>Calculate the mean from a frequency table.</p>
Music	KNOWLEDGE	<p>Saharan Sounds Cyclic rhythms, polyrhythm and a polyrhythmic texture. Syncopated rhythms. Rhythm notation.</p>	<p>Hooks and Riffs How music is based on repeated musical patterns. The difference between hooks, riffs and ostinatos. Pitch and rhythm notation.</p>	<p>Ukulele Skills: What Makes a Good Song? Revisit Hooks and Riff patterns. Textural and structural elements of a song/popular song. Musical information given on a lead sheet. Conjunct and disjunct melodies.</p>	<p>All About the Bass The bass clef as a form of musical notation and commonly used bass line patterns. The importance of a bass line for texture and harmony. Revise the primary chords. Explore different bass lines; walking bass lines, arpeggios, broken chords, alberti bass lines. Explore passing notes and pedal notes.</p>	<p>Dance Music The connection between the steps, movement and formation of dances and the musical features of the music. How different dance genres use different time signatures. How dance music is made up mainly of primary chords. Revise the primary chords. Understand how different dances use characteristic dance rhythms in their music.</p>	<p>Computer and Video Game Music Ways in which music is used within a range of computer and video games from different times. Composition and performance features used in the music.</p>

	SKILLS	<p><i>Compose and improvise rhythms using repetition. Compose 'call' sections. Perform and compose cyclic rhythms. Use rhythm notation to record ideas.</i></p>	<p><i>Performing and singing riff patterns. Compose body percussion / vocal ostinatos. Use musical notation to record ideas.</i></p>	<p><i>Revisit ukulele techniques and correct position from Yr 7. Perform from a lead sheet. Refine / adapt performance from information given from lead sheet.</i></p>	<p><i>Identify musical instruments and voices which use the bass clef. Perform bass lines in a variety of musical styles. Compose a walking bass line using the primary chords and passing notes. Use bass line notation when composing and performing music.</i></p>	<p><i>Perform the primary chords of I, IV, V, V7 in major and minor keys. Describe the different accompaniment patterns and textures in dance music of different times and places.</i></p>	<p><i>Describe the musical features heard in computer and video game music. Create a character motif using features found in computer and video game music.</i></p>
PE Girls (Expert)	UNIT	Invasion Games	HRE Invasion Games	Net/wall Games. Invasion Games.	Net / Wall Games Invasion Games	Athletic Activities	Striking and fielding Net / wall games
	KNOWLEDGE	<p>Outwitting an opponent, development and replication of skills, making and applying decisions, evaluating and improving, development of performance.</p>	<p>Outwitting an opponent, development and replication of skills, making and applying decisions, evaluating and improving, development of performance.</p> <p>Developing physical and mental capacity, making informed choices about healthy, active lifestyle, evaluating and improving.</p>	<p>Outwitting an opponent, development and replication of skills, making and applying decisions, evaluating and improving, development of performance.</p>	<p>Outwitting an opponent, development and replication of skills, making and applying decisions, evaluating and improving, development of performance.</p>	<p>Developing physical and mental capacity, making informed choices about healthy, active lifestyle, development of performance.</p>	<p>Outwitting an opponent, development and replication of skills, making and applying decisions, evaluating and improving, development of performance.</p>

	SKILLS	<p><i>Apply skills of send, receive and 3 phases of sending consistently and when under pressure.</i></p> <p><i>Apply basic and more complex skills and concepts to competitive situations. 3v3, 4v4 etc</i></p>	<p><i>Develop and apply fitness knowledge - designing a circuit in small groups.</i></p> <p><i>Tackling a moving player, setting up a ruck, setting a defensive line, playing by the rules .</i></p>	<p><i>Apply skills used in singles to doubles match play. Running tournaments on own court.</i></p> <p><i>Apply skills of send, receive, dribble, and tackle with control, accuracy and consistency in a competitive situation.</i></p>	<p><i>Develop basis skills to enable doubles ½ court game play then full court. (Officiating and taking on other roles) Emphasis on taking on other roles. Knowing rules, application of rules, use of whistle, ability to give clear instructions.</i></p>	<p><i>Performing at maximum levels. Develop and consolidate correct jumping and throwing technique. Develop relay changeover and order of runners. Race tactics.</i></p>	<p><i>Technique of throwing and catching over longer distances. Bowling technique. Aiming and scoring when batting. Decision making. Umpiring</i></p> <p><i>Apply key skills, techniques and strategies to doubles. Tactics – make opponent move, play to your strengths.</i></p>
PE Boys (Expert)	UNIT	Invasion Games (Rugby) Net/Wall	HRE exercise activity Invasion Games and Net/Wall Football	Gymnastic and Free Running Invasion Games.	Invasion Games	Athletic Activities	Striking and fielding Net / wall games and Invasion.
	KNOWLEDGE	<p>Outwitting an opponent, development and replication of skills, making and applying decisions, evaluating and improving, development of performance.</p> <p>Football & Rugby (Invasion)</p> <p>Bleep test & 2500m run</p>	<p>Outwitting an opponent, development and replication of skills, making and applying decisions, evaluating and improving, development of performance.</p> <p>Developing physical and mental capacity, making informed choices about healthy, active lifestyle, evaluating and improving.</p>	<p>Outwitting an opponent, development and replication of skills, making and applying decisions, evaluating and improving, development of performance.</p> <p>Hockey (Invasion) Free running (Gymnastic)</p> <p>Development of their own circuit ideas.</p>	<p>Outwitting an opponent, development and replication of skills, making and applying decisions, evaluating and improving, development of performance.</p> <p>Basketball (Invasion) Handball (Invasion) and Danish Long Ball</p> <p>Vocabulary words for this unit revisited from Year 7 and new words added related</p>	<p>Developing physical and mental capacity, making informed choices about healthy, active lifestyle, development of performance.</p> <p>Athletics (Athletic) 100m, 200m, 800m, relay change overs and 4x100m setups Triple Jump, Long Jump and High Jump.</p>	<p>Outwitting an opponent, development and replication of skills, making and applying decisions, evaluating and improving, development of performance.</p> <p>Softball (Striking & Fielding) Tennis (Net/Wall) Ultimate Frisbee (Invasion)</p>

			HRE (Athletic) FITT principle		to attack offensive and defensive moves. Bleep test & 2500m run	Javelin, Discuss and Shot Putt. Challenge is to beat PBs from Year 7 Cricket (Striking & Fielding) –	Vocabulary words related to all sports this term Bleep test & 2500m run
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	<p>SKILLS</p>	<p><i>Advanced dribbling skills over short and longer distances</i> <i>Control techniques using various parts of the body</i> <i>Attach vs defence</i> <i>Sport Education Approach (They plan, design and implement most things in groups)</i> <i>Tackling from front and side at all speeds</i> <i>Rucking as one person and as a group.</i> <i>Passing in channels.</i> <i>Gameplay in larger numbers</i> <i>– A look at the 5 main components of fitness and related training activities and fitness tests.</i></p> <p><i>Officiating skills – advanced – leading a whole game for a period of time.</i></p>	<p><i>Development of physical fitness and mental capacity</i> <i>Develop and apply fitness knowledge - designing a circuit in small groups to suit certain sports and aid training for that sport.</i> <i>Serve, drive, volley and overhead attacking and defensive shots.</i> <i>Officiating and gameplay tactics on court.</i> <i>Apply skills used in singles to doubles match play. Running tournaments on own court.</i></p> <p><i>Apply skills of send, receive, dribble, and tackle with control, accuracy and consistency in a competitive situation.</i></p> <p><i>Evaluating and improving.</i></p>	<p><i>4v2, 3v2, 4v4 practices</i> <i>Crossing and running into the 'D'</i> <i>Goalkeeping techniques</i> <i>Gameplay.</i> <i>Replication of key skills in free running such as landing, rolling, vaulting and jumping over objects safely.</i> <i>Vaulting techniques to include, Kong-vault, through vault, side vault and somersault for most able.</i> <i>Vaulting techniques to include, Kong-vault, through vault, side vault and somersault for most able.</i></p>	<p><i>3-man weave, dribbling, offence and defensive setups.</i> <i>Layups and shooting from various positions</i> <i>5v5 games with positions on a full court.</i> <i>Wall-blocking</i> <i>Offence and Defensive setups.</i></p> <p><i>Strategies and tactics to Outwit Opponents.</i></p> <p><i>Emphasis on taking on other roles. Knowing rules, application of rules, use of whistle, ability to give clear instructions.</i></p>	<p><i>Techniques to improve performance.</i> <i>Development of full overarm bowling with run ups</i> <i>Batting shots such as the pull, drive and square cut</i> <i>Fielding positions and when you might use them</i> <i>Pairs cricket</i></p> <p><i>Emphasis on taking on other roles. Knowing rules, application of rules, use of whistle, ability to give clear instructions.</i></p>	<p><i>Team Strategy which leads into the inter house competition.</i> <i>Forehand, backhand volleys and serving at various lengths and angles.</i> <i>Doubles and singles match play.</i> <i>Frisbee throwing techniques and gameplay rules and patterns.</i> <i>Replication of key skills.</i> <i>Making and applying decisions.</i></p> <p><i>Emphasis on taking on other roles. Knowing rules, application of rules, use of whistle, ability to give clear instructions.</i></p>
<p>PSHE</p>	<p>KNOWLEDGE</p>	<p>Living in the Wider World – Careers Education</p>	<p>Keeping safe</p>	<p>Friendships and managing influences – Relationships and sex education:</p>	<p>Mental health and wellbeing</p>	<p>Relationships and sex education</p>	<p>Moving forward – resilience and change</p>

	SKILLS	<p><i>Discussion</i></p> <p><i>Goal setting</i></p> <p><i>Self-awareness</i></p> <p><i>Employability</i></p> <p><i>Motivation</i></p> <p><i>Organisation</i></p> <p><i>Personal identity and values</i></p> <p><i>Recognising success</i></p>	<p><i>Digital and media literacy</i></p> <p><i>Assessing risks</i></p> <p><i>Seeking help for themselves</i></p> <p><i>Developing awareness of the world around</i></p>	<p><i>Discussion</i></p> <p><i>Clarifying values and strategies to manage influence</i></p> <p><i>Decision making</i></p> <p><i>Communication</i></p> <p><i>Support seeking skills</i></p> <p><i>Managing relationship challenges</i></p> <p><i>Relationship values</i></p>	<p><i>Managing social influences</i></p> <p><i>Assertiveness skills</i></p> <p><i>Discussion</i></p> <p><i>Resisting peer influences</i></p> <p><i>Negotiation skills</i></p> <p><i>Communication skills</i></p> <p><i>Recognising the importance of self-respect</i></p> <p><i>Compassion skills</i></p>	<p><i>Developing confidence</i></p> <p><i>Support-seeking skills</i></p> <p><i>Healthy coping strategies</i></p> <p><i>Managing relationship challenges</i></p>	<p><i>Life skills for transition eg resilience, learning skills, seeking support, communication, discussion</i></p>
RE	KNOWLEDGE	<p>Buddhism – when a religion doesn’t have a god</p>	<p>What it means to live as a Buddhist – from the everyday to the monastery</p>	<p>Christian denominations – one religion or many? What are some of the fundamental differences? Comparison of Baptism within the Christian church – writing a balanced argument</p>	<p>Christian denominations – exploring pilgrimage – extended writing task – Should all Christians have to go on pilgrimage?</p>	<p>Judaism</p>	<p>Holocaust – what was it? How were the Jews affected? Lasting impact?</p>
	SKILLS	<p><i>Exploration of key concepts of Buddhism</i></p> <p><i>Discussion</i></p> <p><i>Numeracy skills – interpreting data (using infographics)</i></p> <p><i>Chronology of religion</i></p>	<p><i>Literacy skills – exploring biography and obituary</i></p> <p><i>Discussion/debate</i></p> <p><i>Empathy – exploring different views</i></p> <p><i>Comparison skills</i></p>	<p><i>Comparison of different denominations</i></p> <p><i>Discussion</i></p> <p><i>Research</i></p> <p><i>Analysis</i></p> <p><i>Chronology of religion</i></p> <p><i>Understanding argument</i></p> <p><i>Literacy skills – writing balanced arguments</i></p> <p><i>Empathy/expression through writing</i></p>	<p><i>Understanding argument</i></p> <p><i>Literacy skills – writing balanced arguments</i></p> <p><i>Empathy/expression through writing</i></p>	<p><i>Exploring where it came from and what lead to the centuries of persecution</i></p>	<p><i>Research</i></p> <p><i>Discussion</i></p> <p><i>Empathy</i></p> <p><i>Expression</i></p> <p><i>Analysis of sources (links to history)</i></p> <p><i>Interpretation</i></p>

Science	KNOWLEDGE	Science operates a rotation: areas of learning (by the end of the year pupils will have covered all topics).		
		Reactions Acids and alkalis	Energy Pressure and waves	Ecosystems Photosynthesis and respiration
	SKILLS	<p><i>Ecosystems – research and investigative skills, evaluation skills, constructing pyramids of numbers and biomass, presenting multiple data sets on a graph, interpreting data to draw conclusions, analysing graphs, use of sampling methods, appropriate calculations, paired and group discussions, use of secondary data sources, writing explanations definitions etc.</i></p> <p><i>Photosynthesis and respiration – collecting data and presenting using appropriate methods, describing and explaining patterns in data, drawing scatter graphs to search for correlations, evaluating investigations in terms of repeatability and reproducibility and suggesting possible improvements, analysing data in order to formulate a suitable conclusion that refers back to a hypothesis, evaluating models and discussing their limitations, carrying out a range of calculations.</i></p> <p><i>Reactions – making safe observations off chemical reactions, draw conclusions consistent with results, drawing and interpreting graph data (including sketch graphs), balance simple chemical equations using the principle of conservation of mass), writing word equations.</i></p> <p><i>Acid and alkalis – using measuring instruments accurately and precisely, correctly measuring pH using an indicator, designing a structure to record data, classifying and recording reactions, interpreting data to make predictions, further development of word and symbol equation skills.</i></p> <p><i>Waves – drawing and interpreting graphs of investigation results, planning and carrying out investigations, making predictions using scientific knowledge and understanding, make and record observations and measurements using a range of methods, analysis of data sets to find patterns, mathematical skills in a range of calculations, use of S.I units and their prefixes, making observation and notes and summarising.</i></p> <p><i>Energy – Drawing and interpreting graphs, planning and carrying out experiments, recording observations and data in an appropriate manner, range if calculation, use of S.I units and their prefixes.</i></p>		