



Curriculum Overview

Core

<p>English</p>	<p>19th Century: Frankenstein ‘The Play’</p> <ul style="list-style-type: none"> • Explain how the Gothic genre creates stories of horror. • Explain how the character of a 'Monster' is created. • Explain how dramatic effects are created. • Explain and understand features of a play (Acts/Scenes/Stage Directions/Prologue) • Support ideas with relevant quotations whilst considering audience impact. • Identify, explain and explore how the following devices imply meaning: bathos/assonance/consonance. • Show an understanding and explain the role of women in Victorian society and Literature. • Show an understanding of enlightenment and galvanism. • Construct personal viewpoints in the form of thesis statements. • Use the thesis statement to create topic sentences. • Summarise the story of Frankenstein • Summarise the importance of Frankenstein and how it reflects ambition, isolation, responsibility, and the pursuit of knowledge.
<p>Mathematics</p>	<p>Ratio:</p> <ul style="list-style-type: none"> • Writing and simplifying a ratio • Sharing into a ratio <p>Geometry:</p> <ul style="list-style-type: none"> • Plotting coordinates (to create shapes) • Transformations
<p>Science Biology Chemistry Physics</p>	<p>7B Sexual reproduction in animals</p> <ul style="list-style-type: none"> • How does life start? Students study reproduction in animals, including the structure and function of the male and female reproductive systems, fertilisation, gestation, puberty and the menstrual cycle. <p>7F Acids and alkalis</p> <ul style="list-style-type: none"> • What should you do if you have a nettle sting? Students study acids and alkalis, risks and hazards. Students carry out neutralisation reactions and learn how to use indicators and the pH scale.

World

<p>History</p>	<p>How much change and continuity was there in the Middle Ages? 1000-1500</p> <ul style="list-style-type: none"> • Battle of Hastings, Castles, Life in the Middle Ages, Importance of the Church, The Black Death, The Peasants Revolt and The War of the Roses. • Identify contenders to the throne 1066 • Describe events of the Battle of Hastings • Describe/ explain impact of the Norman conquest including castle building, introduction to the feudal system, daily life in the Middle Ages. • Identify and describe the Black death- causes and impact including the Peasants Revolt. • Thomas Beckett, King John and War of the Roses
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<p>Geography</p>	<p>What is weather and climate?</p> <ul style="list-style-type: none"> • The concepts of weather and climate. • The elements that make up the weather and climate. • How the weather is measured. • How to read weather maps using the synoptic code. • How to distinguish between weather and climate. • Students will know: <ul style="list-style-type: none"> • The difference between weather and climate. • That the weather is recorded using a range of methods. • That the climate is changing and the impact of climate change
<p>French</p>	<p>7.5 School Times and Facilities</p> <ul style="list-style-type: none"> • Revision of the phrases '<i>il y a</i>' and '<i>il n'y a pas</i>' to describe the facilities in your school. • Telling the time in English and French. • Revision of the present tense conjugation of '<i>avoir</i>' and the present tense conjugation of '<i>apprendre</i>' and '<i>etudier</i>'. • Introduction to dual verb opinion phrases to express opinions on your school. <p>7.7 Easter in the French Speaking World</p> <ul style="list-style-type: none"> • Discussion of Easter celebrations across the French speaking world. Use of '<i>il y a</i>' to describe what there is during Easter celebrations
<p>Philosophy and Ethics</p>	<p>What Does It Mean to Be Religious?</p> <p>A study of the six main world religions, where students will learn some of the key beliefs for each including what each religion believes about God, some practices, and their beliefs about the afterlife:</p> <ul style="list-style-type: none"> • Judaism • Christianity • Islam • Hinduism • Buddhism • Sikhism • Non-religious worldviews – Humanism
<p>ARRK Lessons</p> <p>Core Values Aspirational Resilient Respectful Kind</p>	<p>Health & Wellbeing – Mental Health</p> <p>Pupils should know:</p> <ul style="list-style-type: none"> • how to talk about their emotions accurately and sensitively, using appropriate vocabulary. • that happiness is linked to being connected to others. • how to recognise the early signs of mental wellbeing concerns. • common types of mental ill health (e.g. anxiety and depression). • how to critically evaluate when something they do or are involved in has a positive or negative effect on their own or others' mental health. • the benefits and importance of physical exercise, time outdoors, community participation and voluntary and service-based activities on mental wellbeing and happiness. • the positive associations between physical activity and promotion of mental wellbeing, including as an approach to combat stress.

Computer Science

7.3 Scratch

- What does scratch allow us to do?
- How can scratch be useful?
- Students will learn how to create programs in scratch and learn the logical way of working out problems to complete specific challenges.

Art

Visual Elements of Art Tone.

Exploring how tone can be used to enhance the impact and meaning of an artwork. Tasks covered include;

- Realistic (drawing)
- Surrealistic (collage)
- Subtractive (drawing)
- Chiaroscuro (drawing)
- Colour tone (painting)

Students will explore a minimum of two tasks from the above list.

Drama

Focus on improvisation and characterisation. Create - rehearse - perform - evaluate

- Students will need to choose vocabulary and movement to match the person, place and time of the given story/situation. An introduction to Stanislavski.
- Script work and Performance skills
- Drama Techniques
- Design Elements
- Gain an understanding of key terminology and make use of these when performing.
- Students should be able to assess and evaluate their work and the work of others.
- Students will explore what makes a good story, consider the role of the storytellers themselves, and have the opportunity to devise their own scene from a scripted piece of drama.
- Students are expected to work more coherently and independently as a group, making use of direction that fits a specific scene.
- Development of pupils' knowledge of 'Page to Stage' through exploration of the theme of bullying. Exploration of the role of a director and how to create dramatic intentions on stage.

Music

Keyboard skills incorporating pitch notation.

- Learners will learn to read music notation and develop keyboard skills.
- Topics/Skills covered in keyboard skills and notation include:
- To read the notes on the treble clef.
- To understand what the notes on the keyboard are and be able to identify them correctly.
- To be able to play melodies with the correct fingers and technique.
- To understand how notation correlates to the keyboard by learning a selection of pieces.
- To develop aural skills and learn a piece by ear

Physical Education

Knowledge and understanding

PE, Sports and Physical Activity

Students will gain an understanding of the fundamental differences between Sport, PE & Physical Activity.

Physical Benefits

Students will gain an insight to and an understanding of the benefits that PE can have on their physical health.

Social Benefits

Students will gain an insight to and an understanding of the benefits that PE can have on their social health and well-being, in and out of school.

Fitness

Students will understand what is meant by the term 'fitness' and understand its importance in PE, sport and everyday life