

		Start of School–Oct Break Approx. Week 32-41	After Oct Break-Xmas Approx. Week 43- 51	After Xmas-Winter Break Approx. Week 1 - 6	After Winter Break-Easter Approx. Week 8 - 14	After Easter – Summer! Approx. Week 16 - 25
Y 6	English	Non-Fiction Unit: Travel Writing -Reading and analysing a selection of non-fiction texts, looking closely at descriptive language techniques. -Developing writing skills: descriptive, persuasive, writing to inform and advise. -Producing a piece of descriptive writing, a print travel advertisement and travel guide or blog. -Developing research and presentations skills. -Giving a presentation on an aspect of their home country.	Fiction Unit: <i>Girl. Boy. Sea</i> by Chris Vick -Close study of the novel, exploring plot, setting, character development, imagery and themes. - Writing an analytical essay on one of the main characters or themes in the novel. -Giving a group presentation on an aspect of the novel or about a topic related to seas/oceans/sea creatures. -Designing a new book cover for the novel.	Narrative Poetry Unit/ Speech writing-structuring an argument (may be covered in the summer term): -Close study of a selection of narrative poems, looking at form, structure, language, rhyme and rhythm. Choices could include: -- <i>The Highwayman</i> by Alfred Noyes -- <i>The Lady of Shalott</i> by Alfred, Lord Tennyson - <i>Flannan Isle</i> by Wilson Wilfred Gibson -Producing a play script and performance based on <i>The Highwayman</i> . -Writing a narrative poem. The students choose their own theme. Speech writing: Learning the conventions of writing a speech and how to structure an argument. -Exploring techniques used in presenting a persuasive or argumentative speech. -Writing a persuasive or argumentative speech and presenting it to the class.	Complete Narrative Poetry unit/ speech writing An Introduction to Shakespeare’s life, times and language: -Exploring Shakespeare’s England (historical context), the Globe theatre and Shakespeare’s influence on the English language. - Group performances of <i>All the World’s a Stage</i> speech.	Drama Unit: <i>Romeo and Juliet</i> by William Shakespeare -Close Study of <i>Romeo and Juliet</i> , focusing on key scenes. -Watching and analysing Baz Luhrmann’s version of play -Studying scenes from Franco Zeffirelli's version, The Royal Shakespeare Company and of <i>West Side Story</i> . -Performing a scene from <i>Romeo and Juliet</i> . -Writing an analytical essay on a key scene or theme. Exploring characterization, themes, symbols, Shakespeare’s dramatic techniques and the effect on the audience.

	Maths	Algebra and Graphs Linear equations, graphs of functions, simultaneous equations (solving with graphs and algebraically), factorising. Number Powers and roots, Indices 1 and 2	Trigonometry Pythagoras Right angled triangles Number Sets, limits of accuracy, rates and ratios, time and money.	Geometry Terms, construction, similarity, symmetry and angles (parallel lines, polygons, angles around a point). Coordinate Geometry Coordinates, drawing linear graphs and gradients of linear graphs.	Transformations and Vectors Performing the four Transformations (Enlargement, Translation, Rotation, and Reflection) within the Cartesian Plane. Mensuration Area and perimeter, circles, arcs, sectors, surface area and volume.	Statistics Classifying and interpreting data and averages, statistical charts and diagrams, scatter diagrams. Probability Relative and expected frequencies, combined events.
	Science	Biology: Energy and Movement. - Role of the skeleton - How antagonistic muscles work - Comparing aerobic and anaerobic respiration - Importance of Vitamin D in the diet Chemistry: Particle Theory and the Scientific Method - How particles move - Intermolecular forces and state changes - Properties of metals and metal alloys - Density of solid, liquids and gases - Movement of gases	Physics: Non-Contact Forces - Magnets and magnetic fields - Static charge - Weight - Pressure in liquids and gases Science Skills: - Identifying apparatus - Making observations - Accuracy - Variables - Formatting tables - Different types of graphs	Biology: Plants - Uses of plants - Leaf structure - Photosynthesis and respiration - Rates of photosynthesis - Role of stomata - Transport in plants - Importance of minerals Chemistry: Acids and alkalis - Identifying acids and alkalis - Different indicators - PH scale - Neutralisation - Reactions of metal and metal compounds with oxygen, water and acids	Physics: Electricity - Electromagnets - DC-motors - Batteries - Series and Parallel circuits - Currents	Biology: Ecology - Food chains and webs - Effects of pollution - Interdependence - Food security - Endangered animals - DDT - Niches Geology: - Age of the Earth - Plate Tectonics - Igneous Rocks - Weathering - Fossils and sedimentary rocks - Metamorphic rocks - Rock cycle
	Social Studies	History: The Tudor Monarchs – Politics/Religion Life in the Tudor Times – Society Renaissance, Reformation	History: The Stuart Monarchs and Oliver Cromwell: The shifting power from monarchy to parliament The Battle of Culloden and The Jacobite Rebellions: Bonnie Prince Charlie	In this unit you will learn: What ecosystems are and how they relate to climate How the rainforests grew and adapted to a hot wet climate How we are destroying the tropical rainforests Where and what the Arctic Tundra	Our warming planet: In this unit you will learn: How our planet is warming up What the effect might be Causes of global warming	Where should we get our energy: In this unit you will learn: Energy and its sources About the problems linked to fossil fuels About nuclear power the pros and cons About wind farms What are biofuels About

				ecosystem is		solar power
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				Who live in the Tundra and what do they do there Why Tundra ecosystem is under threat		
French	Describing Where I live: Express likes / dislikes / advantages / disadvantages of living there Leisure: Say what activities you do in your free time	Fiction Unit: (Short Stories & Children’s Books) Reading and understanding short stories. Creative writing. Students write a chapter of a children’s book.	Drama Unit: Students read a play (easy reader).. Students adapt, create and write a scene. Group performances of the scene written by the students at the “Fête du Théâtre”.	Shops and shopping: Say what you wear and where you do your shopping Food & Drink – Healthy Diet: Describe your diet and whether it is healthy. Make suggestions on how to have a healthier diet.	Poetry Unit: Students read poems about clothes, sports and food. Students write their own poems. Performance based on the poems read and written in class.	
	Places: (my town e.g. police station, church etc. countries, compass points, nationalities, languages, music, typical cuisine, festivals, revisiting of previous contexts)	Leisure: Say what activities you do in your free time Individual presentation of a free time activity.	Shops and shopping: Shopping shops, clothing, colours, descriptions, comparisons, sizes, styles, types of material, weights and measures, prices, numbers, shopping trips – arranging to meet someone, excuses via modals, directions.	Eating and Drinking and Healthy Living: (national foods, likes/dislikes/justifications, restaurants, buying food, quantities, menus, eating out, ordering food, time, different meals in the day, comparisons with Britain and TL country, what we should/n’t eat and drink	Fairy Tales Unit: Watching/Listening/ studying Grimm’s fairy tales. Students adapt, create and write a modern fairy tale. Group performances of the scene written by the students	
Spanish	Mi pueblo: (Listos 1, chapter 5) In this chapter we will learn how to talk about the holidays, say what you are going to do, where you are going to go, you will be able to ask and give directions, buy souvenirs in a shop and order food in a café using your Spanish.	El tiempo libre: (Listos 1, chapter 6) At the end of this unit, you should be able to talk about sports, your likes and dislikes, what sports you do and how often, your free time activities, what you do in the weekend.	Healthy Diet: Describe your diet and whether it is healthy. Make suggestions on how to have a healthier diet. Food; likes/dislikes/justifications, restaurants, buying food, quantities, menus, eating out, ordering food, time, different meals in the day, comparisons.	Shops and shopping: (Listos 2, chapter 1,2) Say what you wear and where you do your shopping. Shopping shops, clothing, colours, descriptions, comparisons, sizes, styles, types of material, weights and measures, prices, numbers, shopping trips – arranging to meet someone, excuses via modals, directions.	Revision of the years’ work and Introduction to the recently past. Preterito Perfecto Alguna vez	

Danish core	What do we already know? + Family and presentation: - I can introduce and answer questions about myself and my family (name, age, country, language, where I live) Summer Holiday: I can explain and talk about what I did in my summer holiday The forest and Autum: I can talk about how the weather is changing and describe hoe the weather is. Grammar: - Verbs (present and past tense) - Substantive - Vocabulary - Syntax <u>Danish Intermediate:</u> Repetition of basic Grammar rules and Syntax from last year Reading Comprehension – Basic level- Simple Texts in themes of the Season: Sommerferieplaner, I skole, 1. skoledag, I skolen - related, systematic Tasks to be solved from	The body: - I can name the different body parts, I can say short sentences about my body, I can express myself, if I’m hurting and explain where I am hurting. How are you: - I can describe how I am feeling - I can talk about feelings - I can ask others about how they are feeling. Christmas: - I know about the Danish Christmas tradition, and I can explain it to others. Grammar: - Verbs (present and past tense) - Substantive - Vocabulary - Syntax <u>Danish Intermediate:</u> Oral PP- præsentation : A City in the World’ -group or individual Danish text and Grammar + relevant and creative visual layout and grafic layout - Reading Comprehension – Basic level- Simple Texts from daily life: Flytning, Familien Hansen, Naboer, Sygdom – Sport, shopping, Fritid - related, systematic, progressive grammar tasks.	Moving: - I can talk about how I moved to Denmark and other countries. Denmark: - I have a knowledge about Denmark (the royal family, Greenland etc.) The city: - I can talk about places in Denmark - I can talk about museums, zoo etc. and where I have been. Grammar: - Adjectives - Verbs (present and past tense) - Substantive - Vocabulary - Syntax - Dialogs <u>Danish Intermediate:</u> TEMA arbejde med dialoger og sætninger: Indkøb og shopping Grammar work - How to bend the 3 basic word groups – writing correct Danish sentences and questions – Danish sayings and specific Syntax. Grammar Test and Dictation	Transport: - I know the words for the different transportation form - I can explain how I get to and from school The city: - I can talk about places in Denmark - I can talk about museums, zoo etc. and where I have been. Grammar: - Adjectives - Hv – words - Nouns - Proper nouns - Locations Power Point Presentations <u>Danish Intermediate:</u> Reading Comprehension: Working with Vitello – texts - grammar tasks , how to write a resume, focus on the 3 word groups, use them in new contexts you make up. Dictation. Listening Exercises - Focus on specific word groips and parts in a text read up.	Holiday plans: - I can plan, explain about a holiday I want to go to. I can research about the different transportation's possibilities, hotels etc. Grammar: - Adjectives - Hv – words - Nouns - Synonyms - Facts and info Power Point Presentations <u>Danish Intermediate:</u> PP presentations about your favourite book or film – focus on relevant resume, specific actions and descriptions, main characters and why you like it so much. Include relevant and effective graphic layout and pictures. Constructive feed-back from class mates. End of Year Grammar TEST

	'Lær Selv Dansk'	Dictation			
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	Danish Top	Advanced group – Diktat en gang om ugen. Rollespil med Klods Hans. Vi laver skriv-tre-sætninger på baggrund af et billede. Vi laver PD2-opgaver. Vi laver læs-og-forstå-opgaver. Dokumentarudsendelser fra DRTV. Børn skriver dagbog – læs og referer. Beskriv din bolig.	Advanced group – Diktat en gang om ugen. Boganmeldelser hver tredie uge. Rejsebeskrivelser og breve. Match-opgaver fra Så kan du lære det. Multiple-choice-opgaver. Artikler fra Børneavisen Børn skriver dagbog – læs og referer. Opgaver fra Øvebog i dansk for udlændinge (grammatik) Differentieret undervisning, så de dygtigste løser opgaver fra Year 9 og resten får grammatikundervisning Julesange i december.	Advanced group – Diktat en gang om ugen. Præsenter en dansk sang fra youtube-projekt. Grammatikforløb. Novelleforløb med Digteren af Niels Hav, Helle Helle, Klaus ribbjerg. Desuden noveller fra FP9-materiale. Portrætter af kendte, referater. Gruppearbejde og oplæg. Fortsat differentieret undervisning, så alle får udfordringer nok.	Advanced group – Diktat en gang om ugen. Novelleforløb fortsat, analysere og tolke. Sange om Danmark-forløb. Artikler fra børneavisen.Teksttyper. Skrive et essay. Grammatikopgaver fra Øvebog i dansk for udlændinge.	Advanced group – Diktat en gang om ugen. Profilttekster. Gruppeeksamen om noveller. End of the year-test. Viden om dansk litteratur. Viden om avisens genrer. Skrive en klumme Helt styr på kommaet, sammensatte ord, store og små bogstaver, forkortelser m.m.
ART		Group 1 Portrait Self-Portrait Drawing - Proportions and drawing techniques - Self-portrait photography	Group 1 Portrait Portrait Painting - Artist research - Experimental material exploration - Portrait photography	Group 2 Portrait Self-Portrait Drawing - Proportions and drawing techniques - Self-portrait photography	Group 2 Portrait Portrait Painting - Artist research - Experimental material exploration - Portrait photography	Group 2 Portrait Portrait Painting - Artist research - Experimental material exploration - Portrait photography
	Craft & Cookery	Group 1. Weaving Research & Development: - Research a theme and collect visual information, including own drawings, photographs and contextual references - Develop personal weave	Group 1. Embroidery Research & Development: - Exploring traditional embroidery from different cultures and contemporary textile artists - Planning embroidery designs through sketching and colour	Group 1. **Group 2 in final term also Printing Research & Development: - Investigating cultural and historical examples of textile print design - Sketching and refining	Group 2 Weaving Research & Development: - Research a theme and collect visual information, including own drawings, photographs and contextual references - Develop personal weave	Group 2 Embroidery Research & Development: - Exploring traditional embroidery from different cultures and contemporary textile artists - Planning embroidery designs through sketching and colour

		design from collected research and apply understanding of design principles • Sample small weaving techniques before final piece Craft and Design Skills: • Setting up a wooden loom • Plain weave technique and colour blending • Adding texture using different wools and materials • Finishing and presenting a woven piece • Reflection Linked Cookery Skill: • Vegetable soup – knife skills, hob safety, following a recipe	selection • Sampling stitches before starting final work Craft & Design Skills: • Learning and practising basic stitches: running stitch, backstitch, satin stitch, French knots, couching • Transferring designs to fabric using tracing or transfer methods • Combining different stitches for decorative effects • Using colour and stitch density for shading and texture • Completing and presenting a finished embroidered design • Reflection Linked Cookery Skill: • Danish pastries – using ready-made puff pastry, making remonce, shaping, filling, baking	pattern ideas • Print sampling Craft & Design Skills: • Designing repeat patterns for textiles • Preparing printing blocks, stencils, or monoprint plates • Experimenting with colour layering and overprinting • Printing onto fabric products (tote bags, tea towels, cushion panels) • Fixing fabric prints for durability Linked Cookery Skill: • Basic baking – measuring, mixing, oven safety (e.g., scones and apple crumble)	design from collected research and apply understanding of design principles • Sample small weaving techniques before final piece Craft and Design Skills: • Setting up a wooden loom • Plain weave technique and colour blending • Adding texture using different wools and materials • Finishing and presenting a woven piece • Reflection Linked Cookery Skill: • Vegetable soup – knife skills, hob safety, seasoning, blending	selection • Sampling stitches before starting final work Craft & Design Skills: • Learning and practising basic stitches: running stitch, backstitch, satin stitch, French knots, couching • Transferring designs to fabric using tracing or transfer methods • Combining different stitches for decorative effects • Using colour and stitch density for shading and texture • Completing and presenting a finished embroidered design • Reflection Linked Cookery Skill: • Danish pastries – using ready-made puff pastry, shaping, filling, baking **Group 2 will also complete Printing. As listed in previous box.
	PS LE	- Starting Year 8, welcoming new people. What's it like to be in High	- Self-concept.	- What are boundaries and how do you know when yours have been	- What makes a conflict escalate?	- Tracking our digital footprint.

		School? - Creating new Pathways in your brain. - How do we use technology and group chats. - A big list of all the apps we use, the hours we spend online, and tracking our digital landscape as a class. - Growth mindset and learning from mistakes/considering 'failure'. - Roadblocks, how to overcome challenges. NEED KS3 SCIENCE TOPICS COVERED NEED TIMELINE AND TOPICS COVERED BY HEADSPACE	- Being hard on yourself and negative self-talk. - Realistic goals for the future/the rest of Year 8. - Using AI to study, information overload and finding your own voice.	crossed? - Consent, realities of programs you actually use. - Copywriting and plagiarizing – research on the internet. - Feeling emotions and how to manage them. - Observing emotions – tools for observing and not reacting.	- What happens when you can't see someone's face and you are in a conflict? - Understanding boundaries when you share, communicate online. - How can you de-escalate a conflict? Taking responsibility for your actions.	- Who are you online? Where does our data go? - When banter is taken too far. - Recognising and respecting boundaries. - AI and group chats (they use a lot of these to make sure the bots sound like us).
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