

|         |  | Start of School–Oct<br>Break<br>Approx. Week 32-41                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | After Oct Break-Xmas<br>Approx. Week 43- 51                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | After Xmas-Winter<br>Break<br>Approx. Week 1 - 6                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | After Winter Break-<br>Easter<br>Approx. Week 8 - 14                                                                                                                                                                                                                                                                                                                                                                                     | After Easter –<br>Summer!<br>Approx. Week 16 - 25                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
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| English |  | <p>Non-Fiction Unit: Travel Writing</p> <ul style="list-style-type: none"> <li>-Reading and analysing a selection of non-fiction texts, looking closely at descriptive language techniques.</li> <li>-Developing writing skills: descriptive, narrative, persuasive, writing to inform and advise.</li> <li>-Producing a piece of descriptive writing, a print travel advertisement and travel guide or blog.</li> <li>- Writing a travel writing story using narrative and descriptive writing</li> <li>-Developing research and presentations skills.</li> <li>-Giving a presentation on an aspect of their home country.</li> </ul> | <p>Fiction Unit: <i>Girl. Boy. Sea</i> by Chris Vick</p> <ul style="list-style-type: none"> <li>-Close study of the novel, exploring plot, setting, character development, imagery and themes.</li> <li>- Writing an analytical essay on one of the main characters or themes in the novel.</li> <li>-Giving a group presentation on an aspect of the novel or about a topic related to seas/oceans/sea creatures.</li> <li>-Designing a new book cover for the novel.</li> <li>- Library book report presentations: Students choose their own library books and make a creative presentation.</li> </ul> | <p>Narrative Poetry Unit/ Speech writing-structuring an argument (may be covered in the summer term):</p> <ul style="list-style-type: none"> <li>-Close study of a selection of narrative poems, looking at form, structure, language, rhyme and rhythm. Choices could include: <ul style="list-style-type: none"> <li>-- <i>The Highwayman</i> by Alfred Noyes</li> <li>--<i>The Lady of Shalott</i> by Alfred, Lord Tennyson</li> <li>- <i>Flannan Isle</i> by Wilson Wilfred Gibson</li> </ul> </li> <li>-Other narrative poems will be added as examples.</li> <li>-Producing a play script and performance based on <i>The Highwayman</i>.</li> <li>-Writing a narrative poem. The students choose their own theme.</li> <li>Speech writing: Learning the conventions of writing a speech and how to structure an argument.</li> <li>-Exploring techniques used in presenting a persuasive or argumentative speech.</li> <li>-Writing a persuasive or argumentative speech and presenting it to the class.</li> </ul> | <p>Complete Narrative Poetry unit/ speech writing</p> <p>An Introduction to Shakespeare's life, times and language:</p> <ul style="list-style-type: none"> <li>-Exploring Shakespeare's England (historical context), the Globe theatre and Shakespeare's influence on the English language.</li> <li>-Group projects on Shakespeare's Life and Times</li> <li>- Group performances of <i>All the World's a Stage</i> speech.</li> </ul> | <p>Drama Unit: <i>Romeo and Juliet</i> by William Shakespeare</p> <ul style="list-style-type: none"> <li>-Close Study of <i>Romeo and Juliet</i>, focusing on key scenes.</li> <li>-Watching and analysing Baz Luhrmann's version of play</li> <li>-Studying scenes from Franco Zeffirelli's version, The Royal Shakespeare Company and of <i>West Side Story</i>.</li> <li>-Performing a scene from <i>Romeo and Juliet</i>.</li> <li>-Writing an analytical essay on a key scene or theme. Exploring characterization, themes, symbols, Shakespeare's dramatic techniques and the effect on the audience.</li> </ul> |

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|  | Maths   | <p>Algebra and Graphs<br/>Linear equations, graphs of functions, simultaneous equations (solving with graphs and algebraically), factorising.</p> <p>Number<br/>Powers and roots, Indices 1 and 2</p>                                                                                                                                                                                                                                                                                                                                                                                        | <p>Trigonometry<br/>Pythagoras<br/>Right angled triangles</p> <p>Number<br/>Sets, limits of accuracy, rates and ratios, time and money.</p>                                                                                                                                                                                                                                                                                                                     | <p>Geometry<br/>Terms, construction, similarity, symmetry and angles (parallel lines, polygons, angles around a point).</p> <p>Coordinate Geometry<br/>Coordinates, drawing linear graphs and gradients of linear graphs.</p>                                                                                                                                                                                                                                                                                                                                                                 | <p>Transformations and Vectors<br/>Performing the four Transformations (Enlargement, Translation, Rotation, and Reflection) within the Cartesian Plane.</p> <p>Mensuration<br/>Area and perimeter, circles, arcs, sectors, surface area and volume.</p> | <p>Statistics<br/>Classifying and interpreting data and averages, statistical charts and diagrams, scatter diagrams.</p> <p>Probability<br/>Relative and expected frequencies, combined events.</p>                                                                                                                                                                                                                                                                                                 |
|  | Science | <p><b>Biology: Energy and Movement</b></p> <ul style="list-style-type: none"> <li>- Role of the skeleton</li> <li>- How antagonistic muscles work</li> <li>- Comparing aerobic and anaerobic respiration</li> <li>- Importance of Vitamin D in the diet</li> </ul> <p><b>Chemistry: Particle Theory and the Scientific Method</b></p> <ul style="list-style-type: none"> <li>- How particles move</li> <li>- Intermolecular forces and state changes</li> <li>- Properties of metals and metal alloys</li> <li>- Density of solid, liquids and gases</li> <li>- Movement of gases</li> </ul> | <p><b>Physics: Non-Contact Forces</b></p> <ul style="list-style-type: none"> <li>- Magnets and magnetic fields</li> <li>- Static charge</li> <li>- Weight</li> <li>- Pressure in liquids and gases</li> </ul> <p><b>Science Skills:</b></p> <ul style="list-style-type: none"> <li>- Identifying apparatus</li> <li>- Making observations</li> <li>- Accuracy</li> <li>- Variables</li> <li>- Formatting tables</li> <li>- Different types of graphs</li> </ul> | <p><b>Biology: Plants</b></p> <ul style="list-style-type: none"> <li>- Uses of plants</li> <li>- Leaf structure</li> <li>- Photosynthesis and respiration</li> <li>- Rates of photosynthesis</li> <li>- Role of stomata</li> <li>- Transport in plants</li> <li>- Importance of minerals</li> </ul> <p><b>Chemistry: Acids and alkalis</b></p> <ul style="list-style-type: none"> <li>- Identifying acids and alkalis</li> <li>- Different indicators</li> <li>- PH scale</li> <li>- Neutralisation</li> <li>- Reactions of metal and metal compounds with oxygen, water and acids</li> </ul> | <p><b>Physics: Electricity</b></p> <ul style="list-style-type: none"> <li>- Electromagnets</li> <li>- DC-motors</li> <li>- Batteries</li> <li>- Series and Parallel circuits</li> <li>- Currents</li> </ul>                                             | <p><b>Biology: Nutrition</b></p> <ul style="list-style-type: none"> <li>- Types of nutrients</li> <li>- Deficiencies</li> <li>- Organs</li> <li>- Enzymes</li> <li>- Micro biome</li> <li>- Bacteria to treat diseases</li> </ul> <p><b>Geology:</b></p> <ul style="list-style-type: none"> <li>- Age of the Earth</li> <li>- Plate Tectonics</li> <li>- Igneous Rocks</li> <li>- Weathering</li> <li>- Fossils and sedimentary rocks</li> <li>- Metamorphic rocks</li> <li>- Rock cycle</li> </ul> |

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|  | Humanities | <p>Geography: Population – how population has grown through history, how population is distributed globally, and the impact of population growth on resources, other species and the environment</p> <p>History:<br/>The Tudor Monarchs – Politics/Religion<br/>Life in the Tudor Times – Society Renaissance, Reformation</p> | <p>Geography: Urbanisation – understand and describe the growth of towns and cities through time. To analyse Manchester as a case study of urbanisation</p> <p>History:<br/>To explore Empire and the Transatlantic Slave Trade. Analyse factors that led to the creation of the British Empire. Blackbeard – To explain the difference between a pirate and a privateer.</p> | <p>Geography:<br/>What ecosystems are and how they relate to climate</p> <p>History: The Elizabethan Era - To examine the circumstances in which Elizabeth 1<sup>st</sup> became Queen. To explore why it is difficult to establish what she really looked like. To analyse why the Spanish Armada failed</p> | <p>Geography: How our planet is warming up<br/>What the effect might be. Causes of global warming</p> <p>History: The Great History Exhibition</p> | <p>Geography: Coastal environments – Understand how erosion and deposition along coasts shape coastal environments. Coastal management, to consider how coasts are protected and examine the problems faced by planners when deciding how to protect the coastline</p> <p>History: The restoration. The Merry Monarch. The Great Plague. The Great Fire of London.</p> |
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|  | French  | <b>Past holidays:</b><br>Reading and understanding short entries on a forum about holidays/ answering questions about past holidays including likes / dislikes /<br>Grammar: using the past tense of regular verbs and common irregular verbs                                    | <b>Holidays</b><br><b>Cultural input:</b> Prise de la bastille (14 <sup>th</sup> of July)/<br>Religious holidays<br>Family holidays<br>Reading and understanding emails about holidays<br>Answering questions about celebrations<br>Grammar: how to use “some”in French | <b>Drama Unit:</b><br>Students read a play (easy reader)..<br>Students adapt, create and write a scene.<br>Group performances of the scene written by the students at the “Fête du Théâtre”.                                                                                              | <b>Leisure activities</b><br>Reading and understanding short description of celebrities<br>Taking about the benefits and the disadvantage of the phone.<br>Adding short messages about trips to the movies<br>Listening to short interviews about leisure activities<br>Grammar: adjectival agreement / negatives/ using three tenses together (past/present/ futur) | <b>Daily routine:</b><br>Reading and understanding short description about daily routine<br>Writing a description of the weekday routine<br>Listening to young people's routine<br>Grammar: reflexive verbs/ modal verbs |
|  | German  | <b>Places:</b> (my town e.g. police station, church etc. countries, compass points, nationalities, languages, music, typical cuisine, festivals, revisiting of previous contexts)                                                                                                | <b>Leisure:</b><br>Say what activities you do in your free time<br>Individual presentation of a free time activity.                                                                                                                                                     | <b>Shops and shopping:</b><br>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.                                          | <b>Eating and Drinking and Healthy Living:</b> (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                                                                                   | <b>Fairy Tales Unit:</b><br>Watching/Listening/ studying Grimm’s fairy tales.<br>Students adapt, create and write a modern fairy tale.<br>Group performances of the scene written by the students                        |
|  | Spanish | <b>Mi pueblo:</b> (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. | <b>El tiempo libre:</b> (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.                                       | <b>Healthy Diet:</b><br>Describe your diet and whether it is healthy. Make suggestions on how to have a healthier diet.<br>Food;<br>likes/dislikes/justifications, restaurants, buying food, quantities, menus, eating out, ordering food, time, different meals in the day, comparisons. | <b>Shops and shopping:</b> (Listos 2, chapter 1,2)<br>Say what you wear and where you do your shopping.<br><br>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.                                    | <b>Revision</b> of the years’ work and Introduction to the recently past.<br><br>Preterito<br>Perfecto<br>Alguna vez                                                                                                     |

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| Danish core | <p><b>Family and presentation:</b> - I can introduce and answer questions about myself and my family (name, age, country, language, where I live)</p> <p><b>Summer Holiday:</b> I can explain and talk about what I did in my summer holiday</p> <p><b>Lægevagten - doctor:</b></p> <p>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. I can describe how I am feeling - I can talk about feelings - I can ask others about how they are feeling.</p> <p><u>Reading, writing:</u></p> <p>- I can read small text and answer simple questions about the topic</p> <p>- I can write simple sentences about the topic</p> <p>- I can make simple questions about the topic</p> <p><u>Grammar:</u></p> <ul style="list-style-type: none"><li>- Working with Hv- questions (hvornår, hvorfor ect..)</li><li>- Syntax in sentences</li><li>- Working on making correct syntax in a sentence with the adverb <i>ikke</i>.</li></ul> | <p><b>Vinter - winter:</b></p> <p>I can talk about how the weather is changing, the different seasons, months and describe how the weather is.</p> <p><u>Reading, writing:</u></p> <p>- I can read small text and answer simple questions about the topic</p> <p>- I can write simple sentences about the topic</p> <p>- I can make simple questions about the topic</p> <p><u>Grammar:</u></p> <ul style="list-style-type: none"><li>- Working on Nouns in different format (singularis, pluralis, indefiniet, definite)</li><li>- Working with Hv- questions (hvornår, hvorfor ect..)</li><li>- Working on adjectives</li></ul> <p><b>Christmas:</b> - I know about the Danish Christmas tradition, and I can explain it to others.</p> | <p><b>Fastelavn:</b></p> <p>I know about the Danish tradition Fastelavn.</p> <p><u>Reading, writing:</u></p> <p>- I can read small text and answer simple questions about the topic</p> <p>- I can write simple sentences about the topic</p> <p>- I can make simple questions about the topic</p> <p><u>Grammar:</u></p> <ul style="list-style-type: none"><li>- Working on Nouns, verbs and adjectives</li><li>- Syntax in sentences</li><li>- Spelling</li></ul> <p><b>Tur til København - trip to Copenhagen:</b></p> <p>I can talk about going to Copenhagen and see different attractions. I know some of Copenhagen's history and cultural heritage.</p> <p>- I can read small text and answer simple questions about the topic</p> <p>- I can write simple sentences about the topic</p> <p>- I can make simple questions about the topic</p> <p><u>Grammar:</u></p> <ul style="list-style-type: none"><li>- Working on the syntax</li><li>- Verbs in past and present time</li></ul> | <p><b>Skole - School:</b></p> <p>I can talk about my first day of school. I can talk about my day and what I do in school and the weekends.</p> <p><u>Reading, writing:</u></p> <p>- I can read small text and answer simple questions about the topic</p> <p>- I can write simple sentences about the topic</p> <p>- I can make simple questions about the topic</p> <p><u>Grammar:</u></p> <ul style="list-style-type: none"><li>- Working with Hv- questions (hvornår, hvorfor ect..)</li><li>- Syntax work - making a sentence into a question</li><li>- Verbs in past and present time</li></ul> <p><b>Forår - Spring:</b></p> <p>I can talk about how the weather is changing, talk about the garden and forest (fruits, vegetables ect.)</p> <p><u>Reading, writing:</u></p> <p>- I can read small text and answer simple questions about the topic</p> <p>- I can write simple sentences about the topic</p> <p>- I can make simple questions about the topic</p> <p><u>Grammar:</u></p> <ul style="list-style-type: none"><li>- Verbs in past and present time</li><li>- Working on Nouns in different format (singularis, pluralis, indefiniet, definite)</li></ul> <p><b>Påske - Easter</b></p> <p>I know about the Danish easter traditions</p> | <p><b>Holiday plans:</b> - I can plan, explain about a holiday I want to go to. I can research about the different transportation's possibilities, hotels etc.</p> <p><b>Sport:</b></p> <p>I can talk about sport and hobbies. I can explain what I like and don't like.</p> <p><u>Reading, writing:</u></p> <p>- I can read small text and answer simple questions about the topic</p> <p>- I can write simple sentences about the topic</p> <p>- I can make simple questions about the topic</p> <p><u>Grammar:</u></p> <ul style="list-style-type: none"><li>- Working on making correct syntax in a sentence with the adverb <i>ikke</i>.</li><li>- Working with Hv- questions (hvornår, hvorfor ect..)</li><li>- Verbs in past and present time</li></ul> |
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|  | <b>Danish Intermediate</b> | <p><b><u>Danish Intermediate:</u></b></p> <p><b>Repetition</b> of basic Grammar rules and Syntax from last year</p> <p><b>Reading Comprehension</b> – Basic level-<br/>Simple Texts in themes of the Season:<br/>Sommerferieplaner, I skole, 1. skoledag, I skolen - related, systematic Tasks to be solved from ‘Lær Selv Dansk’</p> | <p><b>Oral PP- præsentation :</b><br/>A City in the World’ -group or individual Danish text and Grammar + relevant and creative visual layout and grafic layout -</p> <p><b>Reading Comprehension</b> – Basic level-<br/>Simple Texts from daily life:<br/>Flytning, Familien Hansen, Naboer, Sygdom – Sport, shopping, Fritid - related, systematic, progressive grammar tasks.</p> <p>Dictation</p> | <p><b>TEMA arbejde</b> med dialoger og sætninger: <b>Indkøb og shopping</b></p> <p><b>Grammar work</b> -<br/>How to bend the 3 basic word groups – writing correct Danish sentences and questions – Danish sayings and specific Syntax.</p> <p>Grammar Test and Dictation</p>                                               | <p><b>Reading Comprehension:</b><br/>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.<br/>Dictation.</p> <p><b>Listening Exercises</b> -</p> <p>Focus on specific word groups and parts in a text read up.</p> | <p>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.</p> <p>End of Year Grammar TEST</p> |
|  | <b>Danish Top</b>          | <p><b>Advanced group –</b></p> <p>-In-depth grammar review 1: Nouns, verbs, inversion, adjectives, prepositions</p> <p>-Test 1</p> <p>-Reading comprehension with related exercises: “Læs verden”</p>                                                                                                                                 | <p><b>Advanced group –</b></p> <p>-Varied grammar and comprehension work</p> <p>-Reading comprehension with related exercises: “Læs verden”</p> <p>-Reading bring-home reading books (Danish novels and similar) and doing written work related to this</p>                                                                                                                                           | <p><b>Advanced group –</b></p> <p>-Focus – spoken Danish: Various speaking exercises, at times done in a workshop setting, partially based on materials from “På vej mod dansk”, as well as other resources</p> <p>-Reading bring-home reading books (Danish novels and similar) and doing written work related to this</p> | <p><b>Advanced group –</b></p> <p>-In-depth grammar review 2: Pronouns, adverbs, conjunctions, misc.</p> <p>-Test 2</p> <p>-Reading bring-home reading books (Danish novels and similar) and doing written work related to this</p>                                                                   | <p><b>Advanced group –</b></p> <p>-Varied grammar and comprehension work</p> <p>-Independent creative writing project</p> <p>-Test 3</p> <p>-Reading bring-home reading books (Danish novels and similar) and doing written work related to this</p>                                                       |
|  | <b>Art</b>                 | <p><b>Group 1</b></p> <p><b>Portrait</b><br/>Self-Portrait Drawing</p> <ul style="list-style-type: none"> <li>• Proportions and drawing techniques</li> <li>• Self-portrait photography</li> </ul>                                                                                                                                    | <p><b>Group 1</b></p> <p><b>Portrait</b><br/>Portrait Painting</p> <ul style="list-style-type: none"> <li>• Artist research</li> <li>• Experimental material exploration</li> <li>• Portrait photography</li> </ul>                                                                                                                                                                                   | <p><b>Group 2</b></p> <p><b>Portrait</b><br/>Self-Portrait Drawing</p> <ul style="list-style-type: none"> <li>• Proportions and drawing techniques</li> <li>• Self-portrait photography</li> </ul>                                                                                                                          | <p><b>Group 2</b></p> <p><b>Portrait</b><br/>Portrait Painting</p> <ul style="list-style-type: none"> <li>• Artist research</li> <li>• Experimental material exploration</li> <li>• Portrait photography</li> </ul>                                                                                   | <p><b>Group 2</b></p> <p><b>Portrait</b><br/>Portrait Painting</p> <ul style="list-style-type: none"> <li>• Artist research</li> <li>• Experimental material exploration</li> <li>• Portrait photography</li> </ul>                                                                                        |

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|  | Craft & Cookery | Group 1.                                                                                                                                                                                                                                                                                                                                 | Group 1.                                                                                                                                                                                                                                                                                                                                                           | Group 1.                                                                                                                                                                                                                                                                                                                                            | Group 2                                                                                                                                                                                                                                                                                                                                  | Group 2                                                                                                                                                                                                                                                                                                                                                            |
|  |                 | Weaving                                                                                                                                                                                                                                                                                                                                  | Embroidery                                                                                                                                                                                                                                                                                                                                                         | **Group 2 in final term also<br>Printing                                                                                                                                                                                                                                                                                                            | Weaving                                                                                                                                                                                                                                                                                                                                  | Embroidery                                                                                                                                                                                                                                                                                                                                                         |
|  |                 | Research & Development:                                                                                                                                                                                                                                                                                                                  | Research & Development:                                                                                                                                                                                                                                                                                                                                            | Research & Development:                                                                                                                                                                                                                                                                                                                             | Research & Development:                                                                                                                                                                                                                                                                                                                  | Research & Development:                                                                                                                                                                                                                                                                                                                                            |
|  |                 | <ul style="list-style-type: none"> <li>Research a theme and collect visual information, including own drawings, photographs and contextual references</li> <li>Develop personal weave design from collected research and apply understanding of design principles</li> <li>Sample small weaving techniques before final piece</li> </ul> | <ul style="list-style-type: none"> <li>Exploring traditional embroidery from different cultures and contemporary textile artists</li> <li>Planning embroidery designs through sketching and colour selection</li> <li>Sampling stitches before starting final work</li> </ul>                                                                                      | <ul style="list-style-type: none"> <li>Investigating cultural and historical examples of textile print design</li> <li>Sketching and refining pattern ideas</li> <li>Print sampling</li> </ul>                                                                                                                                                      | <ul style="list-style-type: none"> <li>Research a theme and collect visual information, including own drawings, photographs and contextual references</li> <li>Develop personal weave design from collected research and apply understanding of design principles</li> <li>Sample small weaving techniques before final piece</li> </ul> | <ul style="list-style-type: none"> <li>Exploring traditional embroidery from different cultures and contemporary textile artists</li> <li>Planning embroidery designs through sketching and colour selection</li> <li>Sampling stitches before starting final work</li> </ul>                                                                                      |
|  |                 | Craft and Design Skills:                                                                                                                                                                                                                                                                                                                 | Craft & Design Skills:                                                                                                                                                                                                                                                                                                                                             | Craft & Design Skills:                                                                                                                                                                                                                                                                                                                              | Craft and Design Skills:                                                                                                                                                                                                                                                                                                                 | Craft & Design Skills:                                                                                                                                                                                                                                                                                                                                             |
|  |                 | <ul style="list-style-type: none"> <li>Setting up a wooden loom</li> <li>Plain weave technique and colour blending</li> <li>Adding texture using different wools and materials</li> <li>Finishing and presenting a woven piece</li> <li>Reflection</li> </ul>                                                                            | <ul style="list-style-type: none"> <li>Learning and practising basic stitches: running stitch, backstitch, satin stitch, French knots, couching</li> <li>Transferring designs to fabric using tracing or transfer methods</li> <li>Combining different stitches for decorative effects</li> <li>Using colour and stitch density for shading and texture</li> </ul> | <ul style="list-style-type: none"> <li>Designing repeat patterns for textiles</li> <li>Preparing printing blocks, stencils, or monoprint plates</li> <li>Experimenting with colour layering and overprinting</li> <li>Printing onto fabric products (tote bags, tea towels, cushion panels)</li> <li>Fixing fabric prints for durability</li> </ul> | <ul style="list-style-type: none"> <li>Setting up a wooden loom</li> <li>Plain weave technique and colour blending</li> <li>Adding texture using different wools and materials</li> <li>Finishing and presenting a woven piece</li> <li>Reflection</li> </ul>                                                                            | <ul style="list-style-type: none"> <li>Learning and practising basic stitches: running stitch, backstitch, satin stitch, French knots, couching</li> <li>Transferring designs to fabric using tracing or transfer methods</li> <li>Combining different stitches for decorative effects</li> <li>Using colour and stitch density for shading and texture</li> </ul> |
|  |                 | Linked Cookery Skill:                                                                                                                                                                                                                                                                                                                    | Completing and presenting a                                                                                                                                                                                                                                                                                                                                        | Linked Cookery Skill:<br><br>• Basic baking – measuring,                                                                                                                                                                                                                                                                                            | Linked Cookery Skill:                                                                                                                                                                                                                                                                                                                    | Completing and presenting a                                                                                                                                                                                                                                                                                                                                        |



|          |       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                |
|----------|-------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|          |       | <ul style="list-style-type: none"> <li><b>Vegetable soup</b> – knife skills, hob safety, following a recipe. Nutritional info listed in recipe</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                        | <p>finished embroidered design</p> <ul style="list-style-type: none"> <li>Reflection</li> </ul> <p><b>Linked Cookery Skill:</b></p> <ul style="list-style-type: none"> <li><b>Danish pastries</b> – using ready-made puff pastry, making remonce, shaping, filling, baking. Nutritional info listed in recipe</li> </ul> | <p>mixing, oven safety (e.g., scones and apple crumble). Nutritional info listed in all recipes.</p>                                                                                                                                                                                                                                                                      | <ul style="list-style-type: none"> <li><b>Vegetable soup</b> – knife skills, hob safety, seasoning, blending. Nutritional info listed in all recipes</li> </ul>                                                                                                                                                                 | <p>finished embroidered design</p> <ul style="list-style-type: none"> <li>Reflection</li> </ul> <p><b>Linked Cookery Skill:</b></p> <ul style="list-style-type: none"> <li><b>Danish pastries</b> – using ready-made puff pastry, shaping, filling, baking. Nutritional info listed in all recipes.</li> </ul> <p><b>**Group 2 will also complete Printing. As listed in previous box.</b></p> |
|          | PSHE  | <ul style="list-style-type: none"> <li>Starting Year 8, welcoming new people. What's it like to be in Secondary School?</li> <li>Creating new Pathways in your brain.</li> <li>How do we use technology and group chats.</li> <li>A big list of all the apps we use, the hours we spend online, and tracking our digital landscape as a class.</li> <li>Growth mindset and learning from mistakes/considering 'failure'.</li> <li>Roadblocks, how to overcome challenges.</li> </ul> <p>NEED KS3 SCIENCE TOPICS COVERED</p> <p>NEED TIMELINE AND TOPICS COVERED BY HEADSPACE</p> | <ul style="list-style-type: none"> <li>Self-concept.</li> <li>Being hard on yourself and negative self-talk.</li> <li>Realistic goals for the future/the rest of Year 8.</li> <li>Using AI to study, information overload and finding your own voice.</li> </ul>                                                         | <ul style="list-style-type: none"> <li>What are boundaries and how do you know when yours have been crossed?</li> <li>Consent, realities of programs you actually use.</li> <li>Copywriting and plagiarizing – research on the internet.</li> <li>Feeling emotions and how to manage them.</li> <li>Observing emotions – tools for observing and not reacting.</li> </ul> | <ul style="list-style-type: none"> <li>What makes a conflict escalate?</li> <li>What happens when you can't see someone's face and you are in a conflict?</li> <li>Understanding boundaries when you share, communicate online.</li> <li>How can you de-escalate a conflict? Taking responsibility for your actions.</li> </ul> | <ul style="list-style-type: none"> <li>Tracking our digital footprint.</li> <li>Who are you online? Where does our data go?</li> <li>When banter is taken too far.</li> <li>Recognising and respecting boundaries.</li> <li>AI and group chats (they use a lot of these to make sure the bots sound like us).</li> </ul>                                                                       |
|          | G Y m |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                          | -                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                |
| Religion |       | <p><b>Expressions of faith</b></p> <p>1.1 Why do religions have special</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | <p><b>Expressions of faith</b></p> <p>1.3 How do people celebrate in different world religions?</p>                                                                                                                                                                                                                      | <p><b>Beliefs and teaching about meaning and purpose</b></p> <p>2.1 Are religion and science in conflict?</p>                                                                                                                                                                                                                                                             | <p><b>Ethics and Values</b></p> <p>3.1 Do humans have rights?</p> <ul style="list-style-type: none"> <li>Evaluating most significant human</li> </ul>                                                                                                                                                                           | <p><b>Ethics and values</b></p> <p>1. Moral decision making</p> <ul style="list-style-type: none"> <li>How do religions help</li> </ul>                                                                                                                                                                                                                                                        |

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|  |                                                                                                                            | books?                                                                                                                                         | <ul style="list-style-type: none"><li>• Presentations on stories from world religious texts</li></ul>                                                                                                                                                                            | <ul style="list-style-type: none"><li>• Group powerpoint presentations of various world religions explaining celebration traditions and significance</li></ul>                                                                                                     | <ul style="list-style-type: none"><li>• Big Bang Theory vs. Book of Genesis</li></ul>                                                                                                                                                                                           | rights from UN’s universal declaration of human rights                                                                                                                                                                   | guide morality and lead to decision making? |
|  | 1.2 What is worship?                                                                                                       | <ul style="list-style-type: none"><li>• Research presentations on world religions and how they worship in similar and different ways</li></ul> | <ul style="list-style-type: none"><li>• Significance of harvest in world religions</li><li>• Nativity story and significance in Christianity</li></ul>                                                                                                                           | 2.2 Where did life come from? <ul style="list-style-type: none"><li>• Creationism in different world religions vs. Evolution theory</li></ul>                                                                                                                      | <b>Easter/Passover Traditions</b> <ul style="list-style-type: none"><li>• Understanding the significance of Holy Week, the story of the Exodus and Passover.</li><li>• Creating posterboards to visualise the significant moments in Holy Week, Passover, and Exodus.</li></ul> | 2. Responsibility to the world and others <ul style="list-style-type: none"><li>○ Researching and presenting various world religions views on how people should show responsibility to the world around them</li></ul>   |                                             |
|  | 1.5 How is life like a journey?                                                                                            | <ul style="list-style-type: none"><li>• Researching how world religions commemorate and celebrate various milestones</li></ul>                 |                                                                                                                                                                                                                                                                                  | 2.3 What do religious people think about evolution? <ul style="list-style-type: none"><li>• Analysis of Inherit the Wind and connections to modern day issues</li></ul>                                                                                            |                                                                                                                                                                                                                                                                                 | 3. Faith responses to modern ethical issues <ul style="list-style-type: none"><li>○ Discussion of current events and debates with modern, ethical issues and how various religious perspectives would respond.</li></ul> |                                             |
|  | Writing a song.                                                                                                            |                                                                                                                                                | Film music.                                                                                                                                                                                                                                                                      | Improvisation.                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                          |                                             |
|  | What makes a good song?                                                                                                    |                                                                                                                                                | The role of music in a movie.                                                                                                                                                                                                                                                    | Improvising: the heart of jazz.                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                          |                                             |
|  | 1.1. Good songs start with an idea. Brainstorming ideas. Listening to famous songs representing different genres of music. |                                                                                                                                                | 2.1. Introducing film music. Listening to different excerpts of film music. Musical quiz, how many movies can you guess?                                                                                                                                                         | 3.1 The origins of jazz. Exploring and understanding the roots of jazz.                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                          |                                             |
|  | 1.2. Good song needs a memorable melody. Exploring the creation of melody.                                                 |                                                                                                                                                | 2.2. Exploring how different elements of music can be used to create an atmosphere, mood, or express different emotions.                                                                                                                                                         | 3.2. Listening to different excerpt of jazz music using the grid notation. Analysing how the music changes between solo instrument sections and full band sections. Recognizing that the solo parts are largely improvised, but certain rules need to be followed. |                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                          |                                             |
|  | 1.3. Good song needs a sturdy structure. Learning about parts of the song.                                                 |                                                                                                                                                | 2.3. The techniques used in the film music. Creating a main theme.                                                                                                                                                                                                               | 3.3. Exploring different improvising techniques: improvising to a backing or beat, call and response, stop time, solo and chorus.                                                                                                                                  |                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                          |                                             |
|  | 1.4. Good song needs interesting lyrics. Using lyrics as way of expressing ourselves.                                      |                                                                                                                                                | 2.4. Creating a group composition using percussion instruments.                                                                                                                                                                                                                  | 3.4. Improvising in action. Trying own rhythmic improvisation using some of the techniques listed above.                                                                                                                                                           |                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                          |                                             |
|  | 1.5. Performing as a group in front of the whole class. Evaluating the project.                                            |                                                                                                                                                | 2.5. John Williams and his music. Christmas music/ “Home alone”. Learning “Somewhere in my memory” by J. Williams. How music can create a cosy Christmas atmosphere, use of instruments associated with Christmas. Learning traditional Christmas Carols, as well modern carols. | 3.5. Composing jazz. Creating a group jazz composition. Writing down the composition using the grid style music notation.                                                                                                                                          |                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                          |                                             |
|  |                                                                                                                            |                                                                                                                                                | 2.6. Performing Christmas Carols during the Christmas Church service. Evaluating the preparation, rehearsals and                                                                                                                                                                 | 3.6. Performing in front of the whole class as a group. Evaluating the creative process, what went well, what                                                                                                                                                      |                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                          |                                             |

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|  |  |  | performance. | could be improved. |  |  |
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