

Y7 CURRICULUM	1	2	3	4	5	6
English (6)	<p>The Natural World Nature poetry, including the Romantics. Capture their own ideas about nature through poetry. Interpreting non-fiction texts about the natural world and the great outdoors. Use their oracy skills to effectively convey their own ideas about nature in a vlog.</p>	<p>The Natural World Nature poetry, including the Romantics. Capture their own ideas about nature through poetry. Interpreting non-fiction texts about the natural world and the great outdoors. Use their oracy skills to effectively convey their own ideas about nature in a vlog.</p>	<p>The Power of Stories A Monster Calls (Prose) – exploring the theme of grief. How to take a literary approach to the analysis of an extended text. Studying features of genre writing including fantasy, horror and realism. Evaluating their own interests in these genres and writing short stories in their preferred style.</p>	<p>The Power of Stories A Monster Calls (Prose) – exploring the theme of grief. How to take a literary approach to the analysis of an extended text. Studying features of genre writing including fantasy, horror and realism. Evaluating their own interests in these genres and writing short stories in their preferred style.</p>	<p>Shakespeare's World A Midsummer Night's Dream (Drama). The Renaissance Period. The history of language: how to tackle Shakespeare's language. Debating Shakespeare's contemporary relevance. How to write a review of a play.</p>	<p>Shakespeare's World A Midsummer Night's Dream (Drama). The Renaissance Period. The history of language: how to tackle Shakespeare's language. Debating Shakespeare's contemporary relevance. How to write a review of a play.</p>
Literacy (1)	<p>Skills Students will learn: Creative writing Oracy skills Comparing poetry Research skills Reading non-fiction How to structure a leaflet Books Used Inkheart by Cornelia Funke I am the Seed that Grew the Tree Poetry Anthology The Week Junior Magazine</p>	<p>Skills Students will learn: Creative writing Oracy skills Comparing poetry Research skills Reading non-fiction How to structure a leaflet Books Used Inkheart by Cornelia Funke I am the Seed that Grew the Tree Poetry Anthology The Week Junior Magazine</p>	<p>Skills Students will learn: How to recognise different genres and different emotions Diary Writing Reading non-fiction and summarising Books Used Sad Book by Michael Rosen When Sadness Comes to Call by Eva Eland Boy 87 by Ele fountain A variety of books from different genres dependant on the ability of each class</p>	<p>Skills Students will learn: How to recognise different genres and different emotions Diary Writing Reading non-fiction and summarising Books Used Sad Book by Michael Rosen When Sadness Comes to Call by Eva Eland Boy 87 by Ele fountain A variety of books from different genres dependant on the ability of each class</p>	<p>Skills Students will learn: Dictionary skills Research skills Other cultures Features of a travel poster Books Used Room 13 by Robert Swindells</p>	<p>Skills Students will learn: Dictionary skills Research skills Other cultures Features of a travel poster Books Used Room 13 by Robert Swindells</p>

			Various articles aimed at young people	Various articles aimed at young people		
Maths (6) Above Expected	<p>Analysing & Displaying Data: Two-way tables and bar charts, Averages and range, Grouped data, More graphs, Pie charts STEM: Scatter graphs and correlation</p> <p>Number skills Factors, primes and multiples, Using negative numbers, Multiplying and dividing, Squares and square roots, More powers and roots, Calculations</p>	<p>Equations, functions and formulae: Simplifying algebraic expressions, Writing algebraic expressions, STEM: Using formulae, Writing formulae, Brackets and powers, Factorising expressions</p> <p>Fractions: Working with fractions, Adding and subtracting fractions, Fractions, decimals and percentages, Multiplying and dividing fractions, Working with mixed numbers</p>	<p>Angles and shapes: Angles and parallel lines, Triangles, Quadrilaterals, Polygons</p> <p>Decimals Ordering decimals, Rounding decimals, Adding and subtracting decimals, Multiplying decimals, Dividing decimals, Fractions, decimals and percentages, FINANCE: Working with percentages</p>	<p>Equations Solving one-step equations, Solving two-step equations, More complex equations, Trial and improvement</p> <p>Multiplicative reasoning: STEM: Metric and imperial units, Writing ratios, Sharing in a given ratio, Proportion, Proportional reasoning, Using the unitary method</p>	<p>Perimeter, area and volume Triangles, parallelograms and trapezium, Perimeter and area of shapes, Properties of 3D solids, Surface area, Volume, STEM: Measures of area and volume</p> <p>Sequences and graphs Sequences, The nth term, Pattern sequences, Coordinates and line segments, Graphs</p>	<i>Assessment, Intervention, Culture Week</i>
Maths (6) Expected	<p>Analysing and displaying data: Mode, median and range, Displaying data, Grouping data, Averages and comparing data, Line graphs and more bar charts, Spreadsheets</p> <p>Number skills: Mental maths, Addition and</p>	<p>Expressions, functions and formulae: Functions, Simplifying expressions 1, Simplifying expressions 2, Writing expressions, STEM: Substituting into formulae, Writing formulae</p> <p>Decimals and measures:</p>	<p>Fractions: Comparing fractions, Simplifying fractions, Working with fractions, Fractions and decimals, Understanding percentages, Percentages of amounts</p> <p>Probability:</p>	<p>Ratio and proportion: Direct proportion, Writing ratios, Using ratios, Scales and measures, Proportions and fractions, Proportions and percentages</p> <p>Lines and angles: Lines, angles and triangles, Estimating, measuring and</p>	<p>Sequences & Graphs: Sequences, Pattern sequences, Coordinates, Extending sequences, Straight-line graphs, Position-to-term rules</p> <p>Transformations: Congruency and enlargements, Symmetry, Reflection, Rotation, Translations</p>	<i>Assessment, Intervention, Culture Week</i>

	subtraction, Multiplication, Division, Finance: Time and money, Negative numbers, Factors, multiples and primes, Square and triangle numbers	Decimals and rounding, Length, mass and capacity, Scales and coordinates, Working with decimals mentally, Working with decimals, Perimeter, Area, STEM: More units	The language of probability, Calculating probability, More probability calculations, Experimental probability, FINANCE: Expected outcomes	drawing angles, Drawing triangles accurately, STEM: Calculating angles, Angles in a triangle, Quadrilaterals	and combined transformations	
Maths (6) Foundation	Analysing & displaying data: Tables and pictograms, Bar charts, Grouped data, Mode and modal class, Range and median, Mean Calculations: Adding, Subtracting, Multiplying, Dividing, Multiplying and dividing by 10, 100 and 1000, Using the four operations, Positive and negative numbers	Expressions, functions and formulae: Using functions, Function machines, Simplify expressions, Writing expressions, STEM: Using formulae, Writing formulae Graphs: Real-life graphs, Coordinates, Graphs of functions, STEM: Scientific graphs	Factors and multiples: Number rules and relationships, Multiples, Multiplication, Division, Solving problems, Factors and primes, Common factors and multiples Decimals and measures: Estimates and measures, Decimal numbers, Metric units, Adding and subtracting decimals, Rounding, Multiplying and dividing decimals, FINANCE: Calculating with money	Angles and lines: Right angles and lines, Measuring angles 1, Measuring angles 2, Drawing and estimating angles, Putting angles together Measuring and shapes: Shapes, Symmetry in shapes, More symmetry, Regular polygons, Perimeter, Area	Fractions, decimals and percentages: Comparing fractions, Equivalent fractions, Calculating with fractions, Adding and subtracting fractions, Introducing percentages, FINANCE: Finding percentages, Transformations: Reflection, Translation, Rotation, STEM: Congruency, Quadrilaterals	Assessment, Intervention, Culture Week
Science (6)	SCIENCE introduction: Expectations, safety, hazards, apparatus, Bunsen burner. Biology 1: CELLS. Cells, organisation, plant and animal cells,	Biology 2: MOVEMENT. Movement Role of the skeleton, joints, ligaments and tendons	Biology 3: INTERDEPENDENCE. food chains/ webs, disruption to food webs, bioaccumulation,	Biology 4: VARIATION. Inherited/ environmental variation, discontinuous and continuous variation,	Biology 5: PLANT and ANIMAL REPRODUCTION. Pollination, fertilisation, germination, seed dispersal, foetal	Biology 6: PROJECT WORK. Chemistry 6: Chemical reactions of metals and non-metals 2. Metals and acids, displacement reaction. Earth. Research project on Earth Structure.

	<p>specialised cells, movement of substances</p> <p>Chemistry 1: Particle Model. Particle Introduction, Changes of state practical (enquiry), Particle diagrams linked to enquiry, changes of state, evaporation, boiling</p> <p>Physics Space Planets and the solar system Mass and weight Stars and galaxies Days and seasons</p>	<p>Chemistry 2: Particle model 2. Diffusion, gas pressure. Separating mixtures 1: pure substances and mixtures, solutions, solubility, making salts.</p> <p>Physics Forces: An introduction to forces Balanced and unbalanced forces Friction Mass and weight recap</p>	<p>predator/prey, competition</p> <p>Chemistry 3: Separating mixtures 2. Distillation, chromatography, chemical reactions. Acids and alkalis 1: acids and alkalis, pH scale, strong/weak acids, indicators.</p> <p>Physics Forces: Speed Distance-time graphs Changing motion Drag Stretching forces Turning forces</p>	<p>habitats, ecosystems and adaptations</p> <p>Chemistry 4: acids and alkalis 2. Neutralisation. Chemical reactions of metals and non-metals. Periodic table, metals and non-metals reacting with oxygen</p> <p>Physics Matter: Heating and cooling Temperature Thermal conduction Thermal store of energy</p>	<p>development, adolescence, reproductive systems, menstrual cycle, fertilisation and implantation.</p> <p>Physics Energy: Energy stores Energy dissipation and efficiency</p>	<p>Physics Matter: Density Convection Pressure in fluids</p>
French (3)	<p>Acces Studio units 1,2,3: Greetings Basic dialogue Phonics and alphabet Numbers up to 31 Months of the year and birthdays. <u>Linguistic objectives:</u> Using je/tu personal pronouns Asking questions.</p>	<p>Acces Studio units 4,7,8,9 My school bag Colours My pets My family <u>Linguistic objectives:</u> Gender+ articles TO HAVE Negative: je n'ai pas de Adjectival agreement Possessive adjectives Basic connectives</p>	<p>Studio 1 Module 1: Mon autoportrait + Acces unit 6: J'adore le judo Comment je me vois</p> <p><u>Linguistic objectives:</u> Basic opinions and reasons why Personality adjectives Adjectival agreement (recall) TO BE 1st, 2nd, 3rd singular pronouns</p>	<p>Studio 1 Module 1: Mon kit de survie Et les autres? Il est hypercool!</p> <p>Studio 1 Module 2: Mon college Mes matieres C'est genial <u>Linguistic objectives:</u> Physical features TO HAVE (recall) TO BE (recall) Add all pronouns Writing skill: write a wanted poster presentation</p>	<p>Studio 1 Module 2: J'ai cours a..... Un jour au college Miam-Miam</p> <p><u>Linguistic objectives:</u> Numbers up to 60 Telling the time in French Regular verbs: ER verbs All pronouns Food items Partitive article Writing Skill: describe your favourite school day</p>	<p>Studio 1: Module 3 Tu es sportif</p> <p><u>Linguistic objectives:</u> Sports je joue AU/AUX Frequency adverbs Present tense of JOUER (recall)</p> <p>Cultural content: Research and present a French sport celebrity</p>

				School subjects Opinions +reasons why (recall)		
German (3)	Meine Welt und ich: phonics, greeting, numbers, alphabet, def. and indef. articles	Meine Welt und ich: describing character, sing. pronouns, haben and sein, regular verbs, connectives	Familie und Tiere: pets, numbers to 100, family, present tense, all pronouns	Familie und Tiere: colours, appearance, dates, birthdays, modals and word order	Freizeit: sports, opinions, leisure activities, extended opinions, irregular verbs	Freizeit: time phrases, computer and phone activities, future plans with present tense
Spanish (3)	My Life: Phonics, greetings, alphabet, def and indef article Basic questions, numbers 1-15, birthdays describinng personality and adjective agreement.	My Life: First and second person of common verbs such as tener and ser. My Life Brothers and sisters and pets. Negatives	Free time: Leisure activities, sports, basic opinons, jugar, practicar and hacer	Free time: Present tense of regular 'ar' verbs to say what you do in your free time e.g monto/ saco/ veo	School: School subjects, opinions and justifications, adjective agreements, modal verbs e.g prefiero, quiero	School: Talking about what you do at breaktime, what you eat/basic foods/ describing your school.
History (4)	Introduction to History skills (second order concepts including diversity & immigration) and applied to the questions Why did William the Battle of Hastings? Assessment – Infer Question and causation essay – Why did William win the Battle of Hastings?	Medieval life: Domesday Book, Feudal System & Castles. Assessment – How much did Britain change as a result of the Norman Conquest? Project – students to design and build a castle for William	Rats vs rebels: Cause, event & consequences of the Black Death and the Peasants Revolt, then assess which is the most significant. Assessment – Source analysis (inference & usefulness) Project – students to design a board game of the Black Death.	Tudor England: Students will look at the religious rollercoaster of the Tudor period as well as do an individually chosen project on Tudor England.	Elizabethan England – Students will study the key events of Elizabethan England including a change to judge – was it a Golden Age (introduction to interpretation) Assessment – Why did the Spanish Armada fail? Group work – Spanish Armada	The English Civil War and Cromwell's England. Assessment – Source analysis (Inference & usefulness) Debate – e.g. Cromwell: Hero or Villain or who was the most successful monarch?
Geography (4)	What is a Geographer?	What is development? (featuring Chapter 3 – economy)	What are the opportunities and	Why are rivers important? (Featuring chapter 13, Ice)	What is Weather and Climate?	Is the Earth running out of Natural resources?

	Introduction to the subject Maps and cartography N and S America and Europe, Latitude and Longitude, OS maps, Local environment familiarisation	Distribution of wealth, Measures of development, changes in development. Living in poverty. Gender inequality. Sustainable development Goals Sectors of economy. Globalisation	challenges facing Africa? Africa's physical landscape. Africa's past. Development in Africa. Climate and Biomes in Africa The Sahel. Challenges and Opportunities in Africa.	Flowing Water. River Geomorphic Processes. Source to Mouth. Shaping the land. River Fieldwork Rivers and People. Flooding impacts And Flooding management.	Measuring the Weather. Recording and presenting weather data. Clouds and Precipitation. Air pressure. Climate of the UK. Global Climate zones.	What are natural resources? Rocks. Soils. Biosphere and natural resources. Hydrosphere and natural resources. Global dependence on Oil. Renewable energy. Sustainability in resource use.
RE (4)	Introduction to RS at St Hilda's / What does it mean to be human? What is RS and why is it important? What is RS like at St Hilda's? - school values What is RS like at St Hilda's? - Eucharist (meet Chaplain). The Island - What does it mean to be human? Why do we study RS? Survival Community - School values. Rites of passage. Codes of conduct. Commitment. Symbols. Pilgrimage.	What does it mean to be a Christian? Does God exist? What is God like? What do Christians believe about God? Artefacts lesson. What is the Trinity? Who is Jesus? - incarnation story. Who is Jesus - Man or God? What did Jesus do? Why is Jesus so important? How do Christians remember Jesus? Advent How do Christians remember Jesus? Epiphany	What does it mean to be a person of faith? World Religions: Hinduism / Buddhism / Sikhism What do Hindus believe about God? How do Hindus practice their faith? Who was Gandhi and why is he important? Who is Mother Teresa and why is she important? What do Sikhs believe about God? How do Sikhs practice their faith? Sikh artefacts - The 5 Ks What do Buddhists believe about God? How do Buddhists practice their faith? Who was Thich Quang Duc and why is he important? Project work.	What do religious people believe about life after death? Is there life after death? What do Humanists believe? What is reincarnation? What do Hindus and Buddhists believe happens after we die? What do Christians believe about life after death? What is the Crucifixion and why is it so important to Christians? What is the resurrection? Resurrection detective task. Why is the resurrection so important to Christians? What is ascension and why is it important to Christians? Easter	What can we learn from sacred texts? Why are Sacred texts important to religions? How do we use the bible? Why is the bible important to Christians? What are the key themes that run through the bible? What are the gospels? Why are the gospels so important? What can we learn from the bible: people of God? IS the bible relevant today?	What does it mean to belong to a religious community? Festivals What is a festival? Festivals in Christianity. Festivals in Islam. Festivals in Sikhism. Festivals in Hinduism. Festivals in Judaism. Festival project.
IT (2)						
PE (3)	Baseline Assessment	Badminton	Football	Dance	Rounders	Athletics

<p>Girls</p>	<p>Students to cover a range of fitness activities</p> <p style="text-align: center;"><u>Netball</u></p> <p>Developing basic level of:</p> <p>Skills- Passing, catching, dodging, shooting, defending</p> <p>Knowledge and understanding- positions, rules, tactics, defending and attacking, moving into space</p>	<p>Developing basic level of:</p> <p>Skills- Basic shots (serve, clear, lift)</p> <p>Knowledge and understanding- rules, tactics, scoring, setting up the court, rallying, footwork</p> <p style="text-align: center;"><u>Hockey</u></p> <p>Developing basic level of:</p> <p>Skills- Grip, dribbling, passing and receiving, shooting, tackling</p> <p>Knowledge and understanding- rules, use of space, attacking and defending tactics, positioning</p>	<p>Developing basic level of:</p> <p>Skills- Passing and receiving, dribbling, tackling, shooting</p> <p>Knowledge and understanding- movement off the ball, tactics attacking and defending, rules</p> <p style="text-align: center;"><u>Gymnastics</u></p> <p>Developing basic level of:</p> <p>Skills- Balancing individually, pairs or groups, transfer of weight, movement methods</p> <p>Knowledge and understanding- own body limits, creating a sequence/routine, skills learnt</p>	<p>Developing basic level of:</p> <p>Skills- Transfer of weight, expression of emotion</p> <p>Knowledge and understanding- different culture, expression of emotions, teamwork, collaboration, creativity</p> <p style="text-align: center;"><u>MYPB</u></p> <p>Developing basic level of:</p> <p>Skills, Knowledge and understanding- teamwork, communication, resilience, motivating others</p>	<p>Developing basic level of:</p> <p>Skill- Throwing, catching, bowling, batting, fielding technique</p> <p>Knowledge and understanding- rules, tactics, fielding positions</p> <p style="text-align: center;"><u>Athletics</u></p> <p>Developing basic levels of:</p> <p>Skills, knowledge and understanding- running technique (Sprints, middle distance), jumping technique (Long jump, High jump, Standing Triple jump), throwing technique (Discus, Javelin, Shot putt), tactics within a race, rules for events</p>	<p>Refining levels of:</p> <p>Skills, knowledge and understanding- running technique (Sprints, middle distance), jumping technique (Long jump, High jump, Standing Triple jump), throwing technique (Discus, Javelin, Shot putt), tactics within a race, rules for events</p> <p style="text-align: center;"><u>Cricket</u></p> <p>Refining levels of:</p> <p>Skills- throwing, catching, fielding technique, bowling, batting</p> <p>Developing basic level of knowledge and understanding- supporting other fielders, running between the wickets, rules, tactics, scoring</p>
<p>PE (3)</p> <p>Boys</p>	<p style="text-align: center;"><u>Baseline Assessment</u></p> <p>Students to cover a range of fitness activities</p> <p style="text-align: center;"><u>Rugby</u></p> <p>Developing basic level of:</p> <p>Skills- Passing, catching, tackling</p>	<p style="text-align: center;"><u>Football</u></p> <p>Developing basic level of:</p> <p>Skills- Passing and receiving, dribbling, tackling, shooting</p> <p>Knowledge and understanding- movement off the ball,</p>	<p style="text-align: center;"><u>Badminton</u></p> <p>Developing basic level of:</p> <p>Skills- Basic shots (serve, clear, lift)</p> <p>Knowledge and understanding- rules, tactics, scoring, setting up the court, rallying, footwork</p>	<p style="text-align: center;"><u>Basketball</u></p> <p>Developing basic level of:</p> <p>Skills- passing and receiving, dribbling, defending, shooting</p> <p>Knowledge and understanding- rules, scoring, tactics, footwork</p>	<p style="text-align: center;"><u>Cricket</u></p> <p>Developing basic level of:</p> <p>Skills- throwing, catching, fielding technique, bowling, batting</p> <p>Knowledge and understanding- supporting other</p>	<p style="text-align: center;"><u>Athletics</u></p> <p>Refining levels of:</p> <p>Skills, knowledge and understanding- running technique (Sprints, middle distance), jumping technique (Long jump, High jump, Standing Triple jump), throwing technique (Discus, Javelin, Shot putt), tactics</p>

	<p>Knowledge and understanding- rules, tactics, attacking and defending, movement without the ball</p>	<p>tactics attacking and defending, rules</p> <p>MYPB</p> <p>Developing basic level of:</p> <p>Skills, Knowledge and understanding- teamwork, communication, resilience, motivating others</p>	<p>Hockey</p> <p>Developing basic level of:</p> <p>Skills- Grip, dribbling, passing and receiving, shooting, tackling</p> <p>Knowledge and understanding- rules, use of space, attacking and defending tactics, positioning</p>	<p>Dance</p> <p>Developing basic level of:</p> <p>Skills- Transfer of weight, expression of emotion</p> <p>Knowledge and understanding- different culture, expression of emotions, teamwork, collaboration, creativity</p>	<p>fielders, running between the wickets, rules, tactics, scoring</p> <p>Athletics</p> <p>Developing basic levels of:</p> <p>Skills, knowledge and understanding- running technique (Sprints, middle distance), jumping technique (Long jump, High jump, Standing Triple jump), throwing technique (Discus, Javelin, Shot putt), tactics within a race, rules for events</p>	<p>within a race, rules for events</p> <p>Softball</p> <p>Refining levels of:</p> <p>Skills- throwing, catching, bowling, batting, fielding technique</p> <p>Developing basic level of knowledge and understanding of- rules, tactics, scoring</p>
DT (2)	<p>ROTATION 1 CORE DESIGN SKILLS Baseline & Workshop Safety Product Analysis Drawing Skills (Isometric & Orthographic) Research Skills Packaging Key Features & Design Marking out & Cutting Skills</p>	<p>ROTATION 1 CORE MATERIAL KNOWLEDGE Paper & Boards Woods Metals Polymers Smart & Modern Materials Surface Treatments & Finishes</p>	<p>ROTATION 1 DESIGN & THE WIDER WORLD Sustainability Scales of Production Energy Generation and Storage People, Culture & Society (Market Pull, Technology Push & Planned Obsolescence) EOY Test</p>	<p>ROTATION 2 CORE DESIGN SKILLS Baseline & Workshop Safety Product Analysis Drawing Skills (Isometric & Orthographic) Research Skills Packaging Key Features & Design Marking out & Cutting Skills</p>	<p>ROTATION 2 CORE MATERIAL KNOWLEDGE Paper & Boards Woods Metals Polymers Smart & Modern Materials Surface Treatments & Finishes</p>	<p>ROTATION 2 DESIGN & THE WIDER WORLD Sustainability Scales of Production Energy Generation and Storage People, Culture & Society (Market Pull, Technology Push & Planned Obsolescence) EOY Test</p>
Food (2)	<p>ROTATION 1 CORE KITCHEN SKILLS Baseline</p>	<p>ROTATION 1 CORE COOKING & BAKING METHODS Fruit Scones</p>	<p>ROTATION 1 EMBEDDING CORE SKILLS Veg Patch Cakes</p>	<p>ROTATION 2 CORE KITCHEN SKILLS Baseline</p>	<p>ROTATION 2 CORE COOKING & BAKING METHODS Fruit Scones</p>	<p>ROTATION 2 EMBEDDING CORE SKILLS Veg Patch Cakes (Creaming method)</p>

	<p>Health & Safety/Hygiene Layered Salad <i>(Knife safety & presentation skills)</i> Vegetable Stir Fry <i>(Applying heat with Hob/Quality Control)</i> Healthy Eating <i>(Eatwell guide & impact of an unhealthy diet)</i> Pizza Bagels <i>(Embedding knife skills & applying heat with grill)</i></p>	<p>(Rubbing in method) Macronutrients <i>(Fats, carbohydrates, proteins & functions of)</i> Granola Bars <i>(Melting Method)</i> Chicken/Turkey Goujons <i>(Handling raw meat/coating method)</i> Nutritional Needs Throughout Life <i>(Varied nutritional needs based on life stage)</i> Cheese & Tomato Palmiers <i>(Rolling and Shaping Pastry)</i></p>	<p>(Creaming method) Micronutrients (Vitamins & Minerals) Chicken Fajitas (Handling raw meat, QC & knife safety/food from other cultures) Spanish Stew (Advanced knife skills, cured meats & adapting recipes to suit personal taste/food from other cultures) End of Unit Assessment & Summary</p>	<p>Health & Safety/Hygiene Layered Salad <i>(Knife safety & presentation skills)</i> Vegetable Stir Fry <i>(Applying heat with Hob/Quality Control)</i> Healthy Eating <i>(Eatwell guide & impact of an unhealthy diet)</i> Pizza Bagels <i>(Embedding knife skills & applying heat with grill)</i></p>	<p>(Rubbing in method) Macronutrients <i>(Fats, carbohydrates, proteins & functions of)</i> Granola Bars <i>(Melting Method)</i> Chicken/Turkey Goujons <i>(Handling raw meat/coating method)</i> Nutritional Needs Throughout Life <i>(Varied nutritional needs based on life stage)</i> Cheese & Tomato Palmiers <i>(Rolling and Shaping Pastry)</i></p>	<p>Micronutrients (Vitamins & Minerals) Chicken Fajitas (Handling raw meat, QC & knife safety/food from other cultures) Spanish Stew (Advanced knife skills, cured meats & adapting recipes to suit personal taste/food from other cultures) End of Unit Assessment & Summary</p>
Music (2)	<p>Elements of Music and The Orchestra During this unit pupils will learn the basics of theory such as notation, rhythm and the musical elements. This will be through practical activities both individual and group work. They will start to develop their listening skills</p>	<p>Programme Music and Music History In this unit pupils will create spooky compositions using art and poetry as a stimulus. They will, perform and create programme music using techniques use as dissonance, chromaticism and cluster chords. They'll listen to Danse</p>	<p>Music for TV In this unit, pupils will explore how effective TV theme music is created through the use of ostinatos, stimulating melodies, and use of other compositional features. Pupils will eventually create their own TV show music and will be required to compose</p>	<p>Music for Space In this unit, pupils will explore how effective space has been used as a stimulus for composers and film music and how this music is created through the use of ostinatos, stimulating melodies, and use of other compositional features. Pupils will eventually create their</p>	<p>Reggae Music In this unit pupils will learn the basics of Reggae and how it inspired the popular song form we have today. They will learn chords, melodies and reggae techniques. Pupils will broaden their listening skills through a new genre of music.</p>	<p>Popular Music and the Cover Song In this unit, pupils will explore how popular music is composed. They will discuss the use of instrumentation, lyrics and compositional devices through performing a number of pieces in pairs/as a class band.</p>

	through work on the orchestra which will be built upon in Autumn 2.	Macabre, In the Hall of the Mountain King and Pictures at an Exhibition.	an effective theme for this in groups of four.	own planet s music and will be required to compose in pairs.		
Art (2)	<p>Establishing expectations Sketchbook presentation Drawing from observation Mark making The formal elements Pencil control Annotation and reflection analysis <u>Key Vocab</u> The formal elements Line Tone Texture Mark making</p> <p><u>Suggested theme and Artist</u> Landscape Vincent Van Gogh</p>	<p>Colour theory Brush control Mark making and texture Experimental drawing, exploring quality of line Photography Artist research skills Analysis <u>Key Vocab</u> Composition Mark making Texture Colour Primary Secondary Tertiary</p>	<p>Artist Research skills Analysis Compare and contrast 2 artists Applying colour theory Marking making and texture with paint Idea development Personal response Annotation and reflection Group critique <u>Key Vocab</u> Composition Perspective Foreground Background Depth Texture Landscape</p> <p><u>Suggested Artist</u> Debbie Kaspari David Hockney</p>	<p>Research - Cultural project Drawing for different purposes Collaborative drawing Design development <u>Key Vocab</u> Pattern Sculpture Design Key words specific to chosen culture</p> <p><u>Suggested Reference</u> Oaxacan Animals</p>	<p>Sculpture Construction Modelling Compare and contrast with another artist Documenting process reflection <u>Key words</u> Sculpture Construction Modelling Three dimensional form</p>	<p>Papier-Mache Surface pattern Brush control Colour theory Pattern Group critique reflection <u>Key words</u> Pattern Sculpture Design Balance Key words specific to chosen culture</p>
Drama (2)	<p>Introduction to Dramatic Techniques: Stanislavski Boy in the Striped Pyjamas</p>	<p>Introduction to Dramatic Techniques: Stanislavski Boy in the Striped Pyjamas</p>	<p>Physicality - Chilling Tales Beyoncelogues and duologues</p>	<p>Physicality - Chilling Tales Beyoncelogues and duologues</p>	<p>Physical Theatre / Devising</p>	<p>Physical Theatre / Devising</p>

Personal Development (2)	St Hilda's Family Aim High Meet the family Vision and values Houses and charities Rejoicing in diversity What role can I play?	Celebrating Differences Assertiveness True or false? Challenging stereotypes Discrimination in school Bullying Included/excluded	Dreams and Goals Identifying dreams and goals Achieving dreams and goals Coping strategies Rewarding my dreams Keeping my dreams alive Reflection- dreams and goals	Healthy Me Emotional health Managing stress Substances Nutrition Medicines and immunisations Physical activity and sleep	Relationships The changing web of friendship The changing wall of support Developing my relationships External factors in relationships Assertiveness in relationships The changing role of families	Changing Me My changing body Image Changing circumstances My changing mind My changing feelings Transition to next year