



Subject	Art & Design	Subject Leader	Mrs C Phillips
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Year Group	5	6	7	8
Hours per week	1	1	1	1

Overview of subject (Education)			
All Years: To learn about a range of artists, crafts people and designers; to explore a range of media; to learn how to develop original and inspirational artwork whilst also developing skills and knowledge of the formal elements of Art and Design.			
Year 5 Pupils start by studying the formal elements of Art and Design (line, pattern, texture, colour, tone, shapes and form). We develop a range of artwork, skills and knowledge through projects that result in working with a range of paints and clay. We look at illustrators, painters and designers.	Year 6 Year 6 study Pop Art and Multicultural Art. They look at traditional crafts and crafts people, designers and ceramicists. Observational drawing, painting, mixed media and they complete two 3D projects.	Year 7 Pupils study and evaluate a range of artwork from the National Gallery, visit the gallery in London and reflect on what they have seen, before developing designs of their own. They learn a range of printing, drawing, painting and clay techniques. They also look at architecture and produce a final 3D model.	Year 8 Pupils study, and evaluate the work of a range of portrait and surrealist artists. Pupils generate and develop ideas and plan their artwork using a range of techniques and processes. They express themselves in a final piece/response. Techniques include drawing, CAD, photography, painting, mod-roc sculpture and lino printing.
Assessment (Education)		Challenge Programme (Extra-curricular)	
- Learning reviews at the start and end of each lesson. - Work is reviewed during every lesson, as staff circulate and support pupils. Verbal feedback is given every lesson. - Informal quizzes and termly knowledge assessments. - Progress is regularly measured throughout the 4 years.		- Art Club (Key Stage 2) - Art Club (Key Stage 3) - After school art club for Arts' Leaders	
Homework and Enrichment (Extension)		Resources & Facilities (Environment)	
- Art enrichments are completed each year. The children research, make and present their projects. - Optional 'Practice Makes Progress' extension homework is available, weekly.		- A variety of painting and drawing resources. - Four printing techniques (screen, lino, block, mono) - iPads (1 per child) - Electricity to each table - Light boxes - Clay, mod roc, papier maché, cardboard relief - Access to computer rooms for Year 8 (CAD) - Technician	
Trips and Visits (Enhancement)		Whole School / Local / National / International (Events)	
- Year 7 Trip to the National Gallery in London - Workshops. - Upper School, 'Move up' visiting artist project - Photography and sketching visit to Wadelow Nature Reserve.		- Arts' Festival including an Art Exhibition & catwalk. - Arts' Leader development and activities - Fund raising (making and selling) - Competitions (in house, local and national) - Pastoral mental health projects - School displays	



Subject	Computing	Subject Leader	Mrs C McNeil
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Year Group	5	6	7	8
Hours per week	1	1	1	1

Overview of subject (Education)			
All Years: Develop computing skills that will equip the pupils for life in an ever-changing digital world. To understand different IT based skills for the workplace and also an understanding of coding and simple programming, with online safety as a core through all the work.			
Year 5 Logging on, creating and saving passwords; Access to Google Classroom; Simple spreadsheets and using formulae; Understanding parts of a computer and how the internet works; Coding; using online tools, algorithms, debugging; The importance of keeping safe online.	Year 6 Developing spreadsheet knowledge; Using presentation skills to create documents. Introduction to Binary code, improving coding skills, modelling real life situations, loops, if/else. How to behave online to keep safe	Year 7 Improving spreadsheet understanding by modelling real life issues with budgeting; Developing knowledge of networks Coding to build on their understanding of iterations, variables, conditionals and functions, Understand how to use technology safely and responsibly, especially with social media and how to report concerns	Year 8 Enhancing spreadsheet understanding by developing financial models; Using web design tools to create web pages; Simple text-based programming language to model real life situations; App design; Video editing; How to protect online identity through safe contact, conduct and content
Assessment (Education)		Challenge Programme (Extra-curricular)	
• Learning reviews at the start of the lesson • Plenaries at the end of the lesson • Formative progression charts • End of unit assessments		• Computer Clubs (All years) • Coding Club (all years) • SATs Companion Club (Key Stage 2)	
Homework and Enrichment (Extension)		Resources & Facilities (Environment)	
• Use of Google Classroom to set work and homework and to be available for online learning • Enrichment tasks		• Two dedicated computer suites for lessons with thirty machines for whole class teaching. These can also be used for IT based work across the curriculum • iPads and tablets used in cross-curricular lessons and specifically for art and music • Chromebooks for use in specific lessons	
Trips and Visits (Enhancement)		Whole School / Local / National / International (Events)	
• Digital Skills Workshop		• Hour of Code (November) • Safer Internet Day (February) • Coding competitions - Young Game Designer Bafta Competition	



Subject	Design and Technology	Subject Leader	Mrs K Chesterton
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Year Group	5	6	7	8
Hours per week	1	1	2	2

Overview of subject (Education)

All Years:

Using creative and practical activities, pupils are taught the knowledge, understanding and skills needed to engage in a process of designing and making. They use the skills of building, refining and improving a project in design structures, mechanisms, electrical control and a range of materials, including food, by exploring the creative and innovative world that we live in.

Year 5 D&T - Textiles

Hand sew basic stitching, joining textiles and finishing techniques. Cut out and using simple pattern pieces.

Design Technology

Design, mark out and measure; use a range of different hand saws; use the pillar drill, 4 basic types of movement, CAMS, leavers and linkages.

Food & Nutrition

Health & safety - washing up; the 'Eatwell guide'; where food comes from; knife skills to prepare fruit.

Year 6 D&T - Textiles

Use the iron and a range of different joining and finishing techniques.

Create patterns and hand sew an LED electric circuit with a press stud switch.

Design Technology

Design, evaluate, CAD, solder, motion, electrical circuits, drawing plans,

Food & Nutrition

Health & safety - how to store food, using the oven, knife skills, rubbing in, combining and shaping

Year 7 D&T - Textiles

Use the electric sewing machine and overlocker to join and embellish fabric.

Investigate a range of different embellishment techniques.

Design Technology

Research, design, specification, working with acrylic, using the strip heater, buffing and polishing, CAD, graphical drawing, electronics.

Food & Nutrition

Health & safety - where bacteria comes from; cereals - turning flour into bread & pasta; the role of micronutrients and macronutrients in the diet; carbohydrates and the science of bread making.

Year 8 D&T - Textiles

Use a wide range of hand and electrical tools to design and create an embellished textiles product.

Design Technology

Research, specification design, evaluate: electronics and pewter-casting, electronics and creating laminated materials

Food & Nutrition

Health & safety - temperature control; macronutrient protein and macronutrient fat; nutritional needs for different groups of people; food waste and sustainability

Assessment (Education)

- Questioning
- Quizzes
- Practical outcomes of projects

Challenge Programme (Extra-curricular)

- Lunchtime woodwork club
- KS3 after school cooking club

Homework and Enrichment (Extension)

- Years 5 & 7 complete a Technology enrichment each year.
- Prepare and weigh ingredients for practical lessons.

Resources & Facilities (Environment)

Three specialist rooms with two technicians dedicated to supporting practical activities which make full use of our well-resourced department.

- Materials workshops with a range of machinery used in association with woods, metals and plastics.
- Food room with a wheelchair accessible kitchen.
- Textiles workshops with Sewing machines, overlockers and a sublimation printer.

Trips and Visits (Enhancement)

- Upper School, 'Bake Off' Competition

Whole School / Local / National / International (Events)

- Arts' Festival
- Fund raising (making and selling) for the Christmas tree festival
- Healthy Eating Week
- British Science Week including the Science Fair.



Subject	English	Subject Leader	Mrs L Minshull / Mr J Vickers
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Year Group	5	6	7	8
Hours per week	6	6	4	4

Overview of subject (Education)				
All Years: Oracy: speaking and listening; discussion; sharing, developing and justifying ideas; drama Reading: decoding and comprehension; prosody and intonation; retrieving and inferring information; genre; purpose, audience, style and viewpoint; text features; narrative structure and conventions; characters and character development; use of quotations to justify answers; etymology/word families. Writing: handwriting; genre; purpose, audience, style and viewpoint; text features; narrative structure and conventions. Grammar: word classes; verb tenses and forms; punctuation; etymology, word families, synonyms/antonyms; style and formality				
Year 5 <i>The Curse of Cogston House</i> <i>The Highwayman</i> <i>Private Peaceful</i> Myths and Legends Introduction to Shakespeare Non-fiction Texts Formal writing (formal letter) Setting description Narrative Diary entry Biography Balanced argument Persuasive writing Non-chronological report Journalistic writing	Year 6 <i>The Black Hat</i> Poetry Anthology <i>A Christmas Carol</i> <i>Goodnight, Mister Tom</i> Non-fiction texts Formal writing (formal letter) Setting description Narrative Diary entry Biography Balanced argument Persuasive writing Non-chronological report Journalistic writing	Year 7 Gothic Genre History of the English Language Shakespeare play Mythology/Old English Literary Monsters Narrative writing Discursive writing Descriptive writing Recount writing	Year 8 Modern novel Shakespeare play Language and Literature Traditional Poetry Contemporary Poetry Analytical writing Descriptive writing	
Assessment (Education)		Challenge Programme (Extra-curricular)		
- Continuous teacher assessment in lessons - Learning reviews at the beginning and end of lessons, quizzes, mini-plenaries - Weekly spellings - SATs-style (KS2) and exam-style (KS3) questions - Independent extended writing - Nationally-calibrated comparative writing task (KS2) - GL reading and spelling assessment		- SATs Companion club (KS2) - Latin club (KS2/KS3) - Film club (KS3) - Drama club (KS2/KS3)		
Homework and Enrichment (Extension)		Resources & Facilities (Environment)		
- Weekly spellings - SATs Companion - CommonLit - Reading and Vocabulary - Rising Stars Spelling - Foundation subjects enrichments with literacy focus		- School library - Dedicated English classrooms - Sets of class reading books - SATs Companion, CommonLit, Oxford Owl - Use of iPads - Google Classroom learning platform		
Trips and Visits (Enhancement)		Whole School / Local / National / International (Events)		
The Globe Players		- Arts' Festival - Remembrance Service - Christmas Church Service		



Subject	French	Subject Leader	Miss S Cooper
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Year Group	5	6	7	8
Hours per week	1	1	1	2

Overview of subject (Education)			
All Years: Develop a joy in interacting with language and playing with words. Practise all communication skills: listening, speaking, reading and writing. Take opportunities to develop their own skills of how to learn and adapt the language (grammar) through a range of topics and media.			
Year 5 Classroom instructions and objects; introducing yourself - greetings, name, age, birthday, family and animals; giving and understanding directions; the geography of France and the weather.	Year 6 Describe yourself, others, places and objects; develop an understanding of the French speaking world: geography, literature, people, festivals; develop an understanding of verbs by talking about freetime. Introducing the present tense.	Year 7 Develop fluency with a wider range of vocabulary and grammar, particularly the present tense through a variety of topics: daily routine, chores, school life, sports and illnesses. We also look at the Olympics and their values.	Year 8 Engage with language in a wider range of contexts (spooky tales, art and artists, music and literature, crime and punishment) as they reuse known vocabulary in new situations. Deepen and extend knowledge of the present tenses and learn the imperfect and perfect past tenses.
Assessment (Education)		Challenge Programme (Extra-curricular)	
- Learning reviews at the start of the lesson - Regular quizzes and 'tests' in the lesson - Identified tasks in the lesson - Verb challenge - End of unit assessments based on learning for the unit		- French Club (Key Stage 2) - Latin Club (All years) - Language Leaders (Key Stage 3)	
Homework and Enrichment (Extension)		Resources & Facilities (Environment)	
- Weekly learning of vocabulary - identified from the planner - Weekly learning and practice for the verb challenge - Homework activities set to support and extend learning. - Enrichment tasks set in Year 5, 7 and 8 to give time to in-depth learning where they generate a piece of work applying and extending what they are learning in lessons.		- Dedicated classroom for French learning - School developed resources to support the schemes of learning (reading booklets, vocabulary in planners, supplemented with Allez 1 and 2 (OUP) - Resources for supporting listening and speaking: chromebooks, headphones, video clips on Google Classroom, dice games, puppets, card and board games. - Loom videos and other teaching resources available for children to access from home on Google Classroom..	
Trips and Visits (Enhancement)		Whole School / Local / National / International (Events)	
- Onatti Theatre visit to perform in French - French Trip (Year 8)		- Arts' Festival: French Exhibition - School concerts: musical and dramatic - Work with Trust and Cluster schools: Language Leaders working with younger pupils. - Celebrate key festivals: le jour de Bastille, le Toussaint, mardi gras, Noël, le jour de l'an, le jour de Saint Nicolas	



Subject	Geography	Subject Leader	Mrs V Lake
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Year Group	5	6	7	8
Hours per week	1	1	2	2

Overview of subject (Education)				
All Years: We want pupils to be fascinated with and knowledgeable about their world and understand their place within it as well as their responsibility towards it. Children develop; their place knowledge and locational knowledge, their understanding of human and physical features of places and their geographical skills both in the classroom and during fieldwork.				
Year 5 OS maps and atlas skills; The Americas (continents, countries, physical features); Our Ocean, our Planet (discover the diversity and importance of Britain's surrounding seas and the world's oceans); Microclimates (fieldwork looking at the microclimates of the school grounds)	Year 6 Rivers and flooding (location of the UK's rivers, their characteristics, the water cycle, how river landforms are created); Settlement and Trade (early settlers, site selection, land use, what we trade, who we trade with, fairtrade, global trade, how trade has changed); Lake District and East Anglia Comparison (location, land use, tourism)	Year 7 AAA Investigators (Africa, Asia and Australasia - key countries, human features such as life expectancy and GDP, physical characteristics such as biomes, climate, mountains and rivers); Population and Migration (population distribution and density, urbanisation, population pyramids, push and pull factors of migration); Coasts (erosion, landforms, coastal defences, place study - Happisburgh, Norfolk); OS Maps and Fieldwork (4 figure and 6 figure grid references, sketch maps, symbols, decision making exercise)	Year 8 Extreme Environments (Deserts, Antarctica, Grasslands, Rainforests. Includes a debate on whether development should take place in the Amazon); Development with a focus on Africa (human issues such as piracy, brandt line, poverty, development indicators); ; Earthquakes and Volcanoes; Crime (what is a crime, causes, solutions, UK and global patterns, designing out crime, how safe is my street project); Global Warming	
Assessment (Education)		Challenge Programme (Extra-curricular)		
- Learning reviews at the start of the lesson - Regular quizzes and 'tests' in the lesson - Identified tasks in the lesson - Half termly locational knowledge quiz - End of unit assessments based on learning for the unit		- At least one of the year's cross-curricular days has a place or location theme such as Rainforest, Japan, Our World and Austria. - Fieldwork residential planned for 2023		
Homework and Enrichment (Extension)		Resources & Facilities (Environment)		
- Enrichment tasks set in Year 5 and 8 to give time to in-depth learning where they generate a piece of work applying and extending what they are learning in lessons. - Year 6 tasks relevant to learning at points in the term identified by the class teacher.		- Dedicated geography teaching room. - Resources to support the schemes of learning (text books, atlases, vocabulary in planners, world maps in planners) - Digimap is used as a digital mapping tool.		
Trips and Visits (Enhancement)		Whole School / Local / National / International (Events)		
Fieldwork residential planned for 2023		World Languages Day		



Subject	History	Subject Leader	Ms V Lake
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Year Group	5	6	7	8
Hours per week	1	1	2	1

Overview of subject (Education)

All Years: We want pupils to gain an increasingly mature and informed historical perspective on their world by; having a secure chronological understanding of the British Isles and the World; comparing and contrasting life in different historical periods whilst using increasingly complex historical vocabulary; using and analysing sources of information; devising historically valid questions and constructing informed responses to enquiries.

Year 5

Transition unit to review some of the key concepts over time such as religion, power and technology); Ancient Aztecs and Mayans (the period of history within which they existed, their lives, religious beliefs and the impact of the European conquest); Ancient Greeks (who they were, how they lived, their significance/ legacy today)

Year 6

Core Skill and concept - Significant event (technology with a focus on railways and Bletchley Park); Breadth study – Crime and Punishment through time; Enquiry research – were people of the past stupid?

Year 7

The importance of history and chronology with a focus on chronology and using sources of information; 1066 and the Battle of Hastings (the causes and effects of the Norman invasion); Reformation and the Tudors (Henry VIII through to Elizabeth I).

Year 8

Growth Parliament and Power - English Civil War; Empire, Slavery and Local Study; Getting Secondary Ready – French Revolution.

Assessment (Education)

- Learning reviews at the start of the lesson
- Regular quizzes and 'tests' in the lesson
- Identified tasks in the lesson
- End of unit assessments based on learning for the unit
- Short focussed assessments on features of societies

Challenge Programme (Extra-curricular)

- Mexicolore (Year 5)
- Happening History - Mediaeval Times (Year 7)
- Cross-curricular days have the opportunity to include history within lessons such as the Elizabethan Day and Best of British

Homework and Enrichment (Extension)

- Enrichment tasks set in Year 5 and 8 to give time to in-depth learning where they generate a piece of work applying and extending what they are learning in lessons.
- Year 6 tasks relevant to learning at points in the term identified by the class teacher.

Resources & Facilities (Environment)

- Dedicated to History teaching space.
- Resources to support the schemes of learning (Text books, vocabulary in planners, book boxes, costumes and props)

Trips and Visits (Enhancement)

- Mexicolore (Year 5)
- Happening History - Mediaeval Times (Year 7)

Whole School / Local / National / International (Events)

- Remembrance Day
- Fireworks Night
- Assemblies such as anniversary of the abolishment of slavery and key individuals such as Olaudah Equiano



Subject	Lifeskills	Subject Leader	Miss S Cooper
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Year Group	5	6	7	8
Hours per week	1	1	1	1

Overview of subject (Education)

All Years: The pupils develop the knowledge, skills and attributes they need to manage their lives, both now and in the future. It helps them to stay healthy and safe, whilst preparing them to make the most out of work and life. They also have the opportunity to encounter different values and points of view so they are able to develop their thinking and ideas. They will start to see the complexity of the world and how they fit in, so they can contribute positively to society.

Year 5

Relationships

Forming and maintaining healthy friendships; understanding boundaries, including consent; diversity, stereotypes and extremism.

Living in the Wider World

Belonging to a community and how our actions affect all, including the environment; media literacy and digital literacy; money and work

Health and Wellbeing

Sleep, sun, medicines, vaccinations; growing and changing including puberty; first aid and keeping safe.

Year 6

Relationships

Attraction to others; identity and protected characteristics; understanding and dealing with conflict; dealing with pressure and consent; expressing and valuing different opinions (democracy).

Living in the Wider World

Challenging stereotypes and discrimination; connecting and belonging in an online world; influences and attitudes to money including financial risks.

Health and Wellbeing

Managing mental health - change, loss, grief; puberty and independence; conception and contraception; drugs (law & media); first aid.

Year 7

Relationships

Equality and human rights; anti-bullying; self-worth and managing friendships, including romantic; boundaries and consent;

Living in the Wider World

Financial awareness - saving, borrowing, budgeting and choices; developing skills and aspirations - careers, teamwork, enterprise skills and raising aspirations.

Health and Wellbeing

Healthy routines, influences on health - sleep, diet, exercise, dental; first aid; drugs, alcohol and substance abuse; emotional wellbeing - managing stress, study skills & personal target setting;

Year 8

Relationships

Equality and human rights - managing influences on beliefs and decisions; identifying discrimination including gender, sexuality, race, religion and other; positive behaviours in healthy relationships

Living in the Wider World

Digital literacy and online safety; equality of opportunity in careers and life; careers and different patterns of work

Health and Wellbeing

Understanding mental health and developing strategies for emotional wellbeing, including positive body image; drugs and alcohol use and misuse including peer pressure; first aid;

Assessment (Education)

- Learning Reviews
- Regular Quizzes
- Questioning
- Tasks
- Participation in discussions

Challenge Programme (Extra-curricular)

- School Council - Pupil Voice
- Equality and Diversity Group - Pupil Voice
- Eco Committee
- Developing ability to take on leadership roles and other responsibilities: Ambassadors; Monitors; Couriers, school councillor; Radio broadcasters;

Homework and Enrichment (Extension)

- Thinking about enterprise
- Research into the World of Work

Resources & Facilities (Environment)

- Clear, sequenced learning, building knowledge and skills.
- Shared resources and ideas from the Pyramid Schools Trust and PSHE Association.
- First Aid, Drugs resources, Sexual Health

Trips and Visits (Enhancement)

- Careers Day including STEM
- Whipsnade Zoo - Careers Focus

Whole School / Local / National / International (Events)

- Encounters with employers and the world of work through British Science Week
- Values system to support and highlight personal development.
- Anti-Bullying Events - Friendship Week
- Harvest / Food Bank / Children in Need / Red Nose Day - supporting vulnerable members of the community



Subject	Mathematics	Subject Leader	Mrs A. Rudd
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Year Group	5	6	7	8
Hours per week	6	6	4	4

Overview of subject (Education)			
All Years: Develop a deep understanding of mathematical concepts and explore the many ways in which Maths can be used. Encourage mathematical communication in writing and speaking using accurate vocabulary. Develop reasoning skills and resilience when faced with unknown mathematical situations.			
Year 5 Place value to a million, counting in powers of 10, multiplying and dividing by powers of ten, Roman numerals. Four operations. Properties of numbers. Properties of fractions and mixed numbers. Area and perimeter of rectilinear shapes. Introduction to angles measurement with protractors. Shapes properties. Position in the first quadrant. Converting units. Read, draw and interpret charts and tables.	Year 6 Compare, order and round numbers up to 10 millions. Using four operations to solve worded problems. Four operations using fractions and decimals. Equivalence between fractions, decimals and percentages. Area and perimeter of triangles and parallelograms. Angles rules. Shape properties including circles. Accurate drawing of lines, angles and shapes. Position in all four quadrants. Read, draw and interpret charts and tables, calculate the mean.	Year 7 Introduction to algebra, review of place value including equivalence of fractions, decimals and percentages, four operations with directed numbers, geometric reasoning and constructions, introduction to probabilities	Year 8 Proportional reasoning including ratios and multiplicative change, straight line graphs, frequency tables and types of data, developing algebraic techniques, percentage changes using multipliers, standard index form, angles in polygons, area of trapezia and circles use of data and its different representations.
Assessment (Education)		Challenge Programme (Extra-curricular)	
• Learning review at the start of lessons • Practice in lesson • Times tables rockstars • End of term assessment.		• Homework club (all year groups) • Maths challenge club (KS2 and KS3) • Board and cards games	
Homework and Enrichment (Extension)		Resources & Facilities (Environment)	
• Weekly homework (Dr Frost Maths - All year groups) • Weekly times tables (KS2 and some KS3 groups)		• Dr Frost Maths • Times tables Rock stars	
Trips and Visits (Enhancement)		Whole School / Local / National / International (Events)	
• Middle schools' competition • Upper school taster sessions		• UK Maths Challenge • Primary Maths challenge	



Subject	Music	Subject Leader	Julian Winn
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Year Group	5	6	7	8
Hours per week	1	1	1	1

Overview of subject (Education)			
All Years: To develop a joy, a confidence and understanding and connection with Music through listening, performing and composing. A knowledge of the history of Music and some of the great composers and artists, past and present, lies at the heart of pupils' learning , with performing, composing and listening skills enhancing pupils' understanding and development.			
Year 5 Imagination, connection, creativity and response to Music forms the basis of learning, through drawings to Music, composing with tuned/untuned and singing, instilling confidence and connections with Music of many different genres, past and present.	Year 6 Instrumental, composing and note reading skills are developed through Ukulele, Percussion and singing skills. World Music units develop drumming, rhythmic and performance skills.	Year 7 Keyboard skills developed.to run alongside a 'Music Through Time' unit, visiting great composers of the past and present. Technology runs alongside this unit , with MIDI keyboards controlling software and combining performance, composing and programming skills.	Year 8 Knowledge of Music in the 20th and 21st Century developed through analysis, composing and performing. Composition units include writing Music for adverts and marketing, and there is an introduction to basic recording techniques in a studio. A composition competition in the final term allows pupils to demonstrate, integrate and utilise all their skills learned over the 4 years
Assessment (Education)		Challenge Programme (Extra-curricular)	
• Learning Review at start of the lesson • Termly listening, playing, theoretical assessments • End of year Synoptic topic allows assessment of all key concepts and learning outcomes covered in the Year • Sequenced and tailored weekly worksheets to allow assessment by the pupil and the teacher.		• Years 5/6 Choir • Years 7/8 Choir • Music Technology (RSL Music Production Exams) • String Ensemble • Brass Ensemble • Orchestra • Big Band • Rock Bands	
Homework and Enrichment (Extension)		Resources & Facilities (Environment)	
• Enrichment projects		• Two Practice rooms to accommodate Visiting Music Staff • Keyboards- MIDI Controllers • iPads • Music Technology - GarageBand and Studio 1 Prime	
Trips and Visits (Enhancement)		Whole School / Local / National / International (Events)	
• National Youth Orchestra • National Youth Jazz Orchestra		• Arts' Festival • Years 5/6 singing collaboration with CHUMS • Radio 5, BBC Three Counties Radio - Parkfields Anthem	



Subject	PE	Subject Leader	Mr R Pitts
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Year Group	5	6	7	8
Hours per week	2	2	2	2

Overview of subject (Education)

All Years:

The Physical Education curriculum is designed to be inclusive and inspirational for our pupils in order for them to ***flourish***. We deliver a broad range of sports and activities that will engage our pupils and create a real interest for sport. The curriculum embeds key skills of throwing, catching, running, jumping, striking, spatial awareness, coordination, skill acquisition, selecting and applying skills in contexts and the opportunity to be competitive in inter and intra school competitions. All pupils are able to ***learn*** and achieve, succeed and enjoy the benefits of a healthy, active lifestyle. The intention of the curriculum is to provide a variety of opportunities in a range of different sports and activities that can be accessed by all to empower our pupils to take part in sport both inside and outside of school. Performance is important, but the PE curriculum offers so much more to the rounded individual to enable them to ***grow***, such as; increased confidence and self-esteem, team work, leadership, camaraderie, social and emotional development, respect for rules, laws, boundaries and learning how to win and lose gracefully.

All years:

Outwitting/games: football, rugby, basketball, netball

Striking and fielding: cricket, rounders, soft ball

Aesthetics: gymnastics and dance

Performing at maximum levels: athletics, Health and fitness, x-country

Net and wall games: tennis, badminton, volleyball

Swimming: top up for those unable to swim 25m.(Year 6 only)

Year 5

Pupils will be able to **identify**, **describe** and **develop** their core fundamental movement skills.

Year 6

Pupils will be **expected** to **compare** their skill acquisition to others and **discover** which skills required in given situations

Year 7

Pupils will feel more **secure** in their skill acquisition and begin to **select** and **apply** skills in contexts linked to decision making and **solving** problems.

Year 8

Pupils will **embed** their skill acquisition in sporting contexts. They will **collaborate** with others and self **appraise** their performances.

Assessment (Education)

- Learning reviews/bridging learning at the start of lesson
- Plenary and mini plenary throughout learning
- Questioning and feedback
- Learning objectives linked to learning goals with differentiated success
- End of unit teacher assessment and data drops on integris
- Attitude to learning assessment

Challenge Programme (Extra-curricular)

- Intra school sports competition in local partnership: football, rugby, netball, basketball, badminton, x-c, athletics, tennis, cricket, rounders
- Inter house fixtures across a range of sports throughout the year
- Clubs and practices for enjoyment as well as to prepare for competition
- Year 8 sports leaders programme

Homework and Enrichment (Extension)

- Google forms - rules and tactics quizzes

Resources & Facilities (Environment)

- Playing field: 2 football pitches, 1 rugby pitch, athletics track, goals and posts, playground with netball posts, hall for gymnastics, basketball, H+F, dance, recent heavy investment in sports equipment and resources

Trips and Visits (Enhancement)

- OAA residential water-sports based trip - Cornwall Year 8
- Residential ski trip Italy - Years 6,7,8
- OAA Rock climbing trip - All years

Whole School / Local / National / International (Events)

- English Schools Cup - Football
- Santa Dash Fundraising event - whole school
- Sport relief Fundraising event - whole school
- Sports Day - celebration of sport - whole school



Subject	Religious Education	Subject Leader	Mr S Purdom
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Year Group	5	6	7	8
Hours per week	1	1	1	1

Overview of subject (Education)

All Years:

Explore what people believe and what difference this makes to how they live. This will help pupils gain knowledge, understanding and skills so they can handle questions raised by religion and belief, as well as reflecting on their ideas and ways of living. All pupils will be prompted to:

1. Make sense of a range of religious and non-religious beliefs.
2. Understand the impact and significance of religious and non-religious beliefs.
3. Make connections between religious and non-religious beliefs, concepts, practices, and ideas studied.

We follow the SACRE locally agreed syllabus.

Year 5

During the three topics studied: We develop their understanding of key facts, knowledge and symbols of major world religions in the Autumn term. Making a personal difference forms a central focus of the Hinduism topic in the Spring. The Summer term topic links different faiths to personal faith, spirituality and the values of charity and justice.

Year 6

Core concepts clarity is a focus for our pupils in Year 6. The Islam topic aims to build their knowledge and understand how beliefs and practices connect. Inspirational relevant people and Humanism topics also link to living in Britain today.

All topics link values and how faith and belief can impact their life.

Year 7

Through exploring Sikhism, the children learn to appreciate equality, sacrifice and how this connects to their life. Environmental issues, stewardship and justice are the links during the 'Should faiths be greener' topic. Art and expressing personal spirituality is a further topic focus.

Anti-racist RE topics are also explored.

Year 8

Through philosophy and ethical topics, the children develop a maturing awareness of war and religion. Conflict and racism and a personal response is also a key aspect of this year. Personal reflection and connections are explored during the Creation and Evolution topic as well developing a deeper knowledge of world religions and their core values and beliefs.

Assessment (Education)

- Learning reviews at the start of the lesson
- Quizzes, starter recap 'knowledge bursts'.
- The Identified tasks in the lesson linked back to the Learning Goal and steps to success linked to the Locally Agreed Syllabus
- Marking summary and exemplar work monitoring
- End of unit teacher assessment at end of the topic.

Resources & Facilities (Environment)

- Core textbooks support learning.
- Artefacts from all major religions.
- KS3- dedicated RE classroom
- Supporting video clips on Google Classroom, games, and artefacts.
- iPads/Chromebooks to support research and quizzes.

Homework and Enrichment (Extension)

- Key religious festivals shared across all Year groups. Including diverse key stage assemblies and external speakers

Challenge Programme (Extra-curricular)

Trips and Visits (Enhancement)

- Faith assemblies
- Church visit - Christmas
- Church visits - wedding and funerals.
- Faith Tour - Year 4 (Y5 and Y6 to attend in 22/23)
- Visiting speakers - as required/invited

Whole School / Local / National / International (Events)

- Arts' Festival: shared art displays
- Spiritual Arts Competition - annually
- Sharing all key religious festivals in RE lessons
- Links to the Machsom Women - Israel and Palestine (West Bank/wall)
- Anti-racist RE activities - linked to Leicester University.



Subject	Science	Subject Leader	Mrs K Russell
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Year Group	5	6	7	8
Hours per week	2	2	3	3

Overview of subject (Education)

All Years: All pupils follow a rich curriculum to develop curiosity in Science and develop an enquiring mind. Pupils cover Biology, Chemistry and Physics in each year, consolidating and developing themes and ideas. The lessons are a blend of science facts and practical exploration of ideas. Additionally, pupils complete a skills thread building graphing skills, analytical and evaluation skills. The aim is to support tomorrow's scientists, but also to equip learners with skills for life.

Year 5

Pupils study safety and measurement as an introduction to Science.
Biology: Animals including humans (part 1), Living things
Chemistry: Properties of materials.
Physics: Forces, Earth and Space and Light

Year 6

Biology: Animals including humans (part 2), Evolution.
Chemistry: changes of materials, Forensics, Scientific enquiry.
Physics: Electricity, Sound

Year 7

Working scientifically reinforces and embeds skills required for learning, including graphing skills, evaluation and analysis.
Biology: Cells, Body systems and plant and animal reproduction.
Chemistry: Particles and their behaviour, elements, atoms and compounds, Chemical reactions, Acids and alkalis
Physics: Forces, Sound, Light, Space.,

Year 8

Biology: Healthy lifestyles, Photosynthesis and Ecosystems, Adaptation and inheritance
Chemistry: The Periodic table, separation techniques, Reactions of acids and metals, The Earth.
Physics: Electricity and magnetism, Energy, motion and pressure.

Assessment (Education)

- Learning review at start of lessons.
- Regular quizzes and assessment for learning in lesson
- Independent writing tasks in lessons.
- Skills building tasks eg graphing and numeracy embedded in lessons.
- End of unit assessment (Key Stage 2: Multiple-choice and Key Stage 3 written answer questions)

Challenge Programme (Extra-curricular)

- Eco club

Homework and Enrichment (Extension)

- Year 5 - Signs of Spring
- Year 7 - Physics (model satellite)
- Year 8 - Chemistry (Periodic Table top trumps)
- Online independent learning tasks in Key Stage 3 using 'Activate' resources
- Key Stage 3 homework tasks set for each topic (making a model cell, energy diary, food diary).

Resources & Facilities (Environment)

- Three dedicated Science Labs.
- Two specialist Science teachers
- Two technicians
- One specialist TA who supports the learning in classes with non specialist teachers.
- Pupil online access to Science scheme - Activate

Trips and Visits (Enhancement)

- Anglian Water
- University of Bedfordshire STEM day
- Whipsnade Zoo
- Tesco (Careers awareness)
- Careers visit from Engineer

Whole School / Local / National / International (Events)

- British Science Week and the Science Fair.
- Competitions (Design a lab coat/STEM challenge)
- Links to extracurricular events held locally, publicised through school (The Big Bang).
- University of Bedfordshire 'Careers Day'
- BBSRC online lessons