

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
GEOGRAPHY	KS2	Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world's most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.					
	Year 7	Map Skills	Geography of the UK	Geography of the UK and Weather	Weather	Asia	Resources
	Year 8	Coasts and Rivers	Coasts and Rivers	Population Change	Tectonics	Ecosystems & the Economy	Russia
	Year 9	Glaciation	Super Powers	Super Powers	Africa	Fieldwork	Living in a Poor Country and Global Themes
FRENCH	KS2	<p>At KS2, the government requirement is that a foreign language should be taught - it does not have to be a modern one. Pupils are taught to:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> listen attentively to spoken language and show understanding by joining in and responding</li> <li><input type="checkbox"/> explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words</li> <li><input type="checkbox"/> engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help*</li> <li><input type="checkbox"/> speak in sentences, using familiar vocabulary, phrases and basic language structures</li> <li><input type="checkbox"/> develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases*</li> <li><input type="checkbox"/> present ideas and information orally to a range of audiences</li> <li><input type="checkbox"/> read carefully and show understanding of words, phrases and simple writing</li> <li><input type="checkbox"/> appreciate stories, songs, poems and rhymes in the language</li> <li><input type="checkbox"/> broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary</li> <li><input type="checkbox"/> write phrases from memory, and adapt these to create new sentences, to express ideas clearly</li> <li><input type="checkbox"/> describe people, places, things and actions orally* and in writing.</li> </ul>					
	Year 7	Introducing myself <i>Numbers and dates First person -er verbs; the verb avoir ; adjectives ; likes and dislikes.</i>	Family and personal description <i>Description; infinitives and regular -er verbs; saying what you do.</i>	School: telling the time; school subjects; school uniform. <i>Adjectives; sequencers; the present tense.</i>	Weather; Sports; Free time interests <i>Verbs faire and jouer; using aimer + the infinitive; -er verbs singular and plural.</i>	Likes and dislikes; Local area; Towns <i>Possessive adjectives; using du/de la/des; describing an area.</i>	Spare time interests; Food and eating out <i>Using the verb aller; using the verb vouloir; ordering in a café; using the near future tense.</i>
	Year 8	Holidays and transport <i>The past tense; giving opinions in the past.</i>	Festivals and food <i>Festivals in the Francophone world; shopping at a market; using the near future tense.</i>	TV, technology and leisure interests <i>Adjectival agreement; the 24 hour clock; using negatives; using two tenses together.</i>	The world around us; Local area; Weather <i>Using pouvoir and vouloir + infinitive; using two tenses together.</i>	Daily routine; Home <i>Using reflexive verbs; using devoir + infinitive.</i>	Sport; Injuries and illness; directions in the town <i>Using the comparative; the vous form of the imperative; visiting the doctor; using three tenses together.</i>
	Year 9	Role models; Celebrations <i>Using aimer with a noun or and infinitive; describing in 1st and 3rd person; using the perfect tense and the present tense together.</i>	Jobs; Future plans <i>Using pouvoir and vouloir with the infinitive; using the near future and the perfect tenses with the negative.</i>	Music; Refugees <i>Discussing preferences; comparatives.</i>	The world around us; The environment <i>Using negatives and 'never'; talking about what we must do; using the perfect tense; using the conditional tense for what we would like to do.</i>	Important places in the world; Holidays; Francophone countries <i>Describing places; using a range of verbs with the infinitive; researching a French-speaking country.</i>	Future plans; Travelling; Francophone artistes <i>Using three different tenses together; cultural work.</i>
MAN	Year 8	Introducing myself <i>Introduction of regular verbs - wohnen; irregular verbs - haben and sein; Gender of nouns - definite and indefinite articles 'the' and 'and'.</i>	Descriptions of family and pets, Age; Colours; Months and Dates; <i>Pronouns; Present Tense verbs (continued); Using adjectives; Plurals; Ordinal numbers.</i>	Sport, Leisure, Free time activities <i>Using qualifiers; likes/ dislikes (gern/ nicht gern); other irregular present tense verbs; word order.</i>	School <i>Word order with 'weil' (because); time expressions; prepositions; sein/ihr (his/her); introduction to modal verbs.</i>	Town and shopping for food/drink/ souvenirs. Assessment. <i>Using 'es gibt' to say what there 'is' and 'isn't' in a town; shopping using euros and cents; modal verbs (continued).</i>	Holiday Plans <i>Future Tense; high frequency words; writing at length.</i>

GERM		Holidays	Free time	Lifestyles	Daily routine	Making arrangements	Plans and free time
	Year 9	<i>Introduction of weather phrases, types and booking of accommodation. Use of prepositions, perfect tense when talking about holidays and justifying opinions.</i>	<i>Vocabulary related to film and tv programmes, trips to the cinema and holiday disasters. Revision and use of the perfect and imperfect tenses.</i>	<i>Information relating to reading preferences, food and drink, traditional German food and meal and living a healthy lifestyle. Using modal verbs and infinitives. Application of appropriate word order in German.</i>	<i>Understanding rules and daily routine, understanding and giving directions. Using imperatives to give instructions and separable verbs.</i>	<i>Describing a visit to a festival, talking about clothes and style, making plans for a date with family and friends. Looking at word order and formation of key questions.</i>	<i>Asking questions using a variety of verbs. Describing dates. Looking at word order and formation of questions.</i>
HISTORY	KS2	Changes in Britain from the Stone Age to the Iron Age. The Roman Empire and its impact on Britain. Britain's settlement by Anglo-Saxons and Scots. The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor. A local history study. A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066					
	Year 7	Saxons and Normans	Normans	The Middle Ages including Mansa Musa	The Middle Ages Who were the Tudors?	- Henry VIII power - Reformation	Mid Tudor Crisis Elizabethan England - Religion - Mary, Queen of Scots - War with Spain
	Year 8	Tudor to Stuart England	Stuart England and the Civil War	Cromwell, restoration of the monarchy	Industrial Britain	The British Empire Impact of the empire around the world	Slavery
	Year 9	British Society in 1900	The First World War	The Second World War	The Holocaust	The Cold War	20th Century Study
ART	KS2	To create sketch books to record their observations and use them to review and revisit ideas To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] Learn about great artists, architects and designers in history.					
	Year 7	Learning to See: Using the pencil to create different tones.	Pencil tones and tonal gradation	Mark making and texture Using pencil	Mark making and Impressionism through paint	Impressionism and Van Gogh - through Paint	Installation through Mixed Media.
	Year 8	Colour Wheel colour relationships and tonal blending through Colour pencil	Observational drawing through colour pencil	Typography through printmaking	Typography and the art of lettering through collage.	Typography through painting.	Colour culture through looking at a range of artists and mixed media.
	Year 9	Illustrative art - looking at artist Lucy McLaughlan and automatic drawing using fine liner	Illustrative art through printmaking	Observational drawing through pencil and biro	Observational drawing through pencil and biro	Pattern within art - looking at Mandallas and artist, Dan Hillier	Pattern within art - looking at Mandallas and artist, Dan Hillier

DT	<p>Design</p> <p>use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups</p> <p><input type="checkbox"/> generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</p> <p>Make</p> <p><input type="checkbox"/> select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately</p> <p><input type="checkbox"/> select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities</p> <p>Evaluate</p> <p><input type="checkbox"/> investigate and analyse a range of existing products</p> <p><input type="checkbox"/> evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</p> <p><input type="checkbox"/> understand how key events and individuals in design and technology have helped shape the world</p> <p>KS2</p> <p>Technical knowledge</p> <p><input type="checkbox"/> apply their understanding of how to strengthen, stiffen and reinforce more complex structures</p> <p><input type="checkbox"/> understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]</p> <p><input type="checkbox"/> understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors]</p> <p><input type="checkbox"/> apply their understanding of computing to program, monitor and control their products.</p> <p>Understand and apply the principles of a healthy and varied diet</p> <p>Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques</p> <p>Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.</p>						
	Year 7	Design and Technology Project		Food Project		Textile Project	
		Making a book end		Health and safety in the Kitchen. The Eatwell Guide.		Creating an embroidered bookmark	
	Year 8	Design and Technology Project		Food Project		Design and Technology Project	
	Making a bottle opener		Health and safety in the Kitchen. The role of micro and macro nutrients in our body		Programming and drawing		
Year 9	Design and Technology Project		Food Project		Design and Technology Project		
	Making jewellery using CAD and the laser cutter		Health and safety in the Kitchen. World Cuisine		Context based GCSE style project		
ICT	<p>KS2</p> <p>Key stage 2 Pupils should be taught to: design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts use sequence, selection, and repetition in programs; work with variables and various forms of input and output. Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs. Understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration. Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content. Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information. Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</p>						
	Year 7	Introductory Unit - Passwords, emails, searching, copyright and plagiarism, computer systems and hardware.	E Safety - Cyberbullying, digital footprint, social media, netiquette and reporting concerns.	Spreadsheets - Basic functions and formulas, formatting and representing data.	Cryptology and Flowol. Sequence and shapes.	Block based programming on Scratch.	Text based programming on Python.
	Year 8	HTML - input, output and processing.	Web Authoring in Dreamweaver.	Text based programming - Python. Logic, binary and boolean.	Animation in Fireworks.	Spreadsheets - Advanced functions and formulas, formatting and representing data.	Database flat files - interrogation, forms, multiple criteria queries, data types and mail merge.
	Year 9	Photo editing in Photoshop.	Coding and data representation.	Database - relational	Text based programming - Python. Searching and sorting.	Integrated project planning. Including mind maps, gantt charts, system life cycles.	Integrated project practical.

DRAMA	KS2	Drama is a statutory part of English in the National Curriculum for England. It is stipulated that during primary school all pupils should be enabled to participate in and gain knowledge, skills and understanding associated with the artistic practice of drama. Pupils should be able to adopt, create and sustain a range of roles, responding appropriately to others in role. They should have opportunities to improvise, devise and script drama for one another and a range of audiences, as well as to rehearse, refine, share and respond thoughtfully to drama and theatre performances.					
	Year 7	Introduction to Drama	Greek Theatre	Darkwood Manor - Introduction to devising	Physical Theatre	Knee high	Stanislavski
	Year 8	Interpretign a text - Romeon and Juliet	Script exploration - Curious Incident	Brecht	Verbatim Theatre, using Hard to Swallow	Complicite	Devising using a Cluedo theme
	Year 9	Duologues	Artaud	Genre and Conventions	Devising using the exploration of Social Media	Theatre Creation	Analysing Live Theatre
MUSIC	KS2	At KS2 students should be able to play and perform solos and in ensembles, singing and playing instruments with accuracy, be able to improvise and compose for a range of purposes, listen with detail to a wide variety of music from various times and places, use and understand music notation, develop an understanding of music history					
	Year 7	Find Your Voice (Weeks 1-4)	Notation and Keyboard Skills Part 1 (Weeks 5-15)	The Orchestra (Weeks 16-22)	Folk Songs and an Introduction the the Ukulele (Weeks 23-29)	Music Technology - Remixing J.S. Bach (Weeks 30-35)	End of Year Project (Week 36-39)
	Year 8	Notation and Keyboard Skills Part 2 (Weeks 1-11)		The Blues and An Introduction to Music Technology – Sequencing and Production Project (Weeks 12-22)	Film Music (Weeks 23-33)		End of Year Project (Weeks 34-39)
	Year 9	Musical Theatre (Weeks 1-11)		Music From Around the World (Weeks 12-22)	Music Technology - Creating EDM (Weeks 23-33)		End of Year Project (Weeks 34-39)
Religion, Philosophy and Ethics	KS2	Schools follow the Norfolk Agreed syllabus. The KS2 curriculum in the trust primary schools consists of: Where did the Bible come from? Why is Muhammad important to Muslims? Jewish worship and community, Buddhist worship and beliefs, Stories of Christianity, Belief in our community, Stories in Hinduism, What is a church? What is the Qur'an? How do people express their faith through arts? Sikh worship, What happens when we die?					
	Year 7	Introduction to world religions and rule systems		Religion and rites of passage		Holy books and festivals	
	Year 8	Prejudice and discrimination		Religion, War and Peace		Creation and the environment	
	Year 9	Religion, crime and punishment		Philosophy of religion - Does God exist?		Ethics and religion	
PE	KS2	<p>Aims: The national curriculum for physical education aims to ensure that all pupils: develop competence to excel in a broad range of physical activities, are physically active for sustained periods of time, engage in competitive sports and activities and lead healthy, active lives.</p> <p>Key stage 2: Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• use running, jumping, throwing and catching in isolation and in combination</li> <li>• play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending</li> <li>• develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</li> <li>• perform dances using a range of movement patterns</li> <li>• take part in outdoor and adventurous activity challenges both individually and within a team</li> <li>• compare their performances with previous ones and demonstrate improvement to achieve their personal best.</li> </ul>					

	<i>Warm ups and Cool Downs</i>	<i>Skeletal Muscles</i>	<i>Function of the skeleton and types of bones</i>	<i>Name and locations of bones</i>	<i>Types of Joints and Movements</i>	<i>Structure and function of a joint</i>
<b>YEAR 7</b>	Competence	Confidence	Knowledge and Understanding		Motivation	
<b>H</b>	Invasion Games - Basketball, Netball, Rugby Problem Solving - OAA		Invasion Games - Football Net/Wall - Badminton, Table Tennis Aethetics - Gymnastics Fitness - HRE (Health Related Fitness)		Athletics Net/Wall - Tennis Striking & Fielding - Cricket, Rounders, Softball	
<b>S</b>	Invasion Games - Basketball, Netball, Rugby Problem Solving - OAA		Invasion Games - Football Net/Wall - Badminton, Table Tennis Aethetics - Gymnastics Fitness - HRE (Health Related Fitness)		Athletics Net/Wall - Tennis Striking & Fielding - Cricket, Rounders, Softball	
<b>YEAR 8</b>	<i>Immediate effect of exercise Muscular and Skeletal System</i>	<i>Immediate effect of exercise CV and Respiratory system</i>	<i>Heart Rates and Exercise Intensities</i>	<i>Fitness components and application</i>	<i>Fitness Tests</i>	<i>Methods of Training</i>
	Communication		Resilience	Emotional Intelligence	Intrapersonal Skills	
<b>H</b>	Invasion Games - Basketball, Netball, Rugby Problem Solving - OAA		Invasion Games - Football Net/Wall - Badminton, Table Tennis Aethetics - Gymnastics Fitness - HRE (Health Related Fitness)		Athletics Net/Wall - Tennis Striking & Fielding - Cricket, Rounders	
<b>S</b>	Invasion Games - Basketball, Netball, Rugby Problem Solving - OAA		Invasion Games - Football Net/Wall - Badminton, Table Tennis Aethetics - Gymnastics Fitness - HRE (Health Related Fitness)		Athletics Net/Wall - Tennis Striking & Fielding - Cricket, Rounders, Softball	
<b>YEAR 9</b>	<i>Principles of Training</i>	<i>Thresholds of training</i>	<i>Long term effect of exercise Muscular and Skeletal System</i>	<i>Long term effect of exercise CV and Respiratory system</i>	<i>Diet and Nutrition</i>	<i>Effects of a poor diet</i>
	Sporting Values	Redefining Competition	Power of Positivity	Problem Solving	Redefining Competition	
<b>H</b>	Invasion Games - Basketball, Netball, Rugby, Football Problem Solving - OAA Fitness - HRE (Health Related Fitness)		Invasion Games - Football Net/Wall - Badminton, Table Tennis Aethetics - Gymnastics Fitness - HRE (Health Related Fitness)		Athletics Net/Wall - Tennis Striking & Fielding - Cricket, Rounders, Softball	
<b>S</b>	Invasion Games - Basketball, Netball, Rugby, Football Problem Solving - OAA Fitness - HRE (Health Related Fitness)		Invasion Games - Football Net/Wall - Badminton, Table Tennis Aethetics - Gymnastics Fitness - HRE (Health Related Fitness)		Athletics Net/Wall - Tennis Striking & Fielding - Cricket, Rounders, Softball	