Spring Term				
SUBJECT	**YEAR 7**		**YEAR 8**	
English & History	**Shall I Compare Thee..?** I will learn about • Different types of poetry from Britain and across the world. • Terminology that is used to describe aspects of and techniques used in poetry. • Comparing different poems by the same author (Shakespeare). • Writing about poetry in different ways. *This will help me express ideas about my own culture, as well as understanding others' experiences. It will also be very useful as I move towards my GCSEs and need to analyse poems for the 'Unseen Poetry' element of the English exam.*	**Heroes and Villains** I will learn about • The 'Oral Tradition' of passing stories down the years without writing them down. • Analytical skills. • Comparing similar genres by different authors. • Using descriptive and suspense techniques to thrill my reader. *This will help me express myself more clearly, while developing an understanding of where language and stories originate. I will also be able to analyse what I read in all subjects in greater depth.*	**Never Been This Far Away From Home** I will learn about • A range of non-fiction writing types that I will encounter as I get older. • How to write both succinctly and descriptively, depending on audience and purpose. • How to analyse what I read in greater depth, forming and explaining my own opinions. • Seeking significant words or phrases in a text, describing and explaining their effects. *This will help me to understand the make-up of Britain, as well as the situation in other countries. I will also reach a better understanding of how a person's opinions can be manipulated by what is in the media, and whether or not it is biased. In addition to these skills, I will be able to better grasp the pre-GCSE skills of in-depth literary analysis and transactional writing.*	
	Medieval times (Norman times-Middle Ages) • Investigate the long and short-term problems William faced in taking over the throne after the Battle of Hastings • Use a range of information from a wide variety of sources to identify: The Feudal System, the Domesday book and Motte and Bailey castles • Evaluate how William's the conqueror's actions changed the face of our nation. • Compare and contrast Medieval religion with life today and highlight the main similarities and differences. • Use a range of information from a wide variety of sources to explain how to prevent and cure the Black Death. • Evaluate life in Medieval times for everyday people focusing on: crime & punishment, jobs, villeins, life in villages and towns. *This will help me understand how our country was structured and organised which still has repercussions in today's society. In addition to this, it will also help me evaluate how our country and our ideals have evolved and changed over time.*		**The Transatlantic Slave Trade** • Reflect on life in the 1600s and compare and contrast it with life today. • Recognise how slavery in America began in the 1600s through an understanding of exploration. • Draw and map out the slave triangle, identifying the goods which were traded between countries and research what life was like during the middle passage. • Understand what happened to the slaves before, during and after an auction. • Recognise what life was like on plantations and compare and contrast different slave's accounts using primary sources. • Understand the abolitionist movement and how slavery came to an end. • Evaluate the impact of the Transatlantic slave trade and understand how slavery still exists today. *This will help me consider the impact of slavery on the world and how many people's rights were denied across several centuries. It will also help me gain an insight into the overall effect this has on our modern world and how it is still in existence.*	
Maths	**Fractions**	**Ratio and Proportion**	**Decimals and Ratio**	**Calculating With Fractions**

I will learn about:

- calculate exactly with fractions, surds and multiples of π; simplify surd expressions involving squares (e.g. √12 = √(4 × 3) = √4 × √3 = 2√3) and rationalise denominators
- work interchangeably with terminating decimals and their corresponding fractions (such as 3.5 and 7/2 or 0.375 or 3/8); change recurring decimals into their corresponding fractions and vice versa
- identify and work with fractions in ratio problems
- interpret fractions and percentages as operators
- express one quantity as a fraction of another, where the fraction is less than 1 or greater than 1

Probability

I will learn about:

- relate relative expected frequencies to theoretical probability, using appropriate language and the 0-1 probability scale
- apply the property that the probabilities of an

I will learn about:

- express one quantity as a fraction of another, where the fraction is less than 1 or greater than 1
- use ratio notation, including reduction to simplest form
- divide a given quantity into two parts in a given part:part or part:whole ratio; express the division of a quantity into two parts as a ratio; apply ratio to real contexts and problems (such as those involving conversion, comparison, scaling, mixing, concentrations)

Equations

I will learn about:

- use and interpret algebraic manipulation, including: ab in place of a × b; 3y in place of y + y + y and 3 × y; a2 in place of a × a, a3 in place of a × a × a, a2b in place of a × a × b; a/b in place of a ÷ b; coefficients written as fractions rather than as decimals; brackets
- simplify and manipulate algebraic expressions (including those involving

I will learn about:

- order positive and negative integers, decimals and fractions; use the symbols =, ≠, <, > , ≤, ≥
- apply the four operations, including formal written methods, to integers, decimals and simple fractions (proper and improper), and mixed numbers – all both positive and negative; understand and use place value (e.g. when working with very large or very small numbers, and when calculating with decimals)
- round numbers and measures to an appropriate degree of accuracy (e.g. to a specified number of decimal places or significant figures); <u>use inequality notation to specify simple error intervals due to truncation or rounding</u>

Lines and Angles

I will learn about:

- apply the properties of angles at a point, angles at a point on a straight line,

I will learn about:

- apply the four operations, including formal written methods, to integers, decimals and simple fractions (proper and improper), and mixed numbers – all both positive and negative; understand and use place value (e.g. when working with very large or very small numbers, and when calculating with decimals)
- calculate exactly with fractions, surds and multiples of π; simplify surd expressions involving squares (e.g. √12 = √(4 × 3) = √4 × √3 = 2√3) and rationalise denominators
- work interchangeably with terminating decimals and their corresponding fractions (such as 3.5 and 7/2 or 0.375 or 3/8); change recurring decimals into their corresponding

exhaustive set of outcomes sum to one; apply the property that the probabilities of an exhaustive set of mutually exclusive events sum to one

Angles and Shapes

I will learn about:
- apply the properties of angles at a point, angles at a point on a straight line, vertically opposite angles; understand and use alternate and corresponding angles on parallel lines; derive and use the sum of angles in a triangle (e.g. to deduce and use the angle sum in any polygon, and to derive properties of regular polygons)
- derive and apply the properties and definitions of special types of quadrilaterals, including square, rectangle, parallelogram, trapezium, kite and rhombus; and triangles and other plane figures using appropriate language
- ly angle facts, triangle congruence, similarity and properties of quadrilaterals to conjecture and derive results about angles and sides, including Pythagoras'

surds and algebraic fractions) by: collecting like terms; multiplying a single term over a bracket: taking out common factors; expanding products of two or more binomials; factorising quadratic expressions of the form $x2 + bx + c$; including the difference of two squares; factorising quadratic expressions of the form $ax2 + bx + c$; simplifying expressions involving sums, products and powers, including the laws of indices
- understand and use standard mathematical formulae; rearrange formulae to change the subject
- where appropriate, interpret simple expressions as functions with inputs and outputs; ; interpret the reverse process as the 'inverse function'; interpret the succession of two functions as a 'composite function' (the use of formal function notation is expected)

vertically opposite angles; understand and use alternate and corresponding angles on parallel lines; derive and use the sum of angles in a triangle (e.g. to deduce and use the angle sum in any polygon, and to derive properties of regular polygons)
- derive and apply the properties and definitions of special types of quadrilaterals, including square, rectangle, parallelogram, trapezium, kite and rhombus; and triangles and other plane figures using appropriate language

Transformations

I will learn about:

- use scale factors, scale diagrams and maps
- derive and apply the properties and definitions of special types of quadrilaterals, including square, rectangle, parallelogram, trapezium, kite and rhombus; and triangles and other plane figures using appropriate language
- apply angle facts, triangle

fractions and vice versa

Construction and Loci

I will learn about:

- use conventional terms and notation: points, lines, vertices, edges, planes, parallel lines, perpendicular lines, right angles, polygons, regular polygons and polygons with reflection and/or rotation symmetries; use the standard conventions for labelling and referring to the sides and angles of triangles; draw diagrams from written description
- use the standard ruler and compass constructions (perpendicular bisector of a line segment, constructing a perpendicular to a given line from/at a given point, bisecting a given angle); use these to construct

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theorem and the fact that the base angles of an isosceles triangle are equal, and use known results to obtain simple proofs

- solve geometrical problems on coordinate axes

Decimals

I will learn about:

- order positive and negative integers, decimals and fractions; use the symbols =, ≠, <, > , ≤, ≥
- apply the four operations, including formal written methods, to integers, decimals and simple fractions (proper and improper), and mixed numbers – all both positive and negative; understand and use place value (e.g. when working with very large or very small numbers, and when calculating with decimals)
- recognise and use relationships between operations, including inverse operations (e.g. cancellation to simplify calculations and expressions); use conventional notation for priority of operations,

congruence, similarity and properties of quadrilaterals to conjecture and derive results about angles and sides, including Pythagoras' theorem and the fact that the base angles of an isosceles triangle are equal, and use known results to obtain simple proofs

- identify, describe and construct congruent and similar shapes, including on coordinate axes, by considering rotation, reflection, translation and enlargement (including fractional and negative scale factors)
- describe the changes and invariance achieved by combinations of rotations, reflections and translations
- describe translations as 2D vectors
- apply addition and subtraction of vectors, multiplication of vectors by a scalar, and diagrammatic and column representations of vectors; use vectors to construct geometric arguments and proofs

Fractions, Decimals and Percentages

given figures and solve loci problems; know that the perpendicular distance from a point to a line is the shortest distance to the line

- construct and interpret plans and elevations of 3D shapes

including brackets, powers, roots and reciprocals
- use the concepts and vocabulary of prime numbers, factors (divisors), multiples, common factors, common multiples, highest common factor, lowest common multiple, prime factorisation, including using product notation and the unique factorisation theorem
- use positive integer powers and associated real roots (square, cube and higher), recognise powers of 2, 3, 4, 5; estimate powers and roots of any given positive number
- work interchangeably with terminating decimals and their corresponding fractions (such as 3.5 and 7/2 or 0.375 or 3/8); change recurring decimals into their corresponding fractions and vice versa
- interpret fractions and percentages as operators
- stimate answers; check calculations using approximation and estimation, including answers obtained using technology

I will learn about:

- recognise and use relationships between operations, including inverse operations (e.g. cancellation to simplify calculations and expressions); use conventional notation for priority of operations, including brackets, powers, roots and reciprocals
- work interchangeably with terminating decimals and their corresponding fractions (such as 3.5 and 7/2 or 0.375 or 3/8); change recurring decimals into their corresponding fractions and vice versa
- interpret fractions and percentages as operators
- define percentage as `number of parts per hundred¿; interpret percentages and percentage changes as a fraction or a decimal, and interpret these multiplicatively; express one quantity as a percentage of another; compare two quantities using percentages; work with percentages greater than

	• round numbers and measures to an appropriate degree of accuracy (e.g. to a specified number of decimal places or significant figures); use inequality notation to specify simple error intervals due to truncation or rounding • define percentage as `number of parts per hundred¿; interpret percentages and percentage changes as a fraction or a decimal, and interpret these multiplicatively; express one quantity as a percentage of another; compare two quantities using percentages; work with percentages greater than 100%; solve problems involving percentage change, including percentage increase/decrease and original value problems, and simple interest including in financial mathematics		100%; solve problems involving percentage change, including percentage increase/decrease and original value problems, and simple interest including in financial mathematics • set up, solve and interpret the answers in growth and decay problems, including compound interest and work with general iterative processes	

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Science	**Energy Transfers & Electricity** *I will learn about:* • Different forms of energy. • How energy is stored, transferred and transformed. • How electricity flows round a circuit. • How to construct and fix electrical circuits. • Representing circuits as symbols. *This will help me understand how everyday uses of electricity work and how to keep myself safe.*	**Cells** *I will learn about:* • Identify plant and animal cells as the fundamental units of living things and give differences between plant and animal cells. • Name the nucleus, cell membrane and cytoplasm and give their function. • Sequence the work of scientists over time • Name the main parts of a microscope and make and draw a microscope slide. Write a set of instructions, with reference to safety/ hazard *This will help me understand the basic building blocks of living things.*	**Atoms & Elements** *I will learn about:* • The difference between atoms, elements, mixtures and compounds. • How scientists worked over time to develop the Periodic Table. • To describe how the Periodic Table is arranged. • How to identify different chemical reactions. • What happens when elements react with oxygen and sulphur. *This will help me understand the basic building blocks of all matter and how they interact.*	**Rocks & Energy** *I will learn about:* • How to classify different rock types. • How rocks form within a cycle. • The formation of fossils. • Give 3 types of stored energy and 5 types of "energy in action". • Describe the law of conservation of energy. Be aware that energy is often lost to the surroundings. • Give advantages and disadvantages of different fuels. • Give products made when fuels burn and describe how this links to global warming. • Give an example of how simple changes in technology can effect energy efficiency, and the impact on people and the environment. • Sequence the energy transformations in a power station. *This will help me understand the physical world around me and how human's use of technology can impact upon it.*
Geography	**Flooding** *I will learn about:* • Describe and illustrate different reasons why flooding can occur. • Understand how human and physical processes interact to have an impact on the form of distinctive landscapes. • Predict what happens when water reaches the ground. • Use field work to collect, analyse and draw conclusions from geographical data. • Understand geographical similarities and differences through the study of human and physical geography of a region or area. • Identify a range of ways we can prevent flooding and offer suggestions for future developments. • Create a flood kit and explain the consequences of not being prepared.		**Who wants to be a billionaire?** I *will learn about:* • Identify what development and define it in your own word. • Categorise the type of work billionaires do in the world and how they are distributed across the globe. • Why is their growing wealth in continents like Asia and the Middle East. • Describe why there is so much poverty and a lack of wealth in Africa. • Explore how global inequalities are getting worse over time and ways we can solve this for development. • Evaluate wealth across the world and ways we can change this for the future. *This will help me to understand the distribution of wealth around the world between and within countries and different groups of people.*	

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	• Explain how human and physical processes interact to have an impact on the form of distinctive landscapes. *This will help me to understand the impact of environmental change, the news I see about major physical events in the world and how environmental risks can be managed.*		
RE	**What is relgions and our beliefs?** *I will learn about:* • What is religion? How has it evolved over time? • Explain what it means to have faith in something • Reflect on whether seeing is believing. • Consider 'Big Questions' about God and religion and explain why these are hard to answer *It will help me to ask questions about religion and to draw my own conclusions. It will also help me to understand different people's views on the world and their faith and reflect on some of the more serious ideas about life.*	**How is the Christian church organised?** *I will learn about:* • How the Christian church is organised • Understand and investigate the different denominations in the Christian church • investigate and explain the qualities of God *This will help me to understand how religious groups organise themselves, interact with one another and the differences between their beliefs.*	**Buddhism and suffering** *I will learn about:* • different types of suffering • explaining a religious view point on suffering • Siddhartha's key teachings about suffering • ways that we can stop suffering e.g. The Eight Fold Path • evaluating the Buddhist View of Suffering • explaining Christian ideas about why we suffer • evaluating the Christian responses to suffering *This will help me to reflect on why suffering happens in the world and to understand how religious groups explain and interpret suffering.*
Art	**Observational drawing** *I will learn about:* • How to compare shapes and sizes of objects to support the drawing.	**Cubism and mixed media** *I will learn about:* • Picasso's life and techniques. • Selecting media for specific textures and effects. • Exploring media and how to	**Observational drawing and individual pieces.** *I will learn about:* • How to make comparisons between shapes to draw accurate proportions. • How to use the influence of a variety of artists to complete my own unique pieces. • How to select the most suitable media for specific pieces. • Creating textures using a variety of techniques.

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	- Sketching as a starting point. - Evaluating and making improvements. - Creating texture using tone. *This will help me understand how to observe details more closely, which will develop my designing skills. I will be able to draw perspective which can help with architectural drawing.*	use them. - Combining media. - Understanding colour schemes. *This will help me develop my own artistic style and gain more in-depth knowledge of how to use a range of media.*	- Developing my own style, after experiencing a variety of artists' techniques. *This will help me observe accurate proportions to create line drawings. It will help me sketch from observations, which is a transferable skill. Being able to identify specific effects when using media will help me create unique pieces.*

DT*

RMT   **We can solve a problem**

I will learn about

- Designing to solve a problem in a product.
- Working to design restrictions
- Manufacturing to my own design drawings
- Making a high quality product
- Peer and self- evaluation during the design and make process and how this can help improve our work.

This will help me when I want to broaden my design ideas and creativity and when I take GCSE level and beyond.

RMT   **Movement, colour and quality**

I will learn about

- Making a product to my own design drawings
- Understanding the properties of materials
- Ensuring that a product finish is high quality
- Evaluation of my finished product and working practice in order that I can improve future products.

This will help me when I do any Design and Technology projects in the future, either at school, higher education or in the world of work. All of the skills are important and will give me a good base to build on and develop.

Food (up to February half term).   **More Carbohydrates**

Food   **More from around the world**

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I will learn about

- Making more carbohydrate-based recipes.
- The function of ingredients
- Understanding the differences between home-made and shop purchased products
- Self-evaluation of working practice and the final product

This will help me when I need to create carbohydrate-based products for further school-based studies or for myself, family and friends outside of school. The theory understanding will help me when I do further study at GCSE level and beyond. It will also help me to make good choices for healthy eating.

I will learn about

- How to make more international dishes
- Proteins, vitamins and minerals
- Fats and water
- Dairy and calcium
- Self-assessment of products and working practice
- the sources of ingredients
- health benefits and nutrients of different foods
- planning meals with an awareness of benefits and constraints

This will help me when I am planning and making meals for myself, family and friends. Also, when I need to plan and make meals as part of my further studies. Theory will help me to understand how to balance a healthy diet and when I need to recall and develop this knowledge further for GCSE studies and beyond.

Textiles (up to February half term) .

Cuddly toys!!

I will learn about

- Developing confidence when using a sewing machine (building on the skills learnt in year 6)
- The different stitches which can be used on the sewing machine
- Sewing on buttons
- Keeping a log of making
- Presenting and promoting my product
- Evaluation of my product and my own working practice.

This will help me when I create products in textiles in year 8 and beyond. When I need to use hand stitching or a sewing machine in or outside of school. The design process and log of making skills will help me for any D&T subject studies at GCSE level and beyond.

Textiles   **More bags of fun**

I will learn about

- Using the machine with confidence
- Adding decoration and embellishment
- Inserting a lining
- Attaching a strap
- Inserting drawstrings and eyelets
- Topstitching straps
- Writing a production log
- Evaluating the product and my working practice in order to improve when making textiles products.

This will help me when I use a sewing machine. I will know how to set it up and use it with confidence. This will allow me to make textiles products and to use the machine to alter or repair textiles. Keeping a log will help me to recall techniques that I have used and will be good practice for GCSE work in D&T.

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Music	RnB and Funk	Samba: Performance	Samba: Composition	Blues
	I will learn about: • Correct fingering when performing chords • Flat and sharp notes on the music stave • Accenting notes for musical effect • Developing and refining music notation skills *This will help me to… read more complex notation with the aim of performing two parts simultaneously. This unit will allow me to create and/or refine rhythms. These skills should allow me to understand the importance of 'space' and phrasing to create a desired effect.*	I will learn about: • Performing and structuring a samba composition. • Refining the use of percussive techniques. • Some of the different performance techniques used in Samba. *This will help me… to develop my rhythmic and timings skills. This unit will allow me to adopt my skills and perform using a samba feel. All of the above will help me become a more balanced and technically efficient musician that will help me at GCSE level and beyond.*	I will learn about: • Creating, structuring and performing a samba composition. • Further refining of percussive techniques. • Developing my improvisation skills. *This will help me… to create more complex rhythms with varying percussive techniques.*	I will learn about: • The main musical characteristics of the Blues. • The different ways of developing an instrumental part. • How lyrics are constructed in Blues music. • What the 12 bar Blues is and how this forms the basis of Blues music. *This will help me… Describe some of the key features of Blues music and play an instrumental part within a group blues performance. This unit will allow me to create a suitable structure for my Blues song. These skills should allow me to experiment with ways to develop my part and/or improvise within the blues scale. All the above will help me become a more balanced and technically efficient musician that will help me at GCSE level and beyond.*
PE*	**Gymnastics** *(Girls)* *I will learn about:* • Movements, agilities and balances individually and as part of a fluent sequence. • Select, combine and perform skills and actions and develop, adapt and refine previously learnt skills. • Positive and constructive feedback given and received and discussion work within a group to apply the		**Gymnastics** (Girls) *I will learn about:* • Balance, rotation and flight based movements • Changes in speed, direction and height when composing individual, paired and small group routines. • Developing communication skills and being able to deliver and receive feedback	

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feedback given
- •Developing body tension, control and aesthetics.

This will help me with my observational skills and co-operation skills in order to ensure group work is carried out to meet the needs of all pupils within group work who have different skills; give me the confidence to perform an activity in front of my peers: refine skills in gymnastics that will enable me to develop my skills in my other activities; giving me the knowledge that I know where I could go in order to develop my interest outside of school.

constructively.
- •Developing and maintaining body weight strength.

This will help me… control my body movements and link this ability across different sports and activities. Continue to develop my observational skills and have the confidence to perform safely and with fluency. Understand where I can go to improve my skills further outside of the school environment.

Rugby
I will learn about:

Developing the ability to outwit opponents and teams using strategies and tactics. I will learn to choose, combine and perform rugby skills more fluently consistently and with greater accuracy and quality.
- basic principles of play when selecting and applying tactics for defending and attacking.
- Passing, receiving, tackling and beating an opponent will be developed through small sided games and conditional situations.
- implement strategic and tactical decisions based on movement of the ball into space and choice of skill execution.

This will help me...choose and use skills that suit the games I play, showing greater strengths in some of the games than others; working with others in small teams to attack and defend; take on specific roles that suit my abilities; contribute to the organisation of a team, describe what I do best; work on ideas that I am given to improve my performance.

Rugby

I will learn about:

Using basic and more advanced principles of attack and defence to plan effective strategies and tactics in Rugby. Individual and small group skills to increase chances of success when trying to outwit an opponent.

- •The skills that can be taken from other sports and put into Rugby
- •Developing activities and exercises that will improve my chances of being successful at Rugby
- •The more specific rules and laws related to the age group I will be playing.

This will help me… to link the principals of attack and defence across many invasions games. Maintain develop in the 6 areas of HRF that have been identified. Communication and team work skills to enable our teams to work as efficiently as possible. Understand where I can go to further my interest in this activity. Participate competitively and with sportsmanship.

Basketball
I will learn about:
developing the ability to outwit opponents and teams using strategies and tactics. I will learn to choose, combine

Basketball
I will learn about:
Further developing the ability to outwit opponents and teams using strategies and tactics. I will learn to combine and perform further developed basketball skills

and perform basic basketball skills consistently applying fluency, accuracy and fundamental technical elements of the game.

- Passing, Receiving, outwitting defenders, Dribbling, and shooting will be developed through small sided games and conditional situations.
- learn to identify and recognise similarities in principles of attack and defence.
- understand the concept of basketball and make effective evaluations of strengths and weaknesses of performance.

This will help me... choose and use skills that suit the games I play, showing greater strengths in some of the games than others; work with others in small teams to attack and defend; take on specific roles that suit my abilities; contribute to the organisation of a team; describe what I do best; work on ideas that I am given to improve my performance.

consistently applying a greater accuracy and higher quality of technique. Continual development, adaptation and refinement of the necessary skills will contribute to producing an improved performance & technique.

- develop the fundamental principles of play when selecting and applying tactics for defending and attacking.
- Use basketball to develop observation skills on peer performances, skills and techniques. Ask questions about the effectiveness of these tactics.
- Opportunities to referee/coach pupils or small groups will develop communication and decision making skills.

This will help me...use a small range of techniques with some accuracy and consistency; make set responses with occasional variation; cooperate with others and participate in the activities in specific roles; carry out practices and ideas given to me by others to help improve my play.

Volleyball
I will learn about:

using a basic range of movements with accuracy, timing, control & consistency to outwit opponents. I will identify different areas of the court and be able to place the ball to opposition's weaknesses.

- Replicate shots with control and accuracy.
- Serves, digs, sets, smashes, blocks & short and deep shots will be developed through game play and conditional situations.
- recognise the importance of responding to changing situations within the game in attack and defence.

This will help me... make observations about the quality of decision making in modified versions of the full game. Show some consistency and accuracy in using a limited range of strokes/shots. Form simple game plans based on observation and on the strengths and weaknesses of the opposition and their own team; Identify strengths

Volleyball
I will learn about:

Recognising the importance of responding to changing situations within the game in attack and defence. I will be faced with strategic and tactical decisions based on the movement of the ball around the court using a variety of shots & skill execution.

- *Opportunities to score/coach pupils or small groups will develop communication and decision making skills.*
- *Refinement of the learnt techniques will contribute to producing an improved performance and outwit opposition more frequently.*
- *replicate shots with increased control and accuracy.*

This will help me....make observations about the quality of decision making in realistic versions of the full game. Contribute to discussion about team tactics. Work effectively with a partner, and umpire using the key rules in a game.

	and weaknesses in individual performance.

French	**School Life**	**Paris**
	I will learn about • School life in France and it how it compares to the British system • How to say when I do different subjects and what I think about them • How to say the time in French and say when lessons start and finish • How to express what I do on a typical day • How to use the present tense *This will help me to… appreciate the differences in life abroad and at home. I will learn how to have a conversation about my life at school. I will also be able to understand the time in French. I will be able to discuss what I do on a typical day and learn how to use different verbs in the present tense.*	I will learn about • The history of Paris and famous monuments • How to create a detailed account of a trip to Paris • How to use the perfect and imperfect tense • How to use a negative in the perfect tense *This will help me to… enjoy what Paris has to offer and understand what life is like there. I will be able to describe what I have done on holiday in detail and use the perfect tense with support from a verb table booklet.*

ICT	**Control & Monitoring**	**Binary & Hexidecimal**	**Programming (Python)**
	I will learn about • writing sequences of instructions to control real-life systems • Write pseudocode to describe my algorithms • Produce detailed workflow diagrams to represent my	I will learn about • How computers count in a Base 2 number system • How to convert between binary and denary • How to program using binary commands • How Boolean logic gates are used in programming to make selection *This will help me understand more about the number system used by*	I will learn about • Using text-based language and appropriate syntax rules • Using variables • Using iteration • Using IF/ELSE statements to create selection *This will help me understand more about text-based programming languages that are used in real-life to design solutions. I will begin to learn the syntax used for programming in Python and apply my understanding of algorithmic design into a text-only format.*

algorithm *This will help me understand more about how humans have become reliant on computers to control the work around us. I will learn how engineers and programmers design complex algorithms to solve problems and solve problems using my own algorithms.*	*computers. I will learn how computers use logic to make decisions and how programmers use these elements in their algorithms.*	

PSHCE	**Cyber safety and Cyber bullying** I will learn about • The importance of cyber safety • How to stay safe when online. • Identify cyber bullying and provide guidance. *This will help me understand the importance of being safe online. It will help me identify cyber bullying and know what steps to take.*	**First aid** I will learn about • How to call emergency services. • DR ABC • How to identify and treat different situations. *This will help me know what to do in an emergency situation. I will know how to call emergency services and provide first aid in different situations.*	**Money management and enterprise** I will learn about • Different bank accounts • Interest, debt and profit • Advertising • Planning and organisation when planning an event *This will help me in later life when managing my money. These skills will ensure I understand the importance of money management. It will also give me skills to organise and run an event.*	**Poverty** I will learn about • Causes of poverty • Differences between LEDC and MEDC • Fairtrade *This will help me reflect on how different people live. It will give me the skills to express my views and opinions on different situations.*
Skill Learning				Independent working (including responding to feedback).

*Taught in units in rotation across the year.