



Autumn Term		
SUBJECT	YEAR 7	YEAR 8
English and History	<p>Life in the Trenches</p> <p><i>I will learn about:</i></p> <ul style="list-style-type: none"> • Using historical information to add authenticity to written work. • Matching written register to my chosen audience. • Identifying how language has changed over time. • Developing character and voice in my own writing. • Using annotation to better understand and reflect upon texts and images. • Accurately using and applying new literary terms. • Selecting relevant evidence from the text, explaining how it illustrates an opinion. • Select appropriate references or textual detail. <p><i>This will help me retrieve facts from a range of non-fiction sources to understand the history of Europe and empathise with those who have faced challenges or lived through major historical events. This will in turn help me to develop characterisation in my own writing.</i></p>	<p>Pro Patria Mori</p> <p><i>I will learn about:</i></p> <ul style="list-style-type: none"> • War poetry, protest poetry and protest songs from the last two centuries. • Discussing reading, writing and spoken language with precise and confident use of linguistic and literary terminology. • Identifying where writing needs to be improved to better reflect audience and purpose. • Selecting from a range of known literary and rhetorical devices to suit the audience and purpose of writing • Considering the UNCRC when researching current issues and sharing my opinions. <p><i>This will help me develop an understanding of past and contemporary issues in my own country as well as around the world. I will be able to analyse and compare a range of different opinions. In addition to this, I will be able to better understand writing that is not in conventional prose.</i></p>
	<p>What is history?</p> <p><i>I will learn about:</i></p> <ul style="list-style-type: none"> • Understand the different types of history and who has written history in the past. • Recognise the use and importance of primary and secondary sources. • Analyse our own personal history as well as the history of our local area and school. • Evaluate why there are certain interpretations of history and identify bias. <p><i>This will help me understand the main basic skills needed in all history topics to retrieve facts, analyse a range of sources and justify your opinion through different interpretations before coming to a solid conclusion.</i></p>	<p>Medieval times: The Norman conquest</p> <p><i>I will learn about:</i></p> <ul style="list-style-type: none"> • Recognise what life was like in 1060's. • Identify the three main contenders for the crown after the death of King Edward. • Understand the battles leading up to the Norman Conquest. • Analyse and write about the main events of the Battle of Hastings. • Analyse a range of sources to explain the death of King Harold. <p><i>This will help me develop an understanding of our history by studying the last invasion of England. I will be able to recognise the timeline of our royal family and understand the significance of the Normandy reign and how it changed the country (through castles, feudal system and Domesday book).</i></p>



Maths	<p>Across Key Stage 3, the Pearson (Edexcel) 2 year programme is followed. This allows best progress to the Key Stage 4 GCSE Edexcel examinations.</p>	
	<p>Shown here are the higher tier objectives. The mid-tier programme of study covers most but not all of these objectives.</p> <p><i>Analysing and displaying data</i></p> <ul style="list-style-type: none"> • Identify sources of primary and secondary data. • Choose a suitable sample size. • Understand how to reduce bias in sampling and questionnaires. • Identify a random sample. • Use two-way tables. • Interpret and draw dual bar charts and compound bar charts. • Choose the most appropriate average for a set of data. • Find the mode, median, mean and range for a set of data. • Compare sets of data using averages and the range. • Group discrete and continuous data. • Draw and interpret grouped frequency diagrams. • Interpret and draw line graphs. • Recognise when a graph is misleading. • Draw and interpret pie charts. • Draw and interpret scatter graphs. • Describe the correlation between two sets of data. • Draw a line of best fit and use it to estimate values. <p><i>Number skills:</i></p> <ul style="list-style-type: none"> • Understand the difference between multiples, factors and primes. • Find all the factor pairs of any whole number. • Find the HCF and LCM of two numbers. • Add, subtract, multiply and divide positive and negative numbers. • Use mental and written strategies for multiplication. • Divide a 3-digit integer by a single or 2-digit integer. • Use index notation for squares and square roots. • Calculate with squares and square roots. • Carry out calculations involving squares, cubes, square roots and cube roots. • Use factorising to work out square roots and cube roots. • Solve word problems using square roots and cube roots. • Estimate answers to complex calculations. • Carry out calculations involving brackets. <p><i>Equations, functions and formulae:</i></p> <ul style="list-style-type: none"> • Simplify expressions by collecting like terms. 	<p>Shown here are the higher tier objectives. The mid-tier programme of study covers most but not all of these objectives.</p> <p><i>Analysing and displaying data:</i></p> <ul style="list-style-type: none"> • Write integers as the product of their prime factors. • Use prime factor decomposition to find the HCF or LCM of two numbers. • Work out the laws of indices for positive powers. • Show that any number to the power of zero is 1. • Use the laws of indices for multiplying and dividing. • Use and understand powers of 10. • Understand the effect of multiplying and dividing by any integer power of 10. • Calculate with powers. • Round to a number of significant figures. • Simplify expressions involving powers and brackets. <p><i>Powers and algebra:</i></p> <ul style="list-style-type: none"> • Understand the meaning of an identity. • Use the index laws in algebraic calculations and expressions. • Simplify expressions with powers. • Write and simplify expressions involving brackets and powers. • Factorise an algebraic expression. • Substitute integers into expressions. • Construct and solve equations. <p><i>3D shapes and solids</i></p> <ul style="list-style-type: none"> • Use 2D representations of 3D solids. • Sketch nets of 3D solids. • Calculate the surface area of prisms. • Calculate the volume of right prisms. • Name the different parts of a circle. • Calculate the circumference. • Calculate the radius or diameter when you know the circumference. • Calculate the area of a circle. • Calculate the radius or diameter when you know the area. • Calculate the volume and surface area of a cylinder. • Use Pythagoras' theorem in right-angled triangles. <p><i>Real life graphs</i></p> <ul style="list-style-type: none"> • Recognise when values are in direct proportion. • Interpret graphs from different sources.



	<ul style="list-style-type: none"> • Construct expressions using four operations. • Substitute into formulae. • Derive formulae from a description. • Expand expressions involving brackets. • Substitute into expressions involving powers. • Factorise an algebraic expression. • Fractions • Compare and simplify fractions. • Find fractions / percentages of values with the calculator and solve problems. • Complete the four operations, including using powers, with fractions and mixed numbers. 			<ul style="list-style-type: none"> • Understand financial graphs. • Draw and interpret distance–time graphs. • Use distance–time graphs to solve problems. • Interpret graphs that are curved. • Interpret real-life graphs. • Understand when graphs are misleading. 			
Science	<p>Chemistry - Particle Arrangement</p> <p><i>I will learn about:</i></p> <ul style="list-style-type: none"> • How to keep myself safe in the lab explain expansion and contraction in terms of the particle model • explain changes of state using the particle model and use correct vocabulary for the process involved in each change of state • know that a pure substance has a fixed boiling and melting point and explain why a graph levels off at melting and boiling points • explain diffusion and gas pressure in terms of the particle model <p><i>This will help me to explain phenomena in science in all areas. I will be able to work safely in the lab through my</i></p>	<p>Chemistry – Acids and Alkali</p> <p><i>I will learn about:</i></p> <ul style="list-style-type: none"> • The properties and uses of acids and alkalis • How the pH scale is organised and how we can use it • Recognising hazard symbols and describe how to use these chemicals safely • Describing neutralisation as a chemical reaction and give the word equation • How neutralisation is useful • Identifying key variables from a list and plan an investigation <p><i>This will help me to gain a basic understanding of chemical reactions and begin to use the correct scientific notation. I will need to work with increasing precision and developing my scientific enquiry skills – especially</i></p>	<p>Chemistry – Solutions</p> <p><i>I will learn about:</i></p> <ul style="list-style-type: none"> • Describing dissolving in terms of particles • Choosing a suitable separation technique to suit a particular mixture • Carrying out and evaluating the technique for rock salt and suggesting improvements (compared to the industrial process) • Investigating the solubility of different salts <p><i>This will help me to develop my planning skills further and develop my abilities to show my data clearly. I will apply my knowledge of particles and develop my explanation skills further. I will be more systematic in my approach to my experiments.</i></p>	<p>Biology - Environment</p> <p><i>I will learn about:</i></p> <ul style="list-style-type: none"> • The characteristics of the 4 plant groups • How to calculate the age of the hedge using Hooper's rule • Drawing a line of best fit and interpret the graph discussing the correlation between limpet's height and width • Food chains in terms of energy transfer • Drawing a pyramid of numbers to represent a food chain <p><i>This will help me to develop my skills in field work and represent data in ways other than a graph. I will gain a better understanding of how lines of best fit describe overall patterns. I will explore how organisms interact and impact on each other, further developing my</i></p>	<p>Biology – Food and Digestion</p> <p><i>I will learn about:</i></p> <ul style="list-style-type: none"> • The function of each organ in the digestive system • The role of enzymes, using an analogy (scissors/ lock and key etc.) and show how starch is broken down into glucose • The food groups that need breaking down and say why this is • Planning an investigation, identifying independent, dependent and control variables • Describe how the model gut can be used to show absorption (including describing the food tests) • Draw and interpret a graph on enzymes 	<p>Biology – Respiration</p> <p><i>I will learn about:</i></p> <ul style="list-style-type: none"> • The function of each section of the respiration system and how they are adapted for their purpose • The difference between inhaled and exhaled air • How to create and critically evaluate a model of the respiratory system • The effects of smoking on the respiratory system <p><i>This will help me to understand how I use air and energy in my body and how to look after my respiratory system. By developing my critical analysis skills, I will be better at reflecting on my own work and finding ways to improve it. I will be able to link the processes of digestion with the respiration process to understand how energy is released from my food.</i></p>	



	<p><i>key stage 3 science lessons. If I can understand that everything is made of particles, then I will be able to better explain what is happening in the world around me. This is the basis that my physics and chemistry understanding will be built upon in both Key Stage 3 and in my GCSEs.</i></p>	<p><i>planning. I will build on this knowledge in Year 8.</i></p>		<p><i>ideas from the environment topic in Year 7.</i></p>	<p><i>(reaching a 3 part conclusion) This will help me to understand how my body works and why it is important to have a balanced diet. My planning skills will develop further; I will gain a deeper understanding of variable control and how this is important when solving problems outside of school. Through a more thorough conclusion and evaluation, I will begin to be more critical of my work and look at how to improve.</i></p>	
Geography	Coastlines			Glaciation		
	<p><i>I will learn about:</i></p> <ul style="list-style-type: none"> • Identify the main Dorset coastline and present a written piece on the human and physical geography of our local area. • Identify the different types of weathering and complete an investigation of this around our school. • Understand the main erosion processes of our coastlines. • Recognise how waves work and how material is eroded, transported and deposited. • Explain how stacks, stumps and stumps are formed. • Identify ways we can defend our coastlines and present as a group in a formal enterprise initiative. <p><i>This will help me develop a strong understanding of our local area and how it has been formed over time. Through using a range of skills, I will analyse different processes and reflect on ways we can improve and sustain our environment to ensure it remains protected.</i></p>			<p><i>I will learn about:</i></p> <ul style="list-style-type: none"> • Understand what glaciers are and their location. • Identify the different variations of glaciers. • Explain how glaciers shape the earth and how they shape our earth • Describe how glacial erosion can cause the formation of landforms and valleys. • Analyse why glaciers are shrinking reflecting on the environmental factors (penguin colony) • Explain how people and ecosystems adapt to hazardous conditions • Evaluate how people sustain and improve environments (enterprise workshop) • Reflect on how the UK will be impacted by melting glaciers. <p><i>This will help me understand a different environment to my own and develop an idea about the importance of glaciation and how we can improve and sustain these different conditions. It will also help me to reflect on the causes and consequences of some serious environmental impacts we are having on our world.</i></p>		
RE	Creationism and the environment			Sikhism		
	<p><i>I will learn about:</i></p> <ul style="list-style-type: none"> • Describe what creation and creationism means • Identify creation stories from different religions and cultures specifically focusing on Christianity. • Compare and contrast different creation stories identifying similarities and differences. • Understand the humanist theory of creation and evaluate your own opinion on 			<p><i>I will learn about:</i></p> <ul style="list-style-type: none"> • Understand the beginnings of Sikhism • Explain the importance of Guru Nanak and the other different Guru leaders. • Understand the importance of the Guru Granth Sahib • Identify the importance of community and commitment through the Khalsa • Recognise the 5k's and explain how any people would live their lives by these. • Identify the rites of passage in Sikh religion: birth, marriage and death 		



	<p>creation.</p> <ul style="list-style-type: none"> Identify and explain some of the serious environment consequences of human negligence Analyse how different religions feel about our environment and justify ways we can tackle some of the environmental concerns which exist today. <p><i>This will help me explore different religions and the perceptions they have about creation and also about the environment. I will be able to suggest ideas about making a change in the future to help deal with important issues related to our world and understand that this will impact myself individually as well as the community I live in.</i></p>		<ul style="list-style-type: none"> Compare and contrast the tradition of Sikhism with other religions. Justify what a Sikh place of worship might look like (assessment). <p><i>This will help me develop an understanding of a religion which is less common in the UK compared with Christianity. I will be able to compare some aspects of Sikh traditions with religions I am more aware and explain the importance of these traditions to those who are Sikh. This may give me a more insightful view on the world and religion overall.</i></p>	
<p>Art</p>	<p style="text-align: center;">L. S. Lowry!</p> <p><i>I will learn about :</i></p> <ul style="list-style-type: none"> The artist Laurence Stephen Lowry's life and painting style. Replicate Lowry's techniques in a range of drawing media – oil pastels, ink, biro etc. Mix a palette of colours, including tints, tones and shades. Apply one-point perspective skills to drawing a building scene. The use of measurements in articulate drawing. <p><i>These skills will help me in the future, if I want to a career linked to the building trade, engineering or graphic design.</i></p>		<p style="text-align: center;">Pop Art</p> <p><i>I will learn about:</i></p> <ul style="list-style-type: none"> James Rosenquist and his shiny 3D techniques. How to create a range of work in different styles. Observational drawing in great detail and enlarging. How to combine media effectively in my own composition. Different drawing techniques with a variety of media. What makes a good Pop Art composition – making comparisons. <p><i>This will help me create my own Pop Art pieces in a variety of styles and help me identify my own unique style.</i></p>	
<p>DT*</p>	<p style="text-align: center;">RMT: Illumination</p> <p><i>I will learn about:</i></p> <ul style="list-style-type: none"> The properties of different types of wood How a coping saw can be used to cut curves How to use a pillar drill, electric sander and powered hand drills correctly Using woodworking tools safely and accurately Accurate marking out and cutting (circles in softwood) The different methods of joining materials <i>This will help me when I need to work safely in a RMT workshop. It will give me skills which I can use for further RMT projects and the knowledge I need to start making the correct choices about tools and processes that I can use.</i> 	<p style="text-align: center;">RMT: Deco and Nouveau styling</p> <p><i>I will learn about:</i></p> <ul style="list-style-type: none"> Art Deco and Art Nouveau design style Using the work of past designers to influence my work Colouring techniques for good quality finish Designing to solve a problem in a product. Making a high- quality lampshade for my lamp <p><i>This will help me when I want to broaden my design ideas and creativity by looking at the work of past designers and design groups. It is very important to have knowledge of this when I take GCSE level and beyond.</i></p>	<p style="text-align: center;">RMT: Lets make it move</p> <p><i>I will learn about:</i></p> <ul style="list-style-type: none"> Automata toys and the mechanisms that make parts move The properties of different types of wood. How to follow a given design drawing. Carpentry skills – making lap joints and housing joints The correct techniques for using Tenon saws, chisels and mallets The safe and correct use of woodworking tools and machinery How to assemble and fix a frame so that it is square. Accuracy in making and assembling components of a mechanism so that it works and runs smoothly <p><i>This will help me when I need to make products from wood which require accurate marking and cutting, joints and glue fixing. I</i></p>	<p style="text-align: center;">RMT: Needs and wants</p> <p><i>I will learn about:</i></p> <ul style="list-style-type: none"> Designing and making for a client and a target market How to analyse a given brief Writing detailed specifications for a product based on analysis of the brief. Researching to gather relevant information. Making and using a mood-board to influence design work Producing a range of ideas. Giving constructive feedback to peers and using feedback from others to help me to improve and develop my initial design ideas. How to develop a final design of a moving feature as part of the automata <p><i>This will help me when I do any Design and</i></p>



		<p><i>will understand the techniques and processes involved and I will know which tools to use and how to use them. It will also help me when I am asked to design wood products because I will understand how they can be made.</i></p>	<p><i>Technology projects in the future, either at school, higher education or in the world of work. The design process is important to know, and the skills will give me a good base to build on and develop.</i></p>
	<p>Food: Carbohydrates</p> <p><i>I will learn about:</i></p> <ul style="list-style-type: none"> • Carbohydrates function, sources, health benefits and restrictions. • The importance of making healthy food choices • Making a selection of carbohydrate -based recipes • How to adapt given recipes • Planning before making <p><i>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></p>	<p>Food From around the world</p> <p><i>I will learn about:</i></p> <ul style="list-style-type: none"> • Making a range of international dishes. • Food to feed a family • having cost awareness • the sources of ingredients • health benefits and nutrients of different foods • planning meals with an awareness of benefits and constraints • Kitchen hazards and hygiene • Food poisoning, symptoms, treatment and avoidance <p><i>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.</i></p>	
	<p>Textiles: A soft toy for little children</p> <p><i>I will learn about:</i></p> <ul style="list-style-type: none"> • Designing for a target market (young children) • Using research to inform and influence design ideas • BSI (the kite mark) and the need for safety checks for toys (as well as in all products) • The use of swatches when designing • Making templates • Pinning and tacking <p><i>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.</i></p>	<p>Textiles: Bags of fun</p> <p><i>I will learn about:</i></p> <ul style="list-style-type: none"> • How to make a simple bag from fabric • Writing specifications for my product • Different joining techniques and how to do them • Using template patterns to help shape the fabric • The use of swatches on design work • Pinning and tacking pleats and linings • How to thread and set up the sewing machine ready for use • Using the machine with confidence • Machine sewing curved edges and side seams • Writing a production log <p><i>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.</i></p>	
Music	Pentatonic Composition	Pop Song: Composition	Music and Sounds from Trinidad



	<p><i>I will learn about:</i></p> <ul style="list-style-type: none"> • Graphic notation • Improvising using interrelated dimensions of music • Scale construction • Structure and transition • Timing skills • Collaboration and peer/self-assessment. <p><i>This will help me to... Understand the basic principles of how to create and notate pitched music. These skills will allow me to create an effective improvisation pattern that is both varied and in time. Based on good practice and routine, my self-assessment and feedback will be more accurate, clearer and more efficient.</i></p>	<p><i>I will learn about:</i></p> <ul style="list-style-type: none"> • Creating pitched melody lines over different chords. • Different chord patterns. • Creating different parts in a structure for a desired effect. • Developing and refining music notation skills. <p><i>This will help me to... create a viable pop song that could be realistically performed in a band environment. This unit will refine my ability to create many different parts (both instrumental and vocal) within a given chord sequence. These skills will help me prepare for GCSE level and beyond.</i></p>	<p>and Tobago</p> <p><i>I will learn about:</i></p> <ul style="list-style-type: none"> • Steel pan drumming performance techniques. • Improving my dexterity and timings skills. • Improving my reading and interpretation of music notation. • Developing compositional skills. <p><i>This will help me to... perform music in a calypso style whilst improving my timing and collaboration skills. This unit will help me refine my ability to create a pitched melody using the 'interrelated dimensions of music' for a desired effect.</i></p>
<p>PE*</p>	<p>Gymnastics (boys)</p> <p><i>I will learn about:</i></p> <ul style="list-style-type: none"> • 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 feedback given • Developing body tension, control and aesthetics. <p><i>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.</i></p>	<p>Handball</p> <p><i>I will learn about:</i></p> <ul style="list-style-type: none"> • Using basic and more advanced principles of attack and defence to plan effective strategies and tactics in Handball. • 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 Handball • Developing activities and exercises that will improve my chances of being successful at Handball • The more specific rules and laws related to the age group I will be playing. <p><i>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.</i></p>	
	<p>Netball (girls)</p> <p><i>I will learn about:</i></p> <ul style="list-style-type: none"> • Using the basic principles of attack and defence to plan strategies and tactics. • Improve the quality of individual skills with the focus on outwitting your opponent. • The more specific rules of the games • Increasing the range, speed and consistency of passing and movement. <p><i>This will help me develop my knowledge of netball rules and umpire signals; maintain my engagement and involvement in team sports; develop my observational skills and give me the opportunity to feedback in a different environment; maintain and develop components of</i></p>		<p>Netball (girls)</p> <p><i>I will learn about:</i></p> <ul style="list-style-type: none"> • Using basic and more advanced principles of attack and defence to plan effective strategies and tactics in Netball. • 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 Netball • Developing activities and exercises that will improve my chances of being successful at Netball



	<p>HRF; link skills between activities more clearly.</p>	<ul style="list-style-type: none"> •The more specific rules and laws related to the age group I will be playing. <i>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.</i>
	<p style="text-align: center;">Football</p> <p><i>I will learn about:</i></p> <ul style="list-style-type: none"> •Using the basic principles of attack and defence to plan strategies and tactics. •Improve the quality of individual skills with the focus on outwitting your opponent. •The more specific rules of the games •Increasing the range, speed and consistency of passing and movement. <p><i>This will help me develop my knowledge of football rules and referee signals; maintain my engagement and involvement in team sports; develop my observational skills and give me the opportunity to feedback in a different environment; maintain and develop components of HRF; link skills between activities more clearly.</i></p>	<p style="text-align: center;">Football</p> <p><i>I will learn about:</i></p> <ul style="list-style-type: none"> •Using basic and more advanced principles of attack and defence to plan effective strategies and tactics in Football. •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 Football •Developing activities and exercises that will improve my chances of being successful at Football •The more specific rules and laws related to the age group I will be playing. <i>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.</i>
	<p style="text-align: center;">Handball</p> <p><i>I will learn about:</i></p> <ul style="list-style-type: none"> •Using the basic principles of attack and defence to plan strategies and tactics. •Improve the quality of individual skills with the focus on outwitting your opponent. •The more specific rules of the games •Increasing the range, speed and consistency of passing and movement. <p><i>This will help me: develop my knowledge of Handballball rules and referee signals; maintain my engagement and involvement in team sports; develop my observational skills and give me the opportunity to feedback in a different environment; maintain and develop components of HRF; link skills between activities more clearly</i></p>	<p style="text-align: center;">Rugby</p> <p><i>I will learn about:</i></p> <p>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.</p> <ul style="list-style-type: none"> •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. <i>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.</i>
		<p style="text-align: center;">Gymnastics</p> <p><i>I will learn about:</i></p> <ul style="list-style-type: none"> •Balance, rotation and flight based movements •Changes in speed, direction and height when composing individual, paired and



		<p>small group routines.</p> <ul style="list-style-type: none"> •Developing communication skills and being able to deliver and receive feedback constructively. •Developing and maintaining body weight strength. <p><i>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</i></p>	
	<p style="text-align: center;">HRF</p> <p><i>I will learn about:</i></p> <ul style="list-style-type: none"> •Accurately replicating specific techniques for a variety of fitness based activities. •The bodies' ability to exercise and the reasoning behind such principles. •The benefits that fitness activities have on individuals and the implications for future life. •Controlling activity levels through your heart rate <p><i>This will help me... when selecting exercises to improve components of HRF and which exercises to maintain. To begin to incorporate activity into my lifestyle to maintain or achieve a goal or target. Monitor my heart rate by accurately taking it in more than one place.</i></p>	<p style="text-align: center;">HRF</p> <p><i>I will learn about:</i></p> <ul style="list-style-type: none"> •Alternative and non-traditional ways of maintaining a healthy lifestyle •Exercising and training for different purposes and how this can be effective •Setting and achieving specific targets •The contribution exercise has as part of a healthy lifestyle <p><i>This will help me... set goals and targets that are specific to me. Plan activities that are suitable for me and will help me each my target. Understand that there are many ways in which I can be healthy and be confident in the balance of these roles. To be determined and persevere when faced with difficult challenges.</i></p>	
<p style="text-align: center;">French</p>	<p style="text-align: center;">Theme Parks</p> <p><i>I will learn about:</i></p> <p>Describing people in detail: what they are wearing and their physical appearance.</p> <ul style="list-style-type: none"> •Using a variety of adjectives, where they come in the sentence and how their spelling might change. •Ordering food and drink at restaurants etc. <p><i>This will help me to visit a theme park. I will be able to order food and drink and describe the people around me.</i></p>	<p style="text-align: center;">Hobbies</p> <p><i>I will learn about:</i></p> <ul style="list-style-type: none"> •How to discuss what I like to do in my spare time and ask others about what they like to do. •Various sports and hobbies. •When, where and who I do those activities with. •How to express what I think about various activities. <p><i>This will help me to start conversations with French speaking people about my spare time.</i></p>	
<p style="text-align: center;">ICT</p>	<p style="text-align: center;">How to apply programming skills</p> <p><i>I will learn about:</i></p> <ul style="list-style-type: none"> •Understand how algorithms are used in all aspects of human life •How to identify programming elements •How to recognise where IF/ELSE commands have been applied •Manage multiple variables within one programme, including initialising •How to use mathematical operators 	<p style="text-align: center;">How does my 'online life' affect me?</p> <p><i>I will learn about:</i></p> <ul style="list-style-type: none"> •How the internet has become a key tool for human interactions •How to find information 'smartly' using a range of tools •Why criminals target their victims through the internet and how we can protect ourselves from their schemes •The effects of cyberbullying and how 	<p style="text-align: center;">Computer Hardware</p> <p><i>I will learn about:</i></p> <ul style="list-style-type: none"> •Identifying types of computer and recognising their purpose •What components does a computer need: how are they made and what are their roles •Identify key components and their position on a motherboard •How input and output devices help humans to interact with computers •How to ensure that components are compatible with one another •Design a complete personal computer system to meet specific criteria <p><i>This will help me to appreciate the inner workings of a computer. I will be able to recognise key components and describe their function. I will be able to design a</i></p>



	<p>within algorithms <i>This will help me to begin to design, test and use more complex algorithms which include mathematical functions.</i></p>	<p>to deal with it <ul style="list-style-type: none"> • Recognise when online talk becomes uncomfortable and/or unsafe <i>This will help me to use online communication tools safely and appropriately, and to know how to deal with any communications that mean to do me harm</i></p>	<p><i>complete personal computer specification, within a budget, ensuring compatibility between all components</i></p>
PSHCE	<p style="text-align: center;">My Place in Society</p> <p><i>I will learn about:</i></p> <ul style="list-style-type: none"> • All about me (identity, roles and responsibilities etc) • RRS Outright • Diversity (disabilities, stereotyping etc) • First aid • Relationships • one off lessons on peer pressure, cyberbullying, road safety etc. <p><i>This will help me to understand how to keep my self and others safe and how to contribute to society.</i></p>		<p style="text-align: center;">My Place in Society</p> <p><i>I will learn about:</i></p> <ul style="list-style-type: none"> • Rules and Laws • RRS Outright • Poverty • Enterprise • Relationships <p><i>This will help me to understand how to keep my self and others safe and how to contribute to society.</i></p>
Skill Learning	<p style="text-align: center;">GROUP WORK</p> <ul style="list-style-type: none"> • Respect others' ideas, even if you don't agree. • Everyone participates; no-one dominates. • Use supplies and time responsibly. • Focus on the learning. • Be resilient if other people disagree. • Reciprocate. 		<p style="text-align: center;">INDEPENDENT WORK</p> <ul style="list-style-type: none"> • Start immediately. • Reflect on what the learning is, and how you can achieve it. • Respect the fact that others are working: don't disturb others. <p style="text-align: center;"><i>BRAIN – BOARD – BOOK – BUDDY - BOSS</i></p>

*Taught in units in rotation across the year.