| Subject | Autumn HT1 | Autumn HT 2 | Spring HT 3 | Spring HT 4 | Summer HT 5 | Summer HT 6 |
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| Computing | **Databases**<br>Data and information. Adding data to a database. Catching criminals' queries. Special case queries. Fields. Records. Entities. Attributes. | Creating forms and reports.<br><br>**MythBusters**.<br>Web of deceit. Domain extensions. The internet and searching. Search engines. | Research for chosen topic. Boolean operators. AND OR NOT. Searching tasks. Https. Planning for magazine article. Storyboarding hand drawn and digital. | Creating the magazine article. Layout. Typography, hexadecimal. Canva.<br><br>**Binary**<br>Binary numbers. Base 2. Base 10. Converting binary to denary. | Converting denary to binary. Embedded computers. Input devices. Output devices. Control technology. Advantages and disadvantages. RFID tags. Binary logic. AND OR NOT gates. | **Python and Minecraft**<br>Sequence. Selection. Variables. Algorithms. Flowcharts and instructions. Outputs. Inputs. Variables. Python. Selection. Turtle and loops. Minecraft Python islands. |
| German | Where you live (town, village), address and telephone numbers, house types, rooms and activities in rooms. | Furniture and prepositions, countries, compass points and buildings in town. | Activities you can do in town, transport, directions, buying snacks and plans for the holidays. | Fruit and vegetables, shopping at a market stall, ordering in a café, buying for a picnic and food likes and dislikes. | Shops, pocket money and recent shopping trips. | Parts of the body and face, illnesses, visiting a doctor, healthy and unhealthy food and staying fit. |
| French | Morning activities before school, school subjects and opinions and school day and timetable. | Evening activities after school, sports and games and musical instruments. | Free time likes and dislikes, leisure centre activities and holiday activities. | Personal information revision (name, age, pets and physical descriptions), family members and their likes and dislikes and | Countries and compass points, weather, likes and dislikes, other sports and other hobbies. | TV programmes, what you have watched recently, times and opinions and what you did last week. |

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| | | | | jobs and workplaces. | | |
| Geography | **Global Issues**<br>Investigating local, national and international issues such as litter, climate change and war. | **Rocks and Soils**<br>Weathering, erosion, weathering investigation, soil formation, geology of Cumbria, geological timescale, different types of rock, limestone | **Health**<br>The Distibution of health issues such as disease. The impact that disease has on a country's ability to develop. | **World Cities**<br>A tour of some of our wonderful cities in Asia. These include cities in China, Russia and India. | **Coasts**<br>Coastlines, waves, erosional landforms, longshore drift, depositional landforms, coasts on OS maps, coastal defences | **Crime**<br>An investigation into the distribution, cause and effect of crime. |
| Mathematics | **Proportional Reasoning**<br>Ratio & scale.<br>Multiplicative change.<br>Multiplying & dividing fractions | **Representations**<br>Working in the cartesian plane.<br>Representing data.<br>Tables & probability. | **Algebraic Techniques**<br>Brackets, equations & inequalities.<br>Sequences.<br>Indices. | **Developing Number**<br>Fractions & percentages.<br>Standard form index.<br>Number sense. | **Developing Geometry**<br>Angles in parallel lines & polygons.<br>Area of trapezia & circles.<br>Line symmetry & reflection. | **Reasoning with Data**<br>The data handling cycle.<br>Measure of location. |
| English | **Short Stories**<br><br>Students will examine structural methods by writers of short stories and their intended effect on the reader. Students will be able to clearly explain how and why writers use structure. | **Dystopian writing**<br><br>Students will learn the conventions and methods used to create a convincing dystopian narrative. They will also learn what writers use from the real world to help craft a dystopian world. Students will use this learning to create their own narrative writing of a | **Shakespearean Tragedy**<br>Play: Romeo and Juliet by William Shakespeare<br><br>Students will study tragic conventions associated with Shakespearean tragedies. Students will examine Shakespeare's use of form and structure. | **Speech writing: Pathos**<br><br>Students will learn methods used to craft an emotive powerful speech. Speeches will be inspired by the concepts studied in Romeo and Juliet, for example – freewill, love, family relationships etc | **Novella: Of Mice and Men by John Steinbeck**<br><br>Presentation of character, setting and social issues. Students will explore the prejudice of race, gender and disability in the novella. Students will also examine how Steinbeck uses methods to reinforce | **Opinion article - Ethos**<br><br>Students will learn the methods needed to craft a clear opinion article that establishes a strong line of argument. |

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| | | dystopian world of their making. | | | the moral messages in the story. | |
| History | **The early Tudors: What changes did they make?** Students will examine the early Tudor reign, looking at Henry VII and Henry VIII. They will look at how Henry VII came to power and maintained it, as well as looking at the changes brought about by his son Henry VII | **The later Tudors: How did the later Tudors affect England?** Students will examine the later Tudor reign. Students will look at key individuals such as Edward VI, Mary I and Elizabeth I. They will examine religious tensions and key defining moments like the Spanish Armada. | **Who were the Stuarts and how did they change Britain?** Students will examine the Stuart dynasty. They will examine key individuals such as James I, Charles I, Charles II and Oliver Cromwell. Students will also examine key events such as the English Civil War, the Great Plague and the Act of Union. | **What was the British Empire?** Students will explore the British Empire, examining what it was, how it started, the positives and the negatives brought about by the Empire. | **What was the Transatlantic Slave Trade?** Students will explore the Transatlantic Slave Trade. They will discover what it was, the impact that it had on the societies of Europe, Africa and the Americas, and how it was resisted and eventually abolished. | **Depth Study: The Age of Revolution** Students will examine the 'Age of Revolution' in the late 18th and early 19th century. Students will complete depth studies of the American War of Independence, the French Revolution, and the Irish Rebellions. Students will then pull these strands together to examine what 'Revolution' means, how it is caused, and the consequences of them. |
| RPE | Life after death General beliefs about life after death. Reincarnation including an exploration of the story of James | Relationships Healthy and unhealthy relationships. Consent and the law on consent. Sexting and the law on sexting with | Crime and punishment Introduction to crime, the causes and aims of crime. Capital punishment and | Health and wellbeing Self-esteem Body image Health and wellbeing | Rites of passage and festivals Rites of passage in general. Bar/bat Mitzvahs, cultural rites of passage e.g., bullet ant | World of work and skills Transferrable skills and life in the workplace. |

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| | Leininger. Jannah and Jahannam. Heaven and hell including looking at Eben Alexander. | reference to online safety. Pressure on relationships from social media and pornography. Bereavement. | whether this is acceptable. | Sexuality and challenging stereotypes<br>Smoking and vaping<br>FGM | ritual. Diwali and Ramadan. | |
| Physical Education | **Basketball:** Builds on Year 7 skills with a focus on advanced shooting, passing, and positional play. Promotes leadership and adaptability.<br>**Football:** Introduces more complex tactics, such as defending as a unit and counterattacking. Enhances decision-making under pressure.<br>**Netball:** Develops advanced techniques like feinting and positional awareness. Builds confidence and communication.<br>**Rugby:** Focuses on advanced tackling, rucking, and | **Fitness:** Builds on endurance, strength, and flexibility exercises. Introduces goal-oriented fitness challenges.<br><br>**Rugby**: Develops positional awareness and encourages collaboration and decision-making under game conditions.<br>**Trampolining:** Expands on routines with more advanced flips and landings. Enhances precision and discipline.<br><br>**Gymnastics: (Vaulting Techniques)**:<br>Focuses on developing precision, control, and confidence in vaulting. Mastery of approach runs, take-offs, and landings. Strength and flexibility for transitions and vault positions (e.g., squat, straddle). Spatial awareness and safety techniques for executing controlled landings. Encourages resilience and focus during skill progression.<br><br>**Badminton:** Advances racket skills with techniques like drop shots and smashes. Encourages tactical play and resilience.<br><br>**Orienteering:** Expands on map reading, navigation, and teamwork in outdoor settings. Builds problem-solving and decision-making skills.<br><br>**Dodgeball:** Improves agility, reaction times, and quick decision-making. Encourages teamwork and strategic planning. | | | **Athletics:** Advances techniques in track and field events, focusing on efficiency and precision. | **Rounders**: Builds on tactical awareness and introduces advanced fielding techniques.<br>**Baseball:** Expands on strategic play and team coordination.<br>**Cricket**: Teaches advanced bowling styles and match strategy. |

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| | strategic team play. Strengthens resilience and collaboration. | | | | |
| **Design Technology** | **Textiles – Felt owl**<br>Understand the difference between natural and man-made fabrics. Understand how fabrics are either woven, knitted or bonded.<br><br>Understand how polyester is made. sustainability.<br>Can identify at least 5 different fabrics.<br>Make their own pattern pieces and use them to cut our fabric effectively with minimum waste.<br>Improve on sewing machine skills. New stitches are introduced on the sewing machine.<br>Be able to sew on a button.<br>Be able to sew a neat and consistent running stitch. This is a skill which requires patience and determination.<br>Design a product and apply learnt skills to make it. The design process from start to finish is applied. | **Resistant Materials - Metal Monsters**<br>Know how to identify risks and work safely in a workshop.<br>Know different types of metal, ferrous, non-ferrous and alloy.<br>Know three specific metals, e.g. mild steel, aluminium, stainless steel.<br>Know how metal is sourced and processed.<br>Produce sketched ideas of metal monsters in response to a brief.<br>Produce a working drawing.<br>Accurately mark out metal using a scriber and centre punch.<br>Cut metal to size and shape using a hacksaw, file edges smooth.<br>Understand how to join metal through brazing.<br>Be able to clean up metal and powder coat it. | **Cooking and Nutrition - Varies Dishes**<br>To be able to identify high risk foods and know how these foods should be stored, handled, prepared and cooked.<br>Know that food and drinks provide energy and nutrients in different amounts; that they have important functions in the body<br>Eat Well Guide -what food should be in each section.<br>Discuss types of vegetarian diets and carry out a sensory analysis on meat free alternatives.<br>To be able to understand and know what a roux sauce is and how to make one and how to make a sauce using the reduction method.<br>Good use of hygiene skills (wash hands, clean apron, hair tied back.<br>Knife skills- bridge hold, claw grip, peel, slice, dice, crush and grate<br>Using the oven-baking, creaming method.<br>Be able to follow a time plan, flowchart or method | **Electronics – Solar Powered Torches**<br>Learn how to recall and use the resistor colour code chart including what the gold and silver bands are for.<br>Learn examples of: Input/process/output<br>Learn what basic electronic components do (resistors, capacitors, diodes and solar panels).<br>Learn how to use CAD (Computer Aided Design) using 2D Design.<br>Learn how to assemble an electronic circuit.<br>Learn how to problem solve if/when circuits don't work.<br>Learn how CAM machines create products; students will get to use the laser cutter to cut an enclosure for their torch.<br>independently in the future.<br>Be able to evaluate the quality of practical work. | **Graphics - Innovation through iterative design**<br>Learn and use iterative design to improve design ideas.<br>Learn was 'Good Design' is.<br>Use research techniques to improve design outcomes.<br>Learn how to create a product for a specific target market.<br>Using craft knives safely.<br>Learn what batch production is.<br>Learn about working with design limitations.<br>Use of fonts to create a specific style in a design (typography).<br>Learn about the use of prototypes in design.<br>Use evaluation to improve design outcomes. |

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| | | Be able to evaluate the quality of practical work. | to produce a finished product within a time frame.<br>Be able to read food labels and use knowledge to make informed decisions about what they consume. | | | |
| Science | • Forces (Contact Forces & Pressure)<br>• Matter (The Periodic Table & Elements)<br>• Organisms (Breathing & Digestion)<br>• Electromagnetism (Electromagnets & Magnetism) | | • Reactions (Chemical Energy & Types of Reaction)<br>• Ecosystems (Respiration & Photosynthesis)<br>• Energy (Work & Heating and Cooling) | | • Waves (Wave Effects & Wave Properties)<br>• Genes (Evolution & Inheritance)<br>• The Earth (Climate and Earth's Resources) | |
| Art | Land Sea Sky project<br>This coursework is designed to mirror what a good GCSE art project might look like and introduces elements of photography and a range of skills that build on foundational skills covered in year 7. Students conduct extensive topic research in to the theme of coastlines and experiment with a range of drawing and mark making materials including but not limited to, pen, pencil, brusho, wire, ink, oil pastels, paint and chalk. | | Print making<br>Students explore the work of Norman Ackroyd and local artist Anne Waggot Knott to cover lino printing, mono printing, etching, gelli print and collagraphs.<br><br>Concepts and ideas are discussed as part of the artists research and students can be introduced to the idea that 'coastlines' doesn't need to be about the beach or harbour.<br><br>Students use their research skills to create research pages and compare and contrast printing methods. | | Ceramics<br>Through investigation of the work of Mark Smith, students create test tiles in the form of fish and then 3d structures to build boats.<br>Students learn how to mark make with clay and apply their drawing skills to a different medium. They learn how to handle clay and the basics of construction.<br><br>Students then spent time reflecting on their work to design a final outcome. This can be an individual piece or group effort depending on what the class decide. | |
| Performing arts | Music and drama are taught on rotation. The units of work listed here may not be delivered in this order depending on the rotation availability and time of year | | | | | |

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| MUSIC | The Blues | | Songwriting | | World Music | |
| DRAMA | Practitioner study<br><br>Looking at the great practitioners of theatre, we will look at how theatre has evolved, there will be a range of key terms reviewed, they will also have a go at recreating certain influential practitioners work in their own perspective. | | Pantomime<br><br>We will delve into the origins of pantomime, how it has evolved over the years, practice scenes from famous pantomimes and create their own pantomime. | | Page to stage<br><br>Developing prior knowledge of the production process in further detail, taking on roles in the classroom and experimenting with a range of genres. Script writing will be revisited, along with technical skills in sound and light. | |
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