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| **Subject** | **Autumn term 1** | | | | | | | **Autumn term 2** | | | | **Spring term 1** | | | **Spring term 2** | | | | | | **Summer term 1** | | | **Summer term 2** | | |
| English | | Spoken Word: The impact of poignant speeches | | | | | | Author Study: Shelley vs. Dickens | | | | Exploring rhetoric in writing for travel | | | The development of narrative voice | | | | | | Poetry – Love & Relationships | The development of the protagonist | | | | |
| Maths | | Ratio and Proportion- Ratio | Ratio and Proportion- Multiplicative change | | | | | Ratio and Proportion- Multiplying and dividing fractions | | Statistics- Cartesian plane  Statistics- Data and Probability | | Algebra – equations | | Algebra – sequences and indices | | Number – fractions | | | | Number - Index form (higher) Number – consolidation (foundation) | Geometry – angles | Geometry – area | | Geometry – transformation | | Data handling and measures  Data – measures of location |
| Science | | The Periodic Table | | Health & Lifestyle | | | | Electricity & Magnetism | | | | Separation techniques | Energy | | Ecosystem processes | | | | | | Metals and materials | | | Adaptation and inheritance | STEM challenge | |
| Religious Education | | Holy Trinity, prophets, sinners, rebel | | | | | | Good, bad, right, wrong. How do I decide? | | | | Should Christians be greener than everyone else? | | | How are Sikh teachings on equality and service put into practice today? | | | | | | Judaism. What is good and what is challenging about being a Jewish teenager in Britain today? | | | What difference does it make to be an atheist or agnostic in Britain today? | | |
| Personal, Social and Health Education | | Health and wellbeing 1 | | | | | | Prejudice, values, and extremism 1 | | | | Prejudice, values, and extremism 2 | | | Relationships and Sex Education 1 | | | | | | Relationships and Sex Education 2 | | | | | |
| History | | Aztec Empire | | | | | | English Civil War | | | | Industrial Revolution | | | British Empire | | | | | | Road to enfranchisement | | | WW1 | | |
| Geography | | Wicked Weather | | | | Climate change | | | | | | Development | | | | | | Conflict | | | Oceans under threat | | | | | |
| Physical Education | | Netball/ football/ invasion games | College matches | | Cross country | | | Gym | Dance | | OAA | Fitness | | Invasion games | | | | | College matches | | Athletics | | | Striking and fielding | | |
| Music | | Musical Futures “Just Play” Section 4 and 5 | | | | | Film Music | | | | | Musical Futures “Just Play” Section 6 | | | | | Blues | | | | Musical Futures “Just Play” Section 7+ | | Polyrhythm | | | |
| Computing | | Internet Safety | | | | | | | | | | Inside a Computer | | | | | | | | | Scratch – Games maker (Retro) | | | | | |
| French | | Talking about and ordering food  T | | | | | To explore cultural traditions | | | | | To talk about clothes | | | | | | | | | To explore cultural traditions | | | Le monde francophonie | | |
| Technology | | Wooden games / Carbohydrate-based meals | | | | | | | | | | | | | | | | | | | | | | | | |
| Art | | Ready Steady Rodents! | | | | | | | | | | | | | | | | | | | | | | | | |