

Subject	Term 1	Term 2	Term 3
English	<p><b>Animal Farm (English Literature)</b></p> <ul style="list-style-type: none"> <li>• Understanding plot, key themes and characterisation</li> <li>• Language Analysis</li> <li>• Understanding social, historical and political context</li> </ul> <p><b>Creative Writing (English Language)</b></p> <ul style="list-style-type: none"> <li>• Using imagery to add descriptive and imaginative details to my writing e.g. similes, metaphors etc</li> <li>• Using ambitious vocabulary creatively to express ideas clearly and create deliberate impact.</li> </ul>	<p><b>Macbeth (English Literature)</b></p> <ul style="list-style-type: none"> <li>• Identifying and understanding key conventions of a tragedy</li> <li>• Understanding plot, key themes and characterisation</li> <li>• Language Analysis</li> <li>• Understanding social, historical and political context</li> </ul>	<p><b>Roald Dahl - Short Stories (English Language)</b></p> <ul style="list-style-type: none"> <li>• Introduction to language analysis</li> <li>• Introduction to structure</li> <li>• Imaginative Writing</li> </ul> <p>Reading for Pleasure</p> <ul style="list-style-type: none"> <li>• Learning and developing new vocabulary</li> <li>• Extract key information</li> <li>• Solidifying comprehension skills</li> <li>• Imaginative Writing</li> </ul>
Maths	<p>Chapter 1: Positive Integers</p> <p>Chapter 2: Negative Integers</p> <p>Chapter 3: Introduction to Algebra</p> <p>Chapter 4: Simple Equations</p> <p>Chapter 5: Fractions</p>	<p>Chapter 6: Decimals</p> <p>Chapter 7: Percentages</p> <p>Chapter 8: Angles, Parallel Lines &amp; Triangles</p> <p>Chapter 9: Transformations</p>	<p>Chapter 10: Perimeter and Area</p> <p>Chapter 11: Volume and Surface Area</p> <p>Chapter 12: Collecting and Displaying Data</p>
Science	<b>Introduction to science &amp; the scientific method</b>	<b>Organisms</b>	<b>Ecosystems</b>

	<p>Lab safety, equipment, collecting &amp; analysing data, writing up experiments.</p> <p><b>Reactions</b> Physical and chemical reactions Metals and non-metals Metals, acids, alkalis and oxygen</p> <p><b>Matter</b> The particle model Changing states Mixtures &amp; solutions</p> <p><b>Forces</b> Speed, distance, time Gravity Mass and weight</p> <p><b>Earth and space</b> The earth and its structure The solar system Planets &amp; the moon Galaxies and stars</p>	<p>Animal &amp; plant cells Tissues &amp; organs systems Organisms Skeletal systems, joints, ligaments &amp; tendons</p> <p><b>Genes</b> Variation Populations Human reproduction &amp; asexual reproduction</p> <p><b>Electricity</b> Series and parallel circuits Components of a circuit Voltage, resistance and current Conductors and insulators</p>	<p>Food chains and webs Interdependence Ecosystems and habitats Plant reproduction</p> <p><b>Energy</b> Power Energy sources Renewable &amp; nonrenewable sources Energy transfer Sanky diagrams</p> <p><b>Waves</b> Sound waves. Light The eye Using ray boxes</p>
Spanish	<p><b>Mi vida</b> - My life</p> <ul style="list-style-type: none"> <li>● Introducing myself</li> <li>● My family</li> <li>● Pets</li> </ul> <p><b>Mi tiempo libre</b> - My free time</p> <ul style="list-style-type: none"> <li>● Hobbies</li> </ul>	<p><b>Mi insti</b> - My school</p> <ul style="list-style-type: none"> <li>● My subjects</li> <li>● Describing my school</li> <li>● Free time in school</li> </ul> <p><b>Mi familia y mis amigos</b> - My family and friends</p>	<p><b>Mi ciudad</b> - My town</p> <ul style="list-style-type: none"> <li>● Describing your town</li> <li>● Telling the time</li> <li>● Weekend activities</li> </ul> <p><b>Revisión</b> - Revision</p> <ul style="list-style-type: none"> <li>● Key vocabulary</li> </ul>

	<ul style="list-style-type: none"> <li>• Weather</li> <li>• Sport</li> </ul> <p><b>Key Grammar Points</b></p> <ul style="list-style-type: none"> <li>• Present tense</li> <li>• Giving opinions</li> <li>• Adjectival agreements</li> </ul>	<ul style="list-style-type: none"> <li>• Describing myself</li> <li>• Describing my family</li> <li>• Describing where I live</li> </ul> <p><b>Key Grammar Points</b></p> <ul style="list-style-type: none"> <li>• Possessive adjectives</li> <li>• Irregular verbs</li> </ul>	<ul style="list-style-type: none"> <li>• Extended writing</li> <li>• Opinions and justifications</li> <li>• Review of key grammar</li> </ul> <p><b>Key Grammar Points</b></p> <ul style="list-style-type: none"> <li>• Near future tense</li> <li>• articles</li> </ul>
Mandarin	<p>打招呼 Greeting</p> <ul style="list-style-type: none"> <li>• Numbers &amp; Dates</li> <li>• Age &amp; Birthday</li> <li>• Introduce myself</li> </ul> <p>家人 - My Family</p> <ul style="list-style-type: none"> <li>• Family members</li> <li>• Pets</li> <li>• Chinese Family Culture</li> </ul> <p><b>Key Grammar Points</b></p> <ul style="list-style-type: none"> <li>• Principles of numbers in Chinese</li> <li>• Question words 什么, 多大, 吗</li> <li>• Negative word 不</li> <li>• Extreme word 很</li> <li>• Pronouns and showing possession</li> </ul>	<p>爱好 Hobbies</p> <ul style="list-style-type: none"> <li>• Hobbies</li> <li>• Sports</li> <li>• After School activities of each day within a week</li> </ul> <p>学校 - School</p> <ul style="list-style-type: none"> <li>• School subjects</li> <li>• Time</li> <li>• School time table</li> <li>• Introduce my class</li> </ul> <p><b>Key Grammar Points</b></p> <ul style="list-style-type: none"> <li>• Present tense</li> <li>• Giving opinions</li> <li>• Adjectives 大, 小, 多, 少</li> <li>• Question words 谁, 几</li> <li>• Measure words 个, 口, 只, 条, 节</li> <li>• Negative word 没</li> <li>• Linking words 和, 也</li> </ul>	<p>食物和饮料 Food and Drinks</p> <ul style="list-style-type: none"> <li>• Food and drinks</li> <li>• Lunch menu at school</li> <li>• Daily meals</li> </ul> <p><b>Key Grammar Points</b></p> <ul style="list-style-type: none"> <li>• Time words</li> <li>• Long sentence words order</li> <li>• Measure words: 杯, 碗</li> <li>• Question words 多少</li> <li>• Linking words: 还, 也不</li> </ul> <p><b>Revision for Mandarin Hurdle Test</b></p>

Design and Technology	<p><b>Food for Thought</b></p> <ul style="list-style-type: none"> <li>• Weighing and measuring</li> <li>• Nutrients</li> <li>• Fuelling learning</li> </ul> <p><b>Mug Competition</b></p> <ul style="list-style-type: none"> <li>• Aesthetics</li> <li>• User appeal</li> <li>• Communicating ideas</li> </ul>	<p><b>Moulded Products (Bath fizzers/ Chocolate Bar)</b></p> <ul style="list-style-type: none"> <li>• The iterative design process</li> <li>• Creating a design specification</li> <li>• Profiling users</li> <li>• Thermoplastic theory</li> </ul>	<p><b>Moulded Products (Bath fizzers/ Chocolate Bar) continued</b></p> <ul style="list-style-type: none"> <li>• Nets</li> <li>• Stock materials</li> <li>• Paper and boards theory</li> <li>• Surface design</li> </ul>
Art	<p><b>Introducing The Elements of Art Still Life</b></p> <p>Drawing 2D and 3D objects (Line, Tone &amp; Contrast)</p> <p>Drawing a full composition (Scale &amp; Perspective)</p> <p>Analysing a Still Life</p> <p>Research an artist: Andrew Salgado</p> <p>Using oil pastels in the style of Salgado (Abstract &amp; Colour)</p> <p>Creating and photographing a Still Life Composition</p> <p>Creating a Still Life final piece</p>	<p><b>Expressionist Self Portrait</b></p> <p>Drawing facial features</p> <p>Drawing a portrait</p> <p>Emotions &amp; Expressions</p> <p>Analysing an Expressionist portrait</p> <p>Photography: Contrast</p> <p>Pixlr digital experiments</p> <p>Drawing with charcoal and chalk pastels</p>	<p><b>Landscapes</b></p> <p>Drawing a one point perspective</p> <p>Watercolour techniques</p> <p>Research artists: VanGogh &amp; JMW Turner</p> <p>Creating texture</p> <p>Oil Pastels blending</p> <p>Analysing a Van Gogh Painting</p> <p>Compare &amp; Contrast</p> <p>Drawing a Nightscape in the style of VanGogh</p> <p>Photographing a Landscape</p>
PE	<b>Outwitting an Opponent</b>	<b>Net Games</b>	<b>Working Safely and Effectively</b>
Computing	<p><b>Networks: from semaphores to the Internet</b></p> <ul style="list-style-type: none"> <li>• Computer network and protocols</li> </ul>	<p><b>Modelling Data – Spreadsheets</b></p> <ul style="list-style-type: none"> <li>• Intro to spreadsheet software</li> </ul>	<b>Impact of Technology – Collaborating Online Respectfully</b>

	<ul style="list-style-type: none"> <li>● Hardware</li> <li>● Wired to wireless connections</li> <li>● Bandwidth and data rate</li> <li>● The internet and the World Wide Web</li> <li>● Connected devices ('Internet of Things') and their effect</li> <li>● Describe components (servers, browsers, pages, HTTP and HTTPS protocols, etc.) and how they work together</li> </ul>	<p>(Identify columns, rows, cells, and cell references)</p> <ul style="list-style-type: none"> <li>● Formatting techniques</li> <li>● Basic formulas</li> <li>● Autofill tool</li> <li>● Data (primary and secondary) vs information</li> <li>● Collect, Analyse and interpret data (create charts, sort and filter data).</li> <li>● Functions (AVERAGE, COUNTIF, and IF), and conditional formatting.</li> </ul>	<ul style="list-style-type: none"> <li>● Create a memorable and secure password k</li> <li>● Rules of the computing lab</li> <li>● Find personal documents and common applications</li> <li>● Use emails appropriately a respectful email</li> <li>● Communicating online</li> <li>● Plan effective presentations for a given audience</li> <li>● Describe cyberbullying</li> <li>● Explain the effects of cyberbullying</li> <li>● Check who you are talking to online</li> </ul>
KS3 Humanities	<p><b>The World Around Us</b></p> <ul style="list-style-type: none"> <li>● Introducing geography/ history</li> <li>● Settlement: Why is London on the Thames?</li> <li>● Changing East London:</li> <li>● Fieldwork: How has Brick Lane changed?</li> </ul> <p><b>Saxon and Medieval Realms</b></p> <ul style="list-style-type: none"> <li>● Life in Saxon England</li> <li>● 1066: Who should be king (1)</li> <li>● King John + Magna Carta (2)</li> </ul>	<p><b>Restless Earth: the Earth's natural processes</b></p> <ul style="list-style-type: none"> <li>● Plate boundaries: earthquakes and volcanoes, why do people choose to live near volcanoes?</li> <li>● Weather based hazards: inc tropical storms</li> <li>● Climate change: what is it and how has the climate changed?</li> <li>● How to be more sustainable.</li> </ul> <p><b>Renaissance Britain</b></p>	<p><b>Africa: A continent of Contrasts</b></p> <ul style="list-style-type: none"> <li>● Physical and human geography of Africa overview</li> <li>● Biome; tropical rainforests</li> <li>● Exploring low income countries: Awra Amba case study</li> <li>● Exploring New emerging economies: Lagos</li> </ul> <p><b>Industrial Revolution; industrialisation, public health and political change</b></p> <ul style="list-style-type: none"> <li>● Local History: Poverty in East</li> </ul>

	<ul style="list-style-type: none"> <li>● Black Death + Peasants Revolt</li> <li>● What was life like in the Middle Ages?</li> </ul>	<ul style="list-style-type: none"> <li>● Religious conflict</li> <li>● Henry VIII, Mary 1 and Elizabeth</li> <li>● Which monarch had the most significant impact on religious change?</li> </ul>	<p>London</p> <ul style="list-style-type: none"> <li>● Why did cholera spread so easily in Victorian Britain?</li> <li>● Local History project: Jack the Ripper or Tower of London</li> </ul>
Religious Studies	<p><b>Introduction to RS</b></p> <ul style="list-style-type: none"> <li>● Why study RS?</li> </ul> <p><b>Beliefs about God</b></p> <ul style="list-style-type: none"> <li>● Intro to Christianity; beliefs and practices</li> <li>● Intro to Islam; beliefs and practices</li> <li>● Intro to Judaism; beliefs and practices</li> <li>● Sacred Texts and Prayer</li> <li>● Life after Death</li> <li>● Assessment; similarities and differences of Abrahamic Religions</li> </ul>	<p><b>Being a Sikh in 2021; what is life like?</b></p> <ul style="list-style-type: none"> <li>● Introduction to Sikhism</li> <li>● Guru Nanak</li> <li>● The 5Ks</li> <li>● Guru Granth Sahib</li> </ul>	<p><b>(How) Is Sacrifice Divine?</b></p> <ul style="list-style-type: none"> <li>● Lent and Sacrifice</li> <li>● Ramadan and Eid</li> </ul> <p><b>Why is there suffering?</b></p> <ul style="list-style-type: none"> <li>● The Philosophical Problem of Evil</li> <li>● Natural and Moral Evil</li> <li>● How do Christians respond to 'evil' ?</li> </ul>
Workshop Wednesday	<p><b>Projects run for every half-term</b> <b>Development of essential life skills.</b></p> <p><b>Project 1- Diversity and heritage</b> Builds skills of speaking, listening &amp; teamwork.</p> <p><b>Project 2 - Conservation and climate change</b> Builds skills of teamwork, leadership and problem solving.</p>	<p><b>Projects run for every half-term</b> <b>Development of essential life skills.</b></p> <p><b>Projects 3 - World wars</b> Builds skills of teamwork, creativity and aiming high</p>	<p><b>Projects run for every half-term</b> <b>Development of essential life skills.</b></p> <p><b>Project 4 - Physical computing</b> Builds skills of creativity, listening and staying positive</p> <p><b>Project 5 - Disaster management</b> Builds skills of staying positive, teamwork and leadership</p>

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