



Beachborough

# CURRICULUM FRAMEWORK FOR FORMS V TO VIII (Y5-8)

UPDATED SEPT 22  
NEXT UPDATE SEPT 23

**Beachborough School Curriculum Sheets – Form V (Y5 51 pupils)**

**UNLESS THE SETTING IS STATED SUBJECTS ARE TAUGHT IN MIXED ABILITY GROUPS**

SUBJECT	AUTUMN	SPRING	SUMMER
<b>English</b> 4 ability sets 4 hours per week	This term will focus on three main genres: persuasive speech writing, performance poetry and dialogue and playscripts. A visit from the Young Shakespeare Company	This term will focus on these genres: The features of newspaper reports, and narrative/descriptive writing. Comprehension skills continue to be consolidated with the introduction of the 'Point Evidence Explain' technique. Grammar, punctuation, vocabulary and spelling will underpin all the work. A visit from the Young Shakespeare Company	This term will focus on the Alfred Noyes' ballad 'The Highway Man'. Comprehension skills continue to be consolidated with further practice of the 'Point Evidence Explain' technique. Grammar, punctuation, vocabulary and spelling has underpinned all the work.
<b>Maths</b> 4 ability sets 4 hours per week	Reading, writing and comparing numbers to 1 million. Place value and rounding to 1 000 000. Adding & subtracting to 1 million. Multiples, factors, prime numbers, square and cube numbers. Decimals. Equivalent fractions. Addition and subtraction of fractions. Shape, area, perimeter. Data handling – interpreting tables. Weekly times table and mental maths tests.	Long multiplication, short division, word problems, Symmetry & reflection. Fractions, decimals, percentage equivalents. Mixed numbers and improper fractions. Fraction and percentage of amounts. Volume. Data handling (interpretation and graphing). Weekly times table and mental maths tests.	Coordinates and translation. Roman numerals. Angles on a straight line and about a point. Data handling – straight line graph. Weekly times table and mental maths tests.
<b>French</b> 1 ½ hours per week	MU = Sentence Builder Primary NP / AOB = Sentence Builder Beginners Age/birthday - Physical descriptions – Where I live – Family – Pets – Focus on "etre / avoir" (to be / to have)	Appearance / personality – School – Food – Clothes – Free time - Weather	End of year assessments in all 4 skills - Revisions and consolidations of all the previous topics
<b>Spanish</b> 1 hour per week	Sentence Builder Primary / ½ Sentence Builder Name/Age - Alphabet (Spanish phonics) - Greetings - Birthday	Pets – school bag – Countries/languages - Weather	Where I live – My town  Revisions and consolidations
<b>Science</b> 2 1/2 hours per week	Breathing and Circulation, States of Matter, Forces and Earth and Space.	Physical Changes, Evolution and Inheritance and Chemical Change.	Light, Plant and Animal Life Cycles
<b>History</b> 1 ½ hours per week	Norman Conquest Medieval Society: Medieval Villages	Medieval Society: Medieval Towns; Medieval Castles; Medieval Church	Medieval Kingship: Henry II and Thomas Becket
<b>Geography</b> 1 ½ hours per week	Types of geography (human, physical, environmental); physical and human features of the UK and Europe; compass directions; longitude and latitude; time zones; map symbols; four and six figure grid references; measuring scale and distance; understanding how height is shown on maps.	Africa: challenging perceptions of Africa; understanding the history of Africa; the physical and human features of the continent; biomes; development (what development means, development indicators and a comparative study of the UK and Malawi.	Globalisation of sport; journey of a product; globalisation of fashion; sustainable fashion.
<b>RS</b> ½ hour per week	Hinduism: History, beliefs, culture, puja, Diwali, Holi, Mandir, Reincarnation, The Holy Vedas.	Old Testament overview: Creation, Adam and Eve, Abraham, Solomon and Elijah.	New Testament Overview: Jesus' miracles and ministry.

<b>Music</b> <b>1 hour per week</b>	Revision of Musical Elements using DR P SMITH. Listen & Appraise: Livin' On A Prayer and four other pieces in a Rock style. Musical Activities using glocks and/or recorders. Imitation, Improvisation and Composition, Performance and sharing. Listen & Appraise: The Three Note Bossa & Five Note Swing, play instrumental parts, perform and share. Preparing for Christmas performances.	Listen & Appraise: Make You Feel My Love and four other pieces/ Musical Activities using glocks and/or recorder. Work on rhythm and pitch and note reading by imitating, improvisation and composition and performance. Listen & Appraise: The Fresh Prince Of Bel-Air and four other pieces in a Hip Hop style. Musical Activities using glocks and/or recorders, singing and rapping, performance and sharing.	Listen & Appraise: Dancing In The Street and other pieces in a Motown style. Musical Activities using glocks and/or recorders. Rhythm and pitch imitation, improvisation and composition. Perform and share. Reflect , rewind and replay work this year.  First & final rounds of Club Music <b>Competition</b> . Preparing songs for the Summer Concert in Senior Choir
<b>P.E</b> <b>1 hour per week</b>	Health Related Fitness – Understanding how the body reacts to different forms of exercise, introduction to the principles of Continuous training, Fartlek training and Interval Training. Gymnastics – Development of shape, refinement of movement, rolling, balancing, introduction to sequence construction. An introduction to apparatus work. Badminton – A consolidation of the skills of serving (forehand and backhand), receiving, rallying and shot selection. Singles play and scoring. Swimming – The four core strokes, water based skills, pool entries.	Extension from last term in set groups of: Swimming – The four core strokes, water based skills, pool entries. Health Related Fitness - Understanding how the body reacts to different forms of exercise. A consolidation of tests and exercises found in Continuous training, Fartlek training and Interval Training Gymnastics – Development of shape, refinement of movement, rolling, balancing, introduction to sequence construction. Apparatus work.  OAA (Outdoor Adventurous Activities) - Map reading skills, orienteering and teamwork activities.	Athletics –100m, 200m, 300M, 800m, 1500m, Hurdles, Long Jump, Ball Throw, Soft Javelin and Relay. Development of the importance of preparation for exercise and prevention of injury in Athletics. Pupils are supported through their individual events for Sports Day.
<b>Games</b> <b>5 hours per week</b>	Boys - The main game of the term is Rugby but Football and Hockey are also included in the programme. Girls - The main game of the term is Hockey but Netball is also included in the programme. A fixture programme operates throughout the term with pupils selected for school teams based on their progress in Games sessions	Boys - The main games of the term are Football and Hockey but cricket is also included in the programme. Girls - The main game of the term is Netball but Rugby and Cricket are also included in the programme. A fixture programme operates throughout the term with pupils selected for school teams based on their progress in Games sessions.	Boys - The main game of the term is Cricket but Athletics and Tennis are also included in the programme Girls - The main game of the term is Cricket but Athletics and Rounders are also included in the programme A fixture programme operates throughout the term with pupils selected for school teams based on their progress in Games sessions
<b>Computing</b> <b>1 hour per week</b>	Online safety lessons covering: Self-image & identity, Online relationships, Online reputation, Online bullying, Managing online information, Health, wellbeing & lifestyle, Privacy & security, Copyright & ownership. Developing an interactive game and cracking codes.	Using SAM Labs to design, write and debug programs, applying sequencing, selection and iteration.	Creating a virtual space using sketch up. Creating sequences in a flowchart, to view onscreen simulations.
<b>Art</b> <b>1 hour per week</b>	Matisse – drawing with scissors collage. Picasso – Cubism, collage using mixed media of a guitar. General understanding of the growth of modern art and the idea of 'isms'.	African Art – To research pattern in African tribal art, Ndebele art. To create a collagraph print of an African mask. To explore perspective through silhouette. Develop an understanding of pattern and symbols.	Thiebaud – to produce a pastel of a cake inspired by Wayne Thiebaud. Develop an understanding of drawing ellipses, cylinders and the colour wheel.
<b>Technology</b> <b>1 hour per week (1/2 term)</b>	Beat the Buzzer Game. Research, design and construct a buzzer game. Introduction to the vacuum former. Introduction to moulds and jigs. Introduction to soldering. Introduction to parallel circuits. Consolidation of research and design, technical drawing, use of the electric saw, pillar drill, simple circuits and evaluation.	Research, design and construct a torch using CAD software. Introduction to PCB's Introduction to LED's and resistors. Consolidation of technical drawing, marking and measuring, soldering, product design and User design. Consolidation of use of adhesives and CAD.	Flying creatures – Design and create a large flying creature puppet using the electric saw, pillar drills and hand tools. Connect string to pull the creature down pulling the wings up. Refine electric saw techniques, sanding skills and measuring and drilling holes symmetrically.

<b>Food Technology</b> 1 hour per week ( 1/2 term)	Different food groups are focussed on each week with a recipe for each, and theory and facts to accompany the practical work. Wk 1 – Biscuits. Wk 2 – Eggs Wk 3 – Rice Wk 4 – Pastry Wk 5 – Apple and Pears (seasonal food) Wk 6 – Thanksgiving and popular recipes from the USA.	Around the World in Food. Each week will focus on a country and their cuisine to tie in with Geography and History topics.	Skills and Theory. Consolidate skills and knowledge from past two terms by looking at famous chefs and their recipes and recreating some of their most well-known dishes.
<b>Drama</b> 1 hour per week	Introduction to Sportsmanship and how this underpins all we do in Drama. Key foundational work on collaboration and diplomacy. Introduction to improvisation.	Group work on tableaux and ‘thought-tracking’ as a way of understanding characters’ thoughts and feelings. Opportunities for group-assessment to evaluate work in order to refine and adapt it.	Working towards (and performing) the Form V Showcase.
<b>PSHE</b> ½ hour per week	<b>Being Me in my World:</b> facing new challenges positively and knowing how to set personal goals. Understanding my rights and responsibilities as a British citizen and as a member of my school. <b>Celebrating Difference:</b> accepting that everyone is different. Different types of bullying and strategies for problem solving. Discussing varying cultures leading to elements of prejudice and racism.	<b>Healthy Me:</b> what contributes to a healthy lifestyle including healthy eating, keeping calm and happy. This unit took place online and pupils had a choice of activities to carry out which had a strong focus on finding and channelling inner strength and positivity. 3 sessions took place which have a strong focus on being together again in school whilst reflecting positively on what we have learnt about ourselves during the recent challenging time.	<b>Relationships:</b> knowing how to make friends, solving problems and online relationships/safety. <b>Changing Me:</b> self and body image. Living and growing – looking forward to change. <b>Healthy Me Continued:</b> what contributes to a healthy lifestyle including healthy eating, an awareness of what can harm our bodies.
<b>Well being</b> ½ hour per week	<b>Success, risk taking, win/learn, positivity, emotions, strengths, support team, positive goal setting, self-reflection.</b>	<b>Gratitude, self-discipline, courage, respect, determination.</b>	<b>Cooperation, fairness, friendliness, honesty, patience, forgiveness.</b>
<b>Reasoning</b> ½ hour per week	Various puzzles, riddles, word problem and number challenges that relate to verbal reasoning	Various puzzles, riddles, word problem and number challenges that relate to verbal reasoning	Various puzzles, riddles, word problem and number challenges that relate to verbal reasoning

**Beachborough School Curriculum Sheets – Form VI (Y6 47 pupils)**

**UNLESS THE SETTING IS STATED SUBJECTS ARE TAUGHT IN MIXED ABILITY GROUPS**

SUBJECT	AUTUMN	SPRING	SUMMER
<b>English</b> 4 ability sets 4 hours per week	Comprehension: ‘Point, Evidence, Explain’ technique. Written Tasks: story planning, descriptive and creative work, diary writing and formal letters. Poetry: poetic devices and performance poetry. A visit from the Young Shakespeare Company	Writing styles include: Instructional texts, Non-Chronological report writing and planning for narratives. Continued revision of spelling and grammar rules. Comprehension: ‘Point, Evidence, Explain’ technique.	Revision and examination techniques using C.E. 11+ papers. Creative and Descriptive writing: using visual stimuli. Copycat poetry using a set structure. FDA statements.
<b>Maths</b> 4 ability sets 3 ½ hours per week	Reading, writing and comparing numbers to 10 million. Place value and rounding. Reading, writing, comparing and rounding decimals. BIDMAS. Interpreting line graphs and reading tables. Multiplying and dividing by two-digit numbers. Multiplying and dividing decimals by a whole number. Negative numbers. Weekly mental maths test.	Angle rules: angles in triangles and rectangles, vertically opposite angle rule. Perimeter and area of triangles and parallelograms. Volume and capacity of cuboids. Ratio and proportion. Translation. Interpreting pie charts & scatter graphs. Constructing nets. Surface area. Weekly mental maths test.	Simplifying and ordering fractions. Addition, subtraction, multiplying and dividing fractions. Algebra: solving a basic equation. Percentage of amounts and converting units of measurement. Word problems. Weekly mental maths test.
<b>French</b> 3 ability sets 1 ½ hours per week	Sentence Builders Beginner AH’s set = ½ Sentence Builder / NP/AOB = Full Sentence Builders Age/birthday - Physical descriptions – Where I live – Family – Pets – Focus on “etre / avoir” (to be / to have)	Appearance / personality – School – Food – Clothes – Free time - Weather	End of year assessments in all 4 skills - Revisions and consolidations of all the previous topics
<b>Spanish</b> 1 hour per week	Sentence Builder Primary / Full Sentence Builder Name/Age - Alphabet (Spanish phonics) - Greetings - Birthday	Pets – school bag – Countries/languages - Weather	Where I live – My town Revisions and consolidations
<b>Science</b> 2 ½ hours per week 3 ability sets set	Living things and their Habitats, Particle theory, Electricity and a review of Plant and Animal lifecycles.	Types of Energy, Solutions and Indicators, Cells and Unicellular organisms	Mixtures and Separation Techniques and Energy resources.
<b>History</b> 1 ½ hours per week	Henry II and Becket. The Crusades A study of the role of Kingship in the Middle Ages; King John	A study of the Black Death and the Peasants’ Revolt. The Hundred Years War	The Wars of the Roses
<b>Geography</b> 1 ½ hours per week	Tectonics (Earthquakes and Volcanoes): Earth’s structure; tectonic plates; plate boundaries; types of volcano; effects of eruptions; volcano case studies; causes and effects of earthquakes; preparing for earthquakes; earthquake studies.	Meteorology (Weather and Climate): the water cycle; rainfall types; factors affecting temperature; Britain’s climate; global climate bands; comparison with Singapore; microclimates fieldwork.	Exam Preparation; effects of climate change; plastic pollution; developing a campaign to protect the planet.
<b>RS</b> ½ hour per week	Judaism: History, denominations, beliefs, scriptures, Synagogue, Shabbat, Bar mitzvah and the festivals of Rosh Hashanah, Hanukhah and Passover. Prejudice and discrimination towards the faith.	Genesis-God’s ghastly family: Cain and Abel, Abraham and Isaac, Jacob and Esau, Jacob’s difficult marriages, Jacob wrestles with God, Joseph and his brothers.	New Testament Overview: Jesus’ teaching through parables. Jesus’ death and resurrection.
<b>Classics or extra English</b>	Language - introduction to Latin and Minimus, greetings, names, nouns, adjective agreement rule, present tense verbs and adverbs.	Language – verb consolidation, word order, cases, prepositions and conjunctions, tres porci parvi. Classics – Roman travel, Roman army, Roman baths.	Revision of all grammar and vocabulary. Language – imperfect tense, NVAGDA. Classics – Roman entertainment, Roman and Greek gods

<b>1 hour per week</b>	Classics - Roman Numerals, Roman school, Roman Britain, Roman food, Perseus and Medusa and Pandora's Box.		
<b>Music 1 hour per week</b>	Preparation of songs for the musical 'Peter Pan' Solos, duets, small ensembles and chorus parts. Listen & Appraise: Happy and other pieces in a Pop/Neo Soul, style. Imitate, improvise and compose in the style, reading rhythm and notation. Prepare for Christmas performances.	Listen and appraise music in a jazz/blues style. Learn to play accompaniments, imitate. Improvise and compose in the style. Perform and share. Listen and appraise the music of Carole King. Learn instrumental accompaniments and melodies, improvise, imitate and compose in the style. Perform and share.	Music and Me. Focus on writing music. Listening to examples by other musicians. Finals of the Club Music Competition. Performing Club Song. Preparing music for the Summer Concert.
<b>P.E 1 hour per week</b>	Health Related Fitness - Understanding how the body reacts to different forms of exercise. A consolidation of tests and exercises found in Continuous training, Fartlek training and Interval Training Gymnastics – Development of shape, refinement of movement, rolling, balancing, introduction to sequence construction. Apparatus work. Badminton – Further consolidation of the skills of serving (forehand and backhand), receiving, rallying and shot selection. Singles play and scoring. Swimming – The four core strokes, water based skills, pool entries.	Extension from last term in set groups of: Swimming – The four core strokes, water based skills, pool entries. Health Related Fitness - Understanding how the body reacts to different forms of exercise. A consolidation of tests and exercises found in Continuous training, Fartlek training and Interval Training Gymnastics – Development of shape, refinement of movement, rolling, balancing, introduction to sequence construction. Apparatus work.  OAA (Outdoor Adventurous Activities) - Map reading skills, orienteering and teamwork activities.	Athletics – 100m, 200m, 300m, 800m, 1500m, Hurdles, Long Jump, High Jump, Shot Putt, Soft Javelin and Relay. Pupil led preparation for performance and recovery in Athletics. Introduction to peer assessment of technique. Pupils are supported through their individual events for Sports Day.
<b>Games 5 hours per week</b>	Boys - The main game of the term is Rugby but Football and Hockey are also included in the programme. Girls - The main game of the term is Hockey but Netball is also included in the programme. A fixture programme operates throughout the term with pupils selected for school teams based on their progress in Games sessions	Boys - The main games of the term are Football and Hockey but cricket is also included in the programme. Girls - The main game of the term is Netball but Rugby and Cricket are also included in the programme. A fixture programme operates throughout the term with pupils selected for school teams based on their progress in Games sessions.	Boys - The main game of the term is Cricket but Athletics and Tennis are also included in the programme. Girls - The main game of the term is Cricket but Athletics and Rounders are also included in the programme. A fixture programme operates throughout the term with pupils selected for school teams based on their progress in Games sessions
<b>Computing 1 hour per week</b>	Online safety lessons covering: Self-image & identity, Online relationships, Online reputation, Online bullying, Managing online information, Health, wellbeing & lifestyle, Privacy & security, Copyright & ownership.  Planning the creation of a mobile app and developing project management skills.	Using Minecraft education to enhance creativity, problem-solving, self-direction, collaboration, and other life skills	Using the Mindstorms EV3 software to complete computer science, design and technology, science, and maths activities. Applying their programming skills to real-world topics (e.g. google cars) using the robots.
<b>Art 1 hour per week</b>	Pop Art – develop an understanding of the movement. To produce a pop art sweetie/chocolate. Campbell's soup project.	Hockney – to develop an understanding of British contemporary art. To develop landscape and perspective skills using watercolours. To produce a Hockney inspired journey picture.	Figurative drawing – to draw a human figure in proportion. To add movement into people in action. To produce a Giacometti inspired sculpture using foil. Keith Haring foil art and Giacometti sculptures.
<b>Technology 1 hour per week (1/2 term)</b>	Introduction to textiles and different branches of engineering within textiles, such as use in the automotive industry. Introduction to basic sewing techniques and embroidery stitches. Design, plan and make a Club Pennant incorporating	Desk Tidy – Create a desk tidy for a particular person, bearing in mind their needs and likes. Create a tray incorporating several spaces for different objects, looking closely at the measurements of the items. Use CAD to draw out all the parts	Living Hinge Book. Design and create a wooden box that has a laser cut "living hinge" that folds over. Re-visit mitre joints, creating a keepsake box and use of Tenon saws and the pillar

	some personal elements as well as showing allegiance to your school club. Introduction to Felt and its properties. Consolidation of CAD design to create the pennant and then decorative stitching used to attach the laser cut felt parts.	including a back box with a space for personalization. Learn about finger joints for the back box, creating a neatly fitting box, considering the depth of the materials.	drill to create the clasp. Introduction to Photoshop to create the frontispiece to be engraved on the front of the book.
<b>Food Technology</b> <b>1 hour per week ( 1/2 term)</b>	Different food groups are focussed on each week with a recipe for each, and theory and facts to accompany the practical work. Wk 1 – Biscuits. Wk 2 – Eggs Wk 3 – Rice Wk 4 – Pastry Wk 5 – Apple and Pears (seasonal food) Wk 6 – Thanksgiving and popular recipes from the USA.	Around the World in Food. Each week will focus on a country and their cuisine to tie in with Geography and History topics.	Skills and Theory. Consolidate skills and knowledge from past two terms by looking at famous chefs and their recipes and recreating some of their most well-known dishes.
<b>Drama</b> <b>1 hour per week</b>	More advanced acting techniques in readiness for the Form VI musical. Exploration of surrealism and naturalism in relation to staging and characterisation.	Casting and read-through of Form VI musical. Rehearsing and performing the selected production.	Introduction to Shakespeare plays, in preparation for Form VII production.
<b>PSHE</b> <b>½ hour per week</b>	<b>Being Me in My World:</b> Being a Global Citizen – understanding how my actions affect others, locally and globally. <b>Celebrating Difference:</b> Understanding disability and showing empathy with those who are excluded or treated badly for being different in some way. ‘Same but Different’ resources and discussion from Jigsaw.	<b>Healthy Me:</b> what contributes to a healthy lifestyle including healthy eating, keeping calm and happy. This unit took place online and pupils had a choice of activities to carry out which had a strong focus on finding and channelling inner strength and positivity. 3 sessions took place which have a strong focus on being together again in school whilst reflecting positively on what we have learnt about ourselves during the recent challenging time.	<b>Relationships:</b> Identify feelings of love and loss – empathy. Recognise power and control – show responsibility for own safety. <b>Changing Me:</b> Living and Growing. Dealing confidently with change. <b>Healthy Me Continued:</b> what contributes to a healthy lifestyle including healthy eating, an awareness of what can harm our bodies.
<b>Well being</b> <b>½ hour per week</b>	<b>Success, risk taking, win/learn, positivity, emotions, strengths, support team, positive goal setting, self-reflection.</b>	<b>Gratitude, caring for our world, kindness, helpfulness, forgiveness, growth mind-set.</b>	<b>Cleanliness, friendliness, courage, determination, respect, self-discipline.</b>

**Beachborough School Curriculum Sheets – Form VII (Y7 32 pupils)**

**UNLESS THE SETTING IS STATED SUBJECTS ARE TAUGHT IN MIXED ABILITY GROUPS**

SUBJECT	AUTUMN	SPRING	SUMMER
<b>English</b> <b>3 ability sets</b> <b>4 hours per week</b>	Comprehension exercises with either fiction (C.E. foundation paper) or fiction, poetry and non-fiction texts (Paper 1 and scholarship). Written tasks to include: discursive, persuasive, autobiographical, descriptive and creative writing. Development of the skills needed for the C.E. examinations and scholarships. This term also includes a visit from the Young Shakespeare Company	Comprehension exercises with either fiction (C.E. foundation paper) or fiction, poetry and non-fiction texts (Paper 1 and scholarship). Written tasks to include: discursive, persuasive, autobiographical, descriptive and creative writing. Development of the skills needed for the C.E. examinations and scholarships.	Comprehension exercises with either fiction (C.E. foundation paper) or fiction, poetry and non-fiction texts (Paper 1 and scholarship). Written tasks to include: discursive, persuasive, autobiographical, descriptive and creative writing. Development of the skills needed for the C.E. examinations and scholarships.
<b>Maths</b> <b>3 ability sets</b> <b>3 ½ hours per week</b>	Add, subtract, multiply and divide decimals. Factors, multiples, prime numbers, prime factors, Lowest Common Multiple and Highest Common Factor. Negative number rules, rounding to a given significant number and decimal place, square numbers, triangular numbers, square roots, higher powers, rules of indices, BIDMAS, angle rules and mental math strategies.	Algebra: simplifying expressions, solving equations, substitution, multiplying out brackets and factorising. Straight line graphs. Transformations: reflection, rotation, enlargement, translation. Rotational symmetry. Area & circumference of circles. Mental math strategies.	Conversion graphs, scatter graphs. Constructing pie charts. Speed/distance/time calculations. Probability. Fractions using the four operations (+ - x ÷), mixed numbers, and word problems involving fractions. Mental math strategies.
<b>French</b> <b>3 ability sets</b> <b>2 hours per week</b>	AH = Sentence Builders Beginner Age/birthday - Physical descriptions – Where I live – Family – Pets – Focus on “etre / avoir” (to be / to have) NP / AOB = Sentence Builders Pre. Intermediate Where I live – Neighbourhood – My street – My home – What I did	Appearance / personality – School – Food – Clothes – Free time – Weather  Routine/Activities - Chores – Typical day – After school Past holidays	End of year assessments in all 4 skills - Revisions and consolidations of all the previous topics
<b>Spanish</b> <b>1 hour per week</b>	Sentence Builder Beginner ½ sentence builder Name – Age/birthday - hair/eyes - Where I live	Family – Pets – Focus on “to be (both) / to have) Appearance / Clothes – School – Food – Free time - Weather	Routine – House - Holidays
<b>Science</b> <b>1 higher set</b> <b>3 hours per week</b>	Mixtures and Separation Techniques ( review ) , Magnets and Electromagnets, Atoms, elements and compounds, Human Lifecycle	Light Waves, Variation, Chemical Reactions, Electrical circuits.	Ecosystems, Sound and Combustion.
<b>History</b> <b>1 ½ hours per week</b>	The English Reformation and the Dissolution of the Monasteries. A study of some of the other aspects of the reigns of Henry VIII and Edward VI.	Religious conflict and change in the reigns of Edward VI, Mary I and Elizabeth I.	A study of the Reign of Elizabeth I. The Gunpowder Plot
<b>Geography</b> <b>1 ½ hours per week</b>	Geomorphology (Rivers): rock types; types of weathering; weathering fieldwork; river processes; river fieldwork; describing how rivers are used by humans; to explain flooding;	Geomorphology (Coasts): coastal erosion; coastal transportation; coastal deposition; causes of flooding; effects of floods; flood control; case studies; map skills.	Transport and Industry: Advantages and disadvantages of different modes of transport; value of transport routes; HS2; employment structure.



	to debate the use of dams; to identify the characteristics of the world's longest rivers.		
<b>CEL 1 hr per week</b>	<p>Learning to lead lessons: Born to lead, Leader or tyrant?, Heroes and heroines, Leading or bullying?, Why take the lead?, A worthy cause, Humour - laughing and leading, Optimism - singing in the rain.</p> <p>Philosophy: An introduction to Philosophy and the ideas of Philosophers through time including Plato, Aristotle, Descartes, Thomas Hobbes, Martin Luther King, etc</p>	<p>Learning to lead lessons: Tolerance - respecting others, Marching to the beat, Cults and gangs, Courage - being brave, Thinking differently, Step forward - speak up, Teamwork</p> <p>Philosophy: Big Questions in Philosophy and how they were answered by Philosophers including: What is knowledge?; Are there good things; Is there Natural Evil; Nature vs Nurture; The nature of Free Will</p>	<p>Learning to lead lessons: Dealing with trouble, Building trust, Self-esteem, Honesty - tell it as it is, Responsibility - your call!, The big moment</p> <p>Philosophy: Some Thought experiments using Philosophical ideas including: The Cave (Plato); Republic Island (Plato); The ring of Gyges (Plato); The Prince and the Pig (John Stuart Mill); The Ship of Theseus (Thomas Hobbes); When do you stop being a child? ; Can Robots be humans?</p>
<b>Latin</b>	Putting the cases together, imperfect and perfect tense (all 4 conjugations), prepositions, questions, 2 <sup>nd</sup> declension masculine and neuter nouns, adjectives, translating passages and vocabulary building. Roman heroes continued/Trojan War	Adverbs, 4 <sup>th</sup> conjugation, infinitives, Roman numerals, cardinal and ordinals, revision of tenses, translating technique. Greek Mythology.	Mixed conjugations, principal parts, perfect tense, irregular verbs, subordinate clauses. Revision of all level one vocabulary. Non-linguistics – thinking ahead to Classciv paper.
<b>Music – ½ set 1 hour per week (1/2 term split with Food Tech)</b>	<p>Chords, bass and melody. Learning about triads, notation and keyboards. Composing chord sequences, bass and melody. Performing and sharing.</p> <p>Ensemble music for Autumn/Christmas performances</p>	<p>Continuation of chord sequences - What Makes a Good Song - Understanding; reading and writing rock and pop songs. Composing and recording own pop songs.</p> <p>Introduction to Music Technology – using a DAW – BandLab. Awaiting music tech suite.</p>	<p>Continuation of Making Connections topic from Spring Term. Film Music – setting scene; character motif; composing to a film brief.</p> <p>First and Finals of Club Music Competition. Performing Club Song. Senior Choir - Preparing for Summer Concert</p>
<b>P.E 1 hour per week</b>	<p>Health Related Fitness – Understanding how the body reacts to different forms of exercise through Continuous training, Fartlek training and Interval Training. Participation and performance in fitness testing.</p> <p>Gymnastics – Linking skills/shapes, selecting and applying skills, body tension and control, constructing routines both on the floor and using apparatus, including vaulting.</p> <p>Hockey (Boys) / Netball (Girls) – Consolidation and extension of skills acquired from Games sessions.</p>	<p>Badminton – Consolidation of skills of serving, receiving and rallying. Court mobility, tactics and scoring. Singles and Doubles play.</p> <p>Basketball – Consolidation of skills of passing, dribbling, shooting and defending. Rules and tactics for games. Umpiring.</p> <p>OAA (Outdoor Adventurous Activities) - Map reading skills, orienteering and teamwork activities.</p>	<p>Athletics –100m, 200m, 300m, 800m,1500m, Hurdles, Long Jump, High Jump, Shot Putt, Discus, Javelin and Relay. Pupil led preparation for performance and recovery in Athletics. Basic peer assessment of technique. Pupils are supported through their individual events for Sports Day.</p>
<b>Games 4.5 hours per week</b>	<p>Boys - The main game of the term is Rugby but Football and Hockey also included in the programme.</p> <p>Girls - The main game of the term is Hockey but Netball is also included in the programme.</p> <p>A fixture programme operates throughout the term with pupils selected for school teams based on their progress in Games sessions</p>	<p>Boys - The main games of the term are Hockey and Football but cricket is also included in the programme.</p> <p>Girls - The main game of the term is Netball but Rugby and Cricket are also included in the programme.</p> <p>A fixture programme operates throughout the term with pupils selected for school teams based on their progress in Games sessions.</p>	<p>Boys - The main game of the term is Cricket but Athletics and Tennis are also included in the programme.</p> <p>Girls - The main game of the term is Cricket but Athletics and Rounders are also included in the programme.</p> <p>A fixture programme operates throughout the term with pupils selected for school teams based on their progress in Games sessions.</p>
<b>TED- Computing 1 hour per week</b>	Online safety lessons covering: Self-image & identity, Online relationships, Online reputation, Online bullying, Managing online information, Health, wellbeing & lifestyle, Privacy & security, Copyright & ownership.	<p>Web design: HTML</p> <p>Learning to use and style common HTML tags to make a first webpage.</p>	Using SAM Labs to design, write and debug programs, applying sequencing, selection and iteration.

	Introduction to robots, including definition, purpose, and the challenge of designing a robot.		
<b>Art 1 hour per week</b>	Portraiture – to develop an understanding of the history of portraiture. To develop skills in drawing facial proportions. Continuous line portraits and drawing with wool.	Architecture – Stonehenge to Lowry – to develop an understanding of architecture in art. Stonehenge pencil drawing to explore shade and tone. Perspective drawing and mark making. Observational drawing of the school.	Water – making a splash Hockney portrait. Observational drawing techniques – Shape, form, texture. Painting – Acrylic painting inspired by Hokusai’s Great Wave.
<b>TED-Technology 1 hour per week</b>	Soap – Design and create a soap mould using Tinkercad. Create the mould using the router and make a jig. Vacuum form the mould. Create a fragrant and coloured soap using the mould and design a packaging label using Canva. Market and sell the soap for our school charity for Christmas. Design an environmentally friendly bamboo soap dish that is in keeping with the soap designs. Use of the pillar drill and laser cutter to create the self-draining design using only bamboo dowel and sheets.	Pulley-powered buggies – Design an ergonomic pulley powered race car. Develop an understanding of pulley wheels. Improve model-making skills using hand tools and consolidate knowledge of using CAD and workshop machinery. Construct a parallel circuit to power the motors. Consolidate soldering skills with the circuit. Race and evaluate and adapt the buggy where required.	Design and construct a Bauhaus themed Insect House. Introduction to the principles of the Bauhaus Movement. Consolidation of technical drawing and of woodwork skills using a variety of different saws. Construction of simple boxes and look at asymmetrical design. Use of adhesives to complete the product and wood primer and paint to weatherproof. Extension of laser cut letters and symbols to represent the Bauhaus movement.
<b>Food Technology 1 hour per week ( 1/2 term)</b>	Different food groups are focussed on each week with a recipe for each, and theory and facts to accompany the practical work. Wk 1 – Biscuits. Wk 2 – Eggs Wk 3 – Rice Wk 4 – Pastry Wk 5 – Apple and Pears (seasonal food) Wk 6 – Thanksgiving and popular recipes from the USA.	Around the World in Food. Each week will focus on a country and their cuisine to tie in with Geography and History topics.	Skills and Theory. Consolidate skills and knowledge from past two terms by looking at famous chefs and their recipes and recreating some of their most well-known dishes.
<b>Drama 1 hour per week</b>	Delving into the works of Shakespeare. Traditional vs modern performances with analyses and evaluation of types of staging and acting styles. Casting for production and read-through. Rehearsing and performing the Form VII production.	Silent movies. Exploring comic devices and the work of influential actors Charlie Chaplin and Buster Keaton.	Exploring classic theatre, considering some of the world’s most influential playwrights.
<b>PSHE ½ hour per week</b>	<b>Health, Wellbeing and Values:</b> managing transition/maintaining physical, mental and emotional health. To recognise their personal strengths and how this affects their self-confidence and self-esteem. Looking at the internet and the negative impact it can have on self-esteem and mental health e.g selfies and filters.	<b>Healthy Me:</b> what contributes to a healthy lifestyle including healthy eating, keeping calm and happy.	<b>Relationships:</b> Identify feelings of love and loss – empathy. Recognise power and control – show responsibility for own safety. <b>Changing Me:</b> Living and Growing. Dealing confidently with change. <b>Healthy Me Continued:</b> what contributes to a healthy lifestyle including healthy eating, an awareness of what can harm our bodies. (Drugs and alcohol abuse)
<b>Well being ½ hour per week</b>	<b>Success, risk taking, comfort zone, positivity, emotions, identifying my strengths self-awareness, goal setting, managing stress.</b>	<b>Coaching, questioning, listening skills, GROW, feedback.</b>	<b>Balance, goals, alignment, mind, emotions, psychology of performance.</b>

**Beachborough School Curriculum Sheets – Form VIII (Y8 33 pupils)**  
**UNLESS THE SETTING IS STATED SUBJECTS ARE TAUGHT IN MIXED ABILITY GROUPS**

SUBJECT	AUTUMN	SPRING	SUMMER
<b>English</b> <b>3 ability sets</b> <b>4 hours per week</b>	Comprehension exercises with either fiction (C.E. foundation paper) or fiction, poetry and non-fiction texts (Paper 1 and Scholarship). Written tasks to include: discursive, persuasive, autobiographical, descriptive and creative writing. Development of the skills needed for the C.E. examinations and scholarships. A visit from the Young Shakespeare Company	Comprehension exercises with either fiction (C.E. foundation paper) or fiction, poetry and non-fiction texts (Paper 1 and Scholarship). Written tasks to include: discursive, persuasive, autobiographical, descriptive and creative writing. Development of the skills needed for the C.E. examinations and scholarships.	Revision Programme. Practice papers. Exams. Post-exam activities Post scholarship unit study to be decided. Preparing, planning and performing for a formal debate.
<b>Maths</b> <b>3 ability sets</b> <b>3 ½ hours per week</b>	Fractions. Nth term. Ratio & Proportion. Word Questions. A complete review of all algebra topics. Completion of the CE & Scholarship Curriculum. Weekly Mental Maths. Regular completion of past CE & Scholarship papers leading to individual teaching and consolidation of mathematical concepts.	Revision of all topics, CE past papers leading to individual teaching and consolidation of mathematical concepts.	Revision of all topics, CE past papers leading to individual teaching and consolidation of mathematical concepts. Post scholarship study of GCSE topics. Statistics: constructing and interpreting stem & leaf diagrams, box & whisker diagrams, cumulative frequency graphs and histograms. Trigonometry. Surds.
<b>French</b> <b>3 ability sets</b> <b>2 hours per week</b>	AOB/ AH = Sentence Builders Pre. Intermediate Where I live – Neighbourhood – My street – My home – What I did NP (Scholars) = Sentence Builders GCSE Yourself – Family and Friends – Hobbies – Typical day – After school – Last week end Destination schools' exams preparations	Routine/Activities - Chores – Typical day – After school Past holidays  Quality of people – Getting on with people – Future holidays  Destination schools' exams preparations	End of year assessments in all 4 skills  Revisions and consolidations of all the previous topics  Post CE program
<b>Spanish</b> <b>1 hour per week</b>	Sentence Builder Beginner NP - Full sentence builders Name – Age/birthday - hair/eyes - Where I live  TK Persoanl details – Family – Where I live	Family – Pets – Focus on “to be (both) / to have) Appearance / Clothes – School – Food – Free time - Weather  Sports – hobbies - Food	Routine – House – Holidays  Animals – pets - Holidays
<b>Science</b> <b>3 ability sets</b> <b>3 hours per week</b>	Ecosystems ( review ) , Neutralisation, Photosynthesis and Flowering plants, Motion and Pressure and Respiration. Scholars will have extra sessions to ensure coverage of the spring term units.	Reactions of Metals, Effect of Forces, Space and Technology. Completion of the syllabus and continued revision for the scholars followed by an enrichment programme.	Comprehensive revision of all areas of the syllabus in preparation for CE with a range of mini investigations in the post exam period. Enrichment work for those who have already completed CE / Scholarships, with a focus on GCSE topics such as the Structure of the Atom, Osmosis and Climate Change.
<b>History</b> <b>2 ability sets</b>	The Causes of the English Civil War. A study of the fighting in the Civil War and how it affected society (Project). The essay	The trial and execution of Charles I. A study of Oliver Cromwell, hero or villain? The essay and evidence work will be taken in	Restoration England and 18 <sup>th</sup> Century England

<b>1 ½ hours per week</b>	and evidence work will be taken in the main from the areas of study. Completion of all relevant topics needed for CE and Scholarship requirements ready for the Mock Exams. Post exam: consolidation and revision of topics arising from analysis of Mock result.	the main from the areas of study. Completion of all relevant topics needed for CE and Scholarship requirements ready for the Final Exams.	
<b>Geography 2 ability sets 1 ½ hours per week</b>	Revision of all topics. Demography (Population and Settlement): Population distribution; population explosion; population pyramids; site factors; settlement patterns and functions; settlement hierarchy; urban development; land use patterns; migration; fieldwork. Fieldwork Project.	Completion of the Demography (Population and Settlement) unit.  Fieldwork Project.	Revision programme and post-exam activities on Geography in the News.
<b>CEL 1 hour per week</b>	Learning to lead lessons: Born to lead, Leader or tyrant?, Heroes and heroines, Leading or bullying?, Why take the lead?, A worthy cause, Humour - laughing and leading, Optimism - singing in the rain.  Ethics: What is Ethical thinking; Just War: Pacifism, Animal Rights, thunks. (Bloxham Scholarship preparation)	Learning to lead lessons: Tolerance - respecting others, Marching to the beat, Cults and gangs, Courage - being brave, Thinking differently, Step forward - speak up, Teamwork  Ethics: Forgiveness, Families, Bullying, Sports Rules and Regulations. Crime and Punishment Is there Life after Death, thunks	Learning to lead lessons: Dealing with trouble, Building trust, Self-esteem, Honesty - tell it as it is, Responsibility - your call!, The big moment  Ethical Questions arising from current affairs
<b>Latin</b>	Level one - Revision of all tenses in all conjugations, personal pronouns, adsum and absum, subordinate clauses, imperatives translation skills and vocabulary building. Roman legends and Greek mythology. Scholars – Future tense, 3 <sup>rd</sup> declension, the passive, pronouns, translation technique and scholarship preparation	Level One - Continuation of grammar and vocabulary as required by pupils at different levels. Practice papers. Scholars - Ablative absolutes, indirect statements, and fear clauses, irregular verbs, 5 <sup>th</sup> declension Scholarship examination preparation where needed.	EXAM REVISION: Vocabulary and grammar topics as shown on ISEB classics syllabus. Practice papers. Scholars-Classical myths and culture. Post exam programme – to design a Roman/Greek inspired board game.
<b>Music – ½ set 1 hour per week (1/2 term split with Food Tech)</b>	Time Signatures. Playing and arrangement of Tubular Bells including melody, counter melody, quaver part, chords and bassline. Creating music for a setting of their choice. Ensemble music for Autumn/Christmas performance.	Music Tech using a simple DAW with loop packages Creating & experimenting with synthesised sounds – composing song tracks & a simple soundtrack to a short film. Using a more sophisticated DAW –	Creating simple music for an advert – focus on chord progression and melody - using Music Tech or acoustic instruments/voice. First round and Finals of Club Music Competition. Performing Club Song. Senior Choir - Preparing for Summer Concert. Preparation for Form VIII Showcase.
<b>P.E 1 hour per week</b>	Health Related Fitness – Understanding how the body reacts to different forms of exercise through Continuous training, Fartlek training and Interval Training. Participation and performance in fitness testing. Gymnastics – Linking skills/shapes, selecting and applying skills, body tension and control, constructing routines both on the floor and using apparatus, including vaulting. Hockey (Boys) / Netball (Girls) – Consolidation and extension of skills acquired from Games sessions.	Badminton – Consolidation of skills of serving, receiving and rallying. Court mobility, tactics and scoring. Singles and Doubles play. Basketball – Consolidation of skills of passing, dribbling, shooting and defending. Rules and tactics for games. Umpiring. OAA (Outdoor Adventurous Activities) - Map reading skills, orienteering and teamwork activities.	Athletics –100m, 200m, 300m, 800m, 1500m, Hurdles, Long Jump, High Jump, Shot Putt, Discus, Javelin and Relay. Pupil led preparation for performance and recovery in Athletics. Pupils develop peer assessment of technique. Pupils are supported through their individual events for Sports Day.
<b>Games 4.5 hours per week</b>	Boys - The main game of the term is Rugby but Football and Hockey are also included in the programme. Girls - The main game of the term is Hockey but Netball is also included in the programme.	Boys - The main games of the term are Hockey and Football but cricket is also included in the programme. Girls - The main game of the term is Netball but Rugby and Cricket are also included in the programme.	Boys - The main game of the term is Cricket but Athletics and Tennis are also included in the programme. Girls - The main game of the term is Cricket but Athletics and Rounders are also included in the programme.

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<b>Art 1 hour per week</b>	Pop Art – To develop an understanding of the movement. Roy Lichtenstein inspired 3D comic words and portrait using Ben Day dots.	Printing – to develop skills in printing, design and pattern. To produce a printed textile using potatoes. To study the work of William Morris and produce a continuous pattern in lino.	Reflections – to produce a silhouette collage self-portrait reflecting on character and wellbeing.
<b>TED-Technology 1 hour per week</b>	Completion of Bauhaus Insect Boxes followed by Clock Project. Research, design and make a clock that represents a major city in the world – taken from the stock exchange London, Paris, New York etc. Revisit technical drawing, consolidation of CAD and aim high opportunities to include more detailed designs and accurate representation of the city.	Design and create a pizza cutter for a young person. Look at ergonomics and anthropometrics and use polymorph to create a set of ergonomic handles. Use research to design own handle for pizza cutter. Design in CAD and construct. Evaluate throughout the process.	Laser Cut Lamp Design – research and design a simple lamp, using one piece of acrylic for the spine of the lamp. Introduction of mood boards in design to create the colour scheme for the lamp. Create a base that includes the pcb and soldered circuit. Use the hot wire bender for the spine. Embellish with laser cut details that remind you of your time at Beachborough.
<b>Food Technology 1 hour per week ( 1/2 term)</b>	Different food groups are focussed on each week with a recipe for each, and theory and facts to accompany the practical work. Wk 1 – Biscuits. Wk 2 – Eggs Wk 3 – Rice Wk 4 – Pastry Wk 5 – Apple and Pears (seasonal food) Wk 6 – Thanksgiving and popular recipes from the USA.	Around the World in Food. Each week will focus on a country and their cuisine to tie in with Geography and History topics.	Skills and Theory. Consolidate skills and knowledge from past two terms by looking at famous chefs and their recipes and recreating some of their most well-known dishes.
TED-Computing 1 hour per week	Online safety lessons covering: Self-image & identity, Online relationships, Online reputation, Online bullying, Managing online information, Health, wellbeing & lifestyle, Privacy & security, Copyright & ownership.  Learn about climate change and ideas to combat it, including alternative sources of energy and conserving energy.	Using Minecraft education to enhance creativity, problem-solving, self-direction, collaboration, and other life skills. Programming in Python.	Focus on robotics and using the BBC Microbit. As a standalone device the Microbit can be made to flash its LEDs in sequence and take readings from several built-in sensors,
<b>Drama 1 hour per week</b>	Exploring similarities and differences between realism, naturalism and surrealism in theatrical performance. Studying, rehearsing and performing monologues in relation to Documentary Theatre.	Comparing and contrasting Brecht and Stanislavski as well as key elements of a production, including budgeting for costume and props, set, and direction of scenes. Working towards Form VIII final showcase.	Rehearsing and performing showcase. Post CE activities (film project, etc).
<b>PSHE ½ hour per week</b>	<b>Health, Wellbeing and Values:</b> assessing and managing risks to health/staying and keeping others safe. How the media portrays young people, body image and health issues and that identity is affected by a range of factors, including the media and a positive sense of self. Looking at how society creates stereotyping of gender, sexuality, race and cultures.	<b>Healthy Me:</b> what contributes to a healthy lifestyle including healthy eating, keeping calm and happy. Risk: An understanding of keeping themselves safe from relevant risks of abuse and sexual exploitation. (Kayeleigh’s Love Story)	<b>Relationships</b> – dealing with risky or negative relationships including all forms of bullying/concept of consent. <b>Changing Me:</b> Living and Growing. Dealing confidently with change. <b>Healthy Me Continued:</b> what contributes to a healthy lifestyle including healthy eating, an awareness of what can harm our bodies. (Drugs and alcohol abuse)
<b>Well being ½ hour per week</b>	<b>Success, risk taking, comfort zone, positivity, emotions, identifying my strengths self-awareness, goal setting, managing stress.</b>	<b>Coaching, questioning, listening skills, GROW, feedback.</b>	<b>Balance, goals, alignment, mind, emotions, psychology of performance.</b>