

# FORM V CURRICULUM FRAMEWORK

|           | AUTUMN TERM                                                                                                                                                                                                                                                                                                                                                               | SPRING TERM                                                                                                                                                                                                                                                                                       | SUMMER TERM                                                                                                                                                                                                                                                         |
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| English   | Persuasive speech writing, dialogue and playscripts, performance poetry. A visit from The Young Shakespeare Co.                                                                                                                                                                                                                                                           | Features of newspaper reports, and narrative/descriptive writing. Comprehension skills continue to be consolidated with the introduction of the ' <i>Answer it, Prove it, Explain it</i> ' technique. Grammar, punctuation, vocabulary and spelling will underpin all the work.                   | Writing tasks focused around 'The Highway Man'. Work on imagery (eg similes and metaphors) and sound devices (alliteration and onomatopoeia). Comprehension skills continue to be consolidated. Grammar, punctuation, vocabulary and spelling to underpin all work. |
| Maths     | 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.                                                                                           |
| Science   | Forces, Light, Evolution and Inheritance                                                                                                                                                                                                                                                                                                                                  | Earth and Space, States of Matter, Breating and Circulation                                                                                                                                                                                                                                       | Physical Changes, Chemical Changes                                                                                                                                                                                                                                  |
| Geography | Types of Geography: Human, Physical, Environmental. Physical and Human features of the UK and Europe. Longitude and Latitude. Grid references. Time zones. Four and six figure grid reference. Map symbols.                                                                                                                                                               | Africa: perceptions, history, physical and human features of the continent, biomes, development. Comparative study of the UK and Malawi.                                                                                                                                                          | Collaborative projects on the Future of Transport.                                                                                                                                                                                                                  |
| MFL       | <b>French:</b> Name, Age, Birthday, Where I am From, Schoo Life, Likes & Dislikes, Hobbies.<br><b>Spanish:</b> Name, Age, Alphabet, Birthdays, Greetings, How I Feel.                                                                                                                                                                                                     | <b>French:</b> Family Members, Appearance, Describing Teachers, Personality.<br><b>Spanish:</b> Pets, School Bag, Countries, Weather, Languages.                                                                                                                                                  | <b>French:</b> Daily Routine and School Day, Weekend Plans, Food.<br><b>Spanish:</b> Where I Live, What is in my Town.                                                                                                                                              |

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| <b>History</b>  | The Embedding of History skills and core concepts e.g significance and bias.<br>Black British History: key individuals and trends from Roman Britain to the present day.                       | Victorian Britain depth study. Causes of Ind Rev, factory conditions and reforms, Public Health, Social Reforms, Tech Innovation Significance.                                                     | The Ancient Greeks depth study: Daily Life, Religious Beliefs, the Olympic Games, comparison between Athens and Sparta, the Birth of Democracy.                                                          |
| <b>Classics</b> | Introduction to Latin and Minimus.<br>Greetings, Names, Nouns, Adjective Agreement rule, Present Tense verbs and adverbs.<br><br>Roman Britain, Roman Food, Perseus and Medusa. Pandora's Box. | Verb Consolidation, Word Order, Cases, Prepositions and Conjunctions, Tres Porci Parvi.<br><br>Roman Travel, Roman Army, Roman Baths.                                                              | Revision of all grammar and vocab from Minimus Book 1.<br><br>Roman Entertainment, Roman and Greek Gods.                                                                                                 |
| <b>Music</b>    | Folk Music and National Anthems                                                                                                                                                                | Graphic Scores and Spooky Stories                                                                                                                                                                  | Club Music and Spooky Stories cont.<br>Song Ingredients, Melody, Harmony and Lyrics.                                                                                                                     |
| <b>Drama</b>    | Introduction into Sportsmanship and how this underpins all we do in Drama.<br>Collaboration and Diplomacy. Improvisation.                                                                      | Group work on tableaux and 'thought-tracking' as a way of understanding characters' thoughts and feelings.                                                                                         | Working towards and performing the FV Showcase.                                                                                                                                                          |
| <b>RS</b>       | Diversity in the Hindu Dharma, Key Beliefs, Beliefs about God, Celebrations and Diwali, Sacred Texts, Karma.                                                                                   | How and why people are welcomed into different communities - welcoming practices and rituals. Christianity, Islam, Judaism, Hinduism, Humanism. What is a humanist? What does it mean to be human? | Meaning and messages in the New Testament Temptation, disciples, healing the sick, feeding 5000, calming the storm, Zaccheaus. Beliefs about creation, links between Hindu and Christian creation story. |
| <b>PSHE</b>     | Respect and Bullying, Mutual Respect, Stereotypes, Types of Bullying and how to get help, Discrimination. Mental Wellbeing, Managing Challenges, Seeking Support.                              | Staying Safe, Acceptable and Unacceptable Contact, Privacy and Personal Boundaries. Career Types, Challenging Career Stereotypes, Enterprise Project.                                              | Substances, Drugs Common to Everyday Life, Risks of Alcohol and Smoking, Rules and Laws.                                                                                                                 |

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| <b>Games &amp; PE</b> | Boys: Contact Rugby<br>Girls: Hockey<br>Fixtures on Wednesday afternoons                                                                                                                                               | Boys: Football<br>Girls: Netball<br>Fixtures on Wednesday afternoons                                                                                                                                                                                                     | Boys and Girls: Cricket<br>Fixtures on Wednesday afternoons                                                                                                |
| <b>Art</b>            | Matisse - drawing with scissors collage<br><br>Mondrian - composition, primary colours and collage                                                                                                                     | African Art - research pattern in African tribal art, Ndebele Art.<br><br>Create an African inspired mask print.                                                                                                                                                         | Thiebaud - to produce a pastel of a cake inspired by Wayne Thiebaud.<br><br>Develop an understanding of drawing ellipses, cylinders and the colour theory. |
| <b>Computing</b>      | E-safety. Programming scratch, Designing and programming computer animations and games.                                                                                                                                | iDraw. CATS.                                                                                                                                                                                                                                                             | Cryptography. Minecraft Education - Blocks Fundamentals 2.                                                                                                 |
| <b>Tech</b>           | Travel Notebooks – Design and Laser Cut a Pop Art style front cover for the travel notebook. Choose a variety of apt papers for the internal book and plan and produce a design for an inside front cover using CANVA. | Ball Bearing Games – Analysis of existing products, research and planning of own design. Introduction to Tinkercad and manipulating 3D shapes to create a maze for the game. Gain understanding of 3D printing process, materials used and evaluation of completed game. |                                                                                                                                                            |

# FORM VI CURRICULUM FRAMEWORK

|           | AUTUMN TERM                                                                                                                                                                                                                                                                                                                                                                                      | SPRING TERM                                                                                                                                                                                                                                                                                                                                                                                                 | SUMMER TERM                                                                                                                                                                                                                                                                                                                                                                                                   |
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| English   | Comprehension skills. Revision of the A.P.E. technique for answering questions (Answer it, Prove it and Explain it). Extended Written Tasks and Shorter written tasks. Grammar and punctuation. Poetry: an introduction to simple poetic devices. A focus on performance poetry for Beachborough's 'Poetry by Heart competition'. There will also be a visit from the Young Shakespeare Company. | Writing styles: to develop the skills needed for effective Non-Chronological report writing (links to mythology and classics) and planning for narratives (links to optional 'Beachborough 500' short story Easter holiday competition)<br><br>Grammar and punctuation: continued revision and consolidation of skills expected up to and including Yr 5 and new skills taught in previous term of Form VI. | Comprehension: Revision and examination techniques using a variety of sources including C.E. 11+ papers.<br><br>Writing tasks: A focus on both structure (paragraphing) and language (sensory imagery and figurative language).<br><br>Grammar and punctuation: continued revision and consolidation of skills expected up to and including Yr 5, and the new skills taught in the previous terms of Form VI. |
| Maths     | Reading, writing and comparing numbers to 10 million. Place value and rounding. Reading, writing, comparing and rounding decimals. Multiplying and dividing decimals by a whole number. BIDMAS. Angle rules: angles in triangles and rectangles, vertically opposite angle rule. Averages. Multiplying and dividing by two-digit numbers. Negative numbers. Weekly mental maths test.            | <b>Perimeter and area of triangles and parallelograms. Volume and capacity of cuboids. Ratio and proportion. Translation. Interpreting pie charts &amp; scatter graphs. Constructing nets. Surface area. Weekly mental maths test.</b>                                                                                                                                                                      | 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.                                                                                                                                                                         |
| Science   | Plant and animal life cycles, Living things and their Habitats, Electrical Circuits                                                                                                                                                                                                                                                                                                              | Cells and Unicellular Organisms, Types of Energy                                                                                                                                                                                                                                                                                                                                                            | Energy Resources, Solutions and Indicators, Particle Theory                                                                                                                                                                                                                                                                                                                                                   |
| Geography | Earthquakes and Volcanoes. Earth's Structure. Tectonics. Effects of Eruptions. Effects of Earthquakes. Earthquake Studies.                                                                                                                                                                                                                                                                       | Meteorology: Weather and Climate. The Water Cycle. Britain's Climate. Microclimates. Factors affecting temperature.                                                                                                                                                                                                                                                                                         | Exam Preparation. Effects of climate change. Plastic pollution. Developing a campaign to protect the planet.                                                                                                                                                                                                                                                                                                  |

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| <b>MFL</b>      | <p><b>French:</b> Weather and free time activities - Daily routine - Chores</p> <p><b>Spanish:</b> Name and age - family members - Physical descriptions</p> <p><b>French:</b> Clothes (home and school) - food I like or not</p> <p><b>Spanish:</b> Describing personality - hair and eyes</p> | <p><b>French:</b> Where I live - What I can do in my neighbourhood</p> <p><b>Spanish:</b> Describing clothes (home and school)</p> <p><b>French:</b> Talking about my street - house</p> <p><b>Spanish:</b> Talking about daily routine</p> | <p><b>French:</b> What I did in my neighbourhood (intro to past tense) End of year assessment in all 4 skills</p> <p><b>Spanish:</b> School subjects (likes and dislikes - why) End of year assessment in all 4 skills</p> <p><b>French:</b> Trip to Normandy or Spain (early June) - A future trip/holidays (intro to future tense)</p> <p><b>Spanish:</b> Describing my teachers</p> |
| <b>History</b>  | The Norman Conquest and post Norman world - Contenders to the throne, The Battles of Stamford Bridge and Hastings, consolidation of Norman power - Feudal System and Domesday Book, Medieval life post 1066 - villages, castles                                                                 | Crime and punishment through time: Comparative study of changes in this area from the Anglo-Saxons to the present day. Focus upon change, shifting attitudes and the impact of new technologies                                             | The Home front in WW2: The Blitz, evacuation, rationing, the Home Guard, VE Day                                                                                                                                                                                                                                                                                                        |
| <b>Classics</b> | <p>Language - introduction to Latin and Minimus, greetings, names, nouns, adjective agreement rule, present tense verbs and adverbs.</p> <p>Classics - Roman Britain, Roman food, Perseus and Medusa and Pandora's Box.</p>                                                                     | <p>Language – verb consolidation, word order, cases, prepositions and conjunctions, tres porci parvi.</p> <p>Classics – Roman travel, Roman army, Roman baths.</p>                                                                          | <p>Language - Revision of all grammar and vocabulary from Minimus Book 1.</p> <p>Classics – Roman entertainment, Roman and Greek gods</p>                                                                                                                                                                                                                                              |
| <b>Music</b>    | Time Signatures<br>FVI Musical<br>Rhythm Games                                                                                                                                                                                                                                                  | FVI Musical<br>Composition and Arrangement using YuStudio                                                                                                                                                                                   | Club Music<br>Celebrating Songs                                                                                                                                                                                                                                                                                                                                                        |
| <b>Drama</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.                                                                                                                                                                                                                                                                                                             |

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| <b>RS</b>             | <p>Judaism: Beliefs, practices and diversity – key concepts, Exodus, Passover, Shabbat, Kashrut, Hannukah</p> <p>Why is Jerusalem a sacred place to those who follow the Abrahamic religions? - Introduction, story of Abraham/Isaac, importance to Jews, Christians and Muslims, Modern Jerusalem</p> | <p>What do people believe happens after you die? Jewish beliefs, Christian beliefs, Muslim beliefs, Hindu beliefs, Humanist beliefs, comparative analysis</p> <p>The Old Testament – stories and symbolism Cain and Abel, Jacob and Esau, Jacob Rachel and Leah, Jacob Wrestles with God, Joseph</p>                                                         | <p>Does Jesus have anything valuable to say in the twentieth century?<br/>Parables – Lost sheep, Good Samaritan, Prodigal Son, Talents, Sower, Sermon on the Mount</p> <p>What does it mean to be a Christian?<br/>Denominations, Agreement between denominations, differences inc baptism, worship/communion</p>                                                                               |
| <b>PSHE</b>           | <p>Personal Identity: What contributes to who we are; Personal strengths; Interests; Setting goals; Managing setbacks; New opportunities and responsibilities.</p> <p>Puberty and reproduction: Menstrual wellbeing; Managing the changes of puberty; Developing independence; How a baby is made</p>  | <p>Health and hygiene: Making informed choices regarding a healthy lifestyle, including nutrition; Hygiene and bacteria and viruses; Allergies and getting help in an emergency; Vaccination and immunisation. Managing change: Developing friendship skills; Changing and ending friendships; Managing change, loss and bereavement; Sources of support</p> | <p>Media literacy: How data is shared and used online; Evaluating reliability of sources; Misinformation and targeted information; Choosing age-appropriate TV, games and online content; Influences relating to gambling. Friendships and staying safe: Opportunities to connect online; The nature of online only friendships; Reporting harmful content and contact; Staying safe online</p> |
| <b>Games &amp; PE</b> | <p>Boys: Rugby<br/>Girls: Hockey</p> <p>Fixtures on Wednesday afternoons</p>                                                                                                                                                                                                                           | <p>Boys: Football<br/>Girls: Netball</p> <p>Fixtures on Wednesday afternoons</p>                                                                                                                                                                                                                                                                             | <p>Boys and Girls: Cricket</p> <p>Fixtures on Wednesday afternoons</p>                                                                                                                                                                                                                                                                                                                          |
| <b>Art</b>            | <p>Pop Art – develop an understanding of the movement. Yayoi Kusama – to produce work inspired by the contemporary Pop artist, pumpkins.</p>                                                                                                                                                           | <p>Hockney – to develop an understanding of British contemporary art. To develop landscape and perspective skills using paint.</p>                                                                                                                                                                                                                           | <p>Figurative drawing – to draw a human figure in proportion. To add movement into people in action. Keith Haring foil art and printing techniques.</p>                                                                                                                                                                                                                                         |
| <b>Computing</b>      | <p>E-Safety.<br/>App Development: Appshed</p>                                                                                                                                                                                                                                                          | <p>Programming: Kodu<br/>CATS</p>                                                                                                                                                                                                                                                                                                                            | <p>Minecraft Education: Blocks Fundamentals 3<br/>Minecraft Education: Python Intro</p>                                                                                                                                                                                                                                                                                                         |

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| <b>Tech</b> | Introduction to Alessi design. Research, plan and create an Alessi inspired kitchen roll holder. Using hand tools to create the base and 3D printing different elements to complete the design. | Mousetrap Car – Research and development of individual mousetrap cars with a view to constructing a car that will travel the longest distance. Each pupil is given a choice of materials and will design, iterate, evaluate and reconstruct the car before racing them against their peers in the final week. Pupils will consolidate marking, measuring and construction skills in the workshop. |  |
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# FORM VII CURRICULUM FRAMEWORK

|         | AUTUMN TERM                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | SPRING TERM                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | SUMMER TERM                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
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| English | <p>Comprehension exercises with prose and poetry (C.E. foundation paper) or prose, poetry and play scripts (Core paper and Scholarship). APE and in Set 1, an introduction to the PEEA (point, evidence, explain and analyse)/</p> <p>Written tasks to include: discursive (balanced arguments), persuasive (formal letters), descriptive (3rd person description of a setting), autobiographical (diaries) and creative/narrative writing.</p> <p>Poetry: Identifying simple poetic devices and introducing structure and form. A focus on performance poetry for Beachborough's 'Poetry by Heart competition'. In November, there is also a focus on one WWI war poem. Development of structural and language skills needed for the C.E. examinations and scholarships.</p> <p>A visit from the Young Shakespeare Company (2025 Romeo and Juliet)</p> | <p>Comprehension exercises with either fiction and poetry (C.E. foundation paper) or fiction, poetry and play scripts (Core paper and Scholarship). APE and in Set 1, a development of PEEA (point, evidence, explain and analyse) technique.</p> <p>Written tasks to include: discursive (magazine articles), persuasive (speeches), descriptive (3rd person description of a setting), autobiographical (recounts) and creative/narrative writing (e.g. story openers).</p> <p>Grammar and Spelling: revision and consolidation of Statutory Spellings (yr 3 and 4, and yr 5 and 6). Revision and consolidation of all National Curriculum requirements up to and including year 6. Development of structural and language skills needed for the C.E. examinations and scholarships.</p> <p>This term also includes a visit from a visiting author as part of our WBD celebrations in March.</p> | <p>Revision for the summer EoY assessments. Comprehension exercises with either fiction (C.E. foundation paper) or fiction, poetry and non-fiction texts (Core paper and Scholarship).</p> <p>Written tasks to include: discursive, persuasive, descriptive and creative writing.</p> <p>Grammar and Spelling: revision and consolidation of Statutory Spellings (yr 3 and 4, and yr 5 and 6). Revision and consolidation of all National Curriculum requirements up to and including year 6. Development of structural and language skills needed for the C.E. examinations and scholarships.</p> |
| Maths   | <p>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.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | <p>Algebra: simplifying expressions, solving equations, substitution, multiplying out brackets and factorising. Straight line graphs. Transformations: reflection, rotation, enlargement, translation. Rotational symmetry. Area &amp; circumference of circles. Mental math strategies.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | <p>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.</p>                                                                                                                                                                                                                                                                                                                                                     |

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| <b>Science</b>   | Mixtures and Separation Techniques, Magnets and Electromagnets, Human Lifecycle, Light Waves                                                                                                                                                                                                                                | Electricity, Sound, Atoms, Elements and Compounds                                                                                                                                                                                                                                                                                                                             | Ecosystems (Wetlands project), Chemical reactions, Combustion, Microbes and Variation                                                                                                                                                                                                                                                     |
| <b>Geography</b> | Geomorphology (Rivers): rock types; types of weathering; weathering fieldwork; river processes; river fieldwork; types of erosion and transportation; the formation of river features such as waterfalls and oxbow lakes; 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; factory placement.                                                                                                                                                                            |
| <b>MFL</b>       | <p><b>French:</b> Name and age - Where I live - School life - Free time activities<br/> <b>Spanish:</b> Age - Birthdays - Where I live</p> <p><b>French:</b> Family - Physical descriptions and personality - Comparisons between people<br/> <b>Spanish:</b> School subjects (likes and dislikes) Free time activities</p> | <p><b>French:</b> Describing teachers - Free time activities - Daily routine - Week end plans - Food - Holidays<br/> <b>Spanish:</b> Family members - Descriptions: physical and personality</p> <p><b>French:</b> Weather with activities - Daily routine - Chores - Clothes<br/> <b>Spanish:</b> Describing teachers - Free time activities</p>                             | <p><b>French:</b> Revisions and End of year assessments in all 4 skills -Where I live - My neighbourhood<br/> <b>Spanish:</b> Revisions and End of year assessments in all 4 skills - Daily routine</p> <p><b>French:</b> Describing my street - Home and furniture - What I did and going to do<br/> <b>Spanish:</b> Food - holidays</p> |
| <b>History</b>   | Who has the power in medieval England: The role of religion in society, the Crusades, Church v King - Becket and Henry II, Barons v. King - John and Magna Carta, The Black Death, People v. power - The Peasants Revolt                                                                                                    | Tudors and Stuarts - The role of the Tudor monarchs in shaping England - The reformation under Henry VIII, the counter-reformation and Mary I, Elizabeth I - Spanish Armada, succession crisis inc Mary QoS. The role of of the Stuarts in shaping Britain - James I and the Gunpowder plot, The causes of the English Civil War, evaluation of Cromwell and the interregnum. | WW1 depth study – Causes - short and long term, key events and concepts - trench warfare the home front, the Somme - significance and consequences.                                                                                                                                                                                       |
| <b>Classics</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, 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.                                                                                                                                                       |

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| <b>Music</b>          | Chords. Major & Minor. Composing and Performing.                                                                                                                                                                                                                                                                | Structure in Music.                                                                                                                                                                                                                                          | Club Music. Advertising.                                                                                                                                                                                                                                                                                                     |
| <b>Drama</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.                                                                                                                                                 | Storyboarding and filming silent movies written and produced in class. Exploring classic theatre, considering some of the world's most influential playwrights.                                                                                                                                                              |
| <b>RS</b>             | Ethical dilemmas - Animal rights. Do we have the right to exploit animals? Religious views, Speciesism, Sentientist approach, ethical debates. Who is Buddhist and how do they account for suffering in the world? Introduction to Siddhartha Gautama, Middle Way, Four Noble Truths, suffering and meditation. | What is religion? What is a belief? Difference between truth, belief and religion, historiography of religions, religious literacy. Is causing conflict ever justified? Why do wars start? Religious views on conflict, Just war theory, concept of Holy War | What did early societies believe about creation? Ancient Greek creation myths, African creation myths, Zoroastrianism, Daoism and Animist beliefs. What do Sikhs learn about acts of charity? Introduction, 10 Gurus, 5 K's, Gurdwara's practices, life after death                                                          |
| <b>PSHE</b>           | Economic wellbeing: Evaluating value for money; Debt, fraud and personal values around finance; Financial exploitation. Healthy lifestyles: Physically and mentally healthy lifestyles; Healthy sleep habits; Dental health; Managing stress; Accessing health services                                         | Substances: Facts, misconceptions and social norms regarding drugs, alcohol and tobacco; Influence and risks relating to substance use. Careers: Developing enterprise skills; The world of work and young people's employment rights; Enterprise project    | Relationships: Healthy and positive relationships, including intimate relationships; Expectations and stereotypes in relationships; Managing strong feelings; The concept of consent. Careers: Life and career aspirations; Personal strengths/skills for employment; Stereotypes; Routes into careers; Progression routes;. |
| <b>Games &amp; PE</b> | Boys: Rugby<br>Girls: Hockey<br><br>Fixtures on Wednesday afternoons.                                                                                                                                                                                                                                           | Boys: Football<br>Girls: Netball<br><br>Fixtures on Wednesday afternoons                                                                                                                                                                                     | Boys and Girls: Cricket<br><br>Fixtures on Wednesday afternoons                                                                                                                                                                                                                                                              |

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| <b>Art</b>       | Portraiture: to develop an understanding of the history of portraiture. To develop skills in drawing facial proportions. Van Gogh inspired self-portraits. Op Art – optical illusions, Bridget Riley, Escher, perspective and mark making.                                                                                                                           | Observational drawing tasks. Water – explore how artists have shown water in art through the ages.                                                                                                                                                                  | Hokusai – painting of the Great Wave on canvas. Collagraph print of lighthouse and textured water. |
| <b>Computing</b> | E-safety. Programming: Python.                                                                                                                                                                                                                                                                                                                                       | HTML. CATS.                                                                                                                                                                                                                                                         | Cyber Security. Minecraft Education. Python 101 Lessons 1-5.                                       |
| <b>Tech</b>      | Chocolate Box Project – From bean to box. Analyse existing chocolate boxes before researching and planning your own box of chocolates related to a theme of your choice. Create chocolates in Tinkercad which are then used to create the vac formed mould. Create the chocolates using a variety of flavours and colourings as well as design the box and graphics. | Research, design and develop a table tennis bat, looking at ergonomics and anthropometrics, using LaserCam2D design for the bat design and Tinkercad for the handle. Pupils will also design the packaging using CANVA for the label and vacuum forming the sleeve. |                                                                                                    |

# FORM VIII CURRICULUM FRAMEWORK

|         | AUTUMN TERM                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | SPRING TERM                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | SUMMER TERM                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
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| English | <p>Comprehension exercises with either prose and poetry using APE technique (C.E. foundation paper) or prose, poetry and play scripts (Core paper and Scholarship). In Set 1 and 2, continued practice with PEEA (point, evidence, explain and analyse) technique. Written tasks to include: discursive (balanced arguments, magazine articles and blogs), persuasive (speeches and debate style speeches, formal letters), autobiographical (diaries and recounts) descriptive (3rd person description of a setting) and creative/narrative writing. Grammar and Spelling: Consolidation of the skills needed for the C.E. examinations and scholarships. This term also includes a visit from the Young Shakespeare Company (2025 Romeo and Juliet)</p> | <p>Comprehension exercises with either fiction and poetry using APE technique (C.E. foundation paper) or fiction, poetry and play scripts (Core paper and Scholarship). In Set 1 and 2, continued practice with PEEA (point, evidence, explain and analyse) technique. Written tasks to include: revision of discursive, persuasive, autobiographical descriptive and creative writing. Grammar and Spelling: revision and consolidation of Statutory Spellings (yr 3 and 4, and yr 5 and 6). Revision and consolidation of all National Curriculum requirements up to and including year 6. Development of structural and language skills needed for the C.E. examinations and scholarships. This term also includes a visit from a visiting author as part of our WBD celebrations in March.</p> | <p>Comprehension exercises with either fiction (C.E. foundation paper) or fiction, poetry and non-fiction texts (Core paper).</p> <p>Written tasks to include: discursive, persuasive, autobiographical, descriptive and creative writing.</p> <p>Grammar and Spelling: revision and consolidation of Statutory Spellings (yr 3 and 4, and yr 5 and 6). Revision and consolidation of all National Curriculum requirements up to and including year 6. Development of structural and language skills needed for the C.E. examinations and scholarships.</p> <p>Post Scholarship programme involves teaching skills needed for AQA English language paper 1.</p> |
| Maths   | <p>Nth term. Ratio &amp; Proportion. Probability. Word Questions. A complete review of all algebra topics. Completion of the CE &amp; Scholarship Curriculum - Pythagoras' Theorem, Simultaneous Equations, Inequalities, Multiplying Binomials. Weekly Mental Maths. Regular completion of past CE &amp; Scholarship papers leading to individual teaching and consolidation of mathematical concepts.</p>                                                                                                                                                                                                                                                                                                                                               | <p>Revision of all topics, CE past papers leading to individual teaching and consolidation of mathematical concepts.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | <p>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 &amp; leaf diagrams, box &amp; whisker diagrams, cumulative frequency graphs and histograms. Trigonometry. Surds.</p>                                                                                                                                                                                                                                                                                                                                |

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| <b>Science</b>   | Photosynthesis, Respiration, Motion and Pressure, Sound                                                                                                                                                                                                                                                                                                                                                                        | Neutralisation, Reactions of metals, Variation, Forces (recap Space and technology)                                                                                                                                                                                                                                                                                                                                                 | Comprehensive revision of all areas of the syllabus in preparation for End of Beachborough Examination with a range of mini investigations in the post exam period. Enrichment work for those who have already completed scholarships, with a focus on GCSE topics such as the Structure of the Atom, Osmosis and Climate Change. |
| <b>Geography</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.                                                                                                                                                                    | Completion of the Demography (Population and Settlement) unit.                                                                                                                                                                                                                                                                                                                                                                      | Revision programme before the exit examination. Fieldwork enquiry project.                                                                                                                                                                                                                                                        |
| <b>MFL</b>       | <p><b>French</b> Sets 1 and 2: Tenses: Past holidays - Typical day French Set 3: Name - age - birthday - Where I live - School - Activities</p> <p><b>Spanish:</b> Weather and activities - Daily routine - Life at home</p> <p><b>French</b> Sets 1 and 2: Typical day at school using the 3 tenses French Set 3: Family - Descriptions - Personality</p> <p><b>Spanish:</b> Clothes (home and school) - Food and leisure</p> | <p><b>French</b> Sets 1 and 2: After school (past tense) - What I did last weekend - French Set 3: Activities - Routine - Food - Holidays</p> <p><b>Spanish:</b> Describing where I live - Neighbourhood</p> <p><b>French</b> Sets 1 and 2: Talking about going to the cinema - Making plans and arranging to go out French Set 3: Weather - routine - chores - Home</p> <p><b>Spanish:</b> Talking about home and I do at home</p> | <p><b>French all sets and Spanish:</b> Revisions and consolidations of all topics for End of year assessments in all 4 skills</p> <p><b>French and Spanish:</b> End of year exams in all 4 skills followed by Post CE program</p>                                                                                                 |
| <b>History</b>   | The Rise of Hitler and life in Nazi Germany. Hitler's rise to power - evaluation of different factors, Nazi goals and life for different groups in Nazi Germany - women, young people, methods of Nazi control - propaganda v terror                                                                                                                                                                                           | WW2 depth study - Analysis of key events: Dunkirk, Battle of Britain, D-Day, The use of the A Bomb, moral evaluation of war - fire bombing of Dresden, Churchill's reputation, The impact of WW2 on the post-war world                                                                                                                                                                                                              | Slavery, Empire and Civil Rights. Growth of slave trade and empire. Causes of abolition of slavery. Jim Crow and the Civil Rights movt. Evaluation of key individuals inc Parks, King and X.                                                                                                                                      |

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| <b>Classics</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.                                                                                                                                                                                    | Translation techniques, irregular verb endings, classciv style questions, EXAM REVISION.                                                                                                                                                                                                                                                                                                                             | 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</b>    | Irregular Time Signatures. Composing and Performing.                                                                                                                                                                                                                                                                                                                                           | Ground Bass. Film Music/Videogame Music.                                                                                                                                                                                                                                                                                                                                                                             | Club Music. FVIII Showcase.                                                                                                                                                                                |
| <b>Drama</b>    | Exploring similarities and differences between realism, naturalism and surrealism in theatrical performance, leading to Stanislavski and Method Acting. Exploring Docudrama and Verbatim theatre and the ethics of this type of film, theatre and television.                                                                                                                                  | 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>RS</b>       | What does it mean to be human – an introduction to philosophy<br>Ship of Theseus, purpose of philosophy, philosophical schools e.g. Nihilism, The simulation argument and Descartes, rationalism and empiricism. The problem of evil and why it can be difficult to believe in God? Nature of evil, Hume's 'inconsistent triad', theodicy and Freewill Defense, 'soul-making', impact on faith | Should the morality of life ethics be strict or flexible?<br>Is human life sacred? When does life begin? Abortion, Euthanasia, Capital Punishment<br>What was the impact of the Holocaust on the Jewish population of Europe?<br>Pre-war Jewish life, the history of antisemitism, differing experiences of the Holocaust, resistance to the Holocaust, Kindertransport and refugees, post war Jewish life in Europe | What was the impact of the Holocaust on the Jewish population of Europe II? Post CE programme.                                                                                                             |

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| <b>PSHE</b>           | Relationships- importance of understanding consent. Consent and sexual health. Intimacy.                                                                                                                                   | Friendships and managing influences: Managing social influence, peer pressure and peer approval; and in relation to substance use.                                         | First aid and keeping safe: First aid including CPR and defibrillator use; Personal safety including travel safety                  |
| <b>Games &amp; PE</b> | Boys: Rugby<br>Girls: Hockey<br><br>Fixtures on Wednesday afternoons                                                                                                                                                       | Boys: Football<br>Girls: Netball<br><br>Fixtures on Wednesday afternoon                                                                                                    | Boys and Girls: Cricket<br><br>Fixtures on Wednesday afternoons                                                                     |
| <b>Art</b>            | Street Art – to develop an understanding of what street art is. To produce a graffiti name for display. Banksy – the artist behind the name, stencil art, to produce their own stencil and apply it to a window in school. | Printing – to develop skills in printing, design and pattern. To produce print inspired by Picasso's Guernica.                                                             | Photography – to take photos around the school of 'letters' to create their own names. (Mini project as post CE programme kicks in) |
| <b>Computing</b>      | E-Safety. Programming: Python.                                                                                                                                                                                             | HTML. Cyber Security.                                                                                                                                                      | Minecraft Education: Python 101 Lessons 6-10. Post CE Programme.                                                                    |
| <b>Tech</b>           | Research and design a Bauhaus themed blue tooth speaker. Make a cardboard prototype before using materials of your choice to make a housing for the speaker circuit.                                                       | Research, plan and design a commemorative clock of your time at Beachborough, illustrating personal and favourite items or moments including text and recognisable images. |                                                                                                                                     |