Logical and sequenced acquisition of knowledge to enable all students to know more, do more and remember more	Substantive knowledge (what/topics/key content) versus Disciplinary and/or procedural knowledge (how, methods & skills)	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Art	**All students know and understand**	Formal Elements (Line, tone, texture, pattern, colour, shape, form)	Observational drawing	Colour Theory; Colour wheel (Primary, secondary, tertiary, complementary, harmonious colours); Tone and tints; Paul Klee's use of colour; Analysis of the work of artists.	Pattern and colour theory; The work on Paul Klee; The record of patterns and colour theory to enhance patterns.	Texture; Experiment with mixed media to create relief exploring, pattern, texture and colour.	What it is needed to create a cardboard insect
	All students know how to	Show a visual understanding of the formal elements; Use key vocabulary when writing about their own work; Use line expressively to create a variety of outcomes; Use drawing pencils to create a wide range of tones.	Accurately record from direct observation; Draw lightly and sensitively, review and refining work as it progresses; Use drawing pencils to create a wide range of tone to record the form of an object; Use a variety of mark making to record the texture and detail of an object.	Mix and apply water colour; Use key art vocabulary to analyse the work of artists; Apply colour theory to a painting.	Accurately record the proportions of an insect; Enhance shape and pattern using symmetry for visual balance; Mix and apply a range of hue of a chosen colour and use flashes of complementary colours to enhance shapes and patterns; Review and refine work as it develops, setting targets for improvement.	Create a mix media insect study, using relief to enhance texture, pattern and colour; Review and refine work as it develops, setting targets for improvement.	Use a craft knife safely Work collaboratively to plan out a final outcome; Apply knowledge of the formal elements; Justify choices using key vocabulary.
Biology	**All students know and understand**	The key structural features of plant and animal cells including specialised cells	The key structural features of plant and animal cells including specialised cells	The functions of major organ groups and explain why they are needed in a multi-cellular organism	The functions of major organ groups and explain why they are needed in a multi-cellular organism	How the reproductive organs in both plants and animals aid in the production of new offspring	How the reproductive organs in both plants and animals aid in the production of new offspring
	All students know how to	Apply knowledge of cellular adaptations to enable identification of key features of unfamiliar cells	Apply knowledge of cellular adaptations to enable identification of key features of unfamiliar cells	Design an investigation to explore the effects of exercise on the human body	Design an investigation to explore the effects of exercise on the human body	Use understanding from forces in physics to explain the importance of adaptations to ensure distribution of seeds in the environment	Use understanding from forces in physics to explain the importance of adaptations to ensure distribution of seeds in the environment

Logical and sequenced acquisition of knowledge to enable all students to know more, do more and remember more	Substantive knowledge (what/topics/key content) versus Disciplinary and/or procedural knowledge (how, methods & skills)	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Chemistry	All students know and understand	The properties of the different states of matter (solid, liquid and gas) in terms of the particle model, including gas pressure.	The difference between atoms, elements and compounds.	Chemical reactions as the rearrangement of atoms with detectable energy changes.	Chemical reactions as the rearrangement of atoms with detectable energy changes.	Definition of acids and alkalis in terms of neutralisation reactions.	Definition of acids and alkalis in terms of neutralisation reactions.
	All students know how to	Understand that scientific methods and theories develop as earlier explanations are modified to take account of new evidence and ideas, together with the importance of publishing results	Question and develop a line of enquiry based on observations of the real world, alongside prior knowledge and experience.	Make and record observations and measurements using a range of methods for different investigations; and evaluate the reliability of methods and suggest possible improvements.	Make and record observations and measurements using a range of methods for different investigations; and evaluate the reliability of methods and suggest possible improvements.	Use appropriate techniques, apparatus, and materials during laboratory work, paying attention to health and safety.	Use appropriate techniques, apparatus, and materials during laboratory work, paying attention to health and safety.
Physics	All students know and understand	Introduction to physics; Measuring & units Bouncing ball investigation Forces (interaction pairs) Hooke's law	Effects of friction; Mass & weight; Newton's first two laws	Wave properties; Transverse and longitudinal waves; Distinguish amplitude, wavelength and frequency	Sound waves; How sounds waves are produced; Speed of sound in air; Echoes; Auditory range, ultrasound; Loud and soft sounds	Light waves & reflection; Light waves & refraction; Dispersion through a prism; Light transferring energy; Colour and using filters	Space Topic Days & year; Sundials; Solar & lunar eclipses; Solar system (force of gravity and our sun as a star); Astronomical distances
	All students know how to	Measure, plan investigations, carry out practical and follow instructions; Calculate a spring constant for a spring, converting units, graphs to contrast elastic and plastic deformation	Apply Math skills (calculations involving mass & weight); Calculate gravitational field strength using data ; investigate friction	Calculate speed of waves; Demonstrate waves using slinky, use oscilloscope/ wave diagrams to identify wave properties	Demonstrate speed of sound in air; Repeat readings, identify anomalies and working out a mean	Use ray boxes, plot ray diagrams, collect data & importance of repeat readings	Apply math skills (gravity, force, weight calculations); Model the solar system; Model the phases of the moon

Logical and sequenced acquisition of knowledge to enable all students to know more, do more and remember more	Substantive knowledge (what/topics/key content) versus Disciplinary and/or procedural knowledge (how, methods & skills)	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Drama	**All students know and understand**	The foundation skills for convincing physicality and facial expressions; The conventions of Mime; Drama terminology to describe movement.	The conventions, history and stock characters of Pantomime; The conventions of audience interaction and response; Foundation language for evaluation and feedback.	Factors such as atmosphere and suspense in sustaining audience attention; Sub-text and its contribution to character development; the contribution of physical theatre, soundscape and cross-cutting in creating engaging drama.	The importance of group work, the role of the director, and rehearsal refinement in script work; Physical Theatre; Synchronised movement; how to use knowledge of character to move between script and improvisation.	Key features of a practitioner's work – Emma Rice, and specific attention to puppetry; the importance of physical imagery in storytelling; narrative strategies.	How to incorporate a practitioner's techniques in devised group work; the role of feedback following workshares.
	All students know how to	Use exaggeration in movement to display clear characterisation and storytelling; begin to use drama terminology when describing and self-evaluating; work in groups, sharing ideas and making progress during the rehearsal process.	Create still images to show stock characters and essential moments; demonstrate a stock character physically; perform short extracts using voice and movement; script a pantomime moment to include audience interaction; exaggerate physicality and vocal skills; give basic feedback.	Create and develop a character, responding to hot-seating questions; respond to feedback to improve practical work; experiment with drama techniques during the devising process; respond to specific stimuli.	Use imagery to motivate a narrative and vocal techniques to create character; apply basic physical theatre techniques; use clues from scripts/text to develop practical responses.	Apply a practitioner's techniques within short scenes; discuss the techniques involved and offer feedback in the development of practical performance; use props/ puppets with audience in mind.	Perform in the style of Emma Rice; use puppets in the creation of fantasy drama; dramatise folk tales from different cultures.

Logical and sequenced acquisition of knowledge to enable all students to know more, do more and remember more	Substantive knowledge (what/topics/key content) versus Disciplinary and/or procedural knowledge (how, methods & skills)	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Computer Science	All students know and understand	The school systems that are used by all departments.	The key programming constructs, what the shapes in a flowchart are used for.	That if-statements can be used to generate responses based on the answer to a question; How loops can repeat questions based on a condition (if their answer is incorrect, allow them to try again).	That we use cryptography all the time, without even knowing it; An understanding of basic cryptographic techniques (Caesar Cipher, Mary Queen of Scots Cipher, ADFG[V]X and Vernam Ciphers); The ciphers we use are much more complex; That Britain breaking the Enigma code, may have sped up the war.	The definition of the term Hardware; The key components that make up a computer; How computers are used every day, often without knowing about it.	How sequencing can affect a program; What variables are and how they are used; How loops can reduce repetition and decrease mistakes.
	All students know how to	Use systems like Edulink for homework and Office365 software.	Create a flowchart based on the algorithmic process behind practical examples, like a traffic light; Write a program using flowcharts in Flowol.	Use selection and iteration in a text-based editor for text-based responses; Create a quiz using the Python programming language.	Apply an encryption and decryption of Caesar Cipher, Mary Queen of Scots Cipher, ADFG[V]X and Vernam Ciphers.	Evaluate different hardware options and present a case for their desired selection, using the relevant metrics to each component.	Create shapes using Python Turtle; Identify the patterns within an algorithm and reduce the length of code written by including iteration.

Logical and sequenced acquisition of knowledge to enable all students to know more, do more and remember more	Substantive knowledge (what/topics/key content) versus Disciplinary and/or procedural knowledge (how, methods & skills)	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
DT* **(students will either study T1-3 or T4-6 on rotation with F&N)**	**All students know and understand**	A range of wood joints and how they are best used; Hardwoods, softwoods and manufactured boards; Some properties of woods and how to judge suitability; Good bugs for the garden and what is best to attract them	A larger range of joints and how they are used best; What is included in a specification and what it is used for; The 6 R's of sustainability; Design requirements based on client need; What is a moodboard and what it is used for	Logo design and requirements; Branding and packaging requirements; Legislation in the UK; Safety and recycling of products; Vector design and how Cad and Cam used in industry to run the laser cutter; Evaluation	A range of wood joints and how they are best used; Hardwoods, softwoods and manufactured boards; Some properties of woods and how to judge suitability; Good bugs for the garden and what is best to attract them	A larger range of joints and how they are used best; What is included in a specification and what it is used for; The 6 R's of sustainability; Design requirements based on client need; What is a moodboard and what it is used for	Logo design and requirements; Branding and packaging requirements; Legislation in the UK; Safety and recycling of products; Vector design and how Cad and Cam used in industry to run the laser cutter; Evaluation
	All students know how to	Measure and cut timber accurately and safely; Cut two joints; Sand safely and accurately; Chisel safely and accurately	Write a specification; Make a moodboard; Cut a comb joint; Use the scroll saw accurately and safely; Pin and glue; Sand timber; Wax; Sketch and draw effectively; Use transfer paper	Design an effective logo; Develop packaging using peer feedback; Cut and form a net; Design a 2D design and run the laser cutter; Isometric drawing	Measure and cut timber accurately and safely; Cut two joints; Sand safely and accurately; Chisel safely and accurately	Write a specification; Make a moodboard; Cut a comb joint; Use the scroll saw accurately and safely; Pin and glue; Sand timber; Wax; Sketch and draw effectively; Use transfer paper	Design an effective logo; Develop packaging using peer feedback; Cut and form a net; Design a 2D design and run the laser cutter; Isometric drawing

Logical and sequenced acquisition of knowledge to enable all students to know more, do more and remember more	Substantive knowledge (what/topics/key content) versus Disciplinary and/or procedural knowledge (how, methods & skills)	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
English	All students know and understand	The meaning of 'characterisation' and how this is created by writers through speech/action/relationships /description/what others say; Word classes: noun, verb, adjective, adverb and different types of noun. A reading of a great novel, including characters, plot and themes.	The conventions of a fantasy text; The conventions of a plot; The conventions of descriptive writing for characters and setting; Different types of verb: dynamic, stative, modal and auxiliary. The outcome is a creative writing piece.	Adjectives: comparatives, superlatives; and adverbs; The conventions of travel writing; The conventions of a travel vlog; Context for travel writing from 19th century to date; Oracy skills for the production of a vlog.	Poetical terminology: stanzas, rhyme, rhythm; Some context around heritage and diverse poets: Rossetti, Scannell, Moniza Alvi, Blake, Barrett-Browning, Causley; Pronouns, prepositions, definite article and indefinite article.	The context of Shakespearian Britain. The plot, characters and themes of a Shakespearian comedy. The form of the GCSE summer paper.	Details of: life in Shakespeare's England, Shakespeare's life, features of Shakespearean comedy, Elizabethan family relationships; The presentation of conflict between the genders; The plot, characters and themes within a Shakespearean comedy.
	All students know how to	Select useful quotes; Draw inferences; Identify explicit and implicit information; Identify the effects of: similes, metaphors, alliteration and onomatopoeia; Compose point or topic sentences at the start of a PEAL paragraph; Write a character profile	Write effective descriptive paragraphs incorporating figurative techniques and interesting vocabulary; Structure paragraphs.	Identify features of travel writing through different time periods; Identify the tone of a piece of travel writing; Write effective travel blogs and vlogs; Use oracy skills to perform a successful travel vlog.	Annotate a poem; Write a poem incorporating figurative language and effective vocabulary; Explain personal decisions over language, techniques and form; Analyse figurative language in poetry.	Analyse Shakespear's comedy, his poetry and prose. Identify humour; how to perform Shakespear and to enjoy the fantasy. Answer questions for the summer assessment.	Analyse Shakespear's comedy, his poetry and prose. Identify humour; how to perform Shakespear and to enjoy the fantasy. Answer questions for the summer assessment.

Logical and sequenced acquisition of knowledge to enable all students to know more, do more and remember more	Substantive knowledge (what/topics/key content) versus Disciplinary and/or procedural knowledge (how, methods & skills)	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Food & Nutrition*	**All students know and understand**	Food hygiene and safety rules and guidelines; Organisation of the Food room and equipment names; What the Eatwell Guide is and tips for healthy eating; Dairy and alternatives	Starchy carbohydrates, fibre and energy; Fruits and vegetables; Fats and spreads and food labelling.	Beans, pulses, fish, eggs, meat and other proteins; Sustainability and sensory taste testing (Fish); British Cuisine	Food hygiene and safety rules and guidelines; Organisation of the Food room and equipment names; What the Eatwell Guide is and tips for healthy eating; Dairy and alternatives	Starchy carbohydrates, fibre and energy; Fruits and vegetables; Fats and spreads and food labelling.	Beans, pulses, fish, eggs, meat and other proteins; Sustainability and sensory taste testing (Fish); British Cuisine;
(students will either study T1-3 or T4-6 on rotation with DT)	**All students know how to**	Apply knife skills (bridge and claw safety, cutting vegetables, peeling); Grate and use kettle and grill safely; Develop a healthy recipe; Work as a team to wash up and dry equipment	Use the hob safely; Drain potatoes in a colander safely; Use knife skills; Prepare vegetables; Work as a team to wash up and dry equipment	Use the rubbing in method, weighing and measuring, shaping and safe use of the oven; Plan for a new recipe; Evaluate; Use advanced preparation skills (using tin openers, hob safety, timing and organisation awareness)	Apply knife skills (bridge and claw safety, cutting vegetables, peeling); Grate and use kettle and grill safely; Develop a healthy recipe; Work as a team to wash up and dry equipment	Use the hob safely; Drain potatoes in a colander safely; Use knife skills; Prepare vegetables; Work as a team to wash up and dry equipment	Use the rubbing in method, weighing and measuring, shaping and safe use of the oven; Plan for a new recipe; Evaluate; Use advanced preparation skills – using tin openers, hob safety, timing and organisation awareness

Logical and sequenced acquisition of knowledge to enable all students to know more, do more and remember more	Substantive knowledge (what/topics/key content) versus Disciplinary and/or procedural knowledge (how, methods & skills)	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
French	All students know and understand	The alphabet and numbers 1-31; vocabulary to talk about brothers and sisters, describe a classroom, talk about likes and dislikes using AIMER + definite article, describe yourself and others using correct adjective agreement, talk about what you do using FAIRE and a range of infinitives and regular -ER verbs	Colours and telling the time; vocabulary to give opinions and reasons on school subjects, talk about uniform and your school day, say what there is/isn't using IL Y A/IL N'Y A PAS DE; the differences between schools in UK/FR; the conjugation of a range of regular -ER verbs; correct adjective/noun placement	Vocabulary to discuss the weather and seasons, which sports you play using JOUER A, which activities you do using FAIRE DE, what you like doing using AIMER + infinitive; what sport is like in francophone countries	Higher numbers to 100; vocabulary to talk about animals/pets/family/where you live, breakfast food and drink; the importance of Bastille Day in France; the use and agreement of possessive adjectives MON/TON; the conjugation and use of the NOUS form of -ER verbs; the use and agreement of the partitive article	Prices in French; vocabulary to talk about places in a town/village, where you go at the weekend using ALLER, inviting someone out using VOULOIR, ordering food/drinks in a cafe using the TU and VOUS forms of key verbs; the formation and use of the near future tense to talk about what you are going to do	Use of previously seen topical vocabulary within authentic and challenging texts adding to the cultural element and understanding of the language, including the use and construction of verbs in key tenses seen previously in the year.
	All students know how to	Answer prepared questions on a familiar topic without notes; complete reading assessment covering a range of question types (multiple choice, T/NM, written answer, etc.); translate short sentences on a familiar topic from FR-TL and TL-EN, covering one time frame	Read and listen for gist; complete a 40-50 word writing task on a familiar topic, giving opinions and reasons complete listening assessment covering a range of question types (multiple choice, T/NM, written answer, etc.)"	Respond to a role play task on a familiar topic; complete reading assessment covering a range of question types (multiple choice, T/NM, written answer, etc.); translate short sentences on a familiar topic from FR-TL and TL-EN, covering one time frame	Substitute words and phrases to personalise a model text; complete a 40-50 word writing task on a familiar topic, giving opinions and reasons; complete listening assessment covering a range of question types (multiple choice, T/NM, written answer, etc.)	Use the present and near future tenses together in writing and speaking	Complete listening & reading assessment covering a range of question types (multiple choice, T/NM, written answer, etc.); write a 90 word task using 3 time frames and a range of complex language; translate a passage covering 3 time frames from English-TL and one from TL-English

Logical and sequenced acquisition of knowledge to enable all students to know more, do more and remember more	Substantive knowledge (what/topics/key content) versus Disciplinary and/or procedural knowledge (how, methods & skills)	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Geography	All students know and understand	The basics of geological time; the extent to which humans are impacting our planet (including climate change, microplastics & sustainable cities, for example).	The core concepts of UK and global population growth including DTM; the idea of internal movement of people; a regional study of India with a specific focus on Dharavi.	The processes and foundational content needed to understand plate tectonics; the structure of the earth, plate boundaries, volcanoes and earthquakes.	High and low pressure and the different types of weather they bring; depression systems in the UK	The different stages required in investigating an issue; the different methods needed as well as the different analytical tools required for success.	The processes of erosion, deposition and transportation and how they act on coastal systems; the features these processes create on UK landscapes.
	All students know how to	Use basic OS map skills; Introduce the Point Develop Link structure.	Use basic OS map skills; Apply the PDL structure.	Use maps to identity areas of risk and evidence of hazards; Apply the PDL structure.	Read weather charts and synoptic codes; Use globes, atlases & a variety of maps.; Apply the PDL structure.	Use a wide range of skills from data presentation to analysis; conduct a guided Geographical enquiry	Use globes, atlases & a variety of maps; Apply the PDL structure.

Logical and sequenced acquisition of knowledge to enable all students to know more, do more and remember more	Substantive knowledge (what/topics/key content) versus Disciplinary and/or procedural knowledge (how, methods & skills)	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
German	All students know and understand	Key vocabulary to introduce oneself; German pronunciation rules; numbers 1-19 and talking about age; the German alphabet and how to spell in German; say where you live using pronouns and regular present tense conjugation; to describe character using qualifiers and connectives; to say what your favourite things are using genders & indefinite articles (including possessive pronouns); to say what objects you have using indefinite articles in the accusative case (direct object).	Vocabulary to describe pets using pronouns & forming the plural; what you/your pet can do using modal verb können; numbers 20-100 and family members' age; your family; the verb haben in all present tense forms; vocabulary to describe appearance with colours and adjective endings; vocabulary for birthdays with ordinal numbers	Vocabulary to describe sports using the regular verb spielen and the adverb gern; irregular verbs; vocabulary to give opinions; time phrases with accurate word order; vocabulary to describe activities online and plans for next weekend using present tense with future time phrases.	"School subjects and how to give opinions with reasons using the connective weil; vocabulary to describe a school day and tell the time using 24hr clock; vocabulary to describe teachers using possessive pronouns (his and her) and a classroom; prepositions with the dative case; vocabulary to describe the school rules using the modal verb dürfen."	Vocabulary to describe a town and use the negative kein; to buy souvenirs, snacks and drinks; to describe holiday plans using the future tense.	Use of previously seen topical vocabulary within authentic and challenging texts adding to the cultural element and understanding of the language, including the use and construction of verbs in key tenses seen previously in the year.
	All students know how to	Answer prepared questions on a familiar topic without notes; Complete reading assessment covering a range of question types (multiple choice, T/NM, written answer, etc.); Translate short sentences on a familiar topic from EN-GE and GE-EN, covering one time frame	Read and listen for gist; Complete a 40-50 word writing task on a familiar topic, giving opinions and reasons; Complete listening assessment covering a range of question types (multiple choice, T/NM, written answer, etc.)	Respond to a role play task on a familiar topic; Complete reading assessment covering a range of question types (multiple choice, T/NM, written answer, etc.); Translate short sentences on a familiar topic from EN-GE and GE-EN, covering one time frame	Substitute words and phrases to personalise a model text; Complete a 40-50 word writing task on a familiar topic, giving opinions and reasons; Complete listening assessment covering a range of question types (multiple choice, T/NM, written answer, etc.)	Use the present and future tenses together in writing and speaking	Complete listening & reading assessment covering a range of question types (multiple choice, T/NM, written answer, etc.); Write a 90 word task using 3 time frames and a range of complex language; Translate a passage covering 3 time frames from English-TL and one from TL-English

Logical and sequenced acquisition of knowledge to enable all students to know more, do more and remember more	Substantive knowledge (what/topics/key content) versus Disciplinary and/or procedural knowledge (how, methods & skills)	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
History	All students know and understand	Ancient Rome, its empire and how it impacted Britain.	The causes, events and significance of the Battle of Hastings and the impact William the Conqueror had on Britain.	What life in the Middle Ages was like, with three key focuses on the importance of religion, the Black Death and the Peasants Revolt.	The reign of each Tudor monarch with a specific focus on evaluating their relative successes and failures at home and abroad.	The causes, impact and consequences of the Industrial Revolution, considering the extent of change on Britain and the world.	The British Empire and its legacy, with a focus on the case study of British India from the Mughal dynasty to the partition of India.
	All students know how to	Identify reasons why Rome wanted an Empire and explain how the Romans changed life in Britain.	Engage with historical evidence and interpretations to help them evaluate the impact of William the Conqueror.	Engage with the historical concept of change and continuity, considering the impact of the Black Death.	Analyse change and continuity over time between the Tudor Monarchs, considering patterns of development.	Evaluate and judge the impact of the Industrial revolution, whilst developing their understanding and analysis of historical sources.	Evaluate the significance and legacy of the British Empire, using historical interpretations for support.

Logical and sequenced acquisition of knowledge to enable all students to know more, do more and remember more	Substantive knowledge (what/topics/key content) versus Disciplinary and/or procedural knowledge (how, methods & skills)	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Maths	All students know and understand	Place value and how numbers can be broken into prime factors; the calculation rules of negative numbers; how data can be compared on various graphs; the idea of measures of average and spread to compare data; how unknown values can be	Simplification of algebraic expressions; numbers can be written with different accuracies and that this can be used to estimate solutions to questions; fractions can be used to describe parts of a whole and there are rules to be used when calculating.	Algebra describes unknown values and these values can be found; Decimals are an alternative way to represent parts of a whole and there are rules when calculating.	Angles are a measure of how far has been turned and the unit is degrees. There are standard rules to be applied to different lines and shapes.	Number patterns can be described in words and with algebra; the algebra of relationships can be shown using a graph; Ratios can describe relationships between two or more things. Multiplicative reasoning.	The length around a shape can be described as a perimeter. The space inside a shape can be described as an area; there are different ways of transforming a shape and each keeps certain properties the same.
	All students know how to	Write positive whole numbers given in words; break numbers down into prime factors; calculate highest common factors and lowest common multiples; order positive and negative integers; use inequality symbols; add and subtract negative numbers; multiply and divide negative numbers; use the order of operations correctly including indices and brackets; understand the commutative, associative and distributive laws; interpret graphs such as pictograms, bar charts, line graphs and pie charts; find the mode; calculate the median, the mean, the range; simplify algebraic expressions; write algebraic expressions from a given worded problem; substitute positive and negative	Collect like terms by adding and subtracting; simplify expressions by multiplying; expand a single bracket; expand and simplify expressions with two single brackets; factorise using a single bracket; round values to a given number of decimal places; round values to a given number of significant figures; use a calculator to do calculations efficiently; estimate the answer to calculations; estimate square roots; find equivalent fractions; order fractions; add and subtract fractions; multiply and divide fractions including mixed numbers; solve problems involving fractions; convert between fractions and decimals.	Solve algebraic equations with one and two steps; solve algebraic equations with brackets; solve algebraic equations with unknowns on both sides; solve an algebraic equation from a worded question; order decimals and understand place value; multiply decimals; divide decimals; solve problems involving decimals.	Draw and measure angles accurately; find lines of symmetry; find the order of rotational symmetry; recognise and name quadrilaterals and know their properties; calculate angles on a line, around a point and vertically opposite; calculate missing angles in a triangle; calculate missing angles in quadrilaterals; calculate missing angles using alternate, corresponding and co-interior angles; recognise and name polygons up to 10 sided; calculate missing angles inside polygons; calculate exterior angles in polygons.	Recognise sequences and find the next values in a sequence; find and describe term to term rules; find and describe the nth term of a sequence; plot graphs given a sequence; create graphs given a function machine; plot graphs from an equation; recognise equations of vertical and horizontal lines; represent ratios in diagrams; simplify ratios; find equivalent ratios; use the unitary method with ratios, 1:n and n:1; share amounts in a ratio; use ratio in real life contexts; solve direct proportion questions with multiplicative relationships.	Calculate the area and perimeter of squares and rectangles; calculate the area and perimeter of compound shapes; calculate the area of a triangle; calculate the area of compound shapes involving triangles, including the area of a kite; calculate the area of a parallelogram; calculate the area of a trapezium; solve problems involving area, including working backwards; translate shapes on squared paper; rotate shapes on squared paper; reflect shapes on squared paper and on graphs; Enlarge shapes on squared paper.

Logical and sequenced acquisition of knowledge to enable all students to know more, do more and remember more	Substantive knowledge (what/topics/key content) versus Disciplinary and/or procedural knowledge (how, methods & skills)	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Music	All students know and understand	Elements of music - rhythm, pitch, dynamics & tempo	Elements of music - rhythm, pitch, dynamics & tempo; Musical skills - accuracy, expression, fluency, articulation, musical communication	Basic piano technique - finger technique, note recognition	Features of African music, including the role of music in West African society	Features of African music, including the role of music in West African society	How technology can be used in a wide range of musical styles and genres and recognise these by ear.
	All students know how to	Sing and improvise as part of an ensemble	Recognise instruments and voices by ear; Sing and improvise as part of an ensemble.	Play keyboard/piano as part of an ensemble	Recognise African music features when listening	Perform and compose using African drums using a variety of techniques, including improvisation, call and response and other rhythmic devices	Compose music using a variety of technologies, including Cubase, Musescore and Bandlab

Logical and sequenced acquisition of knowledge to enable all students to know more, do more and remember more	Substantive knowledge (what/topics/key content) versus Disciplinary and/or procedural knowledge (how, methods & skills)	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Physical Education Tonbridge	**All students know and understand**	The basic skills needed and how they transfer between sports; The use of choreographic devices within Dance and how to develop a group sequence to perform.	The use of skills and choreographic devices from 1960's style of Dance and how to develop a sequence to perform; The basic rules of Netball, including positional responsibilities.	The basic rules of Netball, including positional responsibilities; The basic rules of Football, including positional responsibilities.	The basic rules of Football, including positional responsibilities; The use of choreographic devices within Gymnastics and their use within a group routine.	The use of choreographic devices within Gymnastics and their use within a group routine; The health and safety considerations associated with Athletics events; The basic rules of Rounders and apply their skills to competitive situations.	The health and safety considerations associated with Athletics events; The basic rules of Rounders and apply their skills to competitive situations; The basic rules of Cricket and apply their skills to competitive situations.
	All students know how to	Perform basic skills such as passing and receiving in a variety of sports as this will underpin the curriculum throughout their time at Weald; Perform a range of movement skills which they will use to develop a sequence.	Perform a range of movement skills which they will use to develop a 1960's style Dance sequence; Develop the skills they learnt in term 1 and apply them to competitive games of Netball.	Develop the skills they learnt in term one and apply them to competitive situations; Develop the skills they learnt in term 1 and apply them to competitive situations.	Develop the skills they learnt in term one and apply them to competitive games of Football; Perform basic gymnastics skills and use these to create a group routine.	Perform basic gymnastics skills and use these to create a group routine; Perform the basic throwing/jumping/ running techniques for each event; Measure and time accurately; Develop the skills they learnt in Term 1 and apply them to the game of Rounders.	Perform the basic throwing/ jumping/running techniques for each event; Measure and time accurately; Develop the skills they learnt in Term 1 and apply them to the game of Rounders; Develop the skills they learnt in Terms 1 and 5, and apply them to the game of Cricket.
Physical Education Sevenoaks	**All students know and understand**	The basic skills needed and how they transfer between sports; The use of choreographic devices within Dance and how to develop a group sequence to perform.	The use of skills and choreographic devices from 1960's style of Dance and how to develop a sequence to perform; The basic rules of Netball, including positional responsibilities.	The basic rules of Netball, including positional responsibilities; The basic rules of Football, including positional responsibilities.	The basic rules of Football, including positional responsibilities; The use of choreographic devices within Gymnastics and their use within a group routine.	The use of choreographic devices within Gymnastics and their use within a group routine; The health and safety considerations associated with Athletics events..	The health and safety considerations associated with Athletics events; The basic rules of Rounders and apply their skills to competitive situations; The basic rules of Cricket and apply their skills to competitive situations.
	All students know how to	Perform basic skills such as passing and receiving in a variety of sports as this will underpin the curriculum throughout their time at Weald; Perform a range of movement skills which they will use to develop a sequence.	Perform a range of movement skills which they will use to develop a 1960's style Dance sequence; Develop the skills they learnt in term 1 and apply them to competitive games of Netball.	Develop the skills they learnt in term one and apply them to competitive situations; Develop the skills they learnt in term 1 and apply them to competitive situations.	Develop the skills they learnt in term one and apply them to competitive games of Football; Perform basic gymnastics skills and use these to create a group routine.	Perform basic gymnastics skills and use these to create a group routine; Perform the basic throwing/jumping/running techniques for each event; Measure and time accurately.	Perform the basic throwing/ jumping/running techniques for each event; Measure and time accurately; Develop the skills they learnt in Term 1 and apply them to the game of Rounders; Develop the skills they learnt in Terms 1 and 6, and apply them to the game of Cricket.

Logical and sequenced acquisition of knowledge to enable all students to know more, do more and remember more	Substantive knowledge (what/topics/key content) versus Disciplinary and/or procedural knowledge (how, methods & skills)	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Religious Education	All students know and understand	Details of the role religion has played and continues to play in the lives of people worldwide; Key facts about the 6 major religions.	The diverse ways in which religious and non-religious people gain happiness and wellbeing.	Details of the lives, achievements and qualities of key religious leaders.	What different religions and non-religious views say about how to live a good life and how religion may be seen as harmful.	What different religions and non-religious views say about how to live a good life and how religion may be seen as harmful.	Details of key unique religious beliefs, why they are held and how they impact on the lives of believers.
	All students know how to	Explain, with examples, how religion has impacted on the lives of believers.	Explain the beliefs and teachings covered and express evaluative opinions on them.	Explain how religious leaders have impacted the world, what marked them out as special, and evaluate their impact.	Explain the beliefs and teachings covered and express evaluative opinions on them.	Explain the beliefs and teachings covered and express evaluative opinions on them.	Explain and evaluate the impact that important religious beliefs have on the lives of believers, including the appraisal of evidence.
Spanish	All students know and understand	Vocabulary to describe themselves, introductions, personalities, age, siblings, birthdays, pets; using and agreeing adjectives, the use and conjugation of tener and ser, pronunciation rules	Vocabulary to describe free time activities, weather, sports, what you like and don't like; using opinion verbs and infinitives, the AR form in the present tense, use of hacer and jugar and question words	Vocabulary to describe subjects, school facilities, break time activities and teachers; using the we form of verbs, use of plural opinions, conjugation of er/ir verbs	Vocabulary to describe family, hair and eye colour, description of people, accommodation; using possessive adjectives, ser and tener verbs in the third person, the use of estar	Vocabulary to describe town or village, telling the time, ordering food, activities to do where you live; use of quantifiers, conjugation of the verb ir and querer, using the near future tense	Use of previously seen topical vocabulary within authentic and challenging texts adding to the cultural element and understanding of the language, including the use and construction of verbs in key tenses seen previously in the year.
	All students know how to	Have a general conversation about the topic, answering prepared and unprepared questions; complete reading assessment covering a range of question types (multiple choice, T/NM, written answer, etc.); translate a passage covering 3 time frames from English-TL and one from TL-English	Write a 40 word task in the present tense; complete listening assessment covering a range of question types (multiple choice, T/NM, written answer, etc.)	Complete a role play (answering and asking situational questions); complete reading assessment covering a range of question types (multiple choice, T/NM, written answer, etc.); translate a passage covering 3 time frames from English-TL and one from TL-English	Write a 50 word task in the present tense; complete listening assessment covering a range of question types (multiple choice, T/NM, written answer, etc.)	Perform a photo card	Complete listening & reading assessment covering a range of question types (multiple choice, T/NM, written answer, etc.); write a 90 word task using 2 time frames and a range of complex language; translate a passage covering 3 time frames from English-TL and one from TL-English