

Year 5

	AUTUMN		SPRING		SUMMER	
	CONTENT	SKILLS	CONTENT	SKILLS	CONTENT	SKILLS
ENGLISH CORE SUBJECT	A range of texts including TS Eliot's Cats and The Angel of Nitshill Road. Writing in a range of styles involving both fiction and non-fiction. KrindleKrax.	Reading, speaking and listening, responding to poetry. Writing in a range of forms and for a range of purposes. Baseline tests in reading, writing and SPAG undertaken at the beginning of the year.	Roald Dahl, A Boy in the Girls' Bathroom. Writing in a range of styles involving both fiction and non-fiction.	Reading, speaking and listening, inference and deduction. Writing in a range of forms and for a range of purposes. Creative writing.	Jabberwocky, Harry Potter. Writing in a range of styles involving both fiction and non-fiction.	Reading, speaking and listening. Drama and improvisation. Writing in a range of forms and for a range of purposes. End of year tests in reading, writing and grammar.

SCIENCE CORE SUBJECT	Materials - experimenting & researching the general properties of materials and separating mixtures.	Lab safety Measuring using scientific equipment End of unit tests	Forces, the Earth, Sun and Moon.	End of module test based upon SATs practice questions	Life cycles: this includes studying two contrasting habitats and using keys to identify organisms within them.	Carrying out aspects of a formal investigation to develop their scientific investigative skills for drawing conclusions.
FRENCH	Basic greetings Personal information Classroom objects Colours	Listening, Speaking, Reading Writing. Assessments in all skill areas.	Animals / Pets Third person Family members Planets / Solar System	Listening, Speaking, Reading Writing. Assessments in all skill areas.	Hobbies Opinions Food & Drink (Café) Countries/ Nationalities	Listening, Speaking, Reading Writing. Assessments in all skill areas.

<p>GEOGRAPHY</p>	<p>Water and Rivers: the water cycle and journey of a river from source to mouth.</p>	<p>Skills: Field visit to the River Hiz; using images Assessment: test and rivers project homework</p>	<p>Weather: what makes up the weather, how to we record and measure it. The difference between weather and climate.</p>	<p>Skills: Field work to measure the weather using instruments; climate graph. Assessment: Test and pupils' weather diaries</p>	<p>Skills & Locality: Looking at our local environment using a range of sources. Learning how to read a map</p>	<p>Skills: Using aerial photographs, google earth, OS map skills, orienteering. Assessment: simple test</p>
<p>HISTORY</p>	<p>The ancient Greeks- how they lived and how we know. Key focus is the battle of Marathon. We also plan to have an in-school Greek Day</p>	<p>Assessment: writing task 'How did tiny Athens beat mighty Persia?' Skills: using sources (Greek pots), Historical enquiry</p>	<p>The Tudors – with a focus on Elizabeth I and the defeat of the Spanish Armada</p>	<p>Assessment: Enquiry task about the defeat of the Armada Skills: Using sources (portraits of Elizabeth I)</p>	<p>Tudor Explorations – a look at how and why. Visit to Kentwell Hall</p>	<p>Skills – Chronological understanding, historical knowledge and understanding. Assessment: a diary entry of a sailor aboard a Tudor ship</p>

COMPUTING	Introducing Computing at Henlow. What is a computer? What is a network? How does the Internet work?	Logging on Using Google tools - completing surveys, slides, drawings, Classroom.	Programming – using Scratch. E-safety - how to be safe and responsible online	Using emails. Game assessed.	Data handling – searching strategies. Presenting information and evaluating work	Using Google docs, sheets and search..
MUSIC	Livin' On A Prayer Singing Livin' On A Prayer' Playing- Livin' On A Prayer' Improvisation Pentatonic Composing Pentatonic Listening Range of Rock Music	Anti-bullying and Christmas Singing Anti-bullying Songs and Songs for KS2 Drama Skills Singing in parts Developing a Performance	Recorder and Percussion Singing Warm Ups Playing 5-8 recorder notes Improvising Rhythms and Short melodies Composing Fill sections Listening Libertango	Recorder and Percussion Singing Warm Ups Playing 5-8 recorder notes Improvising Rhythms and Short melodies Composing Fill sections Listening Libertango	Classroom Jazz 1 Singing Playing 3 Note Bossa, 5 Note Swing Improvising 3 Note Bossa, 5 Note Swing Composing Extension of improvisations Listening Cottontail, Things Ain't What They Used to Be	Reflect Rewind and Replay Singing Stop!, Don't Stop Believin' Playing Stop, Hey You, Don't Stop Believin' Improvising Riffs Composing Riffs Listening All the music we have listened to this year

RE	Values Henlow Values Heroes and Villains Christian Values Humanist Values Respect Respecting other religious traditions Christmas	Dance Painting Craft Artwork Assembly	Creation and Covenant Looking over the Genesis account of creation and linking with modern science. Stories of Moses and Abraham.	Research Presentation Argumentation Persuasive language	People who inspire us Inspiration Moses Jesus Dr Barnardo Ghandi	Choose a person who inspires you. Research Presentation Argumentation Persuasive language
PSHCE	Class reps Friendship Responsibilities Safety Anti-bullying	Discussion. Speaking and listening skills. Making good choices	Difference and diversity Stereotypes Decision making Peer pressure Smoking	Working with other people. Empathy Awareness of self Understanding of the impact of smoking.	Personal hygiene Puberty Relationships and feelings Money Self-reflection and target setting	Able to discuss issues relevant to them. Awareness of puberty for both boys and girls Self reflection.
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2

PE	Baseline fitness tests OAA (Outdoor Adventurous Activities)	Gymnastics Cross Country	Baseline fitness tests Dance	Badminton	Tennis	Fielding and Striking Games
	Rugby Netball	Hockey Basketball Handball	Football Hockey	Football Basketball Lacrosse	Athletics	Athletics

At Henlow pupils are taught the following subjects in rotation. The year is divided equally so pupils experience all of the disciplines below:

Art	Design and technology	Food	Textiles
<p>Colour theory, both understanding how to use the colour wheel and mixing colour using only primary colours. Rules of aerial perspective. Impressionism, practising using colour theory. Ceramic art, learning how to use the Slabbing technique.</p>	<p>Pupils are introduced to the workshop and undertake basic Health and Safety. A basic design process is introduced, we look at the need, research, design specifications initial ideas and final design. This is all then used to produce a Key Holder. During the practical they are introduced to basic hand tools such as the coping and tenon saws. During practical sessions they will produce a</p>	<p>Pupils will be taught how to cook and apply the principles of nutrition, healthy eating and safety and hygiene.</p> <p>Pupils will demonstrate a variety of techniques to prepare and cook a selection of predominantly savoury dishes using a range of cooking methods.</p>	<p>Properties of manmade and natural fabrics. Batik Stencil Fabric pen and crayon Running stitch, blanket stitch and backstitch How to sew on a button</p>

	Key Holder.		
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A detailed map of the Maths curriculum in Year 5:

Year 5 – Yearly Overview

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn	Number – Place Value			Number – Addition and Subtraction		Statistics		Number – Multiplication and Division		Perimeter and Area		Consolidation
Spring	Number – Multiplication and Division			Number – Fractions						Number – Decimals & Percentages		Consolidation
Summer	Number – Decimals				Geometry- Properties of Shapes			Geometry- Position and Direction	Measurement- Converting Units		Measures Volume	Consolidation

Year 6

	AUTUMN		SPRING		SUMMER	
	CONTENT	SKILLS	CONTENT	SKILLS	CONTENT	SKILLS
ENGLISH CORE SUBJECT	<p>Oliver Twist, Writing in a range of styles involving both fiction and non- fiction. Guided reading throughout the year: Kensuke's Kingdom; Goodnight Mister Tom; The Imaginary; The London Eye Mystery and The Boy Who Sailed the Ocean in an Armchair.</p>	<p>Half term tests in reading, writing and grammar.</p>	<p>Writing in a range of styles involving both fiction and non-fiction. Prince Caspian.</p>	<p>Mock SATs tests.</p>	<p>Writing in a range of styles involving both fiction and non- fiction. Public Speaking module in preparation for Year 7.</p>	<p>National SATs tests in May</p>

<p>SCIENCE CORE SUBJECT</p>	<p>Materials: Types of change - study the changes that materials undergo when treated in different ways. Our bodies: The different organs in the body and how they work together to perform their functions.</p>	<p>Lab safety and Bunsen burner use. Investigation skills. End of unit tests.</p>	<p>Changing circuits - Pupils will construct electrical circuits & represent them diagrammatically. They will also study Light and sight The properties of light and understanding the eye how we see.</p>	<p>Mock SATs test End of module test</p>	<p>Variation and Classification- Including similarities and differences in humans, animals and plants as well as classifying plants and animals into groups using identification keys Evolution and Inheritance: Darwin's theory of natural selection.</p>	<p>Using and making dichotomous keys. Considering the various scientific and religious arguments on Darwin's theory. Mock SATs test End of module tests.</p>
<p>FRENCH</p>	<p>Telling the time and discussing their timetable. Hobbies, especially using modern technology and sports. Opinions</p>	<p>Listening, Speaking, Reading Writing. Assessments in all skill areas.</p>	<p>Village where they live Places in town Directions The verb <i>aller</i> Weekend plans</p>	<p>Listening, Speaking, Reading Writing. Assessments in all skill areas.</p>	<p>Holiday Daily routine Café Future plans</p>	<p>Listening, Speaking, Reading Writing. Assessments in all skill areas.</p>

Computing	Binary numbers Internal hardware of a computer Internet safety	Counting in binary. Converting between binary and denary. Creating an animation to name and explain internal hardware of a computer.	Programming using a text based programming language (Sonic Pi)	Key programming vocabulary - iteration, selection, randomisation, parameters, nested loops. Including these in short programs.	Finding and using data Presenting information	Effective internet searching. Writing for different audiences.
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<p>Music</p>	<p>I'll Be There</p> <p>Singing I'll Be There Playing – Parts for I'll Be There Improvising Pentatonic Composing Pentatonic Listening and Appraising – range of Michael Jackson songs</p>	<p>Keyboard Skills</p> <p>Basic 5 finger playing. Changing the voice and style. Using Automatic accompaniment</p> <p>Assessment point performance of Blue Skies or Jingle Bells in pairs.</p>	<p>Classroom Jazz 2</p> <p>Singing – Warm ups</p> <p>Playing in the style of Bacharach Improvising In the style of Bacharach Composing in the style of Bacharach Listening range of Jazz Music</p>	<p>African Drumming</p> <p>Singing – African Call and response songs</p> <p>Playing – Djembe patterns Improvising – Rhythm patterns Composing – polyrhythmic piece Listening and Appraising – Range of African Music</p>	<p>Happy and You've Got A Friend</p> <p>Happy Playing instrumental parts for the songs Vocal Improvisation Composing to join in with the song Listening – range of pop songs</p>
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<p>Geography</p>	<p><u>Our Globe:</u> Learning the basic map and geography of our globe. Learning how to use latitude and longitude to locate places. Study of Utange, a village in Kenya</p>	<p>Map work Atlas work Mathematical skills (fractions)</p>	<p><u>Ecosystems and Rainforests:</u> What ecosystems are; how they vary with latitude; using climate graphs and photos to make comparisons. In depth study of the rainforest ecosystem</p>	<p>Drawing and interpreting climate graphs. Interpreting photographs. Literacy skills - using comparative language</p>	<p><u>People of the Rainforest:</u> A study of how indigenous people use the forest. How and why outsiders are destroying the forest, the consequences of this and how the forests can be managed</p>	<p>Research skills, debating (speaking and listening), detailed geographical sketch.</p>
<p>History</p>	<p><u>Loca Study: Victorian schools in Henlow.</u> A general background investigation into the nature of Victorian schools before focussing on the two schools in Henlow. We use a range of primary sources to investigate.</p>	<p>Using (primary) sources of evidence such as photographs, extracts from school log books and memoirs from people in the village. Comparison to schools today (change and continuity)</p>	<p><u>The Vikings and Alfred the Great:</u> A study of the Viking invasions of Britain. An investigation into the reign of Alfred the Great, arguably the 'founder' of England.</p>	<p>Writing skills in evaluating the extent to which Alfred should be called 'Great'. (Historical significance)Using sources of evidence</p>	<p><u>History at Home.</u> a) a summary study of the history of Britain 'From Cave Man to Hastings' b) Specific work on acquiring history skills in preparation for KS3</p>	<p>Research, presentation and group-work skills. Chronology, analysing sources of evidence,</p>

<p>RE</p>	<p><u>Incarnation</u> Explain the place of Incarnation and Messiah within the big story of the Bible. Identify Gospel and Prophecy texts, using technical terms.</p>	<p>Develop skills of reading and interpretation; understanding how Christians interpret and use biblical texts. Evaluating and reflecting on and connecting the texts and concepts studied.</p>	<p><u>Hinduism</u> To consider a diverse range of views about questions of meaning, purpose and truth connected with destiny, life and death; To learn more about Hindu dharma and non-religious perspectives of life's purposes, death and the idea of the afterlife; To explore views about life's purposes, death and the idea of the afterlife.</p>	<p>Develop their own reasoned viewpoints; To consider how religions sometimes enable their followers to approach death and loss in a positive way, without fear. This may offer a challenge to pupils; Experiences include discussion, creative work, encountering the views of others and developing skills of argument and self-expression.</p>	<p><u>People of God</u> Explain connections between the story of Moses and the concepts of freedom and salvation, using theological terms. Make clear connections between Bible texts studied and what Christians believe about being the People of God and how they should behave.</p>	<p>Identify ideas about freedom and justice arising from their study of Bible texts and comment on how far these are helpful or inspiring, justifying their responses.</p>
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PSHCE	Class reps Friendship Family and relationships Pets Anti-bullying	Speaking and listening skills Empathy Consideration of others	Strengths and weaknesses Media Peer Pressure Smoking Alcohol E-cigarettes	Critical thinking skills Evaluative skills Self awareness resilience	Test survival skills Puberty How babies start How babies are born Money	Understanding of the wider world Speaking and listening Ability to identify stress Reflection
PE	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	
	Baseline fitness tests OAA (Outdoor Adventurous Activities) Rugby Netball	Sports hall Athletics Cross Country Hockey Basketball	Baseline fitness tests Gymnastics Football Hockey	Dance Football Basketball Lacrosse	Tennis Athletics	Fielding and Striking Games Athletics

At Henlow pupils are taught the following subjects in rotation. The year is divided equally so pupils experience all of the disciplines below:

Art	Design and technology	Food	Textiles
Bugs Project:	Pupil produce a Bird Box. This	Pupils will be taught how to cook	Y6 - No Textiles element.

<p>Learning to apply tone using pencil and oil pastel. 3D design and creation of a clay bug. Collograph printing</p>	<p>involved measuring, cutting and constructing support frame to support the plywood panels of the pre cut bird box. Computer Aided Design and Computer Aided manufacturing are introduced (CAD / CAM). Pupils use CAD to personalise the front of their project using Techsoft 2D and the Laser Cutter.</p>	<p>and apply the principles of nutrition, healthy eating and safety and hygiene.</p> <p>Pupils will use a variety of techniques to prepare and cook a selection of predominantly savoury dishes using a range of cooking methods.</p>	
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A detailed map of the Maths curriculum in Year 6:

Year 6 – Yearly Overview

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn	Number- Place Value		Number- Addition, Subtraction, Multiplication and Division				Fractions				Geometry- Position and Direction	Consolidation
Spring	Number- Decimals		Number- Percentages		Number- Algebra		Measurement Converting units	Measurement Perimeter, Area and Volume		Number- Ratio		Consolidation
Summer	Geometry- Properties of Shapes		Problem solving			Statistics		Investigations				Consolidation

Year 7

	AUTUMN		SPRING		SUMMER	
	CONTENT	SKILLS	CONTENT	SKILLS	CONTENT	SKILLS
ENGLISH CORE SUBJECT	Boy in the Striped Pyjamas, Crystal of the Seven Dimensions.	Reading, inference and deduction, drama and improvisation, writing a narrative, speaking and listening.	Chaucer's Canterbury Tales	Drama, ICT – stop – frame animation, reading skills – deduction and inference, poetry techniques, understanding English Language and history of language.	Shakespeare's Macbeth, 20 th Century Poetry	Drama, reading skills, speaking and listening, poetic devices.

<p>SCIENCE</p> <p>CORE SUBJECT</p>	<p>Cells, Tissues and organs</p> <p>Forces & their effects</p> <p>Electric Circuits</p> <p>Atoms , Elements and Compounds</p>	<p>End of module tests</p>	<p>Particle theory.</p> <p>Acids & Alkalis.</p> <p>Sexual reproduction in animals.</p> <p>Sound</p>	<p>End of module tests are taken which are based on KS3 SATs questions.</p>	<p>Muscles and bones</p> <p>Mixtures and separation.</p> <p>Ecosystems</p>	<p>End of module tests are taken which are based on KS3 SATs questions.</p> <p>End of year exam covering the whole year's content.</p>
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<p>FRENCH</p>	<p>Telling the time and discussing timetable. Hobbies, using modern technology & sports. Opinions</p>	<p>Listening, Speaking, Reading Writing. Assessments in all skill areas.</p>	<p>Village where I live Places in town Directions The verb <i>aller</i> Weekend plans</p>	<p>Listening, Speaking, Reading Writing. Assessments in all skill areas.</p>	<p>Holiday Daily routine Café Future plans</p>	<p>Listening, Speaking, Reading Writing. Assessments in all skill areas.</p>
<p>GEOGRAPHY</p>	<p>Maps and Mapping. Look at the features of different types of map.</p>	<p>Skills: Using aerial photographs, google earth, OS map skills, orienteering. Assessment: Test</p>	<p>Earthquakes and Volcanoes. The theory of Plate tectonics and how they cause Earthquakes, Volcanoes and Tsunamis.</p>	<p>Skills: Using globes and atlases. Locating and labelling maps. Using photographs to make conclusions. Assessment: Presentation different types of plate movement.</p>	<p>Britain and Settlement. Look at different countries that make up the British Isles. Explore reasons for human settlement, their location and patterns.</p>	<p>Skills: Atlas and map skills. Assessment: Test on the countries, capitals and main features of the UK.</p>

<p>HISTORY</p>	<p>Medieval Realms: The Norman invasion of England in 1066 and the reign of William the Conqueror.</p>	<p>Skills: Using sources, pupils bring together knowledge, understanding and evidence to reach a conclusion. Assessment: Essay -Why did William win the Battle of Hastings?</p>	<p>Medieval Realms: Religion in the Middle Ages and the struggle for power between the Crown and Church.</p>	<p>Skills: all the main history skills are identified and covered, especially sources. Assessment: Analyse sources on the Murder of Thomas Becket.</p>	<p>Medieval Realms: Changes in society in the Middle Ages and the impact of the Black Death and the Peasants Revolt.</p>	<p>Skills: Historical knowledge, understanding and bias. Assessment: News paper article based on the events of the Peasants Revolt.</p>
<p>COMPUTING</p>	<p>Digital citizenship Binary numbers</p>	<p>Being a safe and responsible digital citizen. Extended writing - how and why computers use binary numbers.</p>	<p>Sorting and searching Programming</p>	<p>Producing a stop motion animation to explain sorting and searching algorithms. Introduction to Small Basic</p>	<p>Programming Presenting information – photography.</p>	<p>Creating a simple Small Basic activity Submission of CD cover and evaluation of it.</p>

<p>MUSIC</p>	<p>Western Classical 1 Ground Bass Singing London's Burning Playing Pachelbel Canon Improvising Ground Bass Composing Own piece based on Pachelbel Ground Bass Listening Messiah Pachelbel</p>	<p>Samba Singing Samba Song Playing Samba Reggae and Samba Funk Improvising Samba grooves Composing Samba Groove Listening – Aural learning and youtube videos</p>	<p>Film Music Composing – Using motifs to compose music for film Improvising – creating motifs Listening – Film Music</p>	<p>Music For Advertising Creating a radio advert Listening – relating music to products</p>	<p>Music Futures Singing – chosen Pop Song Playing – Chosen pop song Improvising - Riffs Composing Listening – Pop Songs</p>
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<p>RE</p>	<p>Islam Islamophobia Beliefs Traditions Festivals Role of Women Islam in the 21st Century</p>	<p>Presentation / Role play about the current issues concerning Islam / Islamophobia Argumentation Factual Knowledge</p>	<p>Gospel Suggest meanings of the texts studied, and how they challenged religious and political authorities, explaining ideas with reasons and evidence. Consider which interpretations are appropriate, and why. Give reasons and examples to explain how far Christians respond to the teaching of Jesus. Explain how Christians use Jesus' teaching to guide their actions/behaviour.</p>	<p>Identify ideas about freedom and justice arising from their study of Bible texts and comment on how far these are helpful or inspiring, justifying their responses.</p>	<p>Arguments for the Existence of God. An examination of 5 key arguments for God's Existence.</p>	<p>Investigating religions and worldviews through varied experiences, approaches and disciplines; reflecting on and expressing their own ideas and the ideas of others with increasing creativity and clarity; becoming increasingly able to respond to religions and worldviews in an informed, rational and insightful way.</p>
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PSHCE	Class reps Friendship Rights and Responsibilities Conflict Anti-Bullying	Speaking and listening Empathy Resilience Evaluating choices	Differences and diversity Prejudice and stereotypes Dangers of Smoking and alcohol Cannabis Illegal substances	Empathy Role play Understanding of laws in society	Hygiene Contraception Relationships and feelings Careers Money Reflection and target setting	Self awareness Reflection
PE	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Baseline fitness tests Gymnastics Rugby Netball	Table Tennis Cross Country Hockey Basketball	Baseline fitness tests Dance Football Hockey	Badminton Football Basketball Lacrosse	Tennis Athletics	Fielding and Striking Games Athletics

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Art	Design and technology	Food	Textiles
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<p>Cubism Cubist Still Life Jenny Stolzenberg - Clay shoes of memory (looking at the Holocaust) 3D design and creation of a clay shoe linked to modern refugees Cubist portrait, oil pastel</p>	<p>Pupils use the design process to investigate structures. They produce a roof structure model which is tested under load and evaluated. They investigate shell and frame structures, they also look at natural and made made structures and the forces acting upon structures.</p> <p>Pupils get the opportunity to work with acrylic, making an acrylic artifact using line bender or/and laser cutter.</p>	<p>Pupils will be taught how to cook and apply the principles of nutrition, healthy eating and safety and hygiene.</p> <p>Pupils will use a variety of techniques to prepare and cook a selection of predominantly savoury dishes using a range of cooking methods.</p>	<p>Y7 - No Textiles</p>
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Year 7 Mathematics Overview

Week	1	2	3	4	5	6	7	8	9	10	11	12	
Autumn	<p>Number 1 4 operations, rounding and estimating, factors and multiples</p>				<p>Geometry and Measures Area, Perimeter (and Volume) Convert units of measurement 3D shapes</p>			<p>Data Handling Tables and charts Averages Probability</p>			<p>Number 2 Fractions, Decimals and Percentages</p>		

Spring	Number 2 Cont Prime, Squares, 4 operations	Geometry 2 Angles and Properties of 2D Shapes	Algebra 1 BODMAS, Simplifying, substituting and solving Sequences	Geometry 3 Transformations
Summer	Geometry 3 cont Transformations	Number 3 Calculator Use Ratio and Proportion	Problem Solving and Testing	

Year 8

	AUTUMN		SPRING		SUMMER	
	CONTENT	SKILLS	CONTENT	SKILLS	CONTENT	SKILLS
ENGLISH CORE SUBJECT	World War 1 poetry and novel Remembrance.	Drama, reading skills – deduction and inference, poetry techniques, writing a comparative essay.	Gothic Horror, media.	ICT – film trailers, drama, speaking and listening – Frankenstein debate, reading skills – inference and deduction, narrative writing - Dracula missing chapter.	Shakespeare – variety of plays – A Midsummer Night’s Dream, The Tempest, Romeo and Juliet and a selection of Sonnets.	Drama, reading skills, speaking and listening, poetic devices. End of year testing for upper schools.

<p>SCIENCE</p> <p>CORE SUBJECT</p>	<p>Chemistry: Atoms, Elements and Compounds</p> <p>Food and nutrition</p> <p>Light</p> <p>Waves</p>	<p>End of module tests are taken which are based on KS3 SATs questions.</p>	<p>The periodic table</p> <p>Energy transfers</p> <p>Combustion</p> <p>Rocks</p> <p>Metals and their uses</p>	<p>End of module tests are taken which are based on KS3 SATs questions.</p>	<p>Unicellular organisms</p> <p>The lungs and breathing</p> <p>Fluids</p> <p>Muscles and bones</p>	<p>End of module tests are taken which are based on KS3 SATs questions.</p> <p>End of year exams based on ALL KS3 content.</p>
<p>FRENCH</p>	<p>Mealtimes Shopping for food The weather</p>	<p>Listening, Speaking, Reading Writing. Assessments in all skill areas.</p>	<p>Place where you live Places in town Directions Rooms 7 Furniture Propositions Description of bedroom</p>	<p>Listening, Speaking, Reading Writing. Assessments in all skill areas.</p>	<p>Clothes & Fashion Daily routine Going on holiday Past and Future Tenses</p>	<p>Listening, Speaking, Reading Writing. Assessments in all skill areas.</p>

<p>GEOGRAPHY</p>	<p>Brazil. Explore the location and the development of Brazil and the impact and legacy of the football world cup and Olympics.</p>	<p>Skills: Locating and labelling maps. Using photographs. Drawing and analysing graphs. Geographical enquiry. Assessment: Compare the development of Brazil to the UK.</p>	<p>Coast and Coastlines. Understand how the coastline is shaped by the sea. What is the impact of erosion and investigate the different types of coastal management.</p>	<p>Skills: Using photographs to make conclusions. Geographical sketching. Speaking and listening (debate). Assessment: Longer writing test on how we protect our coastline from erosion.</p>	<p>Geography in the News. What is geography in the news? Explore current headlines in the United Kingdom and the wider world.</p>	<p>Skills: Research and analysing current topics. ICT. Assessment: Powerpoint presentation.</p>
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<p>HISTORY</p>	<p>World War 1: What were the causes, consequences and legacy of the Great War?</p>	<p>Skills: Historical Interpretation Assessment: Essay-Was Gavrilo Princip responsible for the outbreak of World War 1? Interpret evidence and explain & prioritise reasons for the start of the war.</p>	<p>The Making of the UK: Investigate the key events that led to the formation of the Union in 1707, with particular focus on the English civil war.</p>	<p>Skills: Chronological understanding, historical knowledge and understanding. Assessment: Drama presentation-The Trial and execution of Charles 1.</p>	<p>The Black Peoples of the Americas: The story of slavery to equality. Charting the journey from Africa, through the American civil war and the impact of the protests in the 1960's to present day.</p>	<p>Skills: Debating, empathy, research and presentation skills. Assessment: ICT presentation (movie maker) charting the history from slavery to equality.</p>
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Computing	Computers and society - what is the impact of ICT in the modern world? Film making: planning and making a film to explain one of the school values	Extended writing task. Planning, filming, editing and evaluating their short film.	Programming	Producing a simple game in Small Basic	Computer Science: Networks, Logic and logic gates. Von Neumann's architecture, abstraction.	All assessed by quizzes.
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<p>Music</p>	<p>12 Bar Blues Singing Sing Scat Playing 12 Bar Blues Chords Improvising Jackass Blues Composing Jackass Blues Listening Miles Davis – Kind of Blue</p>	<p>Pop Music Singing – chosen Pop Song Playing – Chosen pop song Improvising - Riffs Composing Listening – Pop Songs</p>	<p>20th Century Serialism Singing Playing Clapping Music Improvising Creating a Tone Row Composing A Serialism piece Listening Schoenberg</p>	<p>North Indian Classical Music Singing Shakalaka Baby Playing A Raga Improvising A Rag Composing Krishna and the King of the Snakes Listening Rag Desh</p>	<p>pBones Singing Hey, you! See you next time, Rhythm in the way we walk, Hands, feet, heart, Playing Hey, you! See you next time, Rhythm in the way we walk, Hands, feet, heart, Ho, ho, ho! Improvising Composing Listening A wide range of styles and genres</p>	<p>Final Performance</p> <p>Groups choose from a range of songs to perform a final performance.</p>
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<p>RE</p>	<p>Salvation Explain, with reference to the 'I am' sayings and/or the signs, what John's Gospel says about Jesus' true nature, and how this connects to Christian beliefs about what God is like. Explain how the Bible uses different types of text (for example, the Gospels) and language (such as, metaphor) to communicate ideas about Jesus as God incarnate. Suggest meanings of the selected texts, explaining their ideas with reasons and</p>	<p>Comment on the different ways in which Christians express worship of God. Reflect on the value of belief in Jesus as God incarnate for Christians in the world today. Comment on how far the world today could benefit from a saviour, offering their own reasons and justifying their responses.</p>	<p>Death and Afterlife To understand what ultimate questions are To understand the difference between knowing and believing To explore our own beliefs about religion and what others may believe To investigate the ultimate question; what happens to us when we die To explain and analyse Hindu beliefs about reincarnation To complete the ultimate questions levelled assessment</p>	<p>Will be able to define what ultimate questions are and give their own opinion to several ultimate questions Will be able to explain why people respond to ultimate questions differently and what might influence their decisions</p>	<p>Sikhism An examination of the main beliefs and practices of the Sikh faith. With Special attention to the Life of Guru Nanak and Gobind Singh. The 5 Ks and their impact on Sikh life</p>	<p>Explain reasonably their ideas about how beliefs, practices and forms of expression influence individuals and communities; express with increasing discernment their personal reflections and critical responses to questions and teachings about identity, diversity, meaning and value, including ethical issues; appreciate and appraise varied</p>
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	evidence.					dimensions of religion or a worldview
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PSHCE	Class reps Friendship Rights and Responsibilities Human Rights Values and ethics Anti-bullying	Speaking and listening skills Empathy Resilience	Discrimination Alcohol Illegal substances Careers Politics Money	Extended writing Discussion skills Debate skills	Recap of contraception STIs HIV/Aids Thinking skills Finance Self-reflection and target setting	Reflection Self-awareness Budgeting
PE	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Baseline fitness tests Health related fitness Rugby Netball	Sports hall Athletics Cross Country Hockey Basketball Handball	Baseline fitness tests Parkour Football Hockey	Dance Football Basketball Lacrosse	Tennis Athletics	Fielding and Striking Games Athletics

At Henlow pupils are taught the following subjects in rotation. The year is divided equally so pupils experience all of the disciplines below:

Art	Design and Technology	Food	Textiles
Understanding Tone Portrait using tone and learning proportion Pop Art linked to a 3D design	Pupils design and make a container using pinewood, they are expected to produce housing joints for the corners	Pupils will be taught how to cook and apply the principles of nutrition, healthy eating and safety and hygiene.	Mexican Day of the Dead project Learning Tye-dye Batik

<p>Making a Clay Pop Art piece Graffiti Art linked to self portrait</p>	<p>and make a vacuum formed removable insert. They are also expected to develop the design further using laser cutter to make a lid.. As part of the research we look at hard and soft wood, and basic plastics theory.</p>	<p>Pupils will use a variety of techniques to prepare and cook a selection of predominantly savoury dishes using a range of cooking methods.</p>	<p>Silk Painting Applique Embroidery</p>
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Year 8 Mathematics Overview

Week	1	2	3	4	5	6	7	8	9	10	11	12
Autumn	Intro and 4 operations	Algebra 1 BODMAS, Simplifying, substituting and solving Sequences					Geometry and Measures 1 Angles Area, Perimeter and Volume		Data Handling 1 Averages and remainder of KS2 Charts	Number 1 Factors and Multiples, Prime Factorisation		Geometry 2 Constructing Triangles

Spring	Number 2 Use of a calculator	Geometry 3 Area and Perimeter Angles in Parallel Lines Converting measures	Data Handling 2 Project Probability	Number 3 Fractions Factors and Multiples (inc Prime Factorisation)
Summer	Number 3 cont Proportion and Ratio	Algebra 2 Solving and plotting equations	Projects and Testing	