

2016-2017	LB1 6 weeks	LB2 4 weeks	LB3 4 weeks	LB4 AND 5 7.5 weeks	LB6 6 weeks	LB7 6 weeks	LB8 6 weeks	LB9 (Y7)
6	Drugs and Bugs	Earliest Civilisations	Tudors		Blast Through The Past		Past, Present, Future	Performance
	<u>Geography</u> <b>No coverage expected</b>	<u>Geography</u> <b>No coverage expected</b>	<u>Geography</u> Continents, countries and cities <ul style="list-style-type: none"> <li>Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</li> <li>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</li> </ul>		<u>Geography</u> <b>What are the similarities and differences between the Grand Union Canal and the River Nile?</b> <b>How have the Grand Union Canal and the River Nile affected people's lives over time?</b> <ul style="list-style-type: none"> <li>Identify Egypt on the world map and independently identify and research its key features both physical and human:</li> </ul> Physical <ul style="list-style-type: none"> <li>Landforms – rivers, canyons, valleys</li> <li>Drainage</li> <li>Climate</li> <li>Soil and vegetation</li> </ul> Human <ul style="list-style-type: none"> <li>Development including economy, standards of living and industry</li> <li>Population and density</li> <li>Settlement and tourism</li> <li>Compare rivers and canals (Nile/Grand Union) – investigate their importance: transport, farming and crops, effect on lives, import and export</li> <li>Use grid references accurately</li> <li>Use map scales accurately</li> </ul>		<u>Geography</u> <b>No coverage expected</b>	<u>Geography</u> <b>No coverage expected</b>
	<u>History</u> Study a non-European society that provides contrasts with British history - early Islamic civilization, including a study of Baghdad c. AD 900 <ul style="list-style-type: none"> <li>Understand that an ancient civilisation began in Mesopotamia</li> <li>Significance of people in Mesopotamia using cuneiform writing</li> <li>Building Baghdad: Understand and explain the reasons why Baghdad was built in this location (people could travel through the land to buy and sell things and to study)</li> </ul>	<u>History</u> Study a non-European society that provides contrasts with British history - early Islamic civilization, including a study of Baghdad c. AD 900 <ul style="list-style-type: none"> <li>The House of Wisdom: Investigate why people travelled from all over the world to trade, teach and learn</li> <li>The Mongol Attack on Baghdad in 1258: Explain the reasons for the attack and the consequences for the inhabitants of Baghdad</li> </ul>	<u>History</u> <b>How did the Tudor king rule?</b> <b>Why did Henry VIII have so many wives?</b> <ul style="list-style-type: none"> <li>Investigate who the Tudors were and learn about the power and importance of a Tudor king including the difficulties he faced in marriage and producing an heir</li> <li>Identify the significance of the Battle of Bosworth and understand how Henry VIII ended the Wars of the Roses and ushered in a new era</li> <li>Compare what a Monarch did and did not do during Tudor times and how it is similar or different to the modern day monarchy</li> </ul>		<u>History</u> Study the achievements of the earliest civilizations – where and when the first civilizations appeared: <b>Ancient Egyptians</b> <ul style="list-style-type: none"> <li>Establish what society was like in Britain during the Ancient Egyptian civilisation and describe the end of the Ancient Egyptian civilisation</li> <li>Understand that the Ancient Egyptians wrote in hieroglyphs and simplified versions such as demotic &amp; hieratic scripts; Appreciate that once hieroglyphs were translated Egyptologists were able to find out a lot more about the Ancient Egyptians; Understand that hieroglyphs represent the sounds that make up words</li> <li>Study the finding of Tutankhamun's tomb by Howard Carter &amp; Lord Carnarvon</li> <li>Study and compare the lives of some of the well-known pharaohs and discover which Ancient Egyptian pharaohs did well in battle and describe the weapons and style of warfare that the Ancient Egyptians used</li> <li>Understand the significance of The Sphinx to Ancient Egyptians and be aware that there is controversy over the original shape of The Sphinx and who ordered it to be carved</li> </ul>		<u>History</u> <b>No coverage expected</b>	<u>History</u> <b>No coverage expected</b>
	<u>Science</u> <b>Drugs and Bugs</b> <ul style="list-style-type: none"> <li>Micro-organisms</li> <li>Green micro-organisms</li> </ul>	<u>Science</u> <b>Living Things And Their Habitats</b> <ul style="list-style-type: none"> <li>Describe how living</li> </ul>	<u>Science</u> <b>Electricity</b> <ul style="list-style-type: none"> <li>Associate the brightness of a lamp or the volume of a buzzer with the</li> </ul>		<u>Science</u> <b>Light</b> <ul style="list-style-type: none"> <li>Recognise that light appears to travel in straight lines</li> </ul>		<u>Science</u> <b>Evolution and Inheritance</b> <ul style="list-style-type: none"> <li>Recognise that living things have changed</li> </ul>	<u>Science</u> <b>No coverage expected</b>

<ul style="list-style-type: none"> <li>• Food and micro-organisms</li> <li>• Useful micro-organisms</li> <li>• Diseases and antibiotics</li> <li>• The effect on the body of tobacco, alcohol and other drugs</li> </ul> <p><b>Animals Including Humans</b></p> <ul style="list-style-type: none"> <li>• Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood</li> <li>• Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function</li> <li>• Describe the ways in which nutrients and water are transported within animals, including humans</li> </ul>	<p>things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals</p> <ul style="list-style-type: none"> <li>• Give reasons for classifying plants and animals based on specific characteristics</li> </ul>	<p>number and voltage of cells used in the circuit</p> <ul style="list-style-type: none"> <li>• Compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches</li> <li>• Use recognised symbols when representing a simple circuit in a diagram</li> </ul>	<ul style="list-style-type: none"> <li>• Use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye</li> <li>• Explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes</li> <li>• Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them</li> </ul>	<p>over time and that fossils provide information about living things that inhabited the Earth millions of years ago</p> <ul style="list-style-type: none"> <li>• Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents</li> <li>• Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution</li> </ul>	
<p><u>Art &amp; DT</u> <b>No coverage expected</b></p>	<p><u>Art &amp; DT</u> <b>Paint - Van Gogh</b></p> <ul style="list-style-type: none"> <li>• Identify colours and objects used in paintings</li> <li>• Practise painting using small brush strokes</li> <li>• Practice painting using swirled brush strokes</li> <li>• Sketch a landscape</li> <li>• Paint a landscape using different brush strokes and techniques</li> </ul>	<p><u>Art &amp; DT</u> <b>Portraits and Picasso</b></p> <ul style="list-style-type: none"> <li>• Explore how characters are presented in portraits – Picasso, Da Vinci, Vermeer</li> <li>• Sketch faces to show how people are feeling</li> <li>• Use sketching to create a self-portrait with the correct facial proportions</li> <li>• Investigate Picasso's Cubism faces</li> <li>• Create an abstract portrait in the style of Picasso</li> <li>• Use pastels to colour the abstract portrait in the style of Picasso</li> </ul>	<p><u>Art &amp; DT</u> <b>Sculpture - Plaster of Paris/Clay</b></p> <ul style="list-style-type: none"> <li>• Design a death mask</li> <li>• Create a death mask</li> <li>• Paint a death mask</li> <li>• Evaluate the design and end product</li> </ul>	<p><u>Art &amp; DT</u> <b>No coverage expected</b></p>	<p><u>Art &amp; DT</u> <b>No coverage expected</b></p>
<p><u>RE</u> <b>No coverage expected</b></p>	<p><u>RE</u> <b>Early Origins of Islam and Christianity</b></p> <ul style="list-style-type: none"> <li>• Muslim and Christian beliefs about their God</li> <li>• Compare what the Qur'an and Bible teach Muslims and Christians about Allah / God, the world and human life</li> </ul>	<p><u>RE</u> <b>The History of Buddhism</b></p> <ul style="list-style-type: none"> <li>• Origins of Buddhism</li> <li>• Look at what some Buddhists believe about Buddha</li> <li>• Look at the main beliefs for some Buddhists</li> <li>• Look at the importance of the Three Universal Truths to some Buddhists</li> <li>• Look at the festivals of Wesak and Vassa and the rituals involved which some Buddhists partake in</li> </ul>	<p><u>RE</u> <b>Symbolism, Sacred Writings and Sacred Places in Buddhism</b></p> <ul style="list-style-type: none"> <li>• Investigate symbolism in Buddhism (Meditation, Lotus flower and the three jewels)</li> <li>• Look at the sacred writings (Tipitaka) and the importance of stories and teachings being passed down</li> <li>• Investigate places of worship (Temple / Pagoda) and the rituals and traditions that happen within these buildings and the importance of these to some Buddhists</li> </ul>	<p><u>RE</u> <b>The History of Jehovah's Witnesses</b></p> <ul style="list-style-type: none"> <li>• Origins of Jehovah's Witnesses</li> <li>• Overview of Jehovah's Witnesses and their beliefs and customs</li> <li>• The importance of the moral code and the notion of separation to some Jehovah's Witnesses</li> </ul>	<p><u>RE</u> <b>No coverage expected</b></p>
<p><u>PSHE &amp; SMSC</u> <b>SEAL - New Beginnings</b></p> <p><b>Personal Development (Folens)</b></p> <ul style="list-style-type: none"> <li>• Growing independence</li> <li>• New school all in a day's work</li> <li>• Points of view</li> <li>• Money matters</li> <li>• Distinguish right from wrong and respect civil &amp; criminal law</li> </ul>	<p><u>PSHE &amp; SMSC</u> <b>SEAL – Getting On</b></p> <p><b>Citizenship (Folens)</b></p> <ul style="list-style-type: none"> <li>• Interpreting right and wrong</li> <li>• Making rules and laws</li> <li>• Rights and responsibilities in the community</li> <li>• Antisocial behaviour</li> <li>• Decision about resources</li> <li>• Pressure groups</li> </ul>	<p><u>PSHE &amp; SMSC</u> <b>SEAL – Say No To Bullying</b></p> <p><b>Responsibility (Folens)</b></p> <ul style="list-style-type: none"> <li>• Drugs</li> <li>• Beating the bugs</li> <li>• Fairness and responsibility</li> </ul> <p><b>Money Week</b></p>	<p><u>PSHE &amp; SMSC</u> <b>SEAL - Going For Goals, Good To Be Me</b></p> <p><b>Lifestyle (Folens)</b></p> <ul style="list-style-type: none"> <li>• Personal safety</li> <li>• Coping with pressure</li> <li>• A healthy mind</li> </ul> <p><b>Anti-bullying</b></p> <p><b>Safer Internet Day Media and Technology</b></p> <ul style="list-style-type: none"> <li>• Media bias</li> <li>• E-safety</li> </ul>	<p><u>PSHE &amp; SMSC (SATs)</u> <b>SEAL – New Beginnings</b></p> <p><b>Looking To The Future</b></p> <ul style="list-style-type: none"> <li>• What have I achieved?</li> <li>• Transition and managing change</li> </ul>	<p><u>PSHE &amp; SMSC</u></p> <ul style="list-style-type: none"> <li>• Transition and managing change</li> </ul>

