



'It's a crazy world out there. Be curious'

(Stephen Hawking)

Introduction and Intent

Our Wider World Curriculum is an interwoven connection of the traditional subjects within three themes:

- Humanities - Geography, History, Languages and Religious Education
- Science
- Technology - Computing and Design Technology

The curriculum is designed to be engaging, creative, explorative and informative for pupils to understand the world and to help them be prepared for the rapidly changing future. Pupils access the curriculum through timetabled lessons on a weekly basis. This work will be further enhanced by visits, whole school activities, events, celebrations and, in Key Stage 4, pupils will have the opportunity to gain AQA certification.

This National Curriculum states:




- *A high-quality science education provides the foundations for understanding the world.*
- *Computing education equips pupils to use computational thinking and creativity to understand and change the world.*
- *Using creativity and imagination, pupils design and make products that solve real and relevant problems.*
- *A high-quality history education will help pupils gain a coherent knowledge and understanding.*
- *A high-quality geography education should inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives.*
- *Languages education should foster pupils' curiosity and deepen their understanding of the world.*

Through our cross-curricular learning approach, pupils can acquire a deeper, richer knowledge and understanding about our world.



EYFS (Nursery and Reception) Curriculum

EYFS LONG TERM PLAN 

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	ALL ABOUT ME!	CELEBRATIONS!	JACK FROST!	GROWING!	AMAZING ANIMALS!	UNDER THE SEA/OUR COLOURFUL WORLD!
UNDERSTANDING THE WORLD	<p>Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them, from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.</p>					
<p><i>'It's a crazy world out there. Be curious'</i></p> <p><i>(Stephen Hawkings)</i></p>	<p>Past and Present Talk about the lives of the people around them and their roles in society. Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. Understand the past through settings, characters, and events encountered in books read in class and storytelling.</p> <p></p> <p>People, Culture and Communities Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts, and maps. Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and, when appropriate, maps.</p> <p>Festivals - Diwali, Christmas, Chinese New Year, Mothers Day, Easter, Fathers Day</p> <p></p> <p>The Natural World Explore the natural world around them, making observations and drawing pictures of animals and plants. Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p> <p></p>					



Key Stage 1 (Year 1 and Year 2) Curriculum

Cycle 1 - 23/24	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topics	<p>Kings and Queens</p> <ul style="list-style-type: none"> - Significant Individuals. - Elizabeth 1 - Victoria - Elizabeth 2 - Charles 	<p>Christmas Traditions</p> <ul style="list-style-type: none"> - UK - Jesus' birthday, not the story. - Light switch on. - Tree decorating. - Letters to Santa - post office / box trip. 	<p>Jurassic World</p> <ul style="list-style-type: none"> - Life cycle of animals - Carnivores, herbivores and omnivores - Link to living things and their habitats. - Simple food chain. - Habitat hunt! 	<p>Heroes</p> <ul style="list-style-type: none"> - Own Locality - Nurses - Doctors - Teachers - Role play 	<p>Minibeasts</p> <ul style="list-style-type: none"> - Geographical skills and fieldwork - Features of the environment - Human and physical geography. - Geographical vocabulary. - Woodland link. 	<p>Everyday Materials</p> <ul style="list-style-type: none"> - Variety of materials. - Properties - Compare and group. - Designing items. - Junk modelling. - Manipulate materials.

Cycle 2 - 24/25	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topics	<p>Festivals and Anniversaries</p> <ul style="list-style-type: none"> - Events beyond living memory - Harvest - Fireworks (NOT GUY FAWKES) - Halloween - Remembrance 	<p>My Christmas</p> <ul style="list-style-type: none"> - Family traditions - Local visits e.g. Church - Tree decorating - Making/sending cards - Decorating gingerbread, German gingerbread. 	<p>Land and Sea</p> <ul style="list-style-type: none"> - Identify, name and compare the structure of animals. - Identify and name plants. - Grow seeds and bulbs - Seasonal change. - Local environment study. 	<p>Toys</p> <ul style="list-style-type: none"> - Change in living memory - Favourite - Old / New - Make - Stay and play. 	<p>Down on the Farm</p> <ul style="list-style-type: none"> - Man-made structures and natural geography - Seasons - Weather - Physical geography. - Animal care 	<p>Exercise, Nutrition and Growth</p> <ul style="list-style-type: none"> - Life cycles of humans. - Healthy diet and exercise. - Name, draw and label the human body. - Humans and the 5 senses. - Zones of Emotional Regulation.

KS1 WOW-In, WOW-Out and Trip Ideas



KS1 - Access			KS1 - Build		
Humanities	Science	Technologies	Humanities	Science	Technologies
<ol style="list-style-type: none"> 1. Explore new objects, materials and the environment. 2. Explore their immediate environment. 3. Have experience of simple subject specific vocabulary. 4. Notice and respond to stimuli. 5. Show increasing awareness of cause and effect. 6. Coordinate movements to interact with objects and/or people. 7. Experience celebrations, festivals and places of worship. 	<ol style="list-style-type: none"> 1. Show curiosity. 2. Notice and respond to stimuli; lights, sound, materials and movement. 3. Experience materials and new textures. 4. Show increasing awareness of cause and effect. 5. Name. 6. Express preferences. 7. Experience gathering simple data. 	<ol style="list-style-type: none"> 1. Experience a range of lights, sounds and movement. 2. Engage for longer periods of time, watching/interacting with electronic devices/ lights etc. 3. Interact with a range of adults and peers. 4. Explore technology in school. 5. Have awareness of different products. 6. Respond to a range of smells, tastes, textures and materials. 7. Explore mechanisms. 	<ol style="list-style-type: none"> 1. Explore their world with curiosity. 2. Notice and explore changes in locations. 3. Begin to use some subject specific vocabulary. 4. Recognise changes. 5. Notice and explore changes in events. 6. Explore periods of history and key events or people. 7. Explore and experience celebrations, festivals and places of worship. 	<ol style="list-style-type: none"> 1. Be inquisitive and explore. 2. Explore changes to materials and/or objects. 3. Explore and respond to materials, and new textures. 4. Show increasing awareness of cause and effects linking to scientific enquiry. 5. Identify and name. 6. Express preferences and make choices. 7. Gather simple data 	<ol style="list-style-type: none"> 1. Use technology to produce creative digital content. 2. Follow simple instructions to use technology in class. 3. Use technology safely with adult help. 4. Identify technology used in school. 5. Notice and respond to different products. 6. Explore a range of objects and materials with different textures, shapes and sizes, and weights. 7. Create objects of imagination by changing and modifying existing designs.



KS1 - Connect			KS1 - Deepen		
Humanities	Science	Technologies	Humanities	Science	Technologies
<ol style="list-style-type: none"> 1. Be curious about their and the wider world. 2. Recognise different features of their environment. 3. Know some basic subject specific vocabulary. 4. Observe with interest. 5. Explore past events. 6. Know events happened at different times. 7. Begin to recognise celebrations, festivals and places of worship. 	<ol style="list-style-type: none"> 1. Ask simple questions. 2. Engage in periods of observation. 3. Interact with a range of simple materials and equipment. 4. Begin to perform simple tests. 5. Begin to identify and classify. 6. Answer simple questions. 7. Gather and record simple data 	<ol style="list-style-type: none"> 1. Be aware of algorithms, begin to create and debug simple programs. 2. Understand how to create, organise, store, manipulate and retrieve digital content. 3. Use technology safely and respectfully know how to seek help when concerned about technology. 4. Identify technology used beyond school. 5. Communicate their ideas about different products. 6. Create purposeful designs with skills for shaping and finishing. 7. Explore how designs can be improved e.g. bigger, stronger. 	<ol style="list-style-type: none"> 1. Develop knowledge about the world including the UK and locality knowledge. 2. Study key human and physical features of their environment. 3. Understand basic subject specific vocabulary. 4. Begin to use geographical skills and observation. 5. Develop an awareness of the past. 6. Demonstrate an awareness of chronological order. 7. Recognise celebrations, festivals and places of worship. 	<ol style="list-style-type: none"> 1. Ask simple questions and recognise that they can be answered in different ways. 2. Observe closely. 3. Use simple equipment. 4. Perform simple tests. 5. Identify and classify. 6. Use their observations and ideas to suggest answers to questions. 7. Gather and record data to help in answering questions. 	<ol style="list-style-type: none"> 1. Understand what algorithms are, create and debug simple programs. 2. Create, organise, store, manipulate and retrieve digital content. 3. Demonstrate using technology safely and respectfully, and identify what to do when concerned about technology. 4. Recognise how technology can be used beyond school. 5. Design products based on criteria. 6. Select and use a range of materials, tools, equipment to create functioning, appealing designs. 7. Evaluate their designs.



Key Stage 2 (Year 3, Year 4, Year 5 and Year 6) Curriculum

Cycle 1 - 23/24	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topics	Explorers - Columbus - Pirates, treasure. - Ships, wrecks.	Christian Christmas - Christmas Story - Make Nativity scene - Location	Perfect Plants - Functions of plant parts. - Water transportation. - Life-cycle.	Transport - First flight - Old/New - Future transport e.g. electric cars.	British Isles - The 4 UK countries. - Capitals - Seas - Plan a trip.	I've Got the Power! - Forces and magnets. - Attract, repel, poles. - Gravity
Cycle 2 - 24/25	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topics	Old London - Great Fire - Guy Fawkes - Bonfire night.	Hanukkah - Judaism - Story - Food	Inside Me - Skeleton and muscles. - Digestion, circulation. - Aging, lifestyle, drugs.	Witches and Wizards - Own Locality - Mother Shipton - Potions / medicines.	Let's Go to the Beach - Coast lines UK/abroad - Hot areas of the world. - Equator	What Is It? - Rocks, fossils. - States of matter. - Changes of materials.
Cycle 3- 25/26	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topics	The Stone Age - Video report. - Tools/weapons. - Homes/recipes.	Bodhi Day - Buddhism - Story - Meditation	Where Things Live - Living things, habitats. - Classification, danger - Life cycle, reproduce.	The Victorians Crime and Punishment - Past and now - Police, law.	Above the Treeline - Polar bears, Svalbard - Iceland, landscape. - Poles	Charge it Up! - Light, sun, shadow. - Sound, vibration. - Electricity, circuits.
Cycle 4 - 26/27	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topics	Ancient Egypt - Who were they? - Pharaohs/Pyramids/Nile - Mummification	Diwali - Hinduism - Story - Festival of lights.	Evolution and Inheritance - Puppets - Growth, young to old. - Off-spring, adaptation.	My History - Heritage - Anglo-Saxon - Early Civilisation	Around the World - 7 continents/5 oceans. - Maps, atlas, compass. - Aerial photographs	Earth and Space - Planets - Earth, sun, moon. - Day and night.

KS2 WOW-In, WOW-Out and Trip Ideas



KS2 - Access			KS2 - Build		
Humanities	Science	Technologies	Humanities	Science	Technologies
<ol style="list-style-type: none"> 1. Explore their world with curiosity. 2. Notice and explore changes in locations. 3. Begin to recognise some subject specific vocabulary. 4. Begin to recognise changes. 5. Notice and explore changes in events. 6. Explore periods of history and key events or people. 7. Explore and experience celebrations, festivals and places of worship. 	<ol style="list-style-type: none"> 1. Explore changes to materials and/or objects. 2. Explore a range of materials and equipment. 3. Be observant. 4. Be encouraged to gather simple data. 5. Watch how data can be recorded. 6. Investigate changes to materials and/or objects 7. Recognise differences, similarities or changes related to simple scientific ideas and processes. 	<ol style="list-style-type: none"> 1. Show interest in technology. 2. Follow simple instructions to begin to use technology in class. 3. Use technology safely with adult help. 4. Identify technology used in school. 5. Notice and respond to different products. 6. Explore a range of objects and materials with different textures, shapes and sizes, and weights. 7. Attempt to create objects of imagination by changing and modifying existing designs. 	<ol style="list-style-type: none"> 1. Be curious about their and the wider world. 2. Explore changes in environment and landscapes. 3. Know some basic subject specific vocabulary. 4. Observe with interest. 5. Notice and explore changes in living memory and then beyond. 6. Know events happened at different times. 7. Begin to recognise celebrations, festivals and places of worship. 	<ol style="list-style-type: none"> 1. Ask simple questions and wait for answers. 2. Interact with a range of simple materials and equipment. 3. Engage in longer periods of observation. 4. Begin to gather and record simple data. 5. Experience data being recorded in a variety of ways. 6. Identify cause and effects linking to scientific enquiry. 7. Use straightforward scientific evidence to answer questions or to support their findings. 	<ol style="list-style-type: none"> 1. Create simple programs and algorithms. 2. Use technology to produce creative digital content on multiple platforms. 3. Use technology safely and respectfully, and know how to seek help when concerned about technology. 4. Identify technology used beyond school. 5. Communicate their ideas about different products. 6. Explore and choose from a range of objects and materials with different textures, shapes, sizes, and weights. 7. Explore how designs can be improved e.g. bigger, stronger.



KS2 - Connect			KS2 - Deepen		
Humanities	Science	Technologies	Humanities	Science	Technologies
<p>1. Develop knowledge about the world including the UK and locality knowledge.</p> <p>2. Explore changes in climate, environment and landscapes.</p> <p>3. Understand basic subject specific vocabulary.</p> <p>4. Develop fieldwork and observational skills.</p> <p>5. Explore periods of history, key events and people.</p> <p>6. Demonstrate an awareness of chronological order.</p> <p>7. Recognise celebrations, festivals and places of worship.</p>	<p>1. Ask relevant questions and use different types of scientific enquiries to answer them.</p> <p>2. Set up simple practical experiments.</p> <p>3. Make systematic and careful observations and, where appropriate, take accurate measurements using standard units, using a range of equipment, including thermometers and data loggers.</p> <p>4. Gather, record, classify and present data in a variety of ways.</p> <p>5. Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables.</p> <p>6. Use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions.</p> <p>7. Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions.</p>	<p>1. Understand what algorithms are, create and debug simple programs.</p> <p>2. Follow instructions to use technology in class to create, organise, store, manipulate and retrieve digital content.</p> <p>3. Use technology safely and respectfully, keeping personal information private.</p> <p>4. Recognise how technology can be used beyond school.</p> <p>5. Design objects by changing and modifying existing designs.</p> <p>6. Create purposeful designs with skills for good accuracy of shaping and finishing.</p> <p>7. Evaluate their designs.</p>	<p>1. Demonstrate World and UK locational knowledge.</p> <p>2. Understand human and physical geography similarities and differences.</p> <p>3. Use basic geographical vocabulary to describe human and physical features.</p> <p>4. Carryout simple fieldwork and observational skills in their surrounding environment.</p> <p>5. Explore changes in living memory and beyond suggesting reasons why.</p> <p>6. Know where people/events fit chronologically.</p> <p>7. Being to identify differences in celebrations, festivals and places of worship.</p>	<p>1. Plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary.</p> <p>2. Set up simple practical enquiries, comparative and fair tests.</p> <p>3. Take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate</p> <p>4. Gather, record, classify and present data in a variety of ways to help in answering questions.</p> <p>5. Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs</p> <p>6. Use test results to make predictions to set up further comparative and fair tests.</p> <p>7. Report and presenting findings from enquiries, including conclusions, causal relationships and explanations of and a degree of trust in results, in oral and written forms such as displays and other presentations.</p>	<p>1. Explain how algorithms work and detect and correct errors in simple algorithms.</p> <p>2. Design, write and debug programmes for specific goals, using sequences, selection and repetition.</p> <p>3. Understand, use and search the internet safely to collect, analyse, evaluate and present data using a variety of software.</p> <p>4. Know how computer networks e.g. the internet, can provide multiple services and the opportunities they offer for communication and collaboration.</p> <p>5. Research design ideas and analyse a range of existing products.</p> <p>6. Choose materials, components, tools and equipment according to their functional properties and aesthetic qualities.</p> <p>7. Evaluate their own product against their design ideas.</p>



Key Stage 3 (Year 7, Year 8 and Year 9) Curriculum

Cycle 1 - 23/24	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topics	The Rotten Romans - UK (class) invasion. - Did for the UK e.g. roads, bath houses. - Soldiers, Boudicca - Hadrien's wall. (NOT VOLCANOES)	Asia - Human geography - China / India / Russia, major cities. - Languages, food. - Christmas RE, - Buddhism and Sikhism.	Circle of Life - Photosynthesis, simple explanation. - Gas exchange - Cellular respiration. - Ecosystem - Plant reproduction.	World at War - The First WW - Second WW NOT THE HOLOCAUST - Modern - Current conflicts.	Europe - Physical geography - Volcanoes - Mount Vesuvius - Mount Etna - Languages, food. - RE, Christianity.	Chemical Reactions! - Nature of matter. - Atoms, elements, compounds. -Exo / endothermic. -Physical changes. -Particle model.

Cycle 2 - 24/25	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topics	The Groovy Greeks - Gods and Goddesses - Inventions - Medicines - Olympics - Navigation, 8 point compasses, grid references	Antarctica - Physical geography - Climate - Climate change. - Winter Wonderland - Hemispheres	Energising - Fuel use and cost, food, appliances, bills. - Energy waves, ultrasound. - Energy change transfer. - Electricity - making lamps. - Energy in matter, temp.	Medieval Britain - Church - Tudors - King Henry VIII - Banquets/entertainment - Battle of Hastings	South America - Physical geography - The Pacific Ocean - Earthquakes - Languages, food. - RE, Judaism.	Earth and the Atmosphere - Earth, tilt, gravity force and between sun/moon - Pressure in fluids, floating sinking. - Materials, layers. - Periodic table. - Pure and impure substances.

Cycle 3 - 25/26	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topics	The Vicious Vikings - Boats - Settlements - Sketch maps/plans - Place knowledge. - Trade links.	Australia - Great Barrier Reef - Tourism - Languages, food. - Christmas RE, Hinduism.	All About Us! - Cells - Skeleton -Nutrition, digestion, health. - Reproduction - DNA	The Empire - Rise and fall. - Slave trade. - Wars - Commonwealth - Sporting events.	Africa - Physical/ human geography. - Deserts e.g. Sahara - Water cycle. - Languages, food. - RE, Islam.	Movement and Momentum - Motion/relative, forces/Newton - Speed = distance/time. - Journeys - Waves, sound/light -Magnetism

KS3 WOW-In, WOW-Out and Trip Ideas



KS3 - Access			KS3 - Build		
Humanities	Science	Technologies	Humanities	Science	Technologies
<ol style="list-style-type: none"> 1. Be curious about their and the wider world. 2. Explore changes in environment and landscapes and ways to look after our world. 3. Know some basic subject specific vocabulary. 4. Observe with interest. 5. Notice and explore changes in living memory and then beyond. 6. Know events happened at different times. 7. Begin to recognise celebrations, festivals and places of worship. 	<ol style="list-style-type: none"> 1. Explore a range of materials and equipment. 2. Demonstrate an awareness of risk. 3. Investigate changes. 4. Experience experiments with awe and wonder. 5. Begin to engage in observation. 6. Explore ways to measure. 7. Respond to outcomes of experiments. 	<ol style="list-style-type: none"> 1. Engage with simple programs and algorithms. 2. Show interest in a variety of technology platforms to produce digital content. 3. Use technology safely and respectfully. 4. Identify technology used in school. 5. Communicate their preferences about different products. 6. Explore a wide range of objects and materials with different textures, shapes, sizes and weights. 7. Explore how designs can be improved e.g. bigger, stronger. 	<ol style="list-style-type: none"> 1. Develop knowledge about the world including the UK and locality knowledge. 2. Explore changes in climate, environment and landscapes and how to look after our world. 3. Understand basic subject specific vocabulary. 4. Explore the idea of evidence shown in sources and what we can learn from them. 5. Explore periods of history, key events and people in living memory and beyond. 6. Explore historical sources and suggest what they show. 7. Recognise celebrations, festivals and places of worship. 	<ol style="list-style-type: none"> 1. Explore materials and equipment suggesting purpose or properties. 2. Recognise risk. 3. Predict and investigate changes. 4. Carry out experiments to test predictions. 5. Engage in longer periods of different types of observation. 6. Begin to take measurements. 7. Identify cause and effects linking to scientific enquiry. 	<ol style="list-style-type: none"> 1. Explore algorithms and how to problem-solve using digital programmes. 2. Start to use data structures to carry out simple operations and create digital content. 3. Use technology and digital media creatively, safely and respectfully, keeping personal information private. 4. Identify technology used both in school and beyond school and what these may look like. 5. Develop an understanding of how the design of an object helps the user. 6. Create purposeful designs with skills for good accuracy of shaping and finishing. 7. Evaluate their designs.



KS3 - Connect			KS3 - Deepen		
Humanities	Science	Technologies	Humanities	Science	Technologies
<p>1. Compare areas of the UK with similar areas of non-European countries e.g. tourism, transport.</p> <p>2. Develop knowledge of changes in climate, environment and landscapes.</p> <p>3. Use basic geographical vocabulary to describe human and physical features.</p> <p>4. Carryout simple fieldwork and observational skills in their surrounding environment.</p> <p>5. Identify possible reasons for historical events and their consequences.</p> <p>6. Know where artefacts/people/events fit chronologically.</p> <p>7. Being to identify differences in celebrations, festivals and places of worship.</p>	<p>1. Understand that scientific methods and theories develop.</p> <p>2. Consider risk.</p> <p>3. Ask questions to make informed predictions.</p> <p>4. Plan and carry out the most appropriate types of scientific enquiries to test predictions with safety.</p> <p>5. Make systematic and careful observations, recording their findings.</p> <p>6. Take accurate measurements using standard units where appropriate.</p> <p>7. Calculate and present their results in relation to predictions.</p>	<p>1. Understand algorithms and use reasoning to solve problems and predict the behaviour of simple programmes.</p> <p>2. Use data structures to program, carry out and use simple operations.</p> <p>3. Understand how the hardware and software components of a computer work.</p> <p>4. Know how computer networks e.g. the internet, can provide multiple services and the opportunities they offer for communication and collaboration.</p> <p>5. Research design ideas and analyse a range of existing products.</p> <p>6. Choose materials, components, tools and equipment according to their functional properties and aesthetic qualities.</p> <p>7. Evaluate their own product against their design ideas.</p>	<p>1. Deepen their understanding of the world and their locality.</p> <p>2. Begin to understand the links between human and physical geography.</p> <p>3. Develop human and physical geography vocabulary, skills and knowledge.</p> <p>4. Carryout fieldwork and observational skills in the wider environment.</p> <p>5. Develop knowledge of periods of history, key events and people in living memory and beyond.</p> <p>6. Recognise simple similarities and differences between periods of time.</p> <p>7. Confidently identify differences between celebrations, festivals and places of worship and begin to identify similarities.</p>	<p>1. Understand that scientific methods and theories develop, objectively.</p> <p>2. Evaluate risk.</p> <p>3. Ask questions to develop a line of enquiry and make predictions using scientific knowledge and understanding.</p> <p>4. Select, plan and carry out the most appropriate types of scientific enquiries to test predictions, including identifying independent, dependent and control variables safely.</p> <p>5. Make and record observations and measurements using a range of methods for different investigations; and evaluate the reliability of methods and suggest possible improvements.</p> <p>6. Carry out appropriate calculations and undertake basic data analysis.</p> <p>7. Calculate results, present and interpret observations, evaluate and explain data in relation to their prediction and identify further questions.</p>	<p>1. Understand algorithms and use logical reasoning to solve real-world problems.</p> <p>2. Make appropriate use of data structures and programming languages to carry out simple operations.</p> <p>3. Understand the hardware and software components of a computer and how they work, including how instructions are stored and executed within a digital system.</p> <p>4. Use digital media safely and creatively, including re-using, revising and repurposing digital artefacts for an audience.</p> <p>5. Start to explore how the development of a design needs to be in the best interest of the user.</p> <p>6. Explore the reasons for and write a simple specification.</p> <p>7. Test and evaluate their ideas.</p>



Key Stage 4 (Year 10 and Year 11) Curriculum

Choose an AQA Unit Award Certificate appropriate to your classes needs each term.

Cycle 1 - 23/24	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topics	<p>Ancient China</p> <ul style="list-style-type: none"> - Qin Dynasty - Significant society - Conflict - Chronicle knowledge - Great wall construction - Silk road - Job fair 	<p>Alternative Christmas</p> <ul style="list-style-type: none"> - Religion in the UK Christianity - Christmas Islam - Eid Hinduism - Diwali Buddhism - Bodhi Day Sikhism - Seva Judaism - Hanukkah - Buildings, symbols, explanations, clothing, religious leader. - Experience each within class or through trips. 	<p>Curious with Chemistry</p> <ul style="list-style-type: none"> - Natural/man-made. - Atomic structure, the periodic table, structure/properties of materials. - Pure and impure substances, separating. - Chemical changes, pH. - Recycling chemical process. - Environmental impact. - Rate of chemical change. 	<p>Medical Emergencies</p> <ul style="list-style-type: none"> - Covid - Zika - Measles, Mumps, Rubella - Great Influenza epidemic (Spanish flu). - Rabies - Small Pox - Black Death 	<p>Hola Mexico</p> <ul style="list-style-type: none"> - Similarities/differences - Day of the dead. - Food - Deserts - Wildlife - Trade - Landscape 	<p>The Power of Physics</p> <ul style="list-style-type: none"> - Space physics! - Stars in our galaxy and other galaxies. - Main features of space. - The light year as a unit of astronomical distance - Structure of matter, atoms, nuclear fission, radioactive materials. - Electricity, currents - Magnetism and electromagnetism.

Cycle 2 - 24/25	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topics	<p>Origins of the Universe</p> <ul style="list-style-type: none"> - Different religious perspectives. - 5 theories - First life. - Dinosaurs - Extinction - Future of the plant? 	<p>Not Christmas!</p> <ul style="list-style-type: none"> - How different countries celebrate. - Past/present. - Food - Plan an alternative Christmas. - New Year - Plan a party. - Alternative New Years e.g. Chinese. 	<p>Brilliant Biology</p> <ul style="list-style-type: none"> - Chemical reactions needed to sustain life. - How humans are helped. - Cells, genome. - Structure and function of the human circulatory system. - Nervous system. - Health, disease, medicine inc HIV/AIDS. - Evolution, inheritance, variation. 	<p>Lessons from History</p> <ul style="list-style-type: none"> - Life before / the Holocaust. - Recap WW2 - Why / where. - Escalation - Getting to camps, location. - Inside the camps. - Rescue 	<p>North America</p> <ul style="list-style-type: none"> - 9/11 - Cities - San Andreas fault - Human geography - Ordnance survey - Urbanisation - Fun with flags. 	<p>Super Science</p> <ul style="list-style-type: none"> - Photosynthesis inc transport systems. - Ecosystems, biodiversity, human impact. - Pollutants inc air. - CO2 and the Earth's climate. - Water resources obtaining potable water. - Energy, not/renewable. - Car braking distance. - Forces and motion, Newton's First Law.

KS4 WOW-In, WOW-Out and Trip Ideas



KS4 - Access			KS4 - Build		
Humanities	Science	Technologies	Humanities	Science	Technologies
<ol style="list-style-type: none"> 1. Develop knowledge about the world including the UK and locality knowledge. 2. Explore changes in climate, environment and landscapes and explore how to look after our world. 3. Understand basic subject specific vocabulary. 4. Explore the idea of evidence shown in sources and what we can learn from them. 5. Explore periods of history, key events and people in living memory and beyond. 6. Explore historical sources. 7. Recognise celebrations, festivals and places of worship. 	<ol style="list-style-type: none"> 1. Be involved with experiment preparation e.g. getting equipment. 2. Experience a range of experiments. 3. Observe experiments. 4. Explore experiments. 5. Be presented with data. 6. Seek out different adults. 7. Be exposed to scientific vocabulary. 	<ol style="list-style-type: none"> 1. Explore algorithms and how to problem-solve using digital programmes. 2. Start to create digital content. 3. Use technology and digital media safely and respectfully, keeping personal information private. 4. Identify technology used both in school and beyond school and what these may look like. 5. Develop an understanding of how the design of an object helps the user. 6. Explore shaping and finishing. 7. Show an interest in what they have designed. 	<ol style="list-style-type: none"> 1. Compare areas of the UK with similar areas of non-European countries e.g. tourism, transport. 2. Develop knowledge of changes in climate, environment and landscapes. 3. Use basic geographical vocabulary to describe human and physical features. 4. Carryout simple fieldwork and observational skills in their surrounding environment. 5. Identify possible reasons for historical events and their consequences. 6. Know where artefacts/people/events fit chronologically. 7. Being to identify differences in celebrations, festivals and places of worship. 	<ol style="list-style-type: none"> 1. Predict and plan experiments. 2. Select equipment and carry out experiments gathering simple data. 3. Make careful observations and take accurate measurements using standard units where appropriate. 4. Ask and answer questions during experiments. 5. Present their data. 6. Communicate their results to different people. 7. Increase their use of scientific vocabulary. 	<ol style="list-style-type: none"> 1. Analyse and use problem solving and design skills across a range of technological platforms. 2. Explore how to use information technology systems creatively and knowledgeably. 3. Explain how to protect their privacy online and how to seek support. 4. Identify how changes to technology could affect safety. 5. Research design ideas and analyse a range of existing products. 6. Choose materials, components, tools and equipment according to their functional properties and aesthetic qualities. 7. Evaluate their own product against their design ideas.



KS4 - Connect			KS4 - Deepen		
Humanities	Science	Technologies	Humanities	Science	Technologies
<p>1. Deepen their understanding of the world and their locality.</p> <p>2. Begin to understand the links between human and physical geography and discuss ways to look after our world.</p> <p>3. Develop human and physical geography vocabulary, skills and knowledge.</p> <p>4. Carryout fieldwork and observational skills in the wider environment.</p> <p>5. Develop knowledge of periods of history, key events and people in living memory and beyond.</p> <p>6. Recognise simple similarities and differences between periods of time.</p> <p>7. Confidently identify differences between celebrations, festivals and places of worship and begin to identify similarities.</p>	<p>1. Use scientific knowledge to develop hypotheses and plan experiments.</p> <p>2. Select the right equipment and carry out experiments appropriately gathering accurate data.</p> <p>3. Record observations and measurements using a range of methods.</p> <p>4. Suggest possible improvements and further investigations.</p> <p>5. Collect and present data in a variety of ways.</p> <p>6. Communicate results to a range of audiences.</p> <p>7. Develop their use of scientific vocabulary.</p>	<p>1. Use problem solving, design skills and analytical skills with technology on multiple platforms.</p> <p>2. Understand how to use systems creatively and knowledgeably.</p> <p>3. Explain how to protect their privacy online and what to do if there are any concerns.</p> <p>4. Use digital media safely and creatively, including re-using, revising and repurposing digital artefacts for an audience.</p> <p>5. Start to explore how the development of a design needs to be in the best interest of the user.</p> <p>6. Explore the reasons for and write a simple specification.</p> <p>7. Evaluate designs against a chosen criteria or specification.</p>	<p>1. Consolidate and extend their understanding of the world with detail and precision.</p> <p>2. Be able to describe how human and physical geography interact.</p> <p>3. Have knowledge of all elements of humans and physical geography.</p> <p>4. Analyse and interpret data collected during fieldwork and observation.</p> <p>5. Have a secure knowledge and understanding of significant events and people in history.</p> <p>6. Understand how knowledge of the past is constructed.</p> <p>7. Discuss similarities and differences between celebrations, festivals and places of worship.</p>	<p>1. Use scientific theories and explanations to develop hypotheses and plan experiments to observe and test.</p> <p>2. Select the right equipment and carry out experiments appropriately gathering accurate data using sampling techniques when needed.</p> <p>3. Make and record detailed observations and measurements using a range of apparatus and methods.</p> <p>4. Evaluate methods and suggest possible improvements and further investigations.</p> <p>5. Apply the cycle of collecting, presenting and analysing data in a variety of ways.</p> <p>6. Recognise the importance of peer review of results and of communication of results to a range of audiences.</p> <p>7. Develop their use of scientific vocabulary and nomenclature.</p>	<p>1. Be able to develop and apply problem-solving, design skills and analytical skills across information technology platforms.</p> <p>2. Develop an understanding of computer science, developing capability, creativity and knowledge with information technology and digital media.</p> <p>3. Describe how to protect their privacy online, including how to identify and report any concerns.</p> <p>4. Understand how changes to technology could affect safety, and how to keep themselves safe online.</p> <p>5. Use research and exploration to solve design problems recording their ideas.</p> <p>6. Develop specifications to inform the design of innovative, functional, appealing products that respond to needs in a variety of situations</p> <p>7. Test, evaluate and refine their ideas.</p>