

| | Topics studied | Checkpoint / Assessment Scores |
|---------|---|-----------------------------------|
| Week 1 | Who am I? | |
| Week 2 | What makes us unique? | |
| Week 3 | To what extent does the past define our racial and cultural identity? | |
| Week 4 | To what extent does the characters' racial and cultural identity impact the events in chapters 2 and 3? | |
| Week 5 | To what extent does your environment and social status impact your identity? | |
| Week 6 | What influences people's perception of an individual's identity? - Checkpoint | |
| Week 7 | How can education and a culture of learning impact identity? | |
| Week 8 | How can I use my voice to express my identity and influence the opinion of others? | |
| Week 9 | How can gender stereotyping influence an individual's identity? | |
| Week 10 | How can gender stereotyping influence an individual's identity? - Checkpoint | |
| Week 11 | How can we use Freytag's pyramid to help structure a piece of narrative writing? | |
| Week 12 | How can we use sensory language to improve description in our writing? | |
| Week 13 | What makes me who I am? | |

| | Topics studied | Checkpoint / Assessment Scores |
|---------|---|-----------------------------------|
| Week 1 | Understanding BIDMAS & order of operations | |
| Week 2 | Using algebraic notation | |
| Week 3 | Writing expressions | |
| Week 4 | Substitution into expressions/formulae | |
| Week 5 | Simplifying expressions and collecting like-terms | |
| Week 6 | Expanding and factorising brackets | |
| Week 7 | Solving one and two step equations | |
| Week 8 | Solving equations with brackets and fractions | |
| Week 9 | Finding terms in sequences and nth term | |
| Week 10 | Unit 1 Checkpoint | |
| Week 11 | Understanding place value | |
| Week 12 | Adding & subtracting integers/decimals | |
| Week 13 | Multiplying & dividing integers/decimals | |

| | Topics studied | Checkpoint / Assessment Scores |
|---------|---|---------------------------------------|
| Week 1 | Science Skills- Lab Safety and Equipment, | |
| Week 2 | Science Skills - The Scientific Method | |
| Week 3 | Science Skills - Interpreting Data -Extended writing task | |
| Week 4 | Cells & Life Processes - Living Organisms | |
| Week 5 | Cells & Life Processes - Microscopes | |
| Week 6 | Cells & Life Processes - Body Organisation - Extended writing task | |
| Week 7 | Particles & Solutions - States of Matter | |
| Week 8 | Particles & Solutions - Heating and Cooling Curves | |
| Week 9 | Particles & Solutions – Separation techniques - Extended writing task | |
| Week 10 | Assessments | |
| Week 11 | Forces and space - Introduction to Forces | |
| Week 12 | Forces and space - Interaction Pairs of Forces | |
| Week 13 | Forces and space - The Solar System and Beyond- Extended writing task | |

| | Basic Skills | Checkpoint / Assessment Scores |
|---------|--|---|
| Week 1 | Introduction to the Art Department. First page decoration. | |
| Week 2 | Cylinder drawing | |
| Week 3 | Cube drawing | |
| Week 4 | Tonal pencil sweet drawing | |
| Week 5 | Stippled sweet painting/drawing | |
| Week 6 | Tonal crayon sweet drawing | |
| Week 7 | Finish off sweet drawings | |
| Week 8 | Colour wheel | |
| Week 9 | Primary and secondary colours | |
| Week 10 | Tertiary colours | |
| Week 11 | Painting techniques | |
| Week 12 | Painting techniques | |
| Week 13 | Painting techniques | |

| | Topics studied | Checkpoint / Assessment Scores |
|---------|--|-----------------------------------|
| Week 1 | Welcome to DT, Health and safety in the DT room. Introduction to the money box project | |
| Week 2 | How to use a steel rule and a tri square to mark out wood | |
| Week 3 | Cutting marked wood using a tenon saw and a coping saw | |
| Week 4 | How to use a file and sandpaper to remove any imperfections | |
| Week 5 | Glue all pieces of wood together | |
| Week 6 | Checkpoint assessment | |
| Week 7 | Designing the front and back of the money box with the theme of identity | |
| Week 8 | Final design | |
| Week 9 | Use the belt sander and sandpaper for a smooth finish | |
| Week 10 | Apply final design on to the wood | |
| Week 11 | Colour the final design with acrylic paint pens | |
| Week 12 | Add the lid to the money box | |
| Week 13 | Evaluation of the money box project | |

| | Topics studied | Checkpoint / Assessment Scores |
|---------|--|---|
| Week 1 | | |
| Week 2 | Introduction to geography | |
| Week 3 | Physical and human geography/global geography | |
| Week 4 | UK and European geography/compass directions | |
| Week 5 | Grid references and measuring distances | |
| Week 6 | Rock cycle, water cycle | |
| Week 7 | Nutrient cycle | |
| Week 8 | Weather climate and ecosystems/food chains and food webs | |
| Week 9 | Hot deserts threats (desertification) and sustainable management | |
| Week 10 | Climate change and the causes of climate change | |
| Week 11 | Impacts of climate change | |
| Week 12 | Managing climate change | |
| Week 13 | Revisit, reteach, revise | |

| | Topics studied | Checkpoint / Assessment Scores |
|---------|---|---|
| Week 1 | Who are the British People? | |
| Week 2 | What impact did the Romans have on the British People? | |
| Week 3 | Who were the Anglo-Saxons? | |
| Week 4 | Who were the Vikings? | |
| Week 5 | Who had shaped Britain by 1000CE? | |
| Week 6 | Why was there a Battle at Hastings in 1066? | |
| Week 7 | How did William gain control of England 1066-1071? | |
| Week 8 | Why did William build castles across England? | |
| Week 9 | How did William keep control of England 1071-1086? | |
| Week 10 | How did William conquer England 1066-1086? | |
| Week 11 | How do historians know about the Kingdom of Mali? | |
| Week 12 | How did Mansa Musa earn his place on the Catalan Atlas? | |
| Week 13 | Why was there a “Golden Age” in the Kingdom of Mali? | |

| | Topics studied | Checkpoint / Assessment Scores |
|---------|---|---|
| Week 1 | Hazards and personal hygiene in a kitchen. Key temperatures | |
| Week 2 | Weighing and measuring ingredients. Washing up | |
| Week 3 | Fruit salad | |
| Week 4 | Fruit crumble | |
| Week 5 | Scones | |
| Week 6 | Checkpoint assessment. Design a pizza | |
| Week 7 | Scone based pizza | |
| Week 8 | Chicken kebab | |
| Week 9 | Equipment uses, self assessment, evaluate a dish | |
| Week 10 | Tuna pasta salad | |
| Week 11 | Cookies | |
| Week 12 | Cheesy toast | |
| Week 13 | End of cycle assessment | |

| | Topics studied | Checkpoint / Assessment Scores |
|---------|---|-----------------------------------|
| Week 1 | | |
| Week 2 | | |
| Week 3 | Welcome to ICT Expectations | |
| Week 4 | Online safety risks and prevention | |
| Week 5 | Keeping you and your computer safe, risks of malware | |
| Week 6 | Keeping you and your computer safe, spam, phishing, and password security | |
| Week 7 | Using mobile phones, risks and impact | |
| Week 8 | Logging on the computers and using MS Teams, One Drive | |
| Week 9 | Searching on the internet, search the internet effectively | |
| Week 10 | Searching on the Internet, validity and reliability of information | |
| Week 11 | Online safety and searching the internet Cycle 1 assessment | |
| Week 12 | Searching on the internet, misinformation and disinformation/C1 DIRT lesson | |
| Week 13 | Searching on the internet, misinformation and disinformation/C1 DIRT lesson | |

| | Topics studied | Checkpoint / Assessment Scores |
|---------|---|-----------------------------------|
| Week 1 | Introduction to music, housekeeping & Respect | |
| Week 2 | Understanding Rhythms. Clapping Rhythms & Graphic notation | |
| Week 3 | Learn to recognise music symbols from Graphic notation and singing them | |
| Week 4 | Writing, Understanding Rhythms & Performance | |
| Week 5 | What is Samba? Using Percussion Instruments for Rhythm | |
| Week 6 | Writing Rhythms. Performance with Percussion Instruments | |
| Week 7 | What is Call & Response? Writing Rhythms. Performance with Percussion Instruments | |
| Week 8 | Understanding Structure and how to embed into performance | |
| Week 9 | Learning to Identify music elements. Possibly C1 Assessment | |
| Week 10 | C1 Assessment. Feedback and reflection | |
| Week 11 | Decoding notation & Introduction to keyboard | |
| Week 12 | Performing a 1 hand performance of chosen piece. Feedback and reflection | |
| Week 13 | Performing a 2-hand performance of chosen piece. Feedback and reflection | |

| | Topics studied | Checkpoint / Assessment Scores |
|---------|--|-----------------------------------|
| Week 1 | Introduction lesson | |
| Week 2 | Judaism – Why is Abraham the ‘Father of Monotheism?’ | |
| Week 3 | Judaism – What happens in the story of Exodus? | |
| Week 4 | Judaism – How does Exodus influence Jews today? | |
| Week 5 | Judaism + Christianity – What happens in the Creation Story? | |
| Week 6 | Judaism + Christianity – How does creation influence Christians? | |
| Week 7 | Marking point | |
| Week 8 | DIRT | |
| Week 9 | Christianity – Why are Baptisms important? | |
| Week 10 | Judaism + Christianity – What are the 10 commandments? | |
| Week 11 | Christianity – How do people worship God? Liturgical and Non liturgical worship | |
| Week 12 | To answer the C1 Big Question | |
| Week 13 | To continue answering the C1 Big Question | |

| | Topics studied | Checkpoint / Assessment Scores |
|---------|--|-----------------------------------|
| Week 1 | Vocabulary use and listening | |
| Week 2 | Vocabulary use and reading | |
| Week 3 | Grammar and structured production – speaking | |
| Week 4 | Speaking and writing | |
| Week 5 | Checkpoint assessment | |
| Week 6 | Listening / reading practice and vocabulary in use | |
| Week 7 | Vocabulary in use and listening | |
| Week 8 | Reading and grammar | |
| Week 9 | Speaking | |
| Week 10 | Grammar | |
| Week 11 | Writing and listening / reading practice | |
| Week 12 | Checkpoint assessment | |
| Week 13 | Revision of all topics studied so far | |

| | Topics studied | Checkpoint / Assessment Scores |
|---------|---|-----------------------------------|
| Week 1 | Introduction to the project and making a mood board | |
| Week 2 | Drawing doodlephant design idea | |
| Week 3 | Add colour to design idea | |
| Week 4 | Cutting out template for elephant from paper and felt | |
| Week 5 | Cutting out template for elephant from paper and felt | |
| Week 6 | Drawing doodlephant design onto felt template | |
| Week 7 | Checkpoint assessment | |
| Week 8 | Drawing doodlephant design onto felt template | |
| Week 9 | Running stitch practise | |
| Week 10 | Adding running stitch onto doodlephant as decorative stitch | |
| Week 11 | Blanket stitch practise | |
| Week 12 | Blanket stitch used to attach template pieces together | |
| Week 13 | Complete doodlephant by adding on ears and tail | |

| | Topics studied | Checkpoint / Assessment Scores |
|---------|---|-----------------------------------|
| Week 1 | Learning about the Urdu-speaking world | |
| Week 2 | Introducing yourself / Alphabet | |
| Week 3 | Numbers and Classroom Instructions | |
| Week 4 | Saying where you live | |
| Week 5 | Birthdays | |
| Week 6 | Checkpoint assessment | |
| Week 7 | School bag items | |
| Week 8 | Colours | |
| Week 9 | Brothers & Sisters | |
| Week 10 | Talking about pets (animals and colours) | |
| Week 11 | Talking about pets (adjectival agreement singular/plural) | |
| Week 12 | Extended Family | |
| Week 13 | Checkpoint assessment | |