







Year 5 - Year 8 Curriculum Map 2022/23

YEAR 5	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
English	Troofriend, Kirsty Applebaum.	The Jamie Drake Equation, Christopher Edge.	The Wolf Wilder, Katherine Rundell	Private Peaceful, Michael Morpugo.	The Explorer, Katherine Rundell	The Great Chocoplot, Chris Callaghan
Mathematics	Reasoning with large whole numbers. Problem solving with integer addition and subtraction. Line graphs and timetables.	Multiplication and division. Perimeter and area.	Fractions and decimals. Angles.	Fractions and percentages. Transformations.	Converting units of measure. Calculating with whole numbers and decimals.	2D and 3D shape. Volume. Problem solving.
Science	Finding forces. What forces act in the world - <i>and beyond?</i>	Properties and materials. What is <i>everything</i> made of?	Earth, Sun and Moon. What wanders through the sky?	Characteristics of life. How do we know something is alive?	Plant life cycles. How can we cultivate life?	Animal life cycles. What is the circle of life?







RE	What inner forces affect how we think and behave?	How is Christmas celebrated around the world?	Why is Muhammad and the Qur'an important to Muslim people?	How do Christians try and follow Jesus' example?	What do religions and worldviews believe about God? How do animals influence our views on religion?	What does it mean to live in peace? How important is thankfulness?
Drama	<p>Text: The Twits Enda Walsh.</p> <p>Value: Humanity.</p> <p>Big Idea: Empathy - Empathising with Monkey & Circus Troupe.</p> <p>Skills: Intro to Drama, Still Images, Narration, Character Development, Thought Tracking, Transitions (S&C) In Role.</p> <p>End: Montage of still images showing Monkeys OR Circus Troupe characters and their story. Narration & Thought Tracking.</p>					
Art and Design Technology: Explorer	5P1 Foundation.	5P2 Doodle to Doodle.	5P3 Headdress/Music/Drama production brief.	5P4 Ceramic Homeware.		
Music	<p>Stepping up to the band project: What skills do we need to form an effective ensemble?</p> <p>Core Practices: Ensemble, Creativity, Community</p> <p>End Product: Ensemble performance at the Festival of Light</p>		<p>Starting the band project: Forming our big band/wind band/string ensemble- How do we start learning our instruments and start making an authentic sound?</p> <p>Core Practices: Mastery, Ensemble</p> <p>End Product: Year group performance at end of term assembly/exhibition</p>		<p>The Band Project Gala Concert: How do we prepare for our first concert as instrumental musicians?</p> <p>Core Practices: Mastery, Ensemble, Flow, Community</p> <p>End Product: Band Project Gala Concert- a selection of whole phase, class and small group performances</p>	
Physical	Evo Tag Rugby.	Dance.	Basketball.	Football.	Athletics and Cricket/Rounders.	

Education	Dance.	FIT21.				
Language: Spanish	Basic expectations. Introduce language. ¡Hola clase!	Historias I.	Non lo tengo.	La invitación.	¡Qué asco!	¡Qué asco!

YEAR 5 PROJECT	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<p>Robotics Engineer</p>  <p><i>Students explore block coding with Lego WeDo kits, solving world problems with their designs, then compete in a building challenge.</i></p>	<p>Curator</p>  <p><i>Students research and create replicas of artefacts from ancient civilisations, displaying these in a virtual museum. They think critically about museums.</i></p>	<p>Astronomer</p>  <p><i>Students learn about our solar system, becoming expert storytellers and offering guided tours.</i></p>	<p>Historian</p>  <p><i>Students learn about WWI through a range of perspectives, creating a board game to reflect the experience of war.</i></p>	<p>Conservationist</p>  <p><i>Students learn about endangered species in a specific world location, creating scientific drawings to help raise funds.</i></p>	<p>Restaurateur</p>  <p><i>Students work to set up a Community Cafe experience / event where they create treats and share poetry and stories of the community.</i></p>
	Computing / Geography	History / Art / Oracy	Science / Oracy	History / D&T	Geography / Art / Oracy	Community / Food Tech

YEAR 6	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
English	Boy in the Tower, Polly Ho-Yen.	Letters from the Lighthouse, Emma Carroll.	Percy Jackson, Rick Riordan.	The Journey, Francesca Sanna	Wonder, R J palacio	Shaking up Shakespeare
Mathematics	Integers and decimals. Multiplication and division.	Calculation problems. Fractions. Missing angles and lengths.	Coordinates and shape. Fractions. Decimals and measures.	Percentages and statistics. Proportion problems.	Problem solving.	Problem solving.
Science	Power and electricity. What is the history of electricity?	Light. Is there such a thing as a trick of the light?	Keeping Healthy What's pumping through our bloodstream?	Interdependence How is all life connected?	Evolution Where did life begin?	Particles, Substances and Mixtures Is it magic, or is it chemistry?
Drama	<p>Text: The Selfish Giant, Oscar Wilde.</p> <p>Value: Humanity.</p> <p>Big Idea: Empathy/Morality - Children vs. Giant.</p> <p>Skills: Oracy, Characterisation, Mime.</p> <p>End: Mockumentary.</p>					
Art and Design Technology:	6P1 Wish you were here.	6P2 Expressive landscape.	6P3 Food.		6P4 Typography.	6P5 Vehicle of the future.



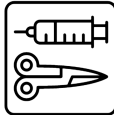



Explorer						
RE	How do people express their faith through art?	What values and practices do religions and world views share?	Living and dying: what do religions and worldviews say?	What do people know about the Easter story and where do their ideas come from?	Why do we need leaders?	Why do we have celebrations?
Music	<p>The Band Project- Learning music from the Movies</p> <p>Core Practices: Ensemble, Mastery, Community</p> <p>End Product: Festival of Light concert</p>		<p>The Band Project- The Tea Party Recital: Creating small ensemble pieces and planning an event for parents</p> <p>Core Practices: Ensemble, Mastery, Flow</p> <p>End Product: Tea Party Recital for Y6 students and families</p>		<p>The Band Project- The Band Project Gala Concert- How do we share and celebrate our progress with our community?</p> <p>Core Practices: Ensemble, Mastery, Flow, Community</p> <p>End Product: Band Project Gala Concert</p>	
Physical Education	Evo Tag Rugby. Dance.	Dance. FIT21.	Basketball.	Football.	Athletics and Cricket/Rounders.	
Language: Spanish	Basic expectations. Introduce language. ¡Hola classe!	¿Puedo ir al baño?	El Capibara con botas.	El Capibara con botas.	Todo sobre mi I.	Todo sobre mi I.

YEAR 6 PROJECT	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<p>Electrical Engineer</p>  <p><i>Students explore and create electrical circuits, then apply this knowledge to the design of toys which feature movement, sound and light powered by their circuit.</i></p>	<p>Anthropologist</p>  <p><i>Students create miniature societies, designing all aspects of life before learning about the impacts of colonisation through history</i></p>	<p>Storyteller</p>  <p><i>Students create original stories inspired by the Greek Myth style, and sculpt original monsters to star in these. They learn their stories and perform live.</i></p>	<p>Textile Designer</p>  <p><i>Students 'travel' the world to learn about the importance of different patterns. They collect these and use them to inspire their own original design</i></p>	<p>Coder</p>  <p><i>Students investigate the stories that are told through games, then create their own original computer games using block coding, bringing these together in an arcade.</i></p>	<p>Orator</p>  <p><i>Ignite Speeches: Excellence</i> <i>Students prepare and deliver their original speeches, reflecting back on how they have developed and demonstrated excellence in their learning</i></p>
	STEM / D&T / Science	History / D&T	History / Art / Oracy	Geography / D&T	Computing	Oracy

YEAR 7	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
English	Real Readers. Novel Study.		Real Writers. Harmony Unit.	Real Talk. Finding your voice.	Short Story Study.	Year 6/7 Shakespeare transition unit.
Mathematics	2D Shapes and four operations.	Properties of number. Angles in 2D shapes.	Data handling.	Rational numbers and part-whole relationships.	Introduction to algebra. Formulae.	Circles.
Science	Physical Change and Energy Can science explain everything?	Elements, Compounds and Chemical Change What are the 92 basic ingredients of the universe?	From Cells to Systems What are we made of?	Moving by Force How can we predict motion?	Sound, Light and Waves How different is seeing from hearing?	Inheritance and Reproduction How is life created?
Humanities	Geography Why is Newham the most diverse borough in London?	History Who really had power in the medieval world?	Geography How do rivers impact people's lives in Bangladesh?	History Why was Early Modern Europe so obsessed with witches?	Humanities enquiry How has Timbuktu changed between 1325 & 2021?	


Religious, moral, social & cultural studies	<p>Consideration of religious and ethnic diversity within Newham</p> <p>Exploring how different religions impact cityscapes through provision of different services such as places of worship</p>	<p>Consideration of different elements of power within society</p> <p>Discussion of power and gender in medieval society</p> <p>Discussion of the split within Christianity</p>	<p>Social & environmental impacts of flooding</p> <p>Human decisions that lead to increased flood risk</p>	<p>Discussion of misogyny and gender roles in Early Modern England</p> <p>Consideration of the role of the split between Catholicism and Protestantism in causing religious competition and conflict</p> <p>Appreciation of the importance of religion to Early Modern Europeans</p>	<p>Religious pluralism within the Mali Empire</p> <p>Impact of Islam and animism on the architecture built from 1325 in Mali</p> <p>Exploration of Black History pre-Atlantic slave trade</p>
Drama	<p>Text: Lord of the Flies.</p> <p>Value: Community.</p> <p>Big Idea: Morality/Identity - What makes a community.</p> <p>Skills: Oracy (1:1), Realism (1:2). Script Work, Peer Feedback, Building Tension.</p> <p>End: Scripted Naturalistic Performance.</p>				
Art and Design Technology:	7P1 1pt Bedroom	7P2 Back in time	7P3 Wonderful Beasts	7P4 Wooden Toys	7P5 Me, Myself & I

Explorer	Project rotation, one of the below: 7/C21-1 How Can I Inspire Change? 7/C21-2 Biodiversity Ceramics 7/C21-3 Calm Me Down, Computer		Project rotation, one of the below: 7/C21-1 How Can I Inspire Change? 7/C21-2 Biodiversity Ceramics 7/C21-3 Calm Me Down, Compute		Project rotation, one of the below: 7/C21-1 How Can I Inspire Change? 7/C21-2 Biodiversity Ceramics 7/C21-3 Calm Me Down, Compute	
Music	Hamilton Reimagined- How Do We Re-Find Our Voice Through Studying Musical Theatre? Core Practices: Creativity, Ensemble End Product: Festival of Light concert		How Do You Write A Number 1 Hit? An introduction to LogicProX Core Practices: Creativity, Flow End Product:A Soundcloud album of original mp3 tracks recorded using LogicPro X software		How can we use the Blues to tell people's stories? Whose stories need telling? Core Practices: Mastery, Community End Product:A set of podcasts documenting unsung heroes of Newham with live recordings of original Blues music written to tell their stories	
Physical Education	Evo Netball. Badminton.	Badminton. Dance.	Basketball.	Fitness.	Athletics and Cricket/Rounders.	
Language: Spanish	Basic expectations. Introduce language. La familia de Federico Rico.	La familia de Federico Rico.	Coco.	Coco.	Berto y sus buenas ideas.	Berto y sus buenas ideas.

YEAR 7 PROJECT	Autumn Term	Spring Term	Summer Term
Project 1	<p style="text-align: center;">Philanthropist <i>How can we bring light to those who need it?</i></p>  <p style="text-align: center;"><i>Students learn about countries from around the world and small projects running in them through www.lanternprojects.org. They complete maths skills workshops before creating their own paper 3D lanterns and holding a non-uniform day and sponsored 'Night Walk, donating funds raised to their chosen project.</i></p>	<p style="text-align: center;">Product Designer <i>Can one idea change the world?</i></p>  <p style="text-align: center;"><i>Students take part in the Trailblazer Challenge with Salesforce, researching the Sustainable Development Goals set by the UN. They create original products to address these after having STEM workshops, then pitch to a professional audience.</i></p>	<p style="text-align: center;">Producer <i>What's the history of surgery?</i></p>  <p style="text-align: center;"><i>Students participate in a series of workshops tracing the chronology of how surgery and medicine have developed through time. They visit the London Dungeon and complete a workshop there, before creating their own 'living timeline' interactive performance.</i></p>
Project 2	<p>We offer a series of three art, design and technology real world projects that students choose from. Each term, students will rotate to a different project.</p>		
	<p style="text-align: center;">Graphic Designer</p>  <p style="text-align: center;"><i>As a graphic designer, you will learn how to design packaging and logo designs for the</i></p>	<p style="text-align: center;">Community Artist</p>  <p style="text-align: center;"><i>Students think about how they can improve the school and local environment by producing arts and craft outcomes which might range from murals to mosaics or even pottery. Students work to develop our garden/allotment to support our seed-to-plate culture within food technology and have a say in how these projects develop over the year.</i></p>	<p style="text-align: center;">Hospitality & Catering</p>  <p style="text-align: center;"><i>Students will explore how the arts have often been used to express strong messages and as a form of protest to change the world. They will discuss and identify key areas of change they want to see and be part of a live protest. They also learn about the different types of art mediums used from protest signs to props and puppetry.</i></p>

OR Music Scholarship Elective






	<p>OR Music Scholarship Elective</p> 		
	<p><i>In our first term on the scholarship programme you will be forming your scholarship ensemble through the study and performance of a selection of challenging pieces to be performed at the Y6 Pathways Event and the Festival of Light concert</i></p> <p><i>They will access instrumental lessons as part of the programme</i></p>	<p><i>In the spring term students take part in an intergenerational project, working with either; participants from a local care home OR reception classes/local toddler groups.</i></p> <p><i>Projects include composing an original score and narration of a children's book, to be performed for the local community, and writing character pieces to tell the stories of local people in our community</i></p>	<p><i>In the summer term, students collaborate on a grand scale to produce music from a variety of genres, including a classical set work, to be performed at the senior Band Project Gala concert. If they taking part in one of our music tours, they will also be involved in final preparations ahead of our pre-tour concert and the tour itself</i></p>

YEAR 8	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
English	Genre Study. Dystopian Literature.		Real Writers. Harmony Poetry.	Real Talk. Language investigation.	Drama Study. How to be a playwright?	
Mathematics	Indices and prime	Ratios.	Transformation of	Angles in polygons.	3D Shapes.	Probability.

	factorisation. Negative numbers.	Proportion.	shapes. Solving equations.	Sequences.	Inequalities.	
Science	Floating, flying or falling? What is the history of flight: from balloon to the Moon?	Periodic table and chemical reactions. Can the chaos of the universe be organised?	Microbiology and biochemistry. Will evolution ever stop happening?	Ecosystems, variation and natural selection. What are fields in physics?	Electricity, magnetism and electromagnetism. Does our planet need protecting?	Earth science. Is there life we can't see?
Humanities	History How useful is Joseph Collyer's engraving for telling us about the end of slavery?	Geography How can the Brazilian government balance economic development with the conservation of the Amazon Rainforest?	History Was the Matchgirls strike really a 'turning point' in the lives of people in East London?	Geography Why are there uneven impacts of climate change around the world?	History Why does it matter what we call the conflict in India in 1857?	Geography How have changes in power impacted India's borders and society?
Religious, moral, social & cultural studies	Examination of myths societies can tell about their past Resistance of enslaved people	How decisions in UK (e.g. to purchase gold or mahogany) lead to deforestation in Brazil	Resistance of oppressed groups Discussion of gender roles	Impact of personal decisions relating to climate change that lead to differential hazards around the world	Examination of language to ensure empowerment and humanity	Impacts of colonial borders on the abilities of Sikhs to worship Division of linguistic and

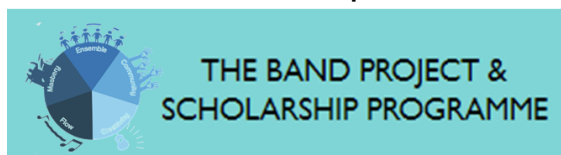
		Impacts of deforestation on the environment and indigenous people				ethnic groups across borders
Drama	<p>Text: Oedipus, Sophocles Value: Responsibility Big Idea: Truth/Morality - Who/What dictates our fate? Skills: Chorus, Physical Theatre, Vocal/Sound Scraping, Theatre in Context. End: Scripted Choral Performance.</p>					
Art and Design Technology: Food technology	FT/I Home cooking		Groups rotate - same project as Autumn 	Groups rotate - same project as Autumn 		
Art and Design Technology: Fine Art	FA/I Portraiture		Groups rotate - same project as Autumn 	Groups rotate - same project as Autumn 		
Art and Design Technology: 3D Design	3D/I Intro to 3D Design	3D/2 Wacky Races	Groups rotate - same project as Autumn 	Groups rotate - same project as Autumn 		
Art and Design Technology: Digital Design	DD/I Graphic Design		Groups rotate - same project as Autumn 	Groups rotate - same project as Autumn 		
Music	Sounds of School21- How Do We Tell		Who are the icons of British Pop Music?	What Could a Piece of East/West Fusion		

	The Stories Of School21 Through Music Inspired By 'Stomp'?		Core Practices: Ensemble, Mastery		Sound Like?	
	Core Practices: Creativity, Ensemble, Flow		End Product: A small ensemble recording of a set work by your chosen British Icon and an information pack to be displayed within the school		Core Practices: Ensemble, Flow, Community	
	End Product: A dynamic, year group devised stomp pieces performed by the whole year group in the Festival of Light concert		End Product: A collaborative performance taking influence from the genres of Brazilian samba and Indian Bhangra music, performed as part of our end of term exhibition			
Physical Education	Evo Netball.	Badminton.	Basketball.	Fitness.	Athletics and Cricket/Rounders.	
	Badminton.	Dance.				
Language: Spanish	Basic expectations.	Todo sobre mi 2.	La perezosa impaciente.	La perezosa impaciente.	Bienvenido a Escuela21.	Bienvenido a Escuela21.
	Introduce language.					
	Todo sobre mi 2.					

YEAR 8 PROJECT	Autumn Term	Spring Term	Summer Term
<i>Project 1</i>	<p>Brand Designer: <i>How important is it to be seen?</i></p>  <p><i>Students research pop culture and different fandoms.</i></p>	<p>Forensic Scientist: <i>How can we stage the perfect crime?</i></p>  <p><i>Students learn about a variety of forensic investigation</i></p>	<p>Social Media Influencer <i>How can the internet amplify us?</i></p>  <p><i>Students explore how social media celebrity has arisen and</i></p>

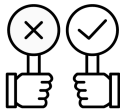





	<p><i>They visit Comicon and speak to members of the public. They analyse representation in pop culture and the influence this has, creating their own series of inclusive Funko models with backstories.</i></p>	<p><i>techniques including blood spatter analysis, etymology, chromatography, physical and DNA analysis. They then author a staged crime scene for visitors to solve after hosting workshops on the various techniques.</i></p>	<p><i>the impacts of this on young people. Within the project they choose a 'strand' to follow; gaming, beauty or music & dance and hone their skills in these areas while critically considering societal impact of social media culture.</i></p>
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OR Music Scholarship Elective



	<p><i>In our first term on the scholarship programme in y8, students focus on set works with a high technical demand, which they will perform for external guests and as part of the end of term Festival of Light concerts</i></p> <p><i>They will access instrumental lessons as part of the programme</i></p>	<p><i>In the spring term students take part in an intergenerational project, working with either; participants from a local care home OR reception classes/local toddler groups.</i></p> <p><i>Projects include composing an original score and narration of a children's book, to be performed for the local community, and writing character pieces to tell the stories of local people in our community.</i></p> <p><i>They also take part in a mastery competition, working on solos or small ensemble pieces as part of a wider competition. Prizes have included contributions towards the purchase of their own instrument.</i></p>	<p><i>In the summer term, students collaborate on a grand scale to produce music from a variety of genres, including a classical set work, to be performed at the senior Band Project Gala concert. If they taking part in one of our music tours, they will also be involved in final preparations ahead of our pre-tour concert and the tour itself</i></p>
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Year 8 Leadership Pathway

<p><i>Project 2</i></p>	<p>Leadership & Debate</p>  <p><i>Students learn debating skills and are elected to the Y8 Middle School Leadership Panel as Captains. All students</i></p>	<p>Mentoring</p>  <p><i>Students complete mentorship training and work with supporting younger students in the school.</i></p>	<p>Social Action</p>  <p><i>Students decide on a cause they want to support, and organise a fundraiser, awareness campaign, volunteer or donate to support.</i></p>	<p>Entrepreneurship</p>  <p><i>Students work in teams to create business plans. They start with £10 investments and aim to grow these through their small business ideas.</i></p>	<p>Employment</p>  <p><i>Students explore the world of work through the focus of 'First Jobs', learning the skills to apply for jobs, read payslips and manage their first income.</i></p>	<p>Legacy (incl residential & transition)</p>  <p><i>Students decide on a legacy piece to leave behind in the Middle School and event plan</i></p>
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	<i>participate in a debate series.</i>			<i>Students enter the national 10xChallenge.</i>		<i>their graduation Legacy Event'</i>
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