



## Windsor Park CE(C) Middle School Whole School Curriculum Map



# New Primary Curriculum

The National Curriculum provides students with an introduction to the essential knowledge that they need to be educated citizens. It introduces students to the best that has been thought and said; and helps engender an appreciation of human creativity and achievement.

Please find below the Curriculum Maps that our staff have planned for the 2015-16 Academic Year.



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YEAR 5	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
<b>ENGLISH</b>	Fiction Unit – <i>Street Child</i> (7 weeks)	World War 1 (7 weeks)	<i>Oranges in No-Man's Land</i> W (4 weeks) Narrative poems W linked with Roald Dahl's <i>Boy</i> (2 weeks)	Museum of Fun W (4 weeks)	Greek Myths W (6 weeks)	Explorers W (6 weeks)
<b>MATHS</b>	Place Value Addition & Subtraction Properties of Multiplication & Division Multiplication & Division Statistics	Division Fractions Decimals Measures Geometry	Place Value Addition & Subtraction Properties of Multiplication & Division Fractions Measures	Multiplication & Division Percentages Measures Geometry	Calculations in Measure Measures Fractions & Decimals Statistics Geometry	Numbers and the number system Measures Fractions decimals and percentages Statistics
<b>SCIENCE</b>	<p><b>Introduction to science</b> Introduction to science skills such as use of equipment, measuring and recording results, lab safety, use of a Bunsen Burner.</p> <p><b>Materials</b> Sorting materials according to their properties, selecting the best materials for different uses, comparison of the properties of solids/liquids/gas,</p>	<p><b>Materials</b> Continuation of materials topic.</p> <p><b>Separating</b> Using a range of separating techniques such as, filtering, chromatography, evaporation. Comparing solubility of a range of substances, and the science behind why things dissolve.</p>	<p><b>Forces</b> Investigating and explaining the science behind why things fall, air resistance, water resistance, and friction.</p> <p>The effect and use of simple mechanisms including leavers, pulleys and gars.</p> <p><b>Earth and Space</b> Looking at the movement of the Earth, Sun, Moon to cause day and night and the planets of the solar system.</p>	<p><b>Chemical and Physical Changes</b> Investigation, comparison and explanation of physical and chemical changes.</p>	<p><b>Life cycles</b> Looking at the life cycles of a number of living things including, mammals, amphibians, insects, birds.</p> <p>Looking at types of reproduction in plants and animals.</p>	<p><b>Classification</b> Learning to identify the 7 signs of life. Looking at how and why scientists sort living things in categories based on similarities and identification of the main classification groups.</p> <p>The use and construction of keys for classification.</p>



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<b>COMPUTING</b>	<p><b>Using the School Network</b> Basic Instructions e-safety</p> <p><b>Combining Text and Graphics</b> Using Word/Internet/publisher 'all about me'</p>	<p><b>Using the School Email System /Launch pad 365</b> Including sending attachments. e-safety</p>	<p><b>Using/thinking algorithms</b> Basic Instructions to program teacher robot to make a sandwich Interactive Electronic recipe book on PowerPoint.</p>	<p><b>Coding using Scratch</b> Basic Instructions Smoking car game or similar</p>	<p><b>Graphical Modelling</b> Stop motion animation project</p>	<p><b>introduction to creating podcasts</b> Student create podcast- opportunity for cross-curricular project</p>
<b>MFL</b>	<p><b>All about me</b> Personal details including family and birthdays etc. in preparation for our Baseline test.</p>	<p><b>En forme</b> Healthy eating and exercise</p>	<p><b>What is History?</b></p>	<p><b>The Ancient World</b> Looking at Ancient Greek and Roman civilisations</p>	<p><b>The Mystery of the Staffordshire Hoard</b> Concentrating on the life of the Anglo Saxons and theories about the origins of the Hoard</p>	<p><b>The Mystery of the Staffordshire Hoard</b></p>
<b>HISTORY</b>	<p><b>What is History?</b> Pupils will look at key skills such as: Chronology Key Features Interpretation Significance Historical enquiry (source skills)</p>	<p><b>What is History?</b></p>	<p><b>It's all Greek to me</b> Pupils will look at a variety of features of Ancient Greeks society such : Alexander the Great, Greek Myths and the Olympics as well as some of the impact that they have had on us.</p>	<p><b>It's all Greek to me</b></p>	<p><b>The Mystery of the Staffordshire Hoard</b> Investigation looking at the treasure found in 2009. Pupils will aim to solve the mystery using their knowledge of the Anglo Saxons.</p>	<p><b>The Mystery of the Staffordshire Hoard</b></p>
<b>GEOGRAPHY</b>	<p><b>Where in the World are we?</b> Pupils will start by focusing on their own area (including school and town) and then gradually move to a national and then global level to understand where</p>	<p><b>Where in the World are we?</b></p>	<p><b>Map Skills</b> Pupils will learn to read a map by understanding scale, map symbols, and 4 and 6 figure grid references.</p>	<p><b>Wild Weather</b> Pupils will research a particular country and look at the weather and how this affects it. They will then present these and will look at how places around the world are similar and different.</p>	<p><b>Fantastic Places</b> Pupils will look at some of the significant physical and human geographical sites around the world. These include: The Taj Mahal Victoria Falls</p>	<p><b>Fantastic Places</b></p>



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	places are and key words associated with describing areas.				Great Wall of China The Northern Lights	
<b>RE</b>	<p><b>Incarnation</b> A messiah for the Jews or a Christ for all? What do the writers of the Gospel narratives tell us about the message of the incarnation? How is the story of the incarnation interpreted around the world? Watching and Waiting</p>	<p><b>What does the Church remember in Advent?</b> Advent Trees and Jesse trees What happens in local Churches during advent? How and why do Christians study the Bible? What happens in Churches to encourage Bible study?</p>	<p><b>Gospel (Trinity, Miracles &amp; Lent)</b> Can we live by the values of Jesus in a 21<sup>st</sup> century world?</p> <ul style="list-style-type: none"> <li>Jesus is tempted in the wilderness</li> <li>The Sermon on the Mount</li> <li>The Feeding of the 5000</li> <li>The Lord's Prayer</li> </ul> <p>Reconciliation – Coventry, Desmond Tutu Parables of Love and Forgiveness: The Good Samaritan The Two Debtors The Unforgiving Servant</p>	<p><b>Jesus' Disciples &amp; The Last Supper</b></p> <ul style="list-style-type: none"> <li>Who do people say that I am?</li> <li>Peter, the Rock</li> <li>The Last Supper</li> <li>Peter's denial of Christ</li> <li>Doubting Thomas</li> </ul> <p>What is the Eucharist and why is it so important to Christians? How is Eucharist celebrated in local churches? Why should we forgive?</p>	<p><b>Creation</b></p> <p>Stewardship - Christianity and the environment</p> <p>Harvest Festival</p> <p>Sharing Resources Creation</p>	<p><b>Operation Noah</b> The Call of Creation</p> <p>The work of Arocha</p> <p>Live Simply Challenge</p> <p>New Creation</p> <p>Fair Trade</p> <p>Global customer and local citizen</p>
<b>MUSIC</b>	Exploring rhythms	The Orchestra  (Christmas music)	Simple notation	Journey into Space		Overview of history of music & class performances
<b>DT</b>	H&S, Materials and equipment in the workshop •Resistant materials & Graphics (POS Merchandise) •Skateboard design	Working with plastic	H&S, Materials and equipment in the kitchen Understand and apply principles of nutrition and learn how to cook.	Rotation of Spring 1  Groups swap over.	Flash friends- electronics and press mouldings Alarms and simple circuits  Isometric illustration	Lost in space. Industrial processes with plastic.



## Windsor Park CE(C) Middle School Whole School Curriculum Map



	•Working with wood		FOOD TECHNOLOGY You are what you eat. Textiles Sock pig Needs, wants and values (cultural aesthetic, technical, environmental, economic		The beast-drawing board skills & tolerances. Lost in space. Industrial processes with plastic.	
<b>ART</b>	<b>Visual Elements</b> Developing basic skills. Line, tone, texture, colour mixing, patter, collage.	<b>Visual Elements</b> Developing basic skills. Line, tone, texture, colour mixing, patter, collage.	<b>Mini beasts- Exploring the environment.</b> (Links with Science) Observational drawing skills developed.	<b>Mini beasts- Exploring the environment.</b> (Links with Science) Observational drawing skills developed.	<b>Hundertwasser &amp; Gaudi</b> Looking at pattern and architecture and merging the two. Main skill is painting techniques.	<b>Hundertwasser &amp; Gaudi</b> Looking at pattern and architecture and merging the two. Main skill is painting techniques.
<b>BOYS PE</b>	<b>Y5: Introduction to Tag Rugby &amp; Basic Skills.</b> KS2: Fitness testing. Fundamentals of basic movement and actions: running; jumping; throwing and catching.	<b>Y5: Introduction to football &amp; basic skills.</b> KS2: Fundamentals of basic movement and actions: running; jumping; throwing and catching. Fitness testing.	<b>Y5: Introduction to Basketball &amp; Basic Skills.</b> KS2: Introduction to dance and creative movement. Create individual/group motif.	<b>Y5: Continue development of basic skills. Improve game play.</b> Y5: Introduction to importance of fitness and why we test.	<b>Y5: Introduction to Hockey &amp; Basic Skills.</b> KS2: Summer Ball Games: Weather dependant; opportunity to experience various activities.	<b>Y5: Introduction to Athletics. Following Primary School ESAAF Award Programme.</b> KS2: Summer Ball Games: Weather dependant; opportunity to experience various activities. Fitness testing.
<b>GIRLS PE</b>	<b>Y5: Introduction to High 5 Netball and basic skills.</b> KS2: Fitness testing. Fundamentals of basic movement and actions: running; jumping; throwing and catching.	<b>Y5: Introduction to Basketball &amp; basic skills.</b> KS2: Fitness testing. Fundamentals of basic movement and actions: running; jumping; throwing and catching.	<b>Y5: Introduction to Tag Rugby &amp; basic skills.</b> KS2: Introduction to dance and creative movement. Create individual/group motif.	<b>Y5: Introduction to Hockey &amp; basic skills.</b> Y5: Introduction to importance of fitness and why we test.	<b>Y5: Introduction to Rounders and basic skills.</b> Y5: Continue development of basic skills; develop knowledge of positions and rules; game play.	<b>Y5: Introduction to Athletics. Following Primary School ESAAF Award Programme.</b> KS2: Summer Ball Games: Weather dependant; opportunity to experience various activities.



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<b>L4L</b>	<b>PSHCEE introduction</b> Behaviour for learning- what does it mean? How do I learn, maximising my potential. Who am I? All about me, my feelings, manner. Fireworks and safety	<b>Bullying</b> Anti-bullying month, cyber bullying E-safety and being an e- citizen	<b>Human Rights</b> Children's rights and the Holocaust Red Cross Animal rights- the RSPCA- why can animals be dangerous?	<b>Citizenship</b> What makes a good citizen? Money and financial responsibility. Local community and environment- democracy and recycling.	<b>Politics</b> British parties, what happen in Parliament, school council and class debate	Fitness testing. <b>Health</b> Healthy living, nurse visit on hygiene, first aid.
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YEAR 6	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
<b>ENGLISH</b>	ENGLISH	Classic Fiction Unit (7 weeks)	Mission to save Pompeii <b>W</b> + The Great Debate <b>W</b> (7 weeks)	Fiction Unit – Wolf Brother (6 weeks)	Poetic Voice Unit <b>W</b> (2 weeks) + Comprehension Unit <b>W</b> (2 weeks)	Amazing Inventions (2 weeks) + SATs prep
<b>MATHS</b>	Number and Place Value Multiplication and Division Fractions Measurement (time) Geometry	Fractions (Decimals) Multiplication and Division Fractions Measurement (problems) Geometry Ratio and Proportion	Number and Place Value Multiplication and Division; Addition and Subtraction Statistics Measurement Geometry Algebra	Ratio and Proportion Fractions Measurement (conversions, area/volume)  Geometry (circles)  Measurement (area/volume)	Multiplication and Division Fractions Measurement Algebra	Statistics Geometry Year 6 transition*
<b>SCIENCE</b>	<b>Classification</b> Learning to identify the 7 signs of life. Looking at how and	<b>Earth and Space</b> Looking at the movement of the Earth, Sun, Moon to	<b>Light</b> Investigation and explanation of how light travels, how we	<b>Electricity</b> Investigating how to build circuits, simple circuit diagrams, how	<b>Health</b> Identification and function of the circulatory system.	<b>Starting of year 7 topics</b>  <b>Cells</b>



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	<p>why scientists sort living things in categories based on similarities and identification of the main classification groups.</p> <p>The use and construction of keys for classification.</p> <p><b>Inheritance and Evolution</b> Examination of fossils and interpreting fossil evidence to provide information about living things millions of years ago. Understanding how and why offspring vary and are not identical to parents. Identifying how animals and plants have adapted and evolved to improve survival.</p>	<p>cause day and night and the planets of the solar system.</p>	<p>are able to see objects, the formation of shadows</p>	<p>different circuit components work and effect each other and electrical safety.</p>	<p>The impact of diet, exercise, drugs and lifestyle on the way the body functions. How nutrients and water are transported in humans and animals</p>	<p>Puberty</p>
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COMPUTING	<p><b>Using the internet safely</b> Reminder about e-safety issues</p>	<p><b>Coding- APP writing</b> Writing an app project using google app writer.</p>	<p><b>Video making project-</b> Cross curricular project option producing own video to meet set criteria</p>	<p><b>Presenting with Prezi-</b> Students use software to design a Prezi to meet needs – possible cross</p>	<p><b>Databases- introduction to databases</b></p>	<p><b>Microsoft touch develop- coding</b> Covers repeat and loop, mazes and art</p> <p>Alternatively:</p>
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	<b>Coding- game design- scratch</b> Various mini-projects leading to assessment project of 'crab maze'	Some classes/students may continue to work on coding in a simpler form e.g. Logo, Kodu etc.		curricular option here. Reminder about e-safety		Robomind covering similar/same concepts.
<b>MFL</b>	School – pencil case items, classroom instructions, places in school and basic directions.	School – pencil case items, classroom instructions, places in school and basic directions	Countries Nationalities	Family	Moi – hair and eye colour.	Moi – personality, height, likes/dislikes.
<b>HISTORY</b>	<b>Who were the Tudors?</b> Life for the rich and poor and an in depth look at the Monarchs and challenging stereotypes about them.	<b>Who were the Tudors?</b>	<b>How did life change from 1750-1900?</b> Pupils will analyse the huge changes of the time including the move to the Factory System, Health Care, Education and Transport.	<b>How did life change from 1750-1900?</b>	<b>Local Study of Uttoxeter</b> Using Original Documents such the census from the 19 <sup>th</sup> Century, Trade directories, and 17th century map of the town, pupils will have a greater understanding of their own town and how it has changed.	<b>Local Study of Uttoxeter</b>
<b>GEOGRAPHY</b>	<b>Water on the Land</b> Pupils will analyse the different features of a river and the effects that they have on people, in particular looking at floods.	<b>Water on the Land</b>	<b>Discovering Brazil</b> Pupils will look at key features of the 5 <sup>th</sup> largest country in the world. They will compare different areas, particularly the rainforest and the cities. They will also look at the impact that the 2016 Olympics will have on the country.	<b>Discovering Brazil</b>	<b>National Parks</b> Pupils will look at the significance of National Parks and the conflict and issues that can develop from different groups who use them.	<b>National Parks</b>



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<b>RE</b>	<p><b>Old Covenant (Moses &amp; charities)</b></p> <ul style="list-style-type: none"> <li>Moses is called by God</li> <li>The Ten plagues and the Passover</li> <li>Moses leads the Israelites into the Wilderness</li> <li>God provides for the Israelites</li> <li>Moses receives the Ten Commandments</li> </ul>	<p><b>Isaiah speaks</b></p> <p>Messianic expectations speaks</p> <p>What do Street Pastors do?</p> <p>Look at the work of groups in the Dioceses</p> <p>How and why do Christians help the homeless?</p> <p>How do local charities help people?</p> <p>Why do Christians get involved?</p>	<p><b>Salvation (Parables of forgiveness, Lent)</b></p> <p>What can these hunger cloths tell us about the Christian narrative of salvation?</p> <p>What does art tell us about what Christians believe?</p> <p>How does time, place and experience of the artist affect their interpretation?</p>	<p><b>What happens during Lent?</b></p> <p>Shrove Tuesday</p> <p>Ash Wednesday</p> <p>Holy week</p> <p>Easter story</p> <p>How do Christian artists interpret the salvation narrative?</p> <p>How does it reflect their own story?</p> <p>How can local artists explain their inspiration and their work?</p>	<p><b>New Covenant (Early Church, Apostles, Baptism)</b></p> <p>What does it mean to follow Jesus?</p> <p>Persecution and the Early Church</p> <p>The Great Commission</p> <p>The persecution of the Apostles</p>	<p><b>How are followers initiated into the Church around the World?</b></p> <p>Infant baptism</p> <p>Full immersion</p> <p>Confirmation</p> <p>How do Christians respond to conflict around the World?</p> <p>Why did Terry Waite go back to Lebanon?</p>
<b>MUSIC</b>	Israel	Understanding notation  (Christmas music)	3/4 music	Adverts	The Sea	Class performances
<b>DT</b>	<p>Resistant Materials &amp; electronics- Wacky Races</p> <p>Critique, evaluate and test. Pupils are encouraged to scrutinise the effectiveness of ideas and products from the perspective of both the designer and the consumer.</p> <p>Opportunity to take risks</p> <p>Electronic flashing badge unit</p>	<p>Resistant Materials &amp; electronics- Wacky Races</p> <p>Critique, evaluate and test. Pupils are encouraged to scrutinise the effectiveness of ideas and products from the perspective of both the designer and the consumer.</p> <p>Opportunity to take risks</p> <p>Electronic flashing badge unit</p>	<p>H&amp;S, Materials and equipment in the kitchen</p> <p>Understand and apply principles of nutrition and learn how to cook.</p> <p>Application of an application of Maths.</p> <p>Food for Brainiacs</p>	<p>Rotation of Spring 1</p> <p>Groups swap over.</p>	<p>Graphics- Plastic fusion project.</p> <p>Needs, wants and values (cultural aesthetic, technical, environmental, economic)</p> <p>Perspective illustration.</p> <p>Application of an Maths and Science</p>	<p>Rendering Graphics</p> <p>Reduce, reuse, recycle packaging</p>



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	Flow charts/manufacture charts/cutting lists. Vacuum forming	Flow charts/manufacture charts/cutting lists. Vacuum forming				
<b>ART</b>	<b>Pop Art</b> Observational drawing skills and painting techniques developed in a pop art style. Cultural references and researching artists.	<b>Pop Art</b> Observational drawing skills and painting techniques developed in a pop art style. Cultural references and researching artists.	<b>Recycled/Reuse</b> Looking at environmental issues. Nationally and the world. How can they make a difference as an individual? Using old materials and manipulating it to develop sculptural 3D artwork.	<b>Recycled/Reuse</b> Looking at environmental issues. Nationally and the world. Using old materials and manipulating it to develop sculptural 3D artwork.	<b>Printmaking</b>	<b>Printmaking</b>
<b>BOYS PE</b>	<b>Y6: Development of attacking and defending strategies.</b> KS2: Fitness testing. Fundamentals of basic movement and actions: running; jumping; throwing and catching.	<b>Y6: Understanding of formations and continuing skill development.</b> KS2: Fundamentals of basic movement and actions: running; jumping; throwing and catching. Fitness testing.	<b>Y6: Developing dribbling; passing and shooting skills. Game play.</b> KS2: Introduction to dance and creative movement. Create individual/group motif.	<b>Y6: Continue tactics development. Introduction to officiating.</b> Y6: Personal development of fitness and circuit creation.	<b>Y6: Build on prior learning. Principles of attack and defence. Positional awareness.</b> KS2: Summer Ball Games: Weather dependant; opportunity to experience various activities.	<b>Y6: Build on prior learning/experience of Track and Field. Follow Primary Award Programme.</b> KS2: Summer Ball Games: Weather dependant; opportunity to experience various activities. Fitness testing.
<b>GIRLS PE</b>	<b>Y6: Principles of attack and defence; knowledge of rules and positions; game play.</b> KS2: Fitness testing. Fundamentals of basic movement and actions: running; jumping; throwing and catching.	<b>Y6: Developing dribbling; passing and shooting skills; game play.</b> KS2: Fitness testing. Fundamentals of basic movement and actions: running; jumping; throwing and catching.	<b>Y6: Development of attacking and defending strategies.</b> KS2: Introduction to dance and creative movement. Create individual/group motif.	<b>Y6: Build on prior learning; principles of attack and defence; positional awareness.</b> Y6: Personal development of fitness and circuit creation.	<b>Y6: Development of basic skills; knowledge of basic positioning and rules; game play.</b> Y6: Continue development of attacking and defensive play; game play.	<b>Y6: Build on prior learning/experience of Track and Field. Follow Primary Award Programme.</b> KS2: Summer Ball Games: Weather dependant; opportunity to experience various activities.



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<b>L4L</b>	<b>L4L introduction Behaviour for learning</b> What does it mean? How do I learn, maximising my potential. Who am I? All about me, my feelings, manner. Fireworks and safety	<b>Bullying</b> Anti-bullying month, cyber bullying E-safety and being an e- citizen	<b>Human Rights</b> Children's rights and the Holocaust Red Cross Animal rights- the RSPCA- why can animals be dangerous?	<b>Citizenship</b> What makes a good citizen? Money and financial responsibility. Local community and environment- democracy and recycling.	<b>Politics</b> British parties, what happen in Parliament, school council and class debate.	Fitness testing. <b>Health</b> Healthy living, nurse visit on hygiene, first aid.
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YEAR 7	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
<b>ENGLISH</b>	Fiction Unit – <i>Private Peaceful</i> or <i>Holes</i> (7 weeks)	In search of Adventure <b>K</b> (7 weeks)	Out of this world (non-fiction) <b>K</b> (6 weeks)	Your Language <b>K</b> (4 weeks)	Shakespeare's <i>The Tempest</i> (7 weeks)	Classic Fiction Unit (7 weeks)
<b>MATHS</b>	<b>Algebra 1</b> Sequences and functions <b>Number 1</b> Place value, Integers and Calculations <b>Geometry and Measures 1</b> Measures and Mensuration <b>Number 2</b> Fractions, Decimals and Percentages	<b>Statistics 1</b> Representing and Interpreting data <b>Algebra 2</b> Equations, Formulae and Identities <b>Geometry and Measures 2</b> Geometrical Reasoning, Lines and Angles	<b>Statistics 2</b> Collecting & organising data Questionnaires & Surveys <b>Number 3</b> Place Value, Calculations, Measures <b>Algebra 3</b> Integers, powers & roots Sequences, functions and graphs	<b>Geometry and Measures 3</b> Geometrical Reasoning, Lines & Angles <b>Number 4</b> Ratio and Proportion <b>Algebra 4</b> Equations and Expressions	<b>Geometry and Measures 4</b> Transformations <b>Statistics 3</b> Probability <b>Number 5</b> Place value and Calculations	<b>Algebra 5</b> Functions and Graphs <b>Geometry and Measures 5</b> Constructions and Loci
<b>SCIENCE</b>	<b>Reproduction</b> Learning about reproduction in	<b>Chemical reactions</b> Investigating a number of chemical	<b>Energy</b> Identifying the different types of	<b>Habitats</b> Studying the interaction of species	<b>Motion and Forces</b> Identifying a range of forces and the use of	<b>Space</b> Investigating, comparing and



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	<p>humans, the reproductive organs, fertilisation, gestation and birth. Also looking at reproduction in plants, fruit formation and seed dispersal.</p> <p><b>Particle theory</b> Looking at the particle arrangements and behaviour in different states of matter.</p>	<p>reactions such as combustion, oxidation, and decomposition. How to change the speed of a reaction, and writing word and symbol equations for the reactions.</p> <p><b>Electricity and Magnetism</b> Investigating current, voltage and resistance in series and parallel circuits. The cause and effects of static electricity. Looking at magnetic fields, compass navigation and the magnetic effects of a current.</p>	<p>energy and energy changes. The generation of energy and use of fossil fuels. Energy bills and power rating of appliances.</p> <p><b>Acids and alkalis</b> Investigating acids and alkalis, their uses, and reactions including neutralisation.</p>	<p>in a habitat, food chains, food webs, predator prey cycles, and adaptations.</p> <p><b>Genetics and Evolution</b> Learning about chromosomes, DNA, genes and the work of Watson and Crick. Examining variation between individuals and the causes.</p>	<p>force diagrams to represent force size and direction. Calculation and effects of moments, pressure, speed, and relative motion.</p>	<p>calculating gravity, weight and mass on other planets. How the seasons are caused and the motion of the Earth, Sun and Moon in relation to each other. Looking at astronomical distances, the Sun, stars and the galaxy.</p>
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<b>COMPUTING</b>	<p><b>E-safety recap and reminder</b> <b>Using the internet and how it works (networks etc.)</b> Looking at internet-producing html pages, domains, DNS etc.</p>	<p><b>Coding- game design using Kodu</b> Students produce and design own game world using Kodu software.</p>	<p><b>What are computers</b> How computers work and their component and health risks etc.</p>	<p><b>Coding- virtual pet project</b> Using scratch to create a virtual pet (game control) Looks at the fundamentals of the world wide web e.g. packet switching etc.</p>	<p><b>Web awareness unit</b> Looks at the fundamentals of the world wide web e.g. packet switching etc.</p>	<p><b>Link to year 8 work- QR codes.</b> Looks at development of barcodes to QR codes, history etc. students then produce own QR codes for assessment activity.</p>
<b>MFL</b>	<p><b>School</b> Subjects including time and timetable</p>	<p><b>School uniform and clothes</b></p>	<p><b>Sports and activities including films</b></p>	<p><b>Weather</b></p>	<p><b>Where you live</b></p>	<p><b>Holidays</b></p>



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<b>HISTORY</b>	<p><b>How did Civilisation first begin?</b> Project based look at the Neolithic Revolution.</p>	<p><b>Why did William win the Battle of Hastings?</b> A look at the reasons why William Duke of Normandy became the King of England in 1066.</p>	<p><b>Did the Norman Conquest change everything?</b> In depth look at the development of castles, the Domesday Book and the Feudal System.</p>	<p><b>What were Medieval people afraid of?</b> Pupils will analyse the different features of Medieval society including the Church, Black Death and Peasants' Revolt.</p>	<p><b>What were Medieval people afraid of?</b></p>	<p><b>Why did people go on long journeys in the Middle Ages?</b> Understanding of travel in the Middle Ages and reasons for it such as trade, pilgrimage and the Crusades.</p>
<b>GEOGRAPHY</b>	<p><b>Weather and Climate</b> Pupils will look at features of Weather and Climate and how we are all affected by them. We will focus particularly on natural hazards and how they can be overcome.</p>	<p><b>Weather and Climate</b></p>	<p><b>The Rise and Rise of China</b> Pupils will learn more about the key features of China and compare different areas. They will look at its population and decisions made by the Chinese government to deal with this. They will also look at the impact that it is having on the world regarding its economy and how that may affect other countries as well as our own.</p>	<p><b>The Rise and Rise of China</b></p>	<p><b>Cool to be Green</b> This module will look at sustainability and how more can be done to protect the world we live in. It will also analyse the problems facing us in doing this.</p>	<p><b>Cool to be Green</b></p>
<b>RE</b>	<p><b>Old Covenant</b> A King for Israel Did Israel need a King? What kind of King was Saul? What happens during a coronation today?</p>	<p><b>What does it mean to be a leader?</b> Pope John 22 Moses Gathering, Learning and Contemplation Walsingham, Kirchentag and Jerusalem – Why</p>	<p><b>Prophecy Speaking</b> Truth to Power: Nathan challenges David about Bathsheba What should David have done? Is David a good King? Why is he remembered by</p>	<p><b>What does the Church say about 'right living' today?</b> Can there be universal values in a multi-faith society? What does the Church say about financial inequality?</p>	<p><b>New Covenant</b> The Ministry of Peter and the Conversion of Paul Paul's message – a new creation The Apostolic Succession The Pope and the Petrine ministry</p>	<p><b>How do missionary charities work in the world today?</b> Persecution</p>



## Windsor Park CE(C) Middle School Whole School Curriculum Map



	The fall of Jerusalem and the second exile.	would Christians go on pilgrimage?	Christians? What does 'Son of David' mean?	Martin Dent and the Jubilee 2000 movement Martin Luther King standing up to authority for change.	Conversion, compulsion or compassion	
<b>MUSIC</b>	Elements of music	West Indies  (Christmas music)	Medieval music  3 chord composition	Film music		Composer research  Class performances
<b>DT</b>	Textiles - Pugglies Needs, wants and values (cultural aesthetic, technical, environmental, economic)  Opportunity to take risks Innovative and resourceful.	Textiles - Pugglies Needs, wants and values (cultural aesthetic, technical, environmental, economic)  Opportunity to take risks Innovative and resourceful.	Build and apply repertoire of knowledge and skills in order to design high quality prototypes. Funky calligraphy pens –Resistant materials. Plastic welding Opportunity to take risks Application of an application of Maths and Science.	Orthographic projection Critique, evaluate and test. Pupils are encouraged to scrutinise the effectiveness of ideas and products from the perspective of both the designer and the consumer. Cadcam Mechanisms ETextiles use of electronic circuit.	H&S, Materials and equipment in the kitchen SCAMPER Understand and apply principles of nutrition and learn how to cook.  Opportunity to take risks Innovative and resourceful  F&V is for fruit and veggies FOOD TECHNOLOGY.	Cadcam Mechanisms ETextiles use of electronic circuit.
<b>ART</b>	<b>Still life</b> Developing observational drawing and different painting techniques. Cultural references and researching artists.	<b>Still life</b> Developing observational drawing and different painting techniques. Cultural references and researching artists.	<b>African Art</b> Cultural references and researching artists. 3D structure- working with card.	<b>African Art</b> Cultural references and researching artists. African patterns.	<b>Still Frame animation</b> (Joint project with IT) IPADS used in art to capture modelling and take images, IT will edit and add sound, graphics etc.	<b>Still Frame animation</b> (Joint project with IT) IPADS used in art to capture modelling and take images, IT will edit and add sound, graphics etc.
<b>BOYS PE</b>	<b>Y7: Transition from Tag to Contact Rugby Union. Tackling safely and basic rules.</b>	<b>Y7: Developing on prior learning; Ball skills; Small sided conditioned games.</b>	<b>Y7: Continue development of prior learning; Effective decision making; Shooting</b>	<b>Y7: Developing rucks and mauls; Recycling the ball; Intro to positioning and game play.</b>	<b>Y7: Build on prior learning; Enhance ball skills &amp; control; Game play.</b>	<b>KS3: Build on prior learning and experience; Perform at maximum; Accumulating</b>



## Windsor Park CE(C) Middle School Whole School Curriculum Map



	<p>KS3: Fitness Testing. Y7: Moving effectively with the ball. Conditioned game play.</p>	<p>KS3: Reasons behind fitness testing; HR monitoring; Fundamentals for life long healthy and active lifestyles.</p>	<p><b>and positional awareness.</b> KS3: Create; develop and perform a dance motif.</p>	<p>KS3: Monitor the personal developments in fitness from earlier in the year. Create/experience simple everyday methods of testing.</p>	<p>KS3: Summer Ball Games: Weather dependant; opportunity to experience various activities. Fitness testing.</p>	<p><b>points for performance with ESAAF Secondary Award Programme.</b></p>
<b>GIRLS PE</b>	<p><b>Y7: Introduction to 7-side Netball; develop knowledge of rules and positions; marking &amp; defending; evaluation; introduction to officiating.</b> Y7: Development of basic skills; principles of attack and defence; positional awareness; game play Fitness testing.</p>	<p><b>Y7: Principles of attack and defence; develop knowledge of the rules and positions; introduction to officiating.</b> KS3: Reasons behind fitness testing; HR monitoring; Fundamentals for life long healthy and active lifestyles. Fitness testing.</p>	<p><b>Y7: Transition from Tag to Transitional Contact Rugby Union and basic rules; tackling.</b> KS3: Create; develop and perform a dance motif; evaluation.</p>	<p><b>Y7: Continued skill development; develop knowledge of rules; positional awareness; game play.</b> KS3: Monitor the personal developments in fitness from earlier in the year. Create/experience simple everyday methods of testing. Fitness testing.</p>	<p><b>Y7: Development of fielding skills of the different positions; fielding tactics; game play.</b> KS3 - A Sport Education Programme allowing students to take on different roles within a sports team.</p>	<p><b>KS3: Build on prior learning and experience; Perform at maximum; Accumulating points for performance with ESAAF Secondary Award Programme.</b> KS3: Summer Ball Games: Weather dependant; opportunity to experience various activities. Fitness testing.</p>
<b>L4L</b>	<p><b>Ground rules Behaviour for learning</b> What does it mean? How do I learn, maximising my potential. Personal choices and values- manners, a matter of conscience, the right thing. Fireworks and safety.</p>	<p><b>E-safety</b> Media's effect on the public, photo shopping and body image. Bullying the bully versus the bully, cyber bullying.</p>	<p><b>Crime</b> Different punishment, anti-social behaviour, youth justice system and stereotypes in young people.</p>	<p><b>Drugs and alcohol</b> What is alcohol, the effects, consequences, tobacco and peer pressure.</p>	<p><b>Government and parliament</b> Political parties, the national election and debate. Britain- a diverse society- what is diversity? Ethnicity and racism.</p>	<p><b>SRE</b> Relationship with peer and partners, domestic violence, puberty, physical health, mental health and first aid.</p>



## Windsor Park CE(C) Middle School Whole School Curriculum Map



YEAR 8	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
<b>ENGLISH</b>	ENGLISH	War K (7 weeks)	Fiction Unit (7 weeks)	Appearance and Reality K	It's a Mystery K + Sherlock Holmes study (4 weeks)	Shakespeare's <i>Macbeth</i> (7 weeks)
<b>MATHS</b>	MATHS	<b>Number and Algebra 1</b> Numbers and Sequences <b>Geometry and Measures 1</b> Angles and Constructions <b>Statistics 1</b> Probability	<b>Number 2</b> Fractions, Decimals, Percentages <b>Algebra 2</b> Expressions and Formula <b>Geometry and Measures 2</b> Measures and Mensuration	<b>Algebra 3</b> Sequences, Functions & Graphs <b>Number 3</b> Place Value and Calculations <b>Geometry and Measures 3</b> Transformations	<b>Algebra 4</b> Equations and Formula <b>Statistics 2</b> Collecting, Organising & Representing data	<b>Number 4</b> Calculations <b>Algebra 5</b> Equations, Functions & Graphs <b>Solving problems</b> Ratio and Proportion
<b>SCIENCE</b>	<b>Space</b> Investigating, comparing and calculating gravity, weight and mass on other planets. How the seasons are caused and the motion of the Earth, Sun and Moon in relation to each other. Looking at astronomical distances, the Sun, stars and the galaxy.  <b>Forces</b> Identifying a range of forces and the use of force diagrams to represent force size and direction. Calculation and effects of moments,	<b>Food respiration and fitness</b> Understanding key organs and processes in the body such as digestion, gas exchange, muscular system, and how lifestyle choices impact on these.	<b>Elements mixtures and compounds</b> Looking at the atomic model, and organisation of the periodic table including common elements and their symbols. Identification and naming of elements, mixtures and compounds.  <b>Patterns of chemical change</b> Investigating the reactivity of elements and displacement reactions. Looking at energetics in chemical reactions, and conservation of mass.	<b>Light and sound</b> Investigating the properties and behaviour of light and sound waves.  <b>Heat transfers</b> Investigating and explain the transfer of heat energy through conduction, convection, radiation. Looking at ways to minimise heat loss, and evaluating insulation methods.	<b>Plants and Photosynthesis</b> Understand the process of photosynthesis, its importance in sustaining life on Earth and plant adaptations to maximise photosynthesis.	<b>Earth and atmosphere</b> Looking at the composition and structure of the Earth, the rock cycle, carbon cycle, the Earth's resources and recycling. The composition of the atmosphere and impact of human activity on the climate.



## Windsor Park CE(C) Middle School Whole School Curriculum Map



pressure, speed, and relative motion.					
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<b>COMPUTING</b>	Reminder about e-safety  <b>Grand designs project-</b> Pupils design a 3d house using Sketchup and market it appropriately.	<b>Coding- python magic or game design with Kodu</b>  <b>Possibility of app design/game design using Microsoft touch develop.</b>	<b>Animation project</b>	<b>Computer transistors- under the hood, covering the structure and function of a computer. May involve the disassembly and reassembly of a PC.</b>	<b>Digital creativity-faking it. How photographs may be altered using software and its applications in society.</b>	QR codes if not covered in year 7- otherwise further python project or text based programming.
<b>MFL</b>	<b>Extend/revise myself and family</b>	<b>Past and future tenses</b>	<b>Morning routine/household chores</b>	<b>Body parts</b> Illness remedies	Food	<b>Paris/France</b>
<b>HISTORY</b>	<b>How and why did Kings lose power?</b> Starting in the 16 <sup>th</sup> century pupils will look at part of the Tudor era and the power controlled by these Monarchs. They will then move over events that changed this such as the Gunpowder Plot before analysing the causes of the English Civil War.	<b>How and why did Kings lose power?</b> Following this theme pupils will then analyse the causes of both the French and Russian Revolutions and compare them.	<b>Was the British Empire really a force for good?</b> Pupils will analyse what the British Empire was and the effect that it had on the world.	<b>Was the British Empire really a force for good?</b> Looking at the Slave Trade and evaluating what the conditions were really like on the plantations.	<b>Independent Research Project</b> Pupils will choose an event, person or theme between the years 1950-2015. They will then use their own research to produce a project and include a bibliography of their sources.	<b>Independent Research Project</b>
<b>GEOGRAPHY</b>	<b>Geography of Crime</b> Pupils will analyse the causes and	<b>Geography of Crime</b>	<b>Who are we?</b> A look at the movement of people, to and from different places,	<b>Africa</b> An analysis of this huge continent, its key features and its	<b>Risky World</b> Pupils will understand the causes and effects	<b>Risky World</b>



## Windsor Park CE(C) Middle School Whole School Curriculum Map



	effects of Crime as well as looking at places where it is more likely to happen.		especially looking at our own country. We will focus on the issues, both positive and negative that this can bring.	development. We will also challenge common misconceptions and compare the countries in this continent to each other and our own.	of natural hazards such as volcanoes and earthquakes and how we can try to protect ourselves against them.	
<b>RE</b>	<b>Incarnation Peace Justice and Reconciliation</b> The revelation of Christ The Epiphany The Baptism of Jesus The Wedding at Cana The Gospel of John – The Johannine Christology The I am sayings	<b>The seven signs – a new creation</b> A Blue Christmas Is Christmas just for families? How do local churches celebrate and serve their communities? Advertising and Consumerism – What is the message at Christmas?	<b>Wisdom</b> Why does God allow suffering? All Soul's day The Book of Job & the battle between reason and faith	<b>How does the Church minister to those in despair?</b> Chad Varah & the Samaritans How do local churches help the lonely? An eye for an eye, Is it right to take a life? How do communities support one another in times of disaster? How do we commemorate sad events from the past?	<b>Creation God and the Big Bang</b> Where do science and religion meet? World Views, what do you and other people believe about big questions? What is human life worth?	<b>What does the church have to say about when life begins?</b> What are the implications for abortion? Being with or doing for? How does the Church work with people with learning difficulties? The work of the L'Arche Community and Jean Varnier
<b>MUSIC</b>	Development of music from Africa to America	(Christmas music)	Pachabel & ground bass	Impressionism to Modernism	Song writing	Performances
<b>DT</b>	Develop a creative, technical and practical expertise needed to perform tasks confidently and participate successfully in an increasing technological world. The design process Product design- Personal	Build and apply repertoire of knowledge and skills in order to design high quality prototypes. Graphics POS and product design "New fragrance" Smart materials Product analysis Innovation	Build and apply repertoire of knowledge and skills in order to design high quality prototypes. Graphics POS and product design "New fragrance" Application of an application of Maths and Science Smart materials	Principles of nutrition Critique, evaluate and test. Pupils are encouraged to scrutinise the effectiveness of ideas and products from the perspective of both the designer and the consumer. Opportunity to take risks	Principles of nutrition Critique, evaluate and test. Pupils are encouraged to scrutinise the effectiveness of ideas and products from the perspective of both the designer and the consumer.	Textiles-couture fashion design (industry linked project) Innovative and resourceful  Freestyle Trashion Competition Enrichment



## Windsor Park CE(C) Middle School Whole School Curriculum Map



	communication devices.	Teentech, for selected key pupils with an interest in Engineering, problem solving, with systems and control. Electronics Control Robot programming, systems and control "Splash of creativity" robot programming Scratch, Raspberry Pi	Product analysis Innovation Teentech, for selected key pupils with an interest in Engineering, problem solving, with systems and control. Electronics Control Robot programming, systems and control "Splash of creativity" robot programming Scratch, Raspberry Pi.	Self-selected LINKS unit. Model making Critique, evaluate and test. Pupils are encouraged to scrutinise the effectiveness of ideas and products from the perspective of both the designer and the consumer.	Opportunity to take risks.	Opportunity to take risks  CAFEQUE
<b>ART</b>	<b>Identity/Portrait</b> Portrait of their own 'hero' using four different art techniques.	<b>Identity/Portrait</b> Identity tag with self-portrait in the style of Quentin Blake.  Cultural references and researching artists.	<b>Recycled/Reuse- Hats</b> (Pair work) Looking at environmental issues. Nationally and the world. How can they make a difference as an individual? Using old materials pupils will develop 3D structures and origami to construct a sculptural head piece.	<b>Recycled/Reuse-Hats</b> (Pair work) Looking at environmental issues. Nationally and the world. Using old materials pupils will develop 3D structures and origami to construct a sculptural head piece.	<b>Independent Project</b>	<b>Independent Project</b>
<b>BOYS PE</b>	<b>Y8: Rucks; Mauls; Positioning; Game play and officiating.</b> KS3: Fitness Testing. Y8: Positional awareness; Game play and officiating.	<b>Y8: Sport Ed; Tactics; Formations and positioning; Officiating.</b> KS3: Reasons behind fitness testing; HR monitoring; Fundamentals for life long healthy and active lifestyles.	<b>Y8: Lay ups; Fast breaks; Outlet balls; 3 man weave; Game play and officiating.</b> KS3: Create; develop and perform a dance motif.	<b>Y8: Full 15's games; Kicking; Line outs; Tactics and Officiating.</b> KS3: Monitor the personal developments in fitness from earlier in the year. Create/experience	<b>Y8: Sport Ed; Conditioned game play; officiating; tactics and positional awareness.</b> KS3: Summer Ball Games: Weather dependant; opportunity to	<b>KS3: Build on prior learning and experience; Perform at maximum; Accumulating points for performance with ESAAF Secondary Award Programme.</b>



## Windsor Park CE(C) Middle School Whole School Curriculum Map



				simple everyday methods of testing.	experience various activities. Fitness testing.	KS3: Summer Ball Games: Weather dependant; opportunity to experience various activities.
<b>GIRLS PE</b>	<p><b>Y8: Principles of timing and space; attacking &amp; defending tactics and set pieces; officiating.</b> Y8: Further development of basic skills and knowledge of the game; officiating; Fitness testing.</p>	<p><b>Y8: Attacking and defensive tactics; principles of timing and space; officiating.</b> KS3: Reasons behind fitness testing; HR monitoring; Fundamentals for life long healthy and active lifestyles. Fitness testing.</p>	<p><b>Y8: Introduction to rucks and mauls; positioning; game play.</b> KS3: Create; develop and perform a dance motif; evaluation.</p>	<p><b>Y8: Attacking and defensive tactics; game play; officiating.</b> KS3: Monitor the personal developments in fitness from earlier in the year. Create/experience simple everyday methods of testing. Fitness testing.</p>	<p><b>Y8: Batting tactics; bowling tactics; evaluation; officiating.</b> KS3 - A Sport Education Programme allowing students to take on different roles within a sports team.</p>	<p><b>KS3: Build on prior learning and experience; Perform at maximum; Accumulating points for performance with ESAAF Secondary Award Programme.</b> KS3: Summer Ball Games: Weather dependant; opportunity to experience various activities. Fitness testing.</p>
<b>L4L</b>	<p><b>Ground rules Behaviour for learning</b> What does it mean? How do I learn, maximising my potential. Self-esteem and self-awareness- what does it mean? Feeling down and believing in myself and positive qualities. Fireworks and safety.</p>	<p><b>Bullying</b> Anti-bullying month, cyber bullying. E-safety- body image and mental health.</p>	<p><b>Crime</b> Anti-social behaviour, trouble for Danny (a story about the youth judicial system), serious crimes and restoration work.</p>	<p><b>Drugs and alcohol</b> Addiction, cannabis, risks, drugs and the media and first aid.</p>	<p><b>SRE</b> Positive relationships, self-esteem, sex, pressure, contraception and pregnancy.</p>	<p><b>Careers</b> Different career choices, qualities and skills needed for employment, case studies. Transition- leaving things behind, looking towards the future.</p>