



Curriculum Overview - Rowan

	Autumn 1 Mon 3 rd Sept – Friday 12 th Oct 2018	Autumn 2 Mon 29 th Oct – Fri 21 st Dec 2018	Spring 1 Mon 7 th Jan - Fri 15 th Feb 2019	Spring 2 Mon 25 th Feb – Fri 5 th Apr 2019	Summer 1 Tue 23 rd Apr – Fri 24 th May 2019	Summer 2 Mon 3 rd June – Tue 23 rd July 2019
FHS Value	Collaboration	Safety	Respect	Responsibility	Resilience	Success
British Value	Democracy	Law	Respect	Responsibility	Tolerance	Liberty
Special Events	Nomination for Parliament Reps (Thursday 4 th Oct 2018)	Black History Day (Tue 13 th Nov 2018) Children in Need (TBC)	Cultural Day (Wed 13 th Feb 2018) Science Week Interactions and Interdependencies Periodic Table	World Book Day (Thu 7 th March 2019)	Earth Day (Tue 23 rd April 2019) Science Week Earth and Atmosphere Waves	Sports Day (Fri 19 th July 2019)
FHS Learning Quest	Geography <u>Europe, migration and population</u> To know how the world's population is distributed To know the countries of Europe and make comparisons between them Map Skills – Use an atlas to locate specific European countries and then look in more details at those countries To know the population density of specific European countries To know why people migrate around Europe To know what different weathers there are in Europe	RE Faith in Action To know who Christian Aid are and how they respond to world issues To know who Islamic relief are and how they respond to world issues To understand the role of the Salvation Army in Britain To know who Gandhi was and how he shaped some of our human rights To explain the role of Mother Theresa and the difference one individual can make To know who Malcom X and Martin Luther King were and the influence they had	History The Slave Trade To understand the political, social and economic structure of pre-colonial West Africa To understand what it means to be free. To know the 'triangular' and understand how it was organised? To know how Britain benefitted from The Atlantic Slave Trade To know what the capture of slaves involved To know what the Middle	Geography India To know where in the world India is and to explain what we already know about it. To understand our connections with India (from the UK) To know what is India's landscape and climate like. To know where people live in India and how the physical environment effects this. To know what India's diverse states are like. To understand how different groups represent themselves	History The legacy of WWI 1914-2016 To explain what life was like in the early 20 th century To know what the causes were of WWI To understand the main events of the War itself To know what soldiers experienced and what life was like for them during the war To explain what happened at 'The Battle of Somme' and what did it reveal to us about the significance of	RE The Holocaust To know what factors lead to the start of the Holocaust and WWII To understand the Nuremberg Laws and what they changed To know what life was like for the Jews in the ghettos To know who Anne Frank was and what she wrote in her diary To know what concentration camps were and who was sent to them To understand the role of Oskar Schindler and how he helped the Jews
	Black History Month and Anti-Bullying Week 12 th – 16 th November 2018	Science Week 14 th – 18 th January 2019	Book Week 4 th March- 8 th March 2019	PSHE Week 13 th – 17 th May 2019		

	To understand cloud formation and rain types	To explore individuals who are shaping human rights in modern times (Nobel Peace Prize winners?)	passage was and how slaves were auctioned. To know if any of the plantation revolts were successful. Abolition Civil War Legacy	and how diverse India can be. To explain what the future challenges for India are.	the war? Who was impacted by war? What is the legacy of World War I?	To know how Judaism was affected by the Holocaust To explain how the world has changed since the Holocaust
	Art and Design	Music	D&T	Art and Design	D&T	Music
	<u>Pop Art Portraiture</u> To use observational drawing skills from portraiture. To know how to scale work up / enlarge work accurately To appreciate and use pop art artists work on a specific theme To have an understanding of tone, shape, proportion and perspective. To use a grid to scale work up and down Make links between their own work and Julian Opie. To develop research skills.	<u>Innovations in the 20th Century</u> To understand the basic techniques used in Serialism, Minimalism and Experimentalism To compose within a chosen genre using the specific compositional techniques effectively To identify different styles of 20th Century Music and explain their characteristics To notate work appropriately To rehearse effectively, revising and improving their work independently To perform confidently in front of others	<u>American Architecture (Civil war era)</u> To develop specifications to inform the design of innovative, functional, appealing products that respond to needs in a variety of situations To select from and use specialist tools, techniques, processes, equipment and machinery precisely, including computer-aided manufacture To select from and use a wider, more complex range of materials, components and ingredients, taking into account their properties To test, evaluate and refine their ideas and products against a specification, taking into account the views of intended users and other interested groups	<u>Optical Illusions</u> To understand optical illusions. To design geometric patterns that depict movement using pen/paint/masking tape. To understand how to create in an abstract way. To make observational drawings from different perspectives. EXT To study a living British female artist.	<u>Cooking and Nutrition</u> To understand and apply the principles of nutrition and health To cook a repertoire of predominantly savoury dishes so that they are able to feed themselves and others a healthy and varied diet To become competent in a range of cooking techniques [for example, selecting and preparing ingredients; using utensils and electrical equipment; applying heat in different ways; using awareness of taste, texture and smell to decide how to season dishes and combine ingredients; adapting and using their own recipes] To understand the source, seasonality and characteristics of a broad range of ingredients.	<u>Program Music</u> To analyse existing examples of program music To breakdown musical processed and theories To understand the intention behind composing music To create a timeline of how music has evolved over time To create and identify music that portrays a story/ place or person. To identify program music and be able to explain the context behind pieces just by listening to them.
English	<u>The Colour of Home</u> (Mary Hoffman and Karin Littlewood)	<u>Macbeth</u> (William Shakespeare)	<u>The Coral Island</u> (R.M Ballatyne)	<u>The Jungle Book</u> (Rudyard Kipling)	<u>Joby</u> (Stan Barstow)	<u>The Diary of a Young Girl</u> (Anne Frank)

Maths	<p>Revise and Improve (3 weeks)</p> <p>Fractions (3 weeks)</p>	<p>Percentages (4 weeks)</p> <p>Revise and Improve (2 weeks)</p>	<p>Algebra (5 weeks)</p> <p>Revise and Improve (1 week)</p>	<p>Geometry – Circles and Area (4 weeks)</p> <p>Revise and Improve (1 week)</p>	<p>Ratio, proportion & rates of change (6 weeks)</p>	<p>Geometry – 3D shapes (3 weeks)</p> <p>Revise and Improve (3 weeks)</p>			
Computing	<p><u>BINARY DATA:</u></p> <p>To understand what the term 'binary' means</p> <p>To know what 'binary data' is</p> <p>To why a computer only uses binary data</p> <p><u>Computer Components</u></p> <p>To find out which components in the computer have fans and why they are required</p> <p>To find out the role of a data bus within a computer.</p> <p>To find out how tasks are scheduled in super computers and main frame computers</p>	<p><u>COMPUTER DEVELOPMENT</u></p> <p>To find out what computers in the future might be able to do i.e. in around 20-30 years' time.</p> <p>To design a Poster on computer development through the decades.</p> <p>To find out what is likely to happen when transistors can no longer be made smaller – how will we increase computing power?</p>	<p><u>Faking it</u></p> <p>To understand the term 'airbrushing'</p> <p>To be able to identify the issues surrounding airbrushing images</p> <p>To find out different techniques that are used to enhance photographs</p> <p>To find a photograph and be able to identify improvements that could be made</p> <p>To practice image manipulation</p> <p>To find out about different techniques That can be used to 'fake' photographs</p> <p>To create a portfolio on the work created throughout this unit</p>	<p><u>Faking it</u></p> <p>To understand the term 'airbrushing'</p> <p>To be able to identify the issues surrounding airbrushing images</p> <p>To find out different techniques that are used to enhance photographs</p> <p>To find a photograph and be able to identify improvements that could be made</p> <p>To practice image manipulation</p> <p>To find out about different techniques That can be used to 'fake' photographs</p> <p>To create a portfolio on the work created throughout this unit</p>	<p><u>Enquiry</u></p> <p>To find out why Facebook is so successful</p> <p>To understand how Google works</p> <p>To know how mobile apps are created and shared</p> <p>To know how to make an unbreakable code</p> <p>To understand why video games are so much fun</p> <p>To know why computers need electricity</p> <p>To investigate how computer components work together</p>	<p><u>Enquiry</u></p> <p>To find out why Facebook is so successful</p> <p>To understand how Google works</p> <p>To know how mobile apps are created and shared</p> <p>To know how to make an unbreakable code</p> <p>To understand why video games are so much fun</p> <p>To know why computers need electricity</p> <p>To investigate how computer components work together</p>			
PE	<p><u>Gymnastics</u></p> <p>To be able to perform the replicate rotational movement skills.</p> <p>To improve the ability to travel and jump effectively using a variety of techniques including forwards, backwards rolls & cart wheels.</p> <p>To be able to perform these</p>	<p><u>Gymnastics</u></p> <p>To be able to perform the replicate rotational movement skills.</p> <p>To improve the ability to travel and jump effectively using a variety of techniques including forwards, backwards rolls & cart wheels.</p> <p>To be able to perform these</p>	<p><u>Invasion Games</u></p> <p>To improve the consistency, quality and choice of skills used</p> <p>To adapt and develop the basic skills</p> <p>To organise themselves as a team to attack and defend and play in different positions</p> <p>To select and use a range of</p>	<p><u>Invasion Games</u></p> <p>To improve the consistency, quality and choice of skills used</p> <p>To adapt and develop the basic skills</p> <p>To organise themselves as a team to attack and defend and play in different positions</p> <p>To select and use a range of tactics</p>	<p><u>Athletics</u></p> <p>To be able to run effectively and efficiently with good technique.</p> <p>To be able to set up hurdles safely.</p> <p>To be able to perform a basic hurdle technique with some speed.</p> <p>To begin to develop a stride pattern between hurdles.</p> <p>To understand the safety</p>	<p><u>Athletics</u></p> <p>To be able to run effectively and efficiently with good technique.</p> <p>To be able to set up hurdles safely.</p> <p>To be able to perform a basic hurdle technique with some speed.</p> <p>To begin to develop a stride pattern between hurdles.</p> <p>To understand the safety</p>			

	<p>movements in a small sequence.</p> <p>To develop pupils confidence in delivering safe stretching exercises.</p> <p>To understand health and safety aspects of gymnastics.</p>	<p>movements in a small sequence.</p> <p>To develop pupils confidence in delivering safe stretching exercises.</p> <p>To understand health and safety aspects of gymnastics.</p>	<p>tactics and strategies and apply them successful in different games</p> <p>To explain the similarities between the different invasion games played</p> <p>To make effective evaluations of strengths and weaknesses in their own and others' performance</p> <p>To make suggestions to improve play, e.g. on attacking and defensive tactics</p> <p>To be able to prepare for and recover from exercise safely and effectively and to know the principles used to recognise the benefits to their health of regular exercise and good hygiene</p> <p>To understand the benefits of being active in games</p>	<p>and strategies and apply them successful in different games</p> <p>To explain the similarities between the different invasion games played</p> <p>To make effective evaluations of strengths and weaknesses in their own and others' performance</p> <p>To make suggestions to improve play, e.g. on attacking and defensive tactics</p> <p>To be able to prepare for and recover from exercise safely and effectively and to know the principles used to recognise the benefits to their health of regular exercise and good hygiene</p> <p>To understand the benefits of being active in games</p>	<p>aspects when performing, e.g. how to land, warm up properly.</p> <p>To be able to perform a basic accurate legal jump with consistent distance.</p> <p>To understand how to measure accurately and improve distance.</p>	<p>aspects when performing, e.g. how to land, warm up properly.</p> <p>To be able to perform a basic accurate legal jump with consistent distance.</p> <p>To understand how to measure accurately and improve distance.</p>
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