

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Art	Food & Drink Pop Art A Pop Art-inspired project exploring bold colour, pattern, and repetition through artists such as Andy Warhol and Roy Lichtenstein.	Food & Drink Pop Art A continuation of the project where learners personally respond to the influences of the artists explored. Exploring paint to create a painted outcome based on a developed collage.	Pattern Around the World Students explore global art and textile traditions including Islamic pattern, Kente Cloth, and Yinka Shonibare, developing designs that celebrate cultural diversity.	Printmaking & Pattern Development Pupils experiment with printmaking processes such as polyprinting and wax resist to produce vibrant, layered pattern-based compositions. In response to a deeper look into the work of Kieth Haring.	Cartoons Take Over Northampton School Learners apply their creative skills to larger-scale cartoon or comic projects, developing confidence in illustration and layout design.	Cartoons & Character Design Students explore storytelling and identity through cartoon and animation-inspired character design, focusing on proportion, expression, and visual narrative.
Computer Science	Digital marketing Branding, House style, logos, flyers, business cards, social media marketing	Modern technology What AI is Introduction to generative AI (age-appropriate) Classification models & Teachable Machine Data bias AI Ethics	Python Programming flow of execution Input/output variables	Game Design & Development History of gaming Esports Making a maze game	Python Programming II Combining programming concepts to solve problems.	Programming for the web Markup languages: HTML & CSS
Dance	Maze Runner A performance and choreography unit inspired by the Maze runner books and movie series. Students learn a set phrase, applying their physical, technical, and expressive skills in ways that suits both the style and intent. Students then create choreography with this intent, develop their ability to manipulate space and contact work to support the theme.		Street / Break Dance Students will understand the complex and rich origins of urban dance styles. Students will learn several breakdance steps and again, diversify their application of performance skills to suit this style, transferring their skills to this new and challenging context. They will create breakdance sequences to ‘battle’ their peers, learning the importance of commitment and confidence in performance. They finish the unit by learning repertoire from Diversity and understanding their cultural significance in urban dance.		Maze Runner A performance and choreography unit inspired by the Maze runner books and movie series. Students learn a set phrase, applying their physical, technical, and expressive skills in ways that suits both the style and intent. Students then create choreography with this intent, develop their ability to manipulate space and Thriller	

					Students will study Michael Jackson's Triller and discover the cultural and historical significance of the music video in commercial dance and popular music. They will learn repertoire from the music video, testing their performance skills in a new style and to portray a clear character.
DT	Project 1 – Food Preparation & Nutrition <ul style="list-style-type: none"> • Proteins – denaturation, gluten formation • Biological raising agent – yeast • Chopping skills – brunoise, julienne • Reduction sauce • Taste testing • Setting up a tasting panel • Function of ingredients • Food safety – salmonella Practical dishes – Bread rolls, Tomato pasta, Carrot cakes, Fajitas	Project 2 – Aluminium Hook <ul style="list-style-type: none"> • Ferrous & Non-ferrous metals • Manufactured boards • Fixing methods – permanent, temporary & adhesives • Cutting metal by hand • Filing – cross & draw • Surface finishes • Multi materials – Metals & manufactured boards 	Project 3 – Upcycled Textiles Pouch <ul style="list-style-type: none"> • Use of the sewing machine • Hand sewing • Adding a button • Creating a pattern • User centred design - Designing for a client 	Project 4 – 3D CAD (SolidWorks) <ul style="list-style-type: none"> • Isometric & Orthographic drawings • Computer Aided Design • Computer Aided Manufacture • Computer Numerical Control • Use of SolidWorks 3D design drawing programme; • Extruded boss base • Extrude cut • Fillets • Revolves • Assembly Creating a Die & Lego figures	Project 5 – House Competition <ul style="list-style-type: none"> • British designers • Smart materials • Teamwork – paired • Innovation Scale modelling
Drama	Shakespearean Tragedy In this unit, students explore how to portray raw, believable human characters. They explore physical and vocal techniques to help audiences understand complex and unfamiliar language, understand the structure and themes of tragedy, and develop skills in creating atmosphere and intensity on stage.	Political Theatre Students explore how drama can be used to question power, justice, and social issues. Students explore Brechtian techniques that can provoke thought and challenge audiences.	Theatre of the Absurd Students use Artodion techniques, learning to create thought-provoking theatre through physicality, symbolism, and atmosphere, understanding how absurdist techniques question meaning and evoke strong emotional responses.		
English	Private Peaceful	Private Peaceful and War Poetry	Romanticism	Gothic	The Tempest The Tempest and opinion writing

	Whole-text study of classic children's war literature, exploring themes of family, war and changing attitudes to morality	Concluding studying the text, interspersed with the canon of war literature: Pope, Owen, Binyon etc., charting changing societal attitudes to world war 1	Exploration of core principles of romanticism through poetry,	Exploration of the evolution of the gothic genre, studying conventions of form and using it for students' own creative writing	Study of The Tempest, building on AMND knowledge to begin analysing Shakespeare's language/dramatic devices/structure	Finishing study of the play, and then applying knowledge to opinion writing: to 'bin the bard' vs 'save our Shakespeare'
Geography	<p>8.2 Billion and Counting (Population)</p> <ul style="list-style-type: none"> -A focus on the global population and exponential increase, which then ties in with the remaining Year 8 units and sequences the idea of the impact of a growing population. - Examines global population patterns and change. -Introduces population pyramids and the Demographic Transition Model. - Explores natural increase, youthful populations (The Gambia) and ageing populations (Japan). -Strategies including pro-natalist policies and anti-natalist policies, with a focus on Singapore, Sweden and China. - The role of government in managing population 	<p>Powering our Planet</p> <ul style="list-style-type: none"> - Explores the world's energy mix, including renewable and non-renewable sources. - Examines how energy is produced, distributed, and used globally. - Considers the environmental, economic, and social impacts of different energy types. - Investigates sustainable solutions to meet growing energy demand. - Includes case studies of nuclear energy in the UK, wind farms in the UK, and solar power in Morocco. 	<p>Hydrosphere</p> <ul style="list-style-type: none"> - Explores the importance and movement of water through the water cycle. - Examines global ocean systems, including currents and oceanography. - Investigates key environmental issues such as ocean acidification, plastic pollution, and overfishing. - Considers the geopolitical significance of oceans, including the South China Sea and the 'nine-dash line'. - Studies water scarcity and management through case studies of Karachi in Pakistan and Cape Town in South Africa. - Evaluates major water management projects such as the GERD (Ethiopia) and the role of desalination in addressing future water needs. 	<p>. Biomes</p> <ul style="list-style-type: none"> Explores the world's major biomes and their global distribution. Examines the characteristics of tropical rainforests and hot deserts, including climate, vegetation, and wildlife. Investigates how plants and animals adapt to extreme environments. Considers the impacts of human activity such as deforestation and desertification. Includes case studies exploring rainforest management and sustainable development in the Amazon (Brazil), Indonesia and desert challenges in the Sahara (Mali). A focus on the Great Green Wall Initiative. 	<p>Earth's Future</p> <ul style="list-style-type: none"> - Explores key global challenges facing the planet in the 21st century. - Examines the causes and consequences of climate change and global warming. - Investigates the impact of human activity on ecosystems, resources, and biodiversity. - Considers strategies for mitigation and adaptation, including renewable energy, conservation, and sustainable development. - Encourages evaluation of how individuals, communities, and nations can shape a more sustainable future. Microclimates (Fieldwork) - Investigates how and why microclimates 	<p>8.2 Billion and Counting (Population)</p> <ul style="list-style-type: none"> -A focus on the global population and exponential increase, which then ties in with the remaining Year 8 units and sequences the idea of the impact of a growing population. - Examines global population patterns and change. -Introduces population pyramids and the Demographic Transition Model. - Explores natural increase, youthful populations (The Gambia) and ageing populations (Japan). -Strategies including pro-natalist policies and anti-natalist policies, with a focus on Singapore, Sweden and China.

	pressures with a focus on the United Kingdom.				vary within a local area. - Involves practical fieldwork to collect, analyse, and present weather data. -Develops enquiry, mapping, and data interpretation skills	- The role of government in managing population pressures with a focus on the United Kingdom.
History	<p>Elizabethan England</p> <ul style="list-style-type: none"> Who was Elizabeth I? Elizabeth and marriage Elizabethan Religion Plots Poverty Exploration Spanish Armada 	<p>English Civil War</p> <ul style="list-style-type: none"> Who was James I? Who was Charles I? Causes of the Civil War Events Killing king Life under Cromwell Restoration Revolution 	<p>England and the Empire</p> <ul style="list-style-type: none"> Why did England have an empire? India in the Empire Enslavement Trade Rebellions Abolition of Slavery African Empires USA in the empire Should we be proud of the empire? 	<p>WW1</p> <ul style="list-style-type: none"> Long term causes Assassination of Franz Ferdinand Recruitment Schlieffen Plan Trenches Weapons Battle of the Somme Cowardice Impact on the Empire 	<p>Life on the Homefront</p> <ul style="list-style-type: none"> DORA Conscientious Objectors Censorship and rationing Women 	<p>Rise of Adolf Hitler</p> <ul style="list-style-type: none"> End of WW1 Treaty of Versailles Who was Hitler? Why did the Nazis come to power? Consolidation of Nazi power Hitler's foreign policy Appeasement Fear, terror and propaganda Opposition Life in Nazi Germany
Maths	<p>Number</p> <ul style="list-style-type: none"> Types of Number HCF/LCM Product of Primes Standard Form Indices/Powers/Roots <p>Algebra</p> <ul style="list-style-type: none"> Linear Equations Expanding and Factorising Quadratic Equations Index Laws 	<p>Number</p> <ul style="list-style-type: none"> Fractions: (Of amounts, $+-x\div$, Mixed to Improper, Ordering) <p>Ratio/Proportion</p> <ul style="list-style-type: none"> Percentages Non-Calc: (amounts, Increase/Decrease, % change, reverse, Simple and Compound Interest) <p>Algebra</p> <ul style="list-style-type: none"> Forming and Solving Equations 	<p>Algebra</p> <ul style="list-style-type: none"> Equations of Lines (Table of values, drawing, parallel lines, Interpreting) Quadratic Graphs (Table of Values, Turning Points, Solutions) Non-Linear Graphs <p>Probability/Statistics</p> <ul style="list-style-type: none"> Basic Probability Probability Trees (Independent) Venn Diagrams 	<p>Probability/Statistics</p> <ul style="list-style-type: none"> Averages from lists Averages from Tables Reverse Mean Scatter Graphs Stem and Leaf Pie Charts <p>Ratio/Proportion</p> <ul style="list-style-type: none"> Ratio (Sharing, Combined, 1:n) Direct Proportion 	<p>Number</p> <ul style="list-style-type: none"> Use of a calculator <p>Algebra</p> <ul style="list-style-type: none"> Distance-Time Graphs Ratio/Proportion Distance Speed Time <p>Geometry</p> <ul style="list-style-type: none"> Area of Shapes Circles and Sectors Angles in Polygons Pythagoras Trigonometry 	<p>Ratio/Proportion</p> <ul style="list-style-type: none"> Percentages: (All Calculator Percentage skills) <p>Algebra</p> <ul style="list-style-type: none"> Forming and Solving Equations (Linear and Quadratic) Linear Simultaneous Equations <p>Geometry</p> <ul style="list-style-type: none"> Volume and Surface Area

		<ul style="list-style-type: none"> • Rearranging Formulae Geometry <ul style="list-style-type: none"> • Bearings • Angles in Parallel Lines • Transformations (Translation, Reflection, Rotation, Enlargement) 				(Cuboids, Prisms, Cylinders) <ul style="list-style-type: none"> • Pythagoras and Trigonometry (Including Problem Solving)
Music	Unit 1 - Keyboards Students build keyboard skills knowledge of practise techniques through notation reading, rhythmic accuracy, and expression addition, exploring key works by Bach, Scott Joplin, and additional modern repertoire. <ul style="list-style-type: none"> • Reading and interpreting notation (pitch, rhythm, accidentals, key signatures). • Understanding chord types (major, minor, 7th). • Applying effective practice techniques (e.g. metronome use, correct fingering, chunking). • Using tempo, dynamics, and 	Unit 2 – Video Game Music Students learn how music creates mood and character in video games by analysing game soundtracks and composing original character themes, leitmotifs, and Mickey-Mousing background music. <ul style="list-style-type: none"> • Analysing how musical elements create mood and character using Tier 3 vocabulary. • Composing character themes in AABA form with melodic and expressive techniques. • Using leitmotifs and Mickey-Mousing to represent 	Unit 3 – All About That Bass Students explore how bass lines shape structure and harmony across genres, developing skills in reading bass clef and creating five types of bass lines through listening, performance, and composition to enhance students’ performance skills, aural and score analysis skills, and compositional abilities for this and future units. <ul style="list-style-type: none"> • Reading bass clef notation and identifying bass instruments. • Performing bass riffs from popular songs and understanding their impact. • Creating and playing walking bass lines in rock ’n’ roll, jazz, and blues using I–IV–V chords and passing notes. 	Unit 4 – Reggae Music Students explore the origins and features of Reggae through listening, performance, and composition, developing practical skills and cultural understanding before culminating in a group performance. <ul style="list-style-type: none"> • Expand listening and analysis skills by identifying Reggae features such as offbeat rhythms, syncopation, and chord patterns, and describing them using Tier 3 vocabulary. • Develop cultural understanding of the social and political significance of Reggae music. • Develop performance and rhythmic skills by playing chord sequences, melodies, bass hooks, riffs, and drum patterns while applying syncopated rhythms and offbeat accents. • Strengthen creative skills by writing original Reggae lyrics that incorporate Jamaican dialect and planning group performances. 	Unit 5 – Theme and Variation Students explore how composers transform a simple theme into varied versions using changes in the key musical elements. Through listening, analysis, and practical tasks, learners develop creative and technical skills by performing themes, applying variation techniques, and composing their own set of variations using Sibelius. <ul style="list-style-type: none"> • Expand listening and analysis skills by identifying changes in musical elements across different variations and describing them using Tier 3 vocabulary. • Develop compositional understanding by 	

	<p>articulation to add expression.</p> <ul style="list-style-type: none"> Evaluating and improving performance through feedback and resilience. Analysing piano pieces with Tier 3 vocabulary to inform interpretation. 	<p>characters and events.</p> <ul style="list-style-type: none"> Creating and recording chord progressions, melodies, bass, and drum lines. Recording, editing, and layering tracks with DAWs (Cubase, Beepbox, Sibelius). Applying dynamics, articulation, and tempo to enhance atmosphere. Refining compositions through structured teacher-, self-, and peer-assessment. 	<ul style="list-style-type: none"> Performing and composing Alberti bass patterns from classical and popular style repertoire. Using arpeggios and broken chords to vary accompaniments. Analysing, composing, and performing pedal notes in Baroque, popular, and film music. 	<ul style="list-style-type: none"> Improve evaluation skills by reflecting on and refining performances through structured teacher-, self-, and peer-assessment. 	<p>learning and applying instrumental, melodic, accompaniment, and expression variation techniques.</p> <ul style="list-style-type: none"> Enhance notation skills by recording themes and variations accurately into Sibelius. Strengthen creative skills by planning and composing original variations that apply changes in melody, harmony, texture, and tonality. <p>Improve evaluation skills by reflecting on and refining compositions through structured teacher-, self-, and peer-assessment.</p>	
PE	<p>Rotation of sports including-</p> <ul style="list-style-type: none"> Badminton Football Rugby Netball Flag football Health and Fitness Basketball Games 	<p>Rotation of sports including-</p> <ul style="list-style-type: none"> Badminton Football Rugby Netball Flag football Health and Fitness Basketball Games 	<p>Rotation of sports including-</p> <ul style="list-style-type: none"> Striking and fielding Athletics Cricket Tennis 			
PSHE	<p>Equalities</p> <ul style="list-style-type: none"> Transition Equalities Act Stereotypes 	<p>Wellbeing</p> <ul style="list-style-type: none"> Fake news Online Wellbeing 	<p>Wider world</p> <ul style="list-style-type: none"> Budgeting Keeping Money Safe 	<p>Relationships</p> <ul style="list-style-type: none"> Introduction Family Healthy relationships 	<p>Health & Relationships</p> <ul style="list-style-type: none"> Physical Intimacy 	<p>Health & Relationships</p> <ul style="list-style-type: none"> Developing awareness

	<ul style="list-style-type: none"> Community Respect Gender Ageism Homophobia 	<ul style="list-style-type: none"> Media Influences Body Image Physical & Mental Wellbeing 	<ul style="list-style-type: none"> The world of Work 	<ul style="list-style-type: none"> Healthy Friendships Romantic Friendships 	<ul style="list-style-type: none"> Unhealthy relationships Consent Contraception 	<ul style="list-style-type: none"> Reproductive systems Privacy FGM Forced marriage
RE	Early Religions: <ol style="list-style-type: none"> Cosmology Ancient Greece Traditional African societies Ancient Egypt Zoroastrians Traditional China 	Early Religions Part 2: <ol style="list-style-type: none"> Native Americans Norse views Aboriginal society Investigation into other societies. 	Sikhi: <ol style="list-style-type: none"> Core beliefs Guru Nanak The 10 Gurus The Khalsa Sikh Service Sikh Festivals 	Judaism: <ol style="list-style-type: none"> Abraham Jacob and Joseph Moses David Jewish Rules Jewish variations 	War and Conflict: <ol style="list-style-type: none"> Violence Types of War Pacifism Different views about war Responses to war. 	Being human: <ol style="list-style-type: none"> What is human? Human purpose Humanism Are humans just machines? Am I living in the Matrix?
Science	C1.4 Acids and alkalis C2.2 Separating techniques	P1.3 Light P2.3 Motion and pressure	P2.3 Motion and pressure continued B1.3 Reproduction	B2.2 Biological processes B2.3 Ecosystems and adaptations	B2.4 Inheritance C2.1 The periodic table	P2.2 Energy
Spanish	Phonics Sports Hobbies Opinions Weather Phone <u>Key grammar points:</u> <ul style="list-style-type: none"> Play + al + sports Do + sports Timeframes Opinion verbs + infinitive structures Justifications Adjective agreements Past tense, imperfect and preterite (I form) Near future tense (I form) 	Phonics Music TV Saying what you did yesterday Winter Card competition Christmas based vocabulary <u>Key grammar points:</u> <ul style="list-style-type: none"> Opinion verbs + article + nouns Negative structures Justifications Adjective agreements He/she likes 	Phonics Saying where you live Type of houses Rooms in a house Places in town The time What you do in your town What you are going to do at the weekend <u>Key grammar points:</u> <ul style="list-style-type: none"> To live (I form in the present/imperfect/future) Estar v Ser There is/there was/there will be Opinion verbs Adjective agreements Comparatives (more/less... than) 	Phonics Countries Means of transports Saying where you went on holiday Saying what you did there Giving your opinion about that holiday Saying where you would like to go in the future Madrid <u>Key grammar points:</u> <ul style="list-style-type: none"> To go (infinitive/present/past/conditional) Preterite tense (regular and irregular) Conditional tense (regular and irregular) Prepositions Exclamations 	Revision of Phonics, Vocab, Grammar from Terms 1-4	Phonics Project based term: <ul style="list-style-type: none"> Song context (Term 1 and 2 consolidation) Cinema and movie (authentic movie about Spain Term 3 and 4 consolidation + cultural aspect) Agency project (Term 4 consolidation)

	<ul style="list-style-type: none"> • It was (preterite) • It will be • Present tense (-AR/-ER/-IR regular verbs) 	<ul style="list-style-type: none"> • Timeframes in the past • Preterite tense (I form) • Preterite tense (irregular verbs for -AR/-ER/-IR) 	<ul style="list-style-type: none"> • Está v hay • Indefinite articles • Voy v vamos • It's v at + time • Near future (go+to+infinitive) • Timeframes 	<ul style="list-style-type: none"> • Negative structures • Sequencers • Opinion verbs • Adjective agreements • Present and Conditional tense (like and go) • Cognates • Near cognates 		
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