

Kingsmoor Curriculum, 2024-25

	Autumn	Spring	Summer
Art and DT	<ul style="list-style-type: none"> • DT: Design and make a fairground ride (linked to science) • Art: Artist focus - Stephen Wiltshire (linked to architects including Zaha Hadid) • Christmas card • Interhouse photography competition 	<ul style="list-style-type: none"> • DT: Wooden picture frame • Art: Artist focus - William Morris and Islamic art (Linked to RE) • Interhouse cake decorating competition 	<ul style="list-style-type: none"> • DT: World food tour • Art: Artist focus - Yvonne Coomber • Whole School Art Project • Interhouse art competition
Computing	<ul style="list-style-type: none"> • E-safety: 'I am kind and responsible' reporting/supporting • Computer Systems and Networks- Internet communication • (Career link- Life as a cyber security apprentice: Ellie's story) • E-safety: 'I am kind and responsible' kindness • Creating Media- Webpage creation (Career link- How to become a coder: Pauline's story) 	<ul style="list-style-type: none"> • E-safety: 'I am safe and secure' privacy • Programming A- Variables in games (Career link- How to become a games designer: Rhianne's story) • E-safety: 'I am safe and secure' relationships • Data and Information- Introduction to spreadsheets • (Career link- How to become a Formula 1 engineer: Amy's story) • Safer Internet Day 	<ul style="list-style-type: none"> • E-safety: 'I am healthy' self image • Creating Media- 3D modelling • (Career link- How to become a graphic designer: Ste's story) • E-safety: 'I am healthy' lifestyle choice • Programming B- Sensing movement • (Career link- How to become an app developer: Jack's story)
English	<ul style="list-style-type: none"> • Biography: biography, diary /ship's log book, information text • Stories from another culture: narrative, newspaper report • Poems on a theme/imagery 	<ul style="list-style-type: none"> • Discussion linked to current affairs • Range of non-fiction texts linked to current affairs: letters, reports, interviews, articles, instructions • Modern fiction: narrative, diary, letter • Classic narrative poetry 	<ul style="list-style-type: none"> • Poems with imagery • Defeat the monster narrative • Myths and legends • Newspaper • Whole School Project • Literary heritage: letter, playscript, comic strip
French	<ul style="list-style-type: none"> • 🌀 Verbs, family (1 session) • Sport (6 sessions) • Football championships (5 sessions) • 🌀 Sport, football, assessment (1 session) 	<ul style="list-style-type: none"> • 🌀 Sport, football (1 session) • House (5 sessions) • Holidays (5 sessions) • 🌀 House, holidays, assessment (1 session) 	<ul style="list-style-type: none"> • 🌀 House, holidays (1 session) • Visiting a town (5 sessions) • Conversational French (AI) (5 sessions) • 🌀 A town, conversations, assessment (2 sessions)

Geography	<p>“What can you tell me about -0.3700 - 91.5500?”</p> <ul style="list-style-type: none"> Name and locate positions on the globe using the correct terminology. Country location knowledge. <p>Fieldwork: Magdalen farm – tree identification and data collection / analysis Independent Enquiry – London data collection in London (where appropriate). 🌀 Six figure grid references and navigation – follow a route card. Map Skills: As above. Study of world maps including digital mapping. Use a range of viewpoints up to satellite. Place of Study: Journey of Darwin, Galapagos</p>	<p>“How are biomes being protected and preserved?”</p> <ul style="list-style-type: none"> Biome and vegetation belts. 🌀 Climate Zones, vegetation. <p>Fieldwork: sketches/observations of wildlife/vegetation Compare Pond Inlet to Langport – climate codes, rainfall, daylight hours, air pressure, clouds, temperature, wind speed.</p> <p>Map Skills: Using thematic maps for specific purposes. I can interpret distribution maps and use thematic maps for information. Place Study: Locations of Biomes. Pond Inlet, Canada (tundra biome).</p>	<p>“What can I do to contribute to the protection of our planet?”</p> <ul style="list-style-type: none"> Compare and contrast a region of the UK and Europe. Renewable and non-renewable energy 🌀 Natural resources and land use. <p>Fieldwork: (orienteeing/geocache). Map Skills: scale map/plan drawing. Place Study: Reykjavik, Iceland and Hinkley, UK.</p>
History	<p>🕒 Each topic to start with a timeline.</p> <ul style="list-style-type: none"> The Victorians including workhouses: 1837-1901. (🌀History, Y5, Spring) Remembrance: War and humanitarian responses throughout history:1790-2022. (🌀History, YR-5, Autumn) 	<p>🕒 Each topic to start with a timeline.</p> <ul style="list-style-type: none"> Ancient Egypt: 2700BC-343BC. Within this a comparison of key figures in history. 	<p>🕒 Each topic to start with a timeline.</p> <ul style="list-style-type: none"> The legacy of Roman culture (art, architecture, or literature) on later periods in British history, including the present day. Within this a comparison of key figures in history.
Maths	<ul style="list-style-type: none"> Place value Addition and subtraction Fractions 	<ul style="list-style-type: none"> Algebra Converting units Decimals Fractions, decimals and percentages Area, perimeter and volume Statistics 	<ul style="list-style-type: none"> Arithmetic focus Budgeting and finance #HEPSTube project HEA/secondary maths transition work
Music	<ul style="list-style-type: none"> Dynamics, pitch and texture (Fingal’s Cave) Songs of WWII 	<ul style="list-style-type: none"> Film music Theme and variations: pop art 	<ul style="list-style-type: none"> Baroque Looping and remixing (Y5 map) Musical Theatre (Y5 map)
PE	<ul style="list-style-type: none"> Swimming 	<ul style="list-style-type: none"> Gymnastics - x3 Rhythmic sequences 	<ul style="list-style-type: none"> Skills - Dynamic balance: stance

	<ul style="list-style-type: none"> • Fitness • Teambuilding 	<ul style="list-style-type: none"> • Hand apparatus • Low bench sequences • Dance - x3 Shapes/Artistry, Solo/partners, Lifts, Beat/rhythm • Skills - Agility: ball chasing • Coordination: sending and receiving • Invasion games - Tag rugby 	<ul style="list-style-type: none"> • Counter balance: partner • Athletics/Cricket/Rounders • Skills - Static balance: floor work, Static balance seated • Athletics/Cricket/Rounders
PSHE	<ul style="list-style-type: none"> • Transition: safeguarding, class charter, school rules and ethos. • Being me in my world – ‘Who am I and how do I fit?’ • Celebrating difference – Respect for similarity and difference. Anti-bullying and being unique. • Fire / firework safety (Jigsaw) • Financial Education (Jigsaw) • Bank visitor and visit (finance) • Nurse visitor and GP visit (health) 	<ul style="list-style-type: none"> • Dreams and goals - Aspirations, how to achieve goals and understanding the emotions that go with this (4 lessons) • Careers (2 lessons) • Healthy me - Being and keeping safe and healthy (including how substances affect the body, exploitation – including ‘county lines’ and gang culture) • Water safety (Jigsaw) • Safeguarding planner page: online safety • Graduate returning visitor (careers) • Police visitor and visit (people who help us) 	<ul style="list-style-type: none"> • Relationships -Building positive, healthy relationships (including loss and grief) • Changing me - Coping positively with change (including puberty and feelings, conception to birth, boyfriends / girlfriends). • Sun safety (Jigsaw) • Rail safety (Network rail) • First aid course • Year 7 return pupil visitor (transition)
RE	<ul style="list-style-type: none"> • ☯ Families of religions (1 session) • Religious hierarchies (2 sessions) • Religion across the globe (3 sessions) • Reflection of a faith: Islam (2 sessions) • Reflection of Mosque visit (1 session) • Religion and politics (2 sessions) • ☯ Advent, Christmas and Christingle (1 session) 	<ul style="list-style-type: none"> • ☯ Religion across the globe (1 session) • Living without religion (1 session) • ☯ Science and religion (1 session) • Religion today (2 sessions) • Reflection of a faith: Judaism (2 sessions) • Hindu Temple (3 sessions) • ☯ The Easter story (1 session) 	<ul style="list-style-type: none"> • ☯ Living without religion (1 session) • Reflection of a faith: Buddhism (2 sessions) • Reflection of a faith: Hinduism (2 sessions) • The Tower of Babel (1 session) • Religion and language (1 session) • ☯ Creation, Rites of Passage, Gods & Deities, guiding principles, holy texts, artefacts, worship (5 sessions) • My beliefs and how they guide me (1 session)
Science	<ul style="list-style-type: none"> • Evolution and inheritance • Variation and adaption • Electricity • Renewable energy 	<ul style="list-style-type: none"> • Living things and their habitats • The circulatory system • Diet, drugs and lifestyle • RSPB Big Garden Birdwatch (January) 	<ul style="list-style-type: none"> • Light • Light pollution • Fossils • Revision • Themed project (TBC following White Rose publication) • Relationship education (see PSHE overview)