Medeshamstede Academy
Key Stage 4 Cycle B
Semi-Formal Pathway

Topic	Stargazers	Off with Her Head	Scream Machine	Maafa	Firedamp and Davy Lamp	Britain at War
Text	A Galaxy of Her Own: Amazing Stories of Women in Space -Libby Jackson Neil Armstrong	• Terrible Tudors (Horrible Histories) Tudors and Stuarts (Usborne History of Britain)	• Various myths and Legends e.g. The Black dog, The Boggart	• Windrush Child- Benjamin Zephaniah	Pit Boy- Gordan Ottewell	Goodnight Mr Tom
English	Mnemonics; Myths and legends; Free verse poetry; Newspaper reports; Descriptions • Newspaper reports; Descriptive writing in fiction and non-fiction • In narratives, describe settings, characters and atmosphere and integrate dialogue to convey character and advance the action. • Plan their writing. • Retrieve, record and present information from non-fiction.	Biographies; Poetry and riddles; Persuasive letters; Dialogue • Check that the book makes sense to them, discussing their understanding and exploring the meaning of words in context. • Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously. • Prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience.	Poetry; Short narratives with dialogue; Signage and emails; Adverts; Non-fiction texts • Discuss and compare the themes and conventions used in an increasing range of age-appropriate types of writing. • Perform their own compositions with appropriate intonation and volume and some consideration of movement. • Prepare and perform a wide range of texts with appropriate intonation, tone, volume and action so the meaning is clear. Learn a wider range of poetry by heart. • Select increasingly appropriate vocabulary and sentence structures for the type of writing	• Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning. • Use a wide range of devices to build cohesion within and across paragraphs. • Use further organisational and presentational devices to structure text and to guide the reader (for example, headings, bullet points, underlining). Speaking and listening- Use spoken language to develop understanding through speculating, hypothesizing, imagining and exploring ideas	Explanations: Inference, • Provide reasoned justifications for their views. • Retrieve, record and present information from non-fiction. • Use further organisational and presentational devices to structure text and to guide the reader (for example, headings, bullet points, underlining). • Make inferences, such as inferring characters' feelings, thoughts and motives from their actions, supported with specific evidence and distinguish between statements of fact and opinion.	• In narratives, describe settings, characters and atmosphere and integrate dialogue to convey character and advance the action. • Plan their writing. • Retrieve, record and present information from non-fiction. • Select increasingly appropriate vocabulary and sentence structures for the type of writing
Communication and language	• Ask relevant questions to extend their understanding and knowledge. • Consider and evaluate different viewpoints, attending to and building on the contributions of others. • Use further organisational and presentational devices to structure text and to guide the reader (for example, headings, bullet points, underlining).	• Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments. • Listen and respond appropriately to adults and their peers.	• Articulate and justify answers, arguments and opinions. • Gain, maintain and monitor the interest of the listener(s). • Select and use appropriate registers for effective communication.	• Consider and evaluate a range of different contributions and viewpoints • Explore types of questions and their uses in different contexts • Ask targeted, well-worded questions to improve their understanding of a text, giving focused explanations, presentations and detailed reasons for their views.	Listen & respond • Articulate and justify answers, arguments and opinions. • Attend to and build on the contributions of others in discussions and debates. • A debate is a formal discussion where opposing sides of an argument are put forward	• Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments. • Listen and respond appropriately to adults and their peers. • Ask targeted, well-worded questions to improve their understanding of a text, giving focused explanations, presentations and detailed reasons for their views.
Reading and Phonics Skills	Baselines; • Read Write Inc • Fresh Start • Reading	Individual levels: • Read Write Inc Interventions • Fresh Start Interventions • Guided Reading • Individual Readers, Comprehension & RfP	Individual levels: • Read Write Inc Interventions • Fresh Start Interventions • Guided Reading • Individual Readers, Comprehension & RfP	Individual levels: • Interventions • Guided Reading • Individual Readers, Comprehension & RfP	Individual levels: • Read Write Inc Interventions • Fresh Start Interventions • Guided Reading • Individual Readers, Comprehension&RfP	Individual levels: • Read Write Inc Interventions • Fresh Start Interventions • Guided Reading • Individual Readers, Comprehension & RfP
Maths	• Number • Data • Shape • Interventions Functional Maths using White Rose Maths at an appropriate individual level to support qualification pathway where appropriate	• Number • Data • Shape • Interventions Functional Maths using White Rose Maths at an appropriate individual level to support qualification pathway where appropriate	• Number • Data • Shape • Interventions Functional Maths using White Rose Maths at an appropriate individual level to support qualification pathway where appropriate	• Number • Data • Shape • Interventions Functional Maths using White Rose Maths at an appropriate individual level to support qualification pathway where appropriate	• Number • Data • Shape • Interventions Functional Maths using White Rose Maths at an appropriate individual level to support qualification pathway where appropriate	• Number • Data • Shape • Interventions Functional Maths using White Rose Maths at an appropriate individual level to support qualification pathway where appropriate
Science	Earth and space; Forces; Working scientifically; • Describe the movement of the Earth, and other planets, relative to the Sun in the solar system. • Use test results to make predictions to set up further comparative and fair tests. • Report and present findings from enquiries	Working scientifically; Properties and changes of materials • Why does a compass always point north? • Give reasons, based on evidence from comparative and fair tests • Plan and carry out a range of enquiries, including writing methods, identifying variables and making predictions based on prior knowledge and understanding.	Forces; Properties of everyday materials; Mechanisms; Working scientifically • Describe and demonstrate how simple levers, gears and pulleys assist the movement of objects. • Plan and carry out a range of enquiries, including writing methods, identifying variables and making predictions based on prior knowledge and understanding. • Compare and describe, using a range of toys, models and natural objects, the effects of water resistance, air resistance and friction.	• Biology. The Environment around is, Evolution, and Inheritance- Identify scientific evidence that has been used to support or refute ideas or arguments. • Chemistry- For our World- Use test results to make predictions to set up further comparative and fair tests.	Rocks; Properties of materials • Compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets. • Use relevant scientific vocabulary to report on their findings, answer questions and justify their conclusions based on evidence collected, identify improvements, further questions and predictions.	Light Theory; • Light facts • How light travels • Light, sight and the human eye • Visible light; • Perceiving colour; Shadows; Reflections; Plane, concave and convex mirrors; • Measuring light; Refraction Working scientifically – Identifying and classifying, Comparative tests, Pattern seeking, Research
Humanities (Geog/History)	• Significant individuals – Galileo Galilei, Isaac Newton; 1960s space race Gain historical perspective by placing their growing knowledge into different contexts: understanding the connections between local, regional, national and international history; between cultural, economic, military,	• Our school's history • Identify human and physical features of our school, using maps to look at how our local environment has changed over time. • Explore how schools have changed since the Victorian era	• Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America • Use maps, atlases, globes and digital/computer mapping to locate countries and describe	Democracy and Change- How do I prepare for being able to vote? • Be free to express views or ideas. • Be part of a system where everyone plays an equal part. Learn that all people and institutions are subject to and accountable for their actions and behaviour.	Timelines; The Industrial Revolution; Mining disasters; Mining strikes • Create an in-depth study of an aspect of British history beyond 1066. • Frame historically valid questions about continuity and change and construct informed responses • Understand historical	First and Second World Wars • Articulate and present a clear, chronological world history narrative within and across historical periods studied. • Important events during the First World War include the First Battle of Ypres (1914), the Battle of the Somme (1916) and the United States joining the Allied Powers (1917). • Articulate the significance of a

	political, religious and social history; and between short- and long-term timescales.		• features studied • Describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.	• To respect and tolerate the opinions or behaviour of others	concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically valid questions and create their own structured accounts, including written narratives and analyses.	• historical person, event, discovery or invention in British history. • Gain historical perspective by placing their growing knowledge into different contexts: understanding the connections between local, regional, national and international history;
PSHE/PD	Jigsaw: Being Me in My World. 'Who am I and how do I fit?'	Jigsaw: Celebrating Difference. Respect for similarity and difference. Anti-bullying and being unique	Jigsaw- Emotional Wellbeing. Mental Heath and practical strategies to recognize and support good emotional wellbeing.	Jigsaw: Healthy Me-How Can substances impact on wellbeing?	Jigsaw: Relationships. Building positive, healthy relationships **RSE**	Jigsaw: Healthy Me, Being and Keeping safe and healthy **RSE**
Life Skills/ Food	Using the Microwave: • Using the microwave to make a hot food such as jacket potato with different fillings ,mug cakes, desserts	Hot foods for Winter Food and Health: • Cooking and Serving Make a selection of hot foods using different cooking methods. Compare the use of microwave, hob and oven.	Dietary Requirements: • How to cater for people with dietary needs	• Learners will be developing their preparation of a variety of food, • Learners will be developing their baking skills looking at the creaming melting and rubbing in method • Learners will be developing their cooking skills looking at roasting, boiling and frying..	• Learners will be looking at budgeting and creating meals and on a budget for meal plan and for celebrations • Learners will be understanding how to maintain a healthy diet	• Learners will be developing their understanding of equipment we can use in the food room ie toasters, food processor and hand whisks • Learners will investigate what we could make with a ration box an try out some recipes
Creativity : Arts, Design and Technology	Selecting materials; Research; Structures; Evaluation • Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work. • Explain how the design of a product has been influenced by the culture or society in which it was designed or made. • Select and combine materials with precision.	Portraits; Sketching Tudor fashions; 3-D modelling • Learn about great artists, architects and designers in history. • Describe and discuss how different artists and cultures have used a range of visual elements in their work. • Produce creative work on a theme, developing ideas through a range of preliminary sketches or models.	Photography and image editing • Explore and create expression in portraiture. • Become proficient in drawing, painting, sculpture and other art, craft and design techniques.	Textiles in art: Including 3D art- Masks and pottery • Improve their confidence of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay).	Art appreciation – Pitmen Painters; Sketching • Learn about great artists, architects and designers in history. • Describe and discuss how different artists and cultures have used a range of visual elements in their work. • Review and revisit ideas and sketches to improve and develop ideas.	(Bees, Beetles and Butterflies) • Adapt and refine artwork in light of constructive feedback and reflection. • Combine the qualities of different materials including paper, fabric and print techniques to create textural effects. • Gather, record and develop information from a range of sources to create a mood board, montage or annotated sketch to inform their thinking about a piece of art.
Physical Education	Invasion Games- Competition Time: • Refine and develop strategies of attack and defence and identify ways to improve performance.	Dance and Gymnastics – Jump down, Turn around: • Precision- movement is accurate and carefully performed. • Control - balance and awareness of space. Fluency - movements flow smoothly	Net and Wall Activities: Going for the top: • To develop the skills needed when playing net/wall games. • To develop some of these skills and perform with some control and coordination. • To recognise changes that happen to their bodies when they are active.	Striking and Fielding – Whack it • To consolidate and further develop their ability to bat, throw, catch and field and apply more specific techniques in activities.	Outdoor Games – Basketball – Dribble and Shoot • Apply a variety of rules and tactics to play competitive team games with some skill, coordination and control. • Improvise and move with precision, control and fluency in response to a range of stimuli. • Develop and refine strategies and tactics for attacking and defending during competitive team games	Athletic Activities: World records; Data analysis. • Develop flexibility, strength, technique, control and balance through athletics. • Compare their performances with previous ones and demonstrate improvement to achieve their personal best. • Use running, jumping and throwing in isolation and in combination. • Observe their peers performing athletic skills such as running for speed, jumping for length.
Outdoor Learning	Stargazers and Explorers: • Team building activities in the Outdoor School Environment. • To be creative using natural resources found within the Outdoor School environment. • Understanding signals and what to do if I am in trouble.	• Consolidating previous knowledge and understanding from previous topics and building confidence in using new skills.	Our Outdoor Learning Environment: • Comparing landscape/plants/wildlife with other places in the world and why is this different/same.	Follow it, Find It: • Exploring the Outdoor school environment and finding their way from one place to another. • To follow a trail of multiple instructions in the Outdoor School, using a map or pictures.	• Following on exploring and using own knowledge and understanding to make own judgements and trails/maps.	• Developing ways to look after the Outdoor Learning area over the summer and implement ideas.
Computing	Introducing and analysing computing skills, using pre functional skills & processes. • Different forms of communication • Editing, formatting Office Apps (Word, PPT etc) • Researching via Internet • Using IT to support curriculum days- Poetry Day which included Manipulating text, images, , simple animation Including changing their style, size, colour, effect, shape, location or format.	Consolidation of baseline skills. • Entering, editing and formatting data. • Presenting data for modelling processes • Cyberbullying/Internet Safety Following instructions & processes (Sci Wk) • Introducing/reviewing programming/coding • Using IT to support curriculum days- Science Week, Antibullying week	Internet Research • Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content. • Using IT to support curriculum days- which included Manipulating text, images.	ICT and Computing Careers • Consolidation of ICT Skills • Online Coding courses / Fundamentals of Programming	Essential Digital Skills • Creating and editing • Being safe and responsible online. • Appling computing skills to use new computing software.	Essential Digital Skills • Using devices and handling information • Communicating • Transacting • Consolidation of ICT Skills • Online Coding courses / Fundamentals of Programming
Careers	Grow throughout life • Recognising that people can be sources of help and indicating or asking for help when in need. • Complete job profiles with symbols and moderate level of support.	Explore possibilities- Researching the range of workplaces and what it is like to work there.	Managing a Career- Writing a job application. Write a job application for a classroom role and consider what you would look for in a successful candidate	Self Development- • skills, • qualities • interests	Career exploration; • Apprenticeships, • colleges • job opportunities	Work Experience and volunteering across the Academy and Local Community.