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## The Independent Curriculum: a summary and overview

### 1. A new curriculum for a new world!

Most education systems around the world, including the UK's, are predicated upon the teaching of knowledge and skills required to gain employment in the industrialised world of the nineteenth and twentieth centuries. Too often schooling means reading, remembering and regurgitating the perceived wisdom of past generations in order to pass examinations and ultimately become employable. It is a protracted process that has led to a hierarchy of learning skills, in which literacy, numeracy and the ability to retain information are considered to be of higher value than creativity, independent thinking, discernment, communication skills, emotional intelligence and technological literacy.

But the world is changing – and fast. The perceived wisdom of past generations is no longer sufficient. The pace of technological advancement, the globalised marketplace in which we must all now compete, the depletion of the world's natural resources, and the ever-present threats from global warming call for skills beyond literacy, numeracy and knowledge retention. We need innovative, intellectually curious, revolutionary thinkers leaving school with their creativity and courage still intact.

For education to be relevant and effective for the future, it demands a curriculum which not only imparts knowledge but affords learners the opportunity to discover it for themselves, to scrutinise it, to apply it within creative, problem-solving situations and then debate, discuss and communicate it to others.

These are the principles which underpin the Independent Curriculum (IC). It is not simply a syllabus of topics to be learned, nor is it a hierarchical list of skills to be honed at the expense of more creative pursuits. It is a rigorous process of discovering, applying and communicating, and its ultimate goals reach beyond preparation for examinations, towards preparation for life.

### 2. Structure

The Independent Curriculum comprises the following components:

- Knowledge strands
- Learning skills
- Qualities for life

#### 2.1 Knowledge strands

Laid out as a discrete programme of study for each subject, the knowledge strands in the IC set out the information, concepts and processes to be taught and learned. Together they make up the canon of knowledge expected from a rigorous, academic education, laid out in incremental steps through the age phases, with cohesion and progression built in. The knowledge strands show teachers and pupils *what* is to be learned.

#### 2.2 Learning skills

Running parallel to the knowledge strands are the learning skills. These show teachers and pupils *how* each specific knowledge strand may be discovered, applied and communicated.

*'We cannot solve our problems with the same thinking we used when we created them.'*

*Albert Einstein*

*'Children don't grow into creativity, they are educated out of it.'*

*Sir Ken Robinson*

*'The most important thing schools can do is to give children the skills, knowledge, confidence and qualifications to make independent decisions for themselves.'*

*Michael Gove*

*'We are all born artists; the problem is remaining an artist as we grow up.'*

*Pablo Picasso*

They comprise:

LS1: DISCOVERING	LS2: APPLYING	LS3: COMMUNICATING
Reading	Writing	Speaking
Recognising	Creating	Listening
Connecting	Developing	Discussing
Assimilating	Expanding	Debating
Understanding	Problem-solving	Explaining
Reasoning	Designing	Summarising
Researching	Evaluating	Presenting

In every subject in the IC, these generic learning skills are developed within the context of each knowledge strand – that is to say activities are offered in which students can *discover*, *apply* and *communicate* the knowledge being taught. Matching learning skills against knowledge strands in this way ensures that the IC is more than a syllabus of topics to learn; it is a programme for active learning – a genuine scheme of work for teachers.

*'Schools with the most imaginative and creative approaches to the curriculum tend to get the best results and the best inspection reports.'*

Robert Fisher

### 2.3 Qualities for life

Education is not just about the knowledge and skills one picks up at school. It is about the qualities that our pupils develop that will equip them for life. The IC recognises the following qualities as the ultimate goals of a good education:

10 Qualities for life
1. Curiosity
2. Independent thinking
3. Creativity
4. Self-motivation
5. Self-respect
6. Confidence
7. Discernment
8. Resilience
9. Tolerance & empathy
10. Global awareness

*'Knowing is not enough; we must apply. Being willing is not enough; we must do.'*

Leonardo da Vinci

These are not attainment targets in themselves; they are subjective and difficult to assess. But it is these qualities which parents, teachers and ultimately employers would like to see in young people, and it is these qualities which ultimately lead to happiness and fulfillment. So from its conception through to its detailed compiling by many subject specialists, this curriculum has been built with these qualities for life firmly in mind.

*'We should spend less time ranking children and more time helping them to identify their natural competencies and gifts and then cultivate these.'*

Howard Gardner

### 3. Access

A unique feature of the IC is the interactive way it is accessed by school leaders, teachers, parents and pupils. The curriculum is presented through a combination of different content forms and is surrounded and augmented by online forums, online resources, guidance and reviews, teaching tips, training courses and regular updates. Delivering the IC online allows it to grow organically and remain current. Thus it is more than a syllabus, it is a living curriculum and a shared network for learning.



## **CURRICULUM GRIDS**

### **Knowledge Strands**

The IC is more than a syllabus of knowledge – it’s a scheme of work too.

The knowledge strands in the IC differ in every subject, but the learning skills remain the same.

Some examples of IC grids follow. Please note these grids have not been finalised yet, and are subject to change.

The English grid is an example of a full year’s work for Year 4. The other subject grids show one Knowledge Strand as an example, with an overview of the other Knowledge Strands for that year presented underneath.

## Independent Curriculum: English – Year 4

Page references in the following curriculum refer to the text *Junior English Book 2* (published by Galore Park)

Learning Skills Knowledge Strands	LS1 Discovering Reading, recognising, connecting, assimilating, understanding, reasoning, researching.	LS2 Applying Writing, creating, imagining, problem-solving, designing, planning, evaluating.	LS3 Communicating Speaking, listening, discussing, debating, explaining, summarising, presenting.
<b>Kn1 Learning about language</b>			
<b>Words and their meanings</b>	<p><i>Pupils should discover how to:</i></p> <p>1.1 Demonstrate the effects on meaning when words are rearranged in a sentence.</p> <p>1.2 Understand how the meanings of unfamiliar words can often be gleaned from their context.</p> <p>1.3 Read independently and with increasing fluency from a range of different genres and styles.</p> <p>1.4 Retrieve answers from texts read and draw together ideas and interpretations using some inference and deduction.</p>	<p><i>Pupils should have opportunities to:</i></p> <p>2.1. Decipher a range of mixed up sentences on screen by dragging and dropping them into a logical word order.</p> <p>2.2 Read texts together in class; pause to discuss the meaning of unfamiliar words, based on the context in which they appear.</p> <p>2.3 Read non-fiction texts on specific subjects and compile their own glossary of specialist terms and phrases used. (e.g. Bk2, p74: 'Waste').</p> <p>2.4 Write answers to comprehension Answer in proper sentences and with some reference to the text.</p>	<p><i>Pupils should have opportunities to:</i></p> <p>3.1 In groups, rearrange jumbled up sentences so they make sense against the clock. Discuss the challenges encountered.</p> <p>3.2 In pairs, create new words which can be deciphered based on their use in a sentence (e.g. 'It's cold in here, please close the jumblydo.' (door/window).</p> <p>3.3 Read a passage together in class and answer comprehension questions orally / using mini wipe boards (Bk1 , pp4-6).</p> <p>3.4 Discuss and evaluate answers given in class in response to texts read together.</p>
<b>Spelling rules and patterns</b>	<p>1.5 Spell accurately, drawing on sound knowledge of graphemes, including double letters, digraphs and trigraphs.</p> <p>1.6 Recognise the spelling of high and medium frequency words in common usage.</p> <p>1.7 Spell new and unfamiliar words using phonetics and known spelling rules and patterns.</p> <p>1.8 Research and spell a range of common prefixes and suffixes, including (but not limited to): -sion/-tion (Bk2, p102).</p>	<p>2.5 Use and apply knowledge of spelling conventions to complete a range of spelling tests, puzzles and games.</p> <p>2.6 Explore more interesting synonyms for the medium frequency words given; compile their own thesauruses.</p> <p>2.7 Spell new words correctly in the contexts of their own stories, using a dictionary and thesaurus efficiently.</p> <p>2.8 Write a two-stanza poem containing as many –sion and –tion words as possible. Use each suffix consistently in each stanza.</p>	<p>3.5 Design their own PPT presentations to explain common spelling rules/trends, e.g. double letters, i before e, common endings -ible/-able (Bk 2, p33).</p> <p>3.6 Practise their spelling of medium frequency words orally by holding a class spelling bee regularly.</p> <p>3.7 In groups, contribute to a class spelling wall of topic-related new words (e.g. history /geog topic).</p> <p>3.8 Pupils to compile a two-column table, into which they sort the -sion/-tion words as they hear them in the pupils' poems read aloud from 2.8 writing activity.</p>
<b>Parts of speech</b>	<p>1.9 Demonstrate accurate and imaginative use of nouns, adjectives, verbs and adverbs.</p>	<p>2.9 Demonstrate an increasing vocabulary within their own creative writing, using a thesaurus to find interesting synonyms.</p>	<p>3.9 Devise and play games to identify nouns: e.g. bingo, Pictionary; quizzes.</p> <p>3.10 Play word tennis, in which players</p>

	<p>1.10 Recognise the purpose and meaning of common, proper and collective nouns. (Bk2, p7).</p> <p>1.11 Understand how to convert nouns into adjectives, and adjectives into adverbs.</p> <p>1.12 Recognise and understand the purpose of pronouns in common use.</p> <p>1.13 Recognise and use an expanding range of prepositions and conjunctions</p>	<p>2.10 Create a giant mind-map to show examples of common, proper and collective nouns. Use illustrations.</p> <p>2.11 Practise converting adjectives into adverbs by adding –ly to the end. (Bk2, p99); write an acrostic poem using the word ‘Adverbs’.</p> <p>2.12 Write a piece of text with / without pronouns; notice the repetition in the latter.</p> <p>2.13 Create their own word searches in which common prepositions and conjunctions are hidden.</p>	<p>take turns to call out a common noun; repeat using proper or collective nouns.</p> <p>3.11 Act out mini-charades in class - others must guess the adverb being performed.</p> <p>3.12 Pupils create their own short speeches in which they must explain to an alien what a pronoun is. Perform these in pairs, one person being the alien.</p> <p>3.13 Write and present a PPT slide to show the meaning of the word <i>preposition</i> pictorially ( i.e. animate / highlight the ‘position’ in <i>preposition</i>)</p>
Punctuation	<p>1.14 Begin and end sentences using accurate and appropriate punctuation consistently within their own writing.</p> <p>1.15 Recognise the different purposes for exclamation marks: to show surprise, pleasure, anger, fear, humour (Bk2, p31).</p> <p>1.16 Recognise and use commas to separate items in a list.</p> <p>1.17 Identify and use both reported and direct speech within their own compositions.</p> <p>1.18 Use apostrophes: a) to mark the omission of letters in contractions and b) to show ownership.</p>	<p>2.14 Edit passages given to them which do not contain full stops or capital letters.</p> <p>2.15 Create a series of original sentences to demonstrate the different uses of the exclamation mark.</p> <p>2.16 Write their own sentences which contain different kinds of list – using commas accurately and the word ‘and’ before the final item.</p> <p>2.17 Rewrite story dialogue as reported speech and vice versa.</p> <p>2.18 Practise using apostrophes by adding them correctly to sentences which contain contractions / possession. (Bk2, pp40/66)</p>	<p>3.14 Discuss in groups the effects on reading aloud when full stops or capital letters are not used consistently in prose.</p> <p>3.15 Read aloud the sentences written in 2.15, adding expression to distinguish the use of the exclamation mark.</p> <p>3.16 Perform ‘kung-fu punctuation’, in which commas are used in lists (based on Ros Wilson’s model).</p> <p>3.17 Write and perform short sketches in which direct speech is emphasized by a narrator saying ‘she said’, ‘he shouted.’</p> <p>3.18 In pairs, how many other words can the pupils make from the letters a-p-o-s-t-r-o-p-h-e. Share findings.</p>
Sentence structure	<p>1.19 Demonstrate a sound understanding of word order in a sentence.</p> <p>1.20 Identify and show accurate use of subject–verb agreement, and object, in a sentence.</p> <p>1.21 Understand what makes a phrase; convert phrases into sentences by introducing a verb.</p> <p>1.22 Distinguish between a simple and a compound sentence, joining simple sentences together using conjunctions.</p>	<p>2.19 Write logical and accurate sentences within their own original compositions.</p> <p>2.20 Devise original sentences on PPT, highlighting the subject, verb and object using a colour code.</p> <p>2.21 Group words together to make original phrases; demonstrate what is needed to turn each phrase into a sentence.</p> <p>2.22 Practise adding conjunctions to make up compound sentences (Bk2, p112); use compound sentences more frequently in their own compositions.</p>	<p>3.19 In groups, pupils write words from a given sentence onto large cards and each hold one. Shuffle then ask them to get into correct order. First group wins.</p> <p>3.20 Identify the subject, verb, object in some sentences in texts read in class.</p> <p>3.21 Discuss as a class / groups, what makes a phrase? Why do some words go together? Where is meaning located?</p> <p>3.22 In pairs, research the word ‘compound’ on the Internet and deliver a short exposition of it in class: focusing on meaning, range of uses and contexts.</p>
<b>Kn2 The craft of writing</b>			
The effects of language	<p><i>Pupils should discover how to:</i></p> <p>1.23 Recognise the audience and purpose of different texts from a range of genres.</p> <p>1.24 Identify and articulate the effects of a</p>	<p><i>Pupils should have opportunities to:</i></p> <p>2.23 When writing their own compositions, (fiction and non-fiction), pupils describe their intended audience.</p>	<p><i>Pupils should have opportunities to:</i></p> <p>3.23 Once the pupils have written a story or non-fictional piece, they describe to the class who it is intended for and why.</p>

	<p>range of dramatic excerpts, focusing on readers' feelings.</p> <p>1.25 Select their own excerpts from dramatic prose they have read and enjoyed; how does it make them feel? Why?</p>	<p>2.24 Read a range of dramatic story beginnings and explain how the author has appealed to readers' senses.</p> <p>2.25 Write their own reviews of chosen texts they have enjoyed for their dramatic effect; focus on use of powerful language.</p>	<p>3.24 In groups, enact the opening scene to a dramatic story; use as much of the authors language as possible; how does the imagery translate to the stage?</p> <p>3.25 Present their reviews in class; discuss different reactions to the same book.</p>
Tenses and voices	<p>1.26 Recognise and use accurately in their own writing a range of verbs in the past, present and future tenses.</p> <p>1.27 Research different examples of prose written in the first and third person narrative; and comment on the different effects of each for the reader.</p> <p>1.28 Understand the advantages and the limitations of writing in the first or third person narrative from an author's point of view.</p>	<p>2.26 Write down and learn the past, present and future tenses of a range of common and less commonly used verbs.</p> <p>2.27 Create their own compositions using the first person narrative and the present tense. Focus on building a gripping sense of here and now for the reader.</p> <p>2.28 Using an excerpt from third person story prose, write their own diaries in the role of the main protagonist (e.g. Bk2, p71).</p>	<p>3.26 Rewrite story excerpts written in the past tense into present tense narration; discuss the changing effects on the reader.</p> <p>3.27 In groups, pupils think of examples of the first person narrative being used in non-fiction (e.g. diaries, recounts, travel writing). Bring in samples to share.</p> <p>3.28 Hot-seat different characters from stories written in both first and third person narrative; was one type easier to role-play than another? Why?</p>
Imagery	<p>1.29 Use adjectives and phrases to describe a range of real and fictional scenes, building vivid pictures in readers' minds.</p> <p>1.30 Recognise the language of similes and begin to use them in their own creative compositions. (Bk2, p110 for tutorial).</p> <p>1.31 Consider what makes a metaphor: be able to identify simple metaphors in established poems and stories, and be able to explain their meaning and effect.</p>	<p>2.29 Write descriptive poems / short pieces of prose inspired by a range of different pictures / photos provided; focus on our five senses when describing the scene.</p> <p>2.30 Design a poster containing six well known similes (clichés) and six fresh interpretations (e.g. white as snow / white as a blank page on the first day of school).</p> <p>2.31 Begin making their own simple metaphors about the weather: sun, rain, snow, wind, ice.</p>	<p>3.29 Write, rehearse and perform a short advert for a holiday destination. Use lots of powerful adjectives, similes / metaphors.</p> <p>3.30 Present their fresh similes to the class, with illustrations to accompany them. Conduct peer reviews of the work.</p> <p>3.31 Pass an object around the class (e.g. ball / pen / stick). Take turns to say: 'In my mind I can see the object in my hand <i>could be a...</i>'). Explain how this is a physical way of making metaphors.</p>
The sound of words	<p>1.32 Recognise, spell and use regularly a range of common homophones and homonyms.</p> <p>1.33 Understand and comment on the effectiveness of alliteration in established poems and stories.</p> <p>1.34 Become familiar with an increasing range of different forms of rhyming poetry, making observations about the rhyming patterns used.</p>	<p>2.32 Design a poster displaying a range of well known homophones and homonyms; use illustrations to show differences in meanings.</p> <p>2.33 Create an acrostic poem using the word 'Autumn' (or other given word) in which alliteration is used throughout.</p> <p>2.34 Write their own poems about a favourite domestic animal; use rhyme to increase the appeal of the poem.</p>	<p>3.32 Using charades, act out the different meanings of two homophones provided. Class must guess the words.</p> <p>3.33 Play circle games which involve inventing new alliterative phrases for each letter of the alphabet.</p> <p>3.34 Read and appraise rhyming poems together (e.g. <i>Circus Elephant</i> and <i>Wolf</i> in Bk2, p6). Pupils focus on the rhyming patterns and their effects on the reader.</p>
Focus on Fiction	<p>1.35 Understand and explain basic techniques for characterization, including: thoughts, speech, description and action.</p> <p>1.36 Identify the plot structures of a range of stories, and experiment with their own plots.</p> <p>1.37 Understand the features and conventions of a range of genres including: historical stories, playscripts, sci-fi and fantasy adventures, rhyming poetry, haiku.</p>	<p>2.35 Write character descriptions for a range of characters in sci-fi or fantasy stories read. What makes them fantastical?</p> <p>2.36 Experiment with different plot structures, using a mind map, storyboard or other form of plan.</p> <p>2.37 Read and discuss an excerpt from a sci-fi / fantasy story (e.g. Bk2, p105). Write their own story in the same style.</p>	<p>3.35 Discuss in groups the language of fantasy stories; pupils to compile a list of features of fantasy stories.</p> <p>3.36 Share ideas on story settings; compile PPT presentations, using images / excerpts.</p> <p>3.37 Dramatise together an excerpt from a sci-fi or fantasy story. Consider ways to create the fantasy: sound effects, language, lighting, music.</p>

Focus on Non-Fiction	1.38 Recognise the purpose, layout and language features of journalistic reports (e.g. Bk3, pp27-28: <i>A Historic Find</i> , The Guardian, 19 Aug 2003). 1.39 Read and understand the purpose, layout, and language features of persuasive texts (e.g. Bk2, pp16-17).	2.38 Identify and use a range of language features of news reports, including: headlines, factual recounts, reported speech, conclusion. 2.39 Plan, draft and edit their own persuasive texts based on an imaginary holiday destination.	3.38 Choose a recent news item in the newspapers and prepare a short newsreel for it, in the role of a TV newsreader. Focus on the use of formal language to inform. 3.39 Script, perform and film their own television advertisements for an imaginary holiday destination; focus on persuasive language, sound effects and music.
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### Kn3 The spoken word

Drama conventions	<i>Pupils should discover how to:</i> 1.40 Explore the feelings and thoughts of fictional characters in stories / poems they have read, through role play / hot seating. 1.41 Research, explain and use an increasing number of theatre terms and dramatic techniques. 1.42 Read and write a range of fantasy and historical drama scripts following the conventions of audience, layout, style and stage directions.	<i>Pupils should have opportunities to:</i> 2.40 Create short duologues of two characters from different books read; how might they meet? What might they say? 2.41 Write their own 'Guide to the Theatre' in which they explain common terms used (e.g. stage left, audience, front of house, tabs, wings, green room). 2.42 Write their own reviews of a fantasy film watched in class; focus on plot, character, setting, sound effects, music.	<i>Pupils should have opportunities to:</i> 3.40 Conduct mock interviews of fictional heroes from fantasy stories, who are guests on a TV chat show. 3.41 In groups, create a wall display of how a theatre is laid out / common terms used. 3.42 Script, rehearse and perform a short TV trailer for a film version of a fantasy / sci-fi book read. Film the pupils' work and watch / appraise together. Focus on use of persuasive language.
Conversational English	1.43 Listen, consider and respond meaningfully in a conversational situation. 1.44 Explore where and when language can become formal and informal: e.g. school / home / interviews; identify differences in words, tone and expression. 1.45 Identify and use an increasing range of different questions: for clarification, extension, assistance and acquaintance. 1.46 Consider when and where speakers use persuasive language to persuade us to do / buy something. Identify persuasive language features and tones.	2.43 Write short scripts for a range of different conversations, including: news reporter questioning an eyewitness / employer interviewing for a job. 2.44 Devise and plan together different role play situations involving conversations in role in a variety of formal situations. 2.45 Consider which occupations involve questions asked; compile a list of jobs (e.g. reporter, chat show host, police officer). 2.46 Write a short conversation in which a sales assistant is persuading a customer to buy a product or service.	3.43 Perform scripts from 2.41 and appraise in class; focus especially on the use of questions. 3.44 Pupils use role play to engage in fictional conversations with others, using different contexts and degrees of formality (e.g. Bk2, p34, Ex 3 or 4). 3.45 Practise asking questions using different tones and degrees of politeness: discuss how tone affects listeners feelings. 3.46 Perform the scripted conversation written in 2.46; pupils share views and take turns to step in and handle it differently.
Debating	1.47 Listen and respond to the views of others; consider their points and begin to provide counter arguments if they disagree, with reasons. 1.48 See debates in action, online, on television or in school; begin to identify some key techniques and language features used.	2.47 Create a speech in support or opposing a specific motion (e.g. This House believes cars should be banned from school campuses). 2.48 Create a mind map of common words and phrases used in debates and arguments (e.g. on the other hand, in my view, I believe, however).	3.47 Discuss commonly used debating terms in class, including: This House believes, opposing, proposing, Chair, speaker, motion. 3.48 Participate in a series of different class debates, using speeches written in 2.47; focus on the use of persuasive language, tone and body language.

### Kn4 English in a modern world

Reading and writing	<i>Pupils should discover how to:</i>	<i>Pupils should have opportunities to:</i>	<i>Pupils should have opportunities to:</i>
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on screen	<p>1.49 Consider the layout of a website: the key areas of focus, the design, font, illustrations and graphics.</p> <p>1.50 Recognise and explain common PC and Internet terms: screen, mouse, email, URL address, homepage.</p> <p>1.51 Type independently on a range of different keyboards and keypads; manipulate a mouse and cursor quickly and efficiently for a range of purposes.</p>	<p>2.49 Write a short review of a website they like and one they dislike, focusing on their reactions to: layout, font, graphics, text, speed, animations, feeds.</p> <p>2.50 Compile their own 'Guide to PC Speak' in which they glossarise common terms and phrases related to ICT.</p> <p>2.51 Prepare a range of PPT presentations which include animated entrances and exits, pictures and sounds.</p>	<p>3.49 Present their written reviews to the class – giving reasons why they think some websites work better than others.</p> <p>3.50 Discuss in pairs the school's own website. Which features work / could be improved? Share and evaluate examples of other school websites.</p> <p>3.51 Share and appraise each others' PPT presentations. Consider the optimum number of words / images per slide.</p>
Telecommunications	<p>1.52 Send and receive an email, with attachments; sort emails into different mailboxes,</p> <p>1.53 Understand the purpose, functions and hazards of mobile phones; recognise the importance of parental supervision.</p>	<p>2.52 Write emails to each other on school network computers; send and receive, collate and organise; draft and delete.</p> <p>2.53 Research and write up information on the latest mobile phone technology; what are the big names and models available?</p>	<p>3.52 Devise PPT presentations for a younger class, on how to send an email.</p> <p>3.53 Discuss in pairs how texting has changed the way we communicate. Focus on the importance of knowing when to use textspeak / ordinary language.</p>
Language and the media	<p>1.54 Recognise the features of a newspaper report: headline, introduction, factual recounts, reported speech and quotations (use real newspapers as examples).</p> <p>1.55 Recognise the language of advertising; Understand when and how advertisers / retailers are appeal to their readers.</p>	<p>2.54 Write a journalistic report for a real school event. Focus on an eye-catching headline, and include some reported speech from interested parties.</p> <p>2.55 Design a whole-page magazine advert or poster for a holiday destination (real or imaginary). (e.g. Bk2, p16)</p>	<p>3.54 Compare and contrast the same news story in different tabloids and broadsheets. Discuss the differences.</p> <p>3.55 Present their poster or magazine articles to the class; conduct peer reviews and share evaluations.</p>

## Independent Curriculum: Art – Year 3

Learning Skills Knowledge Strands	LS1 Discovering Reading, recognising, connecting, assimilating, understanding, reasoning, researching, interpreting.	LS2 Applying Writing, creating, developing, expanding, planning, sketching and painting, experimenting, evaluating.	LS3 Communicating Speaking, listening, responding, discussing, debating, explaining, critiquing, presenting.
<b>Kn1 The craft of Art</b>			
<b>Drawing and Painting</b>	<i>Pupils should discover how to:</i> 1.1 Understand basic tonal shading, using a 2B pencil and recognizing how many different grades of tone can be achieved 1.2 Use a 2B pencil to draw a flat object from a photograph 1.3 Understand basic colour theory 1.4 Use basic colour media to copy a flat object from a photograph	<i>Pupils should have opportunities to:</i> 2.1 Complete a grey scale using a pencil in as many 1x1cm boxes as they can 2.2 Draw a picture of a leaf, splitting the image into four sections 2.3 Produce a colour wheel either by painting or collage 2.4 Paint a leaf using wet media, splitting the image into 4 sections, and using 4 different colour media	<i>Pupils should have opportunities to:</i> 3.1 In groups discuss how many areas/boxes they did from dark to light 3.2 Present drawings as a class and discuss which ones were good and why 3.3 In Pairs, discuss what other relationships between the colours they can find, apart from primary and secondary 3.4 Present in groups, the media which works best with the image they are copying
<b>Textiles</b>	1.5 Understand how to create a repeat pattern using tracing paper 1.6 Understand basic printing techniques, using their repeat pattern onto Poly tile 1.7 Recognise and use printing ink, understanding how much to use and how to layer colours 1.8 Recognise a successful final print	2.5 Create a repeat pattern using tracing paper from a 5x5cm section from previous work, repeating into a 10x10cm square 2.6 Create a poly tile from their repeat pattern about 10x10cm 2.7 Experiment with printing ink on their poly tile to get the right usage, and use two colours, taking away more poly tile for the second colour 2.8 Evaluate the success of their repeat pattern	3.5 Discuss the best area from previous work to use as a repeat pattern 3.6 Speak about how to use and engrave the poly tiles 3.7 Demonstrate how to use the printing inks and give rough paper so that they can try this for themselves 3.8 Critique each other's work and identify the most successful work and also the ones that are still interesting but do not necessarily conform
<b>3D/Sculpture</b>	1.9 Read a flat basic 2D drawing into a 3D form 1.10 Understand basic construction techniques using Withies 1.11 Recognise how to use tissue to cover the withy framework. 1.12 Recognise a successful 3D piece	2.9 Plan materials and construction ideas using withies and tissue paper 2.10 Experiment with and demonstrate use of Withies and try different fastening techniques to create skeleton of leaf 2.11 Create skin using tissue and either paste or PVA glue (watered down) 2.12 Evaluate leaves and turn into wood or forest in the classroom	3.9 Discuss how to realise their ideas into 3D 3.10 Debate which fastening techniques worked best and why 3.11 Discuss how to layer on the tissue and water down the PVA with water (50/50) 3.12 Stop work half way through lesson and allow the pupils to critique each other's work and progress

Other Knowledge Strands for Art in year 3 include:

**Kn2 Learning about Artists:** Artists and Designers, Art Cultures.

## Independent Curriculum: Classics – Year 6

Learning Skills Knowledge Strands	LS1 Discovering Reading, recognising, connecting, assimilating, understanding, reasoning, researching.	LS2 Applying Writing, creating, making, imagining, problem-solving, designing, evaluating.	LS3 Communicating Speaking & listening, discussing, challenging, debating, explaining, summarising, presenting.
<b>Kn1 Mechanics of the Language</b>			
<b>Verbs</b>	<p><i>Pupils should discover how to:</i></p> <p>1.1 Recognise and translate appropriately the present tense (<i>assume active and indicative unless otherwise stated</i>) of the present tense of verbs of all four conjugations and of <i>sum</i>. (L1/1,2,7,8)</p> <p>1.2 Recognise and translate appropriately the imperfect tense of verbs of all four conjugations and of <i>sum</i>. (L1/16)</p> <p>1.3 Recognise and translate appropriately the perfect tense verbs of all four conjugations and of <i>sum</i>. (L1/17,18,19)</p> <p>1.4 Recognise and translate appropriately both the imperative and infinitive of verbs of all four conjugations and of <i>sum</i> (L1/14)</p> <p>1.5 Correctly form the present, imperfect and perfect tenses of verbs and use them correctly in the translation of sentences from English into Latin, remembering to place them at the end of the sentence.</p>	<p><i>Pupils should have opportunities to:</i></p> <p>2.1 Translate both individual sentences and continuous passages from Latin into English.</p> <p>2.2 Choose from a list a verb which accurately and most appropriately fits into a gap in a given sentence.</p> <p>2.3 Design a grid to demonstrate knowledge of the present, imperfect and perfect of a chosen verb. Then use coloured letters to emphasise both the person and tense of that verb.</p> <p>2.4 Sort various verbs in a given list into correct categories: present; imperfect; perfect; imperative; infinitive. (Ideally by dropping cards into marked boxes or by dragging words on an interactive board into marked areas.)</p> <p>2.5 Translate sentences from English into Latin.</p>	<p><i>Pupils should have opportunities to:</i></p> <p>3.1 Explain to the class the parts of a given verb: its person, tense and number. Others listen and can challenge if they consider an error has been made.</p> <p>3.2 Discuss with a partner the meanings of ten given verbs; the pair then explaining to the class their reason for choosing that meaning with reference to person, number and tense.</p> <p>3.3 Playing the role of teacher, explain to the class the formation of a particular tense. Encourage questioning of the class so that all are involved.</p> <p>3.4 With a partner or in a group conjugate aloud tenses of various verbs.</p> <p>3.5 Share translations and appraise one another's work in pairs.</p>
<b>Nouns</b>	<p>1.6 Recognise and translate appropriately the nominative subject and accusative object of nouns of the 1<sup>st</sup> and 2<sup>nd</sup> declension. (L1/4,6,10)</p> <p>1.7 Recognise and translate appropriately the vocative, genitive, dative and ablative cases of nouns of the 1<sup>st</sup> and 2<sup>nd</sup> declension. (L1/4.6,9,10,11,12)</p> <p>1.8 Put nouns of the 1<sup>st</sup> and 2<sup>nd</sup> declension into the six cases, singular and plural, and use these correctly in translation from English into Latin.</p>	<p>2.6 Insert in Latin sentences the appropriate form of the noun: subject or object, and then translate into English.</p> <p>2.7 Design a grid to demonstrate knowledge of the six noun cases for one example of the 1<sup>st</sup> declension and another of the 2<sup>nd</sup>, using coloured letters to highlight the endings.</p> <p>2.8 Translate simple sentences (subject, object, and verb) from English into Latin.</p>	<p>3.6 On the board, from a passage of continuous Latin, highlight the nouns and comment on the case of each noun and the reason for that case being used.</p> <p>3.7 Name the case of the –ae ending on 1<sup>st</sup> declension nouns in a variety of sentences, suggesting reasons why it must be that case.</p> <p>3.8 With a partner or in a group, begin to decline aloud a given noun, then stopping at a given signal when another pair or group will continue.</p>
<b>Adjectives</b>	<p>1.9 Recognise and translate appropriately adjectives like <i>bonus</i> and understand that</p>	<p>2.9 Translate phrases containing noun and adjective from Latin into English.</p>	<p>3.89 Play adjective “snap”, calling out when an adjective card turned over agrees with a</p>

	<p>they must agree with the nouns they describe in case, number and gender. (L1/13,14,15)</p> <p>1.10 Understand how to make adjectives like <i>bonus</i> agree with nouns</p>	<p>2.10 From a pool choose an appropriate adjective to agree with a given noun.</p>	<p>given noun.</p> <p>3.10 On the board, highlight in a passage of Latin all the adjectives in one colour, then highlight in a different colour the noun with which each agrees.</p>
<b>Other Parts of speech</b>	<p>1.11 Recognise and translate appropriately the nominative and accusative forms of the pronouns <i>ego, tu, nos and vos</i>. (L1/12)</p> <p>1.12 Understand that prepositions can be followed by either the accusative or the ablative, and in the case of <i>in</i> by both. (L1/11)</p>	<p>2.11 Insert the appropriate subject pronoun in sentences so that they agree with the person ending of the verb.</p> <p>2.12 Design a Venn diagram for prepositions to show that <i>in</i> can be followed by both the accusative and ablative cases</p>	<p>3.11 Answer questions aloud using personal pronouns: <i>quis es tu? quid vos facitis?</i></p> <p>3.12 Play the preposition game where human prepositions are herded into appropriate case pens.</p>
<b>Building Sentences</b>	<p>1.13 Understand that the suffix <i>-ne</i> indicates a simple question. (L1/8)</p> <p>1.14 Translate more complex sentences where there are subordinate clauses introduced by the conjunctions <i>quod</i> and <i>ubi</i>. (L1/20)</p> <p>1.15 Translate sentences where the prolativ infinitive is used with the verbs: <i>constituo, cupio, iubeo and paro</i>. (L1/15)</p>	<p>2.13 Work out from a number of example Latin sentences the usual position of the infinitive in a Latin sentence.</p> <p>2.14 Translate sentences where clauses are linked by <i>quod</i> or <i>ubi</i>.</p> <p>2.15 Fill in the verbs <i>constituo, cupio, iubeo and paro</i> in a passage of Latin, ensuring that person, number and tense are correct.</p>	<p>3.13 Take it in turns to ask other pupils simple questions using the <i>-ne</i> suffix; they reply.</p> <p>3.14 Give a brief presentation to the class of the four verbs which use the prolativ infinitive and provide examples to show how they work.</p> <p>2.15 Share their answers in 2.15 and discuss which are the best options.</p>

Other Knowledge Strands for Classics in Year 6 include:

**Kn2 Vocabulary:** Verbs, Nouns, Other Words

**Kn3 Roman Topics:** Roman Town Houses, Roman Daily Life, Entertainment in Roman Times.

## Independent Curriculum: Design, Technology and Sustainable Living – Year 3

Learning Skills Knowledge Strands	<b>LS1 Discovering</b> Reading, recognising, connecting, assimilating, understanding, reasoning, researching.	<b>LS2 Applying</b> Writing, creating, developing, expanding, problem-solving, planning, designing, evaluating.	<b>LS3 Communicating</b> Speaking, listening, discussing, debating, explaining, summarising, presenting.
<b>Kn1: Homes</b>			
<b>Research and development</b>	<i>Pupils should discover how to:</i> 1.1 Classify different sorts of home eg detached, apartments, high rise etc  1.2 Research how homes have changed over time and how they can vary between geographical locations	<i>Pupils should have opportunities to:</i> 2.1 Produce a bar chart to show the range of types of home the class/year group etc live in  2.2 Use a search engine to access photographs of different homes	<i>Pupils should have opportunities to:</i> 3.1 Discuss in small groups what the difference between a house and a home is  3.2 Produce in pairs a PowerPoint presentation of a collection of annotated photographs of different homes
<b>Use of tools, materials and ICT</b>	1.3 Produce a simple drawing of the home  1.4 Select appropriate tools and materials including wood (eg 8mm square Jelutong) and card; mark out wood; holding saw correctly and learning use it in a smooth and safe way; sanding wood, particularly edges; putting parts together initially without glue to act as a dry run; applying glue evenly and in the right quantities; learning how glued sections need to be left to dry before being handled; score card using scissors and a safety rule; add details such as kitchen fittings, carpets etc; apply paint evenly  1.5 Judge when rigidity or flexibility in materials is required	2.3 Construct a model of a home using primarily wood and card based on drawing  2.4 Carefully saw and finish wood. (If this is the first significant use of wood, construction to be aided by using a box as basis for model, either from junk or by constructing from a net. If wood has been used before, the construction of a wooden cuboid may form the basis of the model In which case, card triangles to be used to reinforce corners)  2.5 Include moving parts such as doors, skylights etc. This to be achieved by scoring card or by making small hinges from neoprene	3.3 Discuss in pairs which aspects of construction needed to be amended in the light of experience  3.4 Produce in pairs a checklist of what safety factors need to be considered when working with wood, eg holding wood firmly in place in a bench hook attached to a work surface by a G clamp  3.5 In groups draw up a list of what makes some models more fun to play with than others and then produce an advert which highlights what the main interactive features are of a particular model.
<b>Business, enterprise and sustainable considerations</b>	1.6 Examine why homes must be as energy efficient as possible  1.7 Make a collection of as wide a range of junk materials as possible to aid construction and to act as an example of re-cycling	2.6 Conduct an experiment to test the insulation properties of different materials and how this may impact on factors such as loft insulation  2.7 Incorporate junk materials into models eg cereal box for basic structure or tops of toothpaste for lamp shades	3.6 Produce a class assembly (possibly in combination with an eco-committee) on why it is sensible to switch off lights and appliances when they are not required  3.7 Small groups to interview various staff eg cook etc to see if junk materials can be collected from within the school

Learning Skills Knowledge Strands	LS1 Discovering Reading, recognising, connecting, assimilating, understanding, reasoning, researching.	LS2 Applying Writing, creating, developing, expanding, problem-solving, planning, designing, evaluating.	LS3 Communicating Speaking, listening, discussing, debating, explaining, summarising, presenting.
<b>Kn2: Windmills and turbines</b>			
Research and development	<p><i>Pupils should discover how to:</i></p> <p>1.8 Research how wind power has been used over time to help mankind produce power e.g. windmills, wind turbines</p> <p>1.9 Consider what factors need to be taken into account for size and location of a windmill/ turbine</p>	<p><i>Pupils should have opportunities to:</i></p> <p>2.8 Use a search engine and/or a visit to the library to access photos of different ways of harnessing the power of wind</p> <p>2.9 Use plastic ready made windmills to judge where in the school grounds the wind turns the sails quickest</p>	<p><i>Pupils should have opportunities to:</i></p> <p>3.8 In pairs produce a</p> <p>3.9 Working in pairs using a map of the area the school is located in, judge where there may be a suitable site for a wind farm</p>
Use of tools, materials and ICT	<p>1.10 Produce an annotated sketch showing the key features of a windmill</p> <p>1.11 Saw safely and with increasing accuracy; learn how to saw dowel; learn how to use a hand drill; use a vice as well as a G clamp to hold items securely, sand wood gently so it does not split or mark surfaces; explore how placing card on a surface such as a stone and then pressing down with coloured pencil can create interesting textures which enhance look of model</p>	<p>2.10 Construct a model of a windmill as per the annotated sketch which could include a working hoist at its rear. The model could be based on a wooden cuboid or could utilize junk boxes</p> <p>2.11 Experiment with different ways of attaching sails onto the main shaft (eg Blu-Tack on main shaft can have sails stuck into it or two card disks/wheels on shaft can have ends of sails glued in between)</p>	<p>3.10 Invite children from a younger class to look at models which the class have made; explain in pairs what they liked and did not like in the construction process</p> <p>3.11 In class discussions examine how reducing friction between moving parts is a key part of many aspects of engineering</p>
Business, enterprise and sustainable considerations	<p>1.12 Consider what is meant by renewable energy and consider how else power can be generated</p>	<p>2.12 Draw up a list of the benefits and disadvantages of harnessing wind power</p>	<p>3.12 Participate in a class debate on the advantages and disadvantages of constructing a wind farm in the locality of the school</p>

Other Knowledge Strands for Design, Technology and Sustainable Living in Year 3 include:

**Kn3 Romans (or Medieval period):** Research and development, Use of tools, materials and ICT, Business, enterprise and sustainable considerations.

## Independent Curriculum: Drama – Year 4

Learning Skills Knowledge Strands	<b>LS1 Discovering</b> Reading, recognising, connecting, assimilating, understanding, reasoning, researching, interpreting.	<b>LS2 Applying</b> Writing, creating, developing, expanding, improvising, role-playing, producing evaluating.	<b>LS3 Communicating</b> Speaking, listening, responding, discussing, debating, reciting, performing, presenting.
<b>Kn1 Self expression</b>			
<b>Facial expression</b>	<i>Pupils should discover how to:</i>  1.1 Explore how emotions and moods can be conveyed through facial expressions.  1.2 Read and interpret the facial expressions on the faces of others.	<i>Pupils should have opportunities to:</i>  2.1 Play 'Throw a Face' – in a circle 1 person makes a 'face' and then 'throws' it to another person in the circle who then makes the same face and 'throws' it to another and so on.  2.2 Play 'Throw an Emotion' – as above but use an emotion as the stimulus for the facial expression.	<i>Pupils should have opportunities to:</i>  3.1 Discuss how facial expressions differ from person to person when conveying the same mood.  3.2 Discuss times/situations when we try to hide our emotions.
<b>Body language</b>	1.3 Convey moods and emotions through the use of body language.  1.4 Tell a story through the use of body language, conveying moods, thoughts and emotions.	2.3 Play 'Headbands' using emotions.  2.4 Move to sounds of a tambourine taking on the characteristics of certain objects eg: a yo yo, a submarine, a train; then the characteristics of characters eg: a wizard, a king, a witch	3.3 Discuss how we often make judgements about people by their facial expression; is this right?  3.4 Share, discuss and appraise performances; which were most convincing and why?
<b>Shape, space and movement</b>	1.5 Find a personal space in the room in relation to others and be still.  1.6 Interpret music through movement and shape to show how it moves and inspires them.  1.7 Listen, create and respond to a range of improvised sound effects.	2.5 Move around the room, explore all the space, then end up in a 'personal space' and stand still.  2.6 Listen to different pieces of music and walk, run, dance and make shapes which show how the music moves them.  2.7 Listen to a series or 2 or 3 recorded sound effects. In pairs choose 1 and make up a short scene in which to use the sound effect.	3.5 Discuss the importance of good posture.  3.6 Take turns to share with the class how the music moved them and why.  3.7 Watch, discuss and appraise one another's performances. Discuss the effectiveness of the sound effect in each

Voice and Speech	<p>1.8 Work together using movements and sounds that are linked to each other.</p> <p>1.9 Combine and create voice and actions in the appropriate context.</p>	<p>2.8 In groups create a Machine e.g.: 'Sausage Making Machine', Bubble Blowing machine' using vocal sounds physical movements.</p> <p>2.9 Take turns to make the sounds and movements of a large mechanical clock.</p>	<p>piece.</p> <p>3.8 Watch and comment on the effectiveness of the sounds and whether the movements of the machine would really produce the chosen product..</p> <p>3.9 Watch and comment on the actions and sounds then join some together.</p>
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Other Knowledge Strands for Drama in Year 4 include:

**Kn2 Drama Concepts:** Script reading and writing, Freeze frame, Mime, Hot-Seating.

**Kn3 Drama Contexts:** North American Indians, Rocket Adventure, Time Travel.

## Independent Curriculum: Geography – Year 6

Learning Skills Knowledge Strands	<b>LS1 Discovering</b> Reading, recognising, connecting, assimilating, understanding, reasoning, researching, interpreting	<b>LS2 Applying</b> Writing, creating, developing, expanding, problem-solving, planning, designing, evaluating	<b>LS3 Communicating</b> Speaking, listening, responding, discussing, debating, explaining, summarising, presenting
<b>Kn1 The natural world</b>			
Land	<i>Pupils should discover how to</i> <b>Volcanoes and earthquakes (linked to KN2 and KN3)</b> 1.1 Research the global distribution of Volcanoes 1.2 Understand the key features of a volcano (inside and out). 1.3 Recognise what happens to people when volcanoes erupt 1.4 Discover how the effects of an earthquake affect the surrounding area and settlements. Use Haiti or Japan as case studies.	<i>Pupils should have opportunities to:</i> 2.1 Make/complete a map showing the distribution of active and dormant volcanoes. Look for any patterns in the distribution. 2.2 Imagine what it would be like to witness a volcano erupt (link to Pompeii). What warning signings could there be and what would happen? 2.3 Write an eye witness account of what happened. Include sights, sounds and smells. How was life affected afterwards? 2.4 Create a poster showing what happens to an area affected by an earthquake: on the day, the day after, a week after, a month and a year after.	<i>Pupils should have opportunities to:</i> 3.1 Suggest reasons for the distribution and discuss how volcanoes influence the development of surrounding areas. 3.2 Through role-play and hot seating, explain what happened: before, during and after the eruption. 3.3 Use PPT to summarise phases of an eruption. 3.4 Present a radio appeal asking for aid to support an area devastated by an area; make explicit the need for long-term support.
Water	1.5 Understand what is meant by erosion, transportation and deposition 1.6 4 Research the processes of erosion and resulting hard and soft rock coastal features 1.7 Recognise what is meant by and identifiable features of alongshore drift, deposition and resulting coastal features 1.8 Understand how coastal management of our shifting coastline is needed	2.5 Write definitions and use correctly when describing geographical features and processes 2.6 Use a variety of resources, book and media to explore some of the BI most breath taking coastal features 2.7 Using outlines of the BI annotate to show the process of long shore drift, cause and effect 2.8 Evaluate past and present methods of coastal protection	3.5 Act out the processes of different types of erosion 3.6 Explain how different coastal features have been created 3.7 In groups, physically model what long shore drift is and how it affects the coastline 3.8 Debate how to best protect coastlines and put together a short presentation which might feature as part of a TV campaign.
Air (Weather and climate)	1.9 Research distribution of world climates. 1.10 Recognise how survival in a hot desert requires extreme adaptation. 1.11 Make connections between equatorial conditions and sustained tribal existence; research how tribes live in different extreme	2.9 Make connections between location and climate. Consider similarities and differences, comparing locations using longitude and latitude. Is climate solely responsible for the development of a country or are there	3.9 Use a combination of multimedia techniques to present findings, share and discuss as a class 3.10 Using PPT slides or posters, present fictional animals or plants designed to survive efficiently in desert environments

	<p>locations.</p> <p>1.12 Research which climate is the most conducive for sustaining human life.</p>	<p>other factors at work?</p> <p>2.10 Create a presentation showing how people and animals have adapted to extreme conditions.</p> <p>2.11 Design a poster showing how tribes live successfully by working with their environment not against.</p> <p>2.12 Evaluate pros and cons of different climates (polar, tropical, temperate and desert).</p>	<p>3.11 Use PPT to showcase detailed case studies illustrating how tribes fight for the survival of their future and preservation of their customs and beliefs</p> <p>3.12 Write and present a persuasive case for living in a specific climate; debate the merits of each location in class.</p>
The changing environment	<p>1.13 Recognise current threats facing Antarctica</p> <p>1.14 Understand key issues surrounding the Sahara's desertification.</p> <p>1.15 Research economic, political, moral and global issues surrounding tropical rainforests deforestation.</p> <p>1.16 Research whether tourism is a blessing or a curse, focusing on the beneficial and damaging effects on a particular a specific location</p>	<p>2.13 Make a list showing contributing factors in the destruction of Antarctica's eco-system.</p> <p>2.14 Create a flow diagram illustrating causes of the Sahara's desertification and the effect on the area.</p> <p>2.15 Consider all angles of the debate; write an action plan suggesting ways that a compromise could be reached.</p> <p>2.16 Evaluate the impact of tourism in a variety of countries (developed and developing) taking into consideration the environmental and economic impacts.</p>	<p>3.13 Write a speech for an eco warrior to give at a demonstration campaigning for global co-operation in reducing the rate of climate change</p> <p>3.14</p> <p>3.15 Debate the future of the rainforests. Can a compromise be reached?</p> <p>3.16 Hot-seat a range of people involved in and affected by tourism. Use PPT to show 'The Ugly Side of Tourism'</p>

Other Knowledge Strands for Geography in Year 6 include:

**Kn2 Where in the World:** Continents and countries, Seas, oceans, mountains, deserts and rivers, The British Isles, Europe

**Kn3 The Human World:** Settlements, Land use, Rural and urban living, Environmental interaction and sustainable development.

## Independent Curriculum: History – Year 8

Learning Skills Knowledge Strands	<b>LS1 Discovering</b> Reading, recognising, connecting, assimilating, understanding, reasoning, researching, interpreting	<b>LS2 Applying</b> Writing, creating, developing, expanding, problem-solving, planning, designing, evaluating	<b>LS3 Communicating</b> Speaking, listening, responding, discussing, debating, explaining, summarising, presenting
<b>Kn1 Religious Revolution</b>			
<b>The Reformation</b>	<i>Pupils should discover how to:</i> 1.1 Research the impact Thomas Wolsey had during Henry VIII's reign.  1.2 Research the Acts passed by the Reformation Parliament.  1.3 Understand the events of the Dissolution of the Monasteries.  1.4 Scrutinise the role Thomas Cromwell played as Henry's advisor. 1.5 Consider how the Dissolution led to the Pilgrimage of Grace. 1.6 Recognise the conflict between religions during Edward's reign. 1.7 Understand how the Western Rebellion opposed changes to the Church. 1.8 Recognise the conflict between Protestants and Catholics Edward's death.	<i>Pupils should have opportunities to:</i> 2.1 Create a factsheet on Thomas Wolsey and use sources to portray his impact. 2.2 Create a table explaining the Acts passed, and how it increased Henry's power. (Bk 2, p.33) 2.3 Create a presentation on the events of the Dissolution and outcomes for the crown, the church and the country. 2.4 Plan and write an essay assessing the importance of Thomas Cromwell. 2.5 Design a poster to rally support for people to join the pilgrimage in York. 2.6 Question sources to recognise conflicts during his reign. (Bk 2, p 49) 2.7 Create a table of causes and outcomes of the Western Rebellion. 2.8 Write an argument in favour of either Jane Grey or Mary as Queen.	<i>Pupils should have opportunities to:</i> 3.1 Summarise Wolsey's life in key events, and produce freeze frames for each event. Present their work to the class. 3.2 Discuss the links between the Acts and the Dissolution of the Monasteries, and how the actions were justified by Cromwell. 3.3 Present to their peers and discuss how the events would be received by the public.  3.4 Discuss extent of his importance, and identify significant actions and events. 3.5 Debate whether or not Aske's demands were a rebellion or a pilgrimage. 3.6 Summarise the methods Edward used to aggressively develop Protestantism. 3.7 In pairs, discuss the similarities between the different rebellions in 1549. (Bk 2, p.50) 3.8 Debate whether or not Jane Grey had a legitimate claim to the throne.
<b>The battle for religious power.</b>	1.9 Understand how Mary dealt with religious uprisings to return England to Catholicism. 1.10 Consider the reasons behind Thomas Wyatt's rebellion to overthrow the Queen. 1.11 Understand how the Elizabethan Religious Settlement quelled religious conflict. 1.12 Recognise the contribution of William Cecil in helping Elizabeth to rule.  1.13 Scrutinise the claim Mary Queen of	2.9 Write a newspaper article detailing the burning of Thomas Cranmer. 2.10 Use sources to produce a timeline of Wyatt's rebellion. (Bk 2, pg 52) 2.11 Describe the Acts passed to form the Settlement. 2.12 Write about the problems facing Elizabeth during her reign and how Cecil helped to solve these problems. 2.13 Plan an essay outlining Mary's claims to the throne and the support she had from different sources.	3.9 Debate whether Mary's actions had a positive or negative effect on Catholicism. 3.10 Freeze frame points in timeline, and summarise events and emotions. 3.11 Summarise the compromises in the Settlement and assess their importance. 3.12 Debate the most important contribution Cecil made, and the importance to Elizabeth of a close advisor. 3.13 Summarise and debate if Mary had a rightful claim to the throne, and discuss

	<p>Scots had to the English throne and how she had support from the Catholics.</p> <p>1.14 Consider Mary's involvement in plots to assassinate Queen Elizabeth.</p> <p>1.15 Understand the events leading to the Spanish Armada's attempted invasion of Britain.</p> <p>1.16 Consider the legacy and importance of Elizabeth's reign.</p>	<p>2.14 Create a timeline for the various rebellions, detailing the background and Mary's involvement.</p> <p>2.15 Create a table of the strengths and weaknesses of both sides. (Bk 2, p76)</p> <p>2.16 Plan an essay to identify the various achievements of Elizabeth's reign and identify the most significant.</p>	<p>why she was a threat to Elizabeth.</p> <p>3.14 Discuss what implications the execution of Mary might have for Elizabeth.</p> <p>3.15 Summarise the tactics employed by the British which ensured victory via a short PPT shown to the class.</p> <p>3.16 Debate Elizabeth's greatest achievement as a monarch, and how each one contributed to her legacy. (Bk 2, p.81)</p>
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Other Knowledge Strands for History in Year 8 include:

**Kn2 The Civil Wars:** Crown and parliament 1603-1642, The Civil Wars, Restoration and Revolution.

**Kn3 The Age of Industry:** The Industrial Revolution, Social Divisions 1750-1900.

## Independent Curriculum: ICT – Year 4

Learning Skills Knowledge Strands	LS1 Discovering Reading, recognising, connecting, assimilating, understanding, reasoning, researching, interpreting.	LS2 Applying Writing, creating, developing, expanding, problem-solving, planning, designing, evaluating.	LS3 Communicating Speaking, listening, responding, discussing, debating, explaining, summarising, presenting.
<b>Kn1 Using I.C.T to Learn</b>			
<b>Word Processing</b>	<p><i>Pupils should discover how to:</i></p> <p>1.1 Create and edit a more complex document with text and graphics.</p> <p>1.2 Alter font size, style and colour; ensuring appropriate use of highlighting.</p> <p>1.3 Develop use of keys further with the introduction of 'Caps Lock'.</p> <p>1.4 Use the spell checker to ensure text is accurate.</p> <p>1.5 Develop typing skills further.</p>	<p><i>Pupils should have opportunities to:</i></p> <p>2.1 Create a document about themselves, inserting an image from clip art or similar.</p> <p>2.2 Change font in a document sent via e-mail by the teacher.</p> <p>2.3 Practise the functions through a game of 'It pays to be a winner' or similar.</p> <p>2.4 Discuss mistakes in a text on the whiteboard and use the spell checker to correct.</p> <p>2.5 Use a typing program e.g. <b>BBC Dance Mat</b> to practise typing.</p>	<p><i>Pupils should have opportunities to:</i></p> <p>3.1 Share their page with the class explaining how they have put it together.</p> <p>3.2 On their own, change the font of all verbs in a passage put up on the whiteboard. Then discuss with a partner. (Language)</p> <p>3.3 With a partner, edit all proper nouns in a passage to ensure that they have a capital letter. (Language)</p> <p>3.4 Debate the possibilities from a list of incorrectly spelt words; use spell checker to find all possible alternatives.</p> <p>3.5 Review typing progress with a partner and set each other regular targets.</p>
<b>Presenting</b>	<p>1.6 Use a slideshow program to create a simple multi-media presentation.</p> <p>1.7 Insert graphs to display information in different forms.</p>	<p>2.6 Experiment with the features of PowerPoint, focusing on a heading with a picture (from clip art or similar)</p> <p>2.7 Experiment with graphs on Excel or similar.</p>	<p>3.6 Produce a small power point based on a character from clipart. This should focus on characterisation. (Language)</p> <p>3.7 Produce a word document explaining how they have gathered information from a class survey on favourite authors and insert a graph to show this information; justifying the graph they have selected. (Language/Maths)</p>
<b>Databases and Spreadsheets</b>	<p>1.8 Use a branching database to organise, reorganise and analyse information.</p> <p>1.9 Insert data into a ready made table and produce a graph based on information.</p> <p>1.10 Make a simple 2 column spreadsheet and enter appropriate headings.</p>	<p>2.8 Search and add to various tree diagrams within different contexts e.g. mini-beasts. (Science)</p> <p>2.9 Experiment with different graphs and charts on Microsoft Word or similar.</p> <p>2.10 Fill in information into spreadsheets based on curricular topics e.g. Right angles in shapes (Maths)</p>	<p>3.8 Create a database tree to answer questions about shapes e.g. the number of sides etc (Maths)</p> <p>3.9 Complete a table showing the number of boys and girls in the year group and add a graph of their choice to display information.</p> <p>3.10 Design a spreadsheet based on 'class hobbies' and present to learning partner.</p>
<b>Organisation and Maintenance</b>	<p>1.11 Manage personal mail boxes.</p> <p>1.12 Save work onto a USB stick.</p>	<p>2.11 Clear and sort mail boxes at least once per term.</p> <p>2.12 Use a USB stick in class to save work.</p>	<p>3.11 Present their mail boxes to teacher once per term, explaining why they have kept what they have.</p> <p>3.12 Find an online newspaper report at home on something topical, save it onto a USB stick and present to peers.</p>

## Kn2 I.C.T in Society

<p><b>Internet</b></p>	<p><i>Pupils should be discover how to:</i>            1.14 Use appropriate buttons on the browser toolbar.             1.15 Access links on a site for the purpose of furthering research.             1.16 Bookmark useful/relevant sites.             1.17 Access news sites regularly to stay in tune with what is topical.</p>	<p><i>Pupils should have opportunities to:</i>            2.14 Refresh internet pages and use the back and forward buttons on the toolbar.            2.15/2.16 Follow links on web-sites such as <a href="http://www.bbc.co.uk">www.bbc.co.uk</a>, to find information on history topic and bookmark particularly useful sites.            (Curricular Links)             2.17 Explore the internet, using search engines to find relevant sites.</p>	<p><i>Pupils should have opportunities to:</i>            3.14 Participate in a game of 'Guess the button'; in pairs pupils produce a riddle based on one of the browser buttons. Other pairs must try and work out the button and it's function.            3.15/3.16 Design a 'tree' poster displaying original web-site, links followed, bookmarks created and the information gathered at these sites.             3.17 Update a classroom topical news board; e.g. science topics currently being studied, or other curriculum areas.            (Curricular Links)</p>
<p><b>E-Mail</b></p>	<p>1.18 Carry out simple shared activities by use of e-mail. (collaboration)</p>	<p>2.18 Send communications to groups within the class e.g. a rugby/hockey report from the weekend's fixtures.            (Curricular Links)</p>	<p>3.18 Design an invitation to a school club, present their designs to the class and email them to a different group within the school who would be interested in going.</p>
<p><b>Social Networking</b></p>	<p>1.19 Stay safe on the internet.</p>	<p>2.19 Explore <a href="http://www.thinkuknow.co.uk">www.thinkuknow.co.uk</a> and discuss issues surrounding personal information and gaming sites.</p>	<p>3.19 Prepare a talk to be delivered in front of the class based on one aspect of staying safe on-line e.g. when using gaming sites.</p>

Other Knowledge Strands for ICT in Year 4 include:

**Kn2 ICT in Society:** Internet, E-Mail, Social Networking.

**Kn3 ICT for Design:** Controlling and Mapping, Editing and Recording, Graphic Art.

## Independent Curriculum: Mathematics – Year 9

Learning Skills Knowledge Strands	LS1 Discovering Reading, recognising, connecting, counting, understanding, calculating, researching.	LS2 Applying Writing, creating, imagining, problem-solving, planning, designing, evaluating.	LS3 Communicating Speaking, listening, discussing, debating, explaining, summarizing, presenting.
<b>Kn1 Number work</b>			
Number revision	<p><i>Pupils should discover how to:</i></p> <p>1.1 Add, subtract, multiply and divide with positive and negative numbers (including fractions and decimals) using informal, written or calculator methods</p> <p>1.2 Use decimal/fraction/percentage equivalence and ratio/proportional reasoning to solve problems</p>	<p><i>Pupils should have opportunities to:</i></p> <p>2.1 Set each other (and then solve) a range of “wordy” problems in context to test the four operations. Some should be designed to be solved by written methods, some with a calculator</p> <p>2.2 Write a worksheet and revision guide aimed at younger children to teach them about equivalence and reasoning</p>	<p><i>Pupils should have opportunities to:</i></p> <p>3.1 Pretend to be an examiner testing listening skills: set 5 questions to be solved mentally, read them out, guide the class through the solutions, provide feedback for the class</p> <p>3.2 Visit a younger class (or perhaps use a video link) to conduct a carefully planned lesson on decimals, fractions and percentages.</p>
Accuracy	<p>1.3 Find the upper and lower bounds of numbers expressed to a given degree of accuracy (decimal places or significant figures)</p> <p>1.4 Calculate the upper and lower bounds in the addition, subtraction, multiplication and division of numbers expressed to a given degree of accuracy; express the final range as an inequality</p>	<p>2.3 List 10 numbers that they have seen this week which are the result of rounding e.g. money, food packaging, temperature</p> <p>2.4 Imagine they have 10m (rounded to the nearest 10, or 1, or 0.1 etc) of fencing. What is the biggest/smallest area of land that can be contained?</p>	<p>3.3 Role-play a misleading use of rounding e.g. being told they’ve won a prize of £100 but only receiving £95 (or worse, £55!)</p> <p>3.4 Research and then perform a presentation on the population of various countries, using inequalities. Extend by calculating the space per person using the area of the country</p>
Indices	<p>1.5 Use and understand index notation and the rules of indices, including fractional and negative powers</p> <p>1.6 Express a number as a product of its prime factors using index notation; use prime factors to find square roots</p> <p>1.7 Express large and small numbers in standard index form with positive and negative powers of 10</p> <p>1.8 Simplify algebraic expressions using indices</p>	<p>2.5 Investigate the patterns involved when looking at decreasing powers of an integer (including fractions and negatives) What would the graph look like?</p> <p>2.6 Make a giant outdoor factor tree with people writing their factors on mini whiteboards (and standing in a hula hoop if they are prime)</p> <p>2.7 Research very big and small numbers and write them in standard form e.g. distance from the sun, size of a hydrogen atom</p> <p>2.8 Create a set of dominoes where expressions match up to a simplified form</p>	<p>3.5 Make a 4 page PPT presentation reviewing all the rules of indices, including examples</p> <p>3.6 Investigate the different ways of finding HCF and LCM e.g. listing, Venn diagrams</p> <p>3.7 Discuss and debate the biggest number in existence. Is it infinity? What is infinity? How many zeroes would it have?</p> <p>3.8 Write a very simple explanation of the rules for a younger child or non-mathematician adult, then present it to them</p>
Percentages	1.9 Calculate (with and without a calculator)	2.9 Role play a shop sale or car showroom	3.9 Investigate whether e.g. 18% of 200 is

	<p>percentage increase, decrease or change</p> <p>1.10 Given a percentage increase or decrease, find the original amount</p> <p>1.11 Calculate simple and compound interest</p>	<p>to practise examples of percentage change</p> <p>2.10 Make up real-life problems for other groups to solve; solve by using algebraic notation if possible</p> <p>2.11 Look through leaflets from banks to see what interest rates are used</p>	<p>the same as 200% of 18</p> <p>3.10 Discuss whether a discount of 20% with an extra 10% off is the same as a discount of 30% or not</p> <p>3.11 Role play a bank in a lending situation, choose between different rates</p>
<b>Straight line graphs</b>	<p>1.12 Use and understand the <math>y = mx + c</math> form of the straight line equation from a table of values; draw a graph from a given equation</p> <p>1.13 Draw lines given the gradient and intercept; recognise when lines are parallel or pass through the origin from their equations</p>	<p>2.12 Go outside and make a giant grid e.g. on the netball court. Hold both ends of a rope to make a line; have one person call out a value for <math>m</math> or <math>c</math> and those holding the rope have to move accordingly</p> <p>2.13 Play "happy families" by matching up equation cards of lines that are parallel or have the same intercept</p>	<p>3.12 Discuss what could be said about the gradients and intercepts of lines that form closed polygons on a grid e.g. square, rectangle, rhombus. What can be noticed about the gradients of perpendicular lines?</p> <p>3.13 Use a computer graphing package to explore the relationship between lines; predict what each line will look like before drawing it</p>
<b>Equations</b>	<p>1.14 Solve simultaneous linear equations (by elimination, substitution or graphically)</p> <p>1.15 Change the subject of the formula (including squaring and square rooting both sides)</p> <p>1.16 Solve equations (quadratic and cubic) by trial and improvement</p> <p>1.17 Solve a quadratic equation using factorisation; use the difference of two squares</p> <p>1.18 Sketch graphs of quadratic functions and understand how this links to the solution of a quadratic equation</p>	<p>2.14 Solve wordy problems in a context e.g. 1 coffee and 2 teas cost £1.80, 2 coffees and 3 teas cost £3.10</p> <p>2.15 Link this to the shape formulae in 1.23; rearrange these to find other variables e.g. height rather than volume</p> <p>2.16 Develop a spreadsheet to solve equations by trial and improvement</p> <p>2.17 Use a spreadsheet to generate a quadratic sequence; investigate the differences of the sequence</p> <p>2.18 Make match up cards to pair graphs with functions and solutions</p>	<p>3.14 Given two equations, make up a real-life context that they could have developed from, give points for the most imaginative</p> <p>3.15 Discuss the notion of "proof". How does one prove something is always true? How do mathematicians do this?</p> <p>3.16 Give each other equations to solve using Excel, in context if possible e.g. area of a rectangle</p> <p>3.17 Research and discuss real-life uses of quadratic equations.</p> <p>3.18 Imagine what a reciprocal graph looks like e.g. <math>1/x^2</math>; justify the reasoning behind this; check it by drawing</p>

Other Knowledge Strands for Maths in Year 9 include:

**Kn2 Exploring shapes and measurers:** Triangles, 2D and 3D shapes, Circle theorems.

**Kn3 Handling Data:** Sampling, Data analysis, Probability.

## The Independent Curriculum – Modern Foreign Languages (MFL), French – Year 5

Learning Skills Knowledge Strands	<b>LS1 Discovering</b> Reading, recognising, connecting, assimilating, understanding, reasoning, researching, interpreting	<b>LS2 Applying</b> Writing, creating, developing, expanding, problem-solving, planning, designing, evaluating	<b>LS3 Communicating</b> Speaking, listening, responding, discussing, debating, explaining, summarising, presenting
<b>Kn1 Personal &amp; Social Life</b>			
<b>Self</b>	<i>Pupils should discover how to:</i> 1.1 Read vocabulary to describe their physical appearance (je suis grand(e)/je suis petit(e), j'ai les yeux.../ j'ai les cheveux...).  1.2 Assimilate the entire paradigm of the verb 'être' in the present tense.  1.3 Match descriptions of eye and hair colour to correct pictures.	<i>Pupils should have opportunities to:</i> 2.1 Draw pictures of themselves, labeling the different features shown.  2.2 Allocate correct parts of the verb 'être' to corresponding subjects in a cartoon.  2.3 Use IT to create funny pictures of people with strange coloured hair and eyes and describe them in French.	<i>Pupils should have opportunities to:</i> 3.1 Listen to a recording, giving information about people's hair/eye colour and note down answers.  3.2 Present a description of themselves to the class.  3.3 Describe a picture of a celebrity and invite the class to choose the correct one from the description given.
<b>Family</b>	1.4 Match words for extended family members to pictures (grand-mère/grand-père/ only child etc).  1.5 Use the negative to say they do not have something (je n'ai pas de frères etc).  1.6 Retrieve answers from simple French text about family.	2.4 Bring in photos of their own family to create a montage and label in French.  2.5 Answer riddles about family (qui est le père de ton père? etc).  2.6 Write sentences to say what family members they have and a little about each one.	3.4 Ask each other questions about their relatives (e.g. age, where they live, appearance).  3.5 Conduct a 'sondage' to find out how many brothers & sisters their class mates have.  3.6 Play word games (heads down, thumbs up) to reinforce vocabulary retention.
<b>Pets</b>	1.7 Match animal words to a simple range of different pictures provided (le chien/le chat/ la souris/ le serpent/ le cochon d'Inde/ le hamster/ le poisson/ le lapin).  1.8 Use the entire paradigm for the verb 'avoir' in the present tense (Skoldo Bk 3 P8).  1.9 Use the negative to mention which animals they do not have.	2.7 Label pictures of different animals, spelling the French words correctly.  2.8 Use the correct parts of 'avoir' to complete a gap-fill exercise.  2.9 Write sentences to say which animals they do not have.	3.7 Listen to French people saying which pets they have and note the answers.  3.8 Play battleships against a partner using both 'avoir' and animals.  3.9 Find their partner, as set by secret cards, by asking classmates (tu as un chien?).

Friends	<p>1.10 Recognise the use of il/elle according to whether they are discussing boys or girls.</p> <p>1.11 Give simple information about friends (il s'appelle.../ elle a ... ans).</p>	<p>2.10 Label pictures of celebrities by giving their names in a sentence (il/elle s'appelle...).</p> <p>2.11 Write a short paragraph about one of their friends, giving name and age.</p>	<p>3.10 Listen to French people talking about their friends and decide if they are boys or girls.</p> <p>3.11 Guess which person in the class their partner is thinking of by saying the names as a question (il s'appelle...?) or asking other questions about them (elle a les cheveux bruns?).</p>
Meeting People	<p>1.12 Recognise simple greeting words (bonjour, merci, tu t'appelles comment? Tu as quel âge? s'il vous plaît, au revoir).</p> <p>1.13 Use words to introduce themselves and their family/friends (voici, je présente, je m'appelle, il/elle s'appelle)</p>	<p>2.12 Label a cartoon conversation between two people.</p> <p>2.13 Complete a word search with the greetings words hidden in French and the clues given in English.</p>	<p>3.12 Use a flashcard game to find their partner by going through a conversation with classmates.</p> <p>3.13 Listen to people on a CD and decide if they are saying hello or goodbye.</p>
Special Occasions & World Events	<p>1.14 Recognise and use some of the French vocabulary to do with festivals (Christmas, Easter, New Year, Birthdays).</p>	<p>2.14 Label pictures of items to do with respective festivals with correct vocabulary (le sapin, la neige, les cloches for example for Christmas).</p>	<p>3.14 Listen to, and learn, songs relating to different festivals in French. (Joyeux Noel, le petit lapin de Pâques).</p>

Other Knowledge Strands for MFL, French in Year 5 include:

**Kn2 School Life:** Numbers, Classroom items and vocabulary, Time and Date, Subject and opinions.

**Kn3 The Wider Community:** Own house, Weather, Town and tourism, Transport.

**Kn4 Health and Happiness:** Clothing, Food, Shopping, Free Time, Holidays, Health and Fitness.

## Independent Curriculum: Music – Year 4

Learning Skills Knowledge Strands	<b>LS1 Discovering</b> Reading, listening, recognising, connecting, assimilating, understanding, researching.	<b>LS2 Applying</b> Writing, composing, developing, improvising, practising, producing evaluating.	<b>LS3 Communicating</b> Speaking, discussing, debating, reciting, performing, presenting.
<b>Kn1 Audition (responsive listening)</b>			
Listening (World Music & Jazz)	<i>Pupils should:</i>  1.1 Listen to excerpts from pieces of music from different countries: <i>(Top Tip: The Rough Guide to..... series is a very good starting point for this topic.)</i>  1.2 Listen to examples of Afro-Cuban and traditional African Jazz. <i>(TopTip: Roots of Afro-Cuban Jazz on the Blue Note Label and African Jazz Pioneers on the Sony label will be good here.)</i>	<i>Pupils should have opportunities to:</i>  2.1 Try to identify as many of the instruments as possible in each piece. Make a list of the sound characteristics of the different instruments and sounds. Experiment with available classroom instruments copying some of the rhythms you have heard.  2.2 Choose a piece from what you have heard which has a strong beat/groove. Using percussion instruments, play along with the track with different groups playing different parts of the song.	<i>Pupils should have opportunities to:</i>  3.1 Discuss the characteristics of each piece and how it might be possible to tell which piece comes from which country. Discuss whether it would be possible to characterize music from the UK?  3.2 In groups, make a list of the key musical elements you have heard in the pieces of music. Discuss how this might for the basis of a composition. <i>*This will provide the starting point for composition 1.21.</i>
Listening (Musical Styles)	1.3 Research what you think a piece of 1000-year-old music might sound like. In groups, come up with some questions that might help you in your research.	2.3 Share the results of your research with the whole class. Compare your findings.	3.3 Listen to a piece of medieval music and discuss how accurately your research reflects how the music sounds.
Appraising	1.5 Listen to <i>Egyptian Wedding Dance</i> and <i>Lamentation for a Dead Fisherman</i> from David Fanshaw's <i>African Sanctus</i> . Note down what sorts of instruments/voices are used in each piece. In groups, discuss what kind of reason/occasion each piece is performed for. <i>N.B. Be careful not to tell the class the titles of the pieces!</i>  <b>Note: Activities 1.5, 2.5 &amp; 3.5 can be repeated as many times as is deemed valuable using any number of pieces</b>	2.5 Listen again to the two pieces and in pairs or threes discuss whether you think there are any repeated patterns in the pieces. Draw the 'shape' of each piece. Compare results with the whole class.	3.5 Debate which country/continent you think these pieces come from and why.

	<p>of music. The key here is that pupils develop the ability to recognise the characteristics of musical cultures, collecting information as they listen carefully to music, gathering knowledge about the variety of functions music has in the world, as well as knowing something about the structure, timbres, rhythmic and melodic patterns over an increasingly wide range of vocal and instrumental sounds.</p> <p>1.6 Join in with the rhythms in the <i>Egyptian Wedding Dance</i> by clapping, listening carefully to pick out the different drumming patterns as they enter.</p> <p>1.7 Play musical statues with music that keeps changing mood and style, i.e fast, slow, smooth, jerky, march, waltz etc. Try to move according to the style or mood of the music.</p>	<p>2.6 In groups, improvise a series of rhythmic patterns in a similar to the dance and see how they fit together.</p> <p>2.7 Split the class into small groups, each group representing a different style or mood, i.e. one group can be 'fast' another 'smooth'. Now play the game again, only moving when you think your group's style or mood is being played – keeping still when you think it is not!</p>	<p>3.6 Think about and discuss types of music that are used for happy and sad occasions. Discuss what makes a piece of music 'happy' or 'sad'.</p> <p>3.7 Discuss the listening skills that are required for this game to work well.</p>
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Other Knowledge Strands for Music in Year 4 include:

**Kn2 Composition:** Rhythm, Style, Notation, I.C.T.

**Kn3 Performance:** Singing and instrumental.

## Independent Curriculum: PSHE – Year 6

Learning Skills Knowledge Strands	LS1 Discovering Reading, recognising, connecting, assimilating, understanding, reasoning, researching.	LS2 Applying Writing, creating, making, imagining, problem-solving, planning, designing, evaluating.	LS3 Communicating Speaking, listening, discussing, debating, explaining, summarizing, presenting.
<b>Kn1 Developing socially and emotionally</b>			
<b>Coping with Anger and Managing conflict</b>	<p><i>Pupils should discover how to:</i></p> <p>1.1 Identify some of the things that trigger their own, and other people's, anger and understand the importance of catching anger early on in order to calm down</p> <p>1.2 Learn how to de-fuse their feelings of anger before it takes over their bodies and emotions</p> <p>1.3 Understand that there are different ways to view the same situation</p> <p>1.4 Find out about the processes that can help to resolve arguments and the importance of being a good listener</p>	<p><i>Pupils should have opportunities to:</i></p> <p>2.1 Draw a diagram showing how the anger process is similar to a firework going off and brainstorm the different ways they use calming down</p> <p>2.2 Practise calming down techniques and then present as a poster: Breathe deeply, Relax and Move away</p> <p>2.3 Evaluate recent disagreements in an objective way</p> <p>2.4 In pairs, write several short scripts based on the same disagreement. Consider the different ways the same thing can be said to either improve, or worsen the situation</p>	<p><i>Pupils should have opportunities to:</i></p> <p>3.1 Discuss a range of different 'anger triggers' and give examples. Children rate the triggers and explain the accumulative effect</p> <p>3.2 Explain the different outcomes as a result of 'Fight' or 'Flight' in situations that have led to feelings of anger</p> <p>3.3 Act the role of counselor to a fictional Y6 child who has fallen out with a friend</p> <p>3.4 In pairs children role play being good/bad listeners. Good listeners - keep eye contact, nod to show understanding and use the speaker's name when interjecting</p>
<b>Working together</b>	<p>1.5 Identify some of their strengths and recognize areas they need to develop when working in a group</p> <p>1.6 To understand what is meant by co-operation and how to act in a co-operative manner</p> <p>1.7 Learn that we all have gifts and talents and in a group it is a positive thing for people to be good at different things</p> <p>1.8 Recognise and name a range of feelings that can arise when working in a group and learn to manage these feelings</p>	<p>2.5 Brainstorm what they like and dislike about group work and where their strengths and weaknesses lie</p> <p>2.6 Work together in groups to complete a complicated puzzle as quickly as possible and analyse how they got on</p> <p>2.7 Examine famous groups (eg bands or even the school's prefects) and label each member with their various talents and gifts. Consider how strongly these are valued.</p> <p>2.8 Under the headings 'Comfortable' and 'Uncomfortable' list all the feelings associated with group work</p>	<p>3.5 Children work in non-friendship based groups on a simple task and report back on how they think they could improve</p> <p>3.6 Describe different events where the lack of co-operation could lead to disastrous results</p> <p>3.7 Give a presentation explaining who the ideal members of their group would be for the successful completion of a particular task (in the style of 'The Apprentice')</p> <p>3.8 Children use their own experience to explain possible strategies to use when uncomfortable feelings kick in</p>
<b>Kn2 Leading a safe and healthy life</b>			
<b>Emotional and Physical Changes</b>	<p>1.9 Learn about the ways they can expect to change emotionally and physically when they reach puberty</p> <p>1.10 Understand that physical changes happen at different rates for different people</p>	<p>2.9 Draw and write the changes that have occurred since they were babies, both emotionally and physically</p> <p>2.10 Consider the effect that hormones have on our bodies, particularly during</p>	<p>3.9 Using outline drawings of males and females at different stages discuss the differences as they age</p> <p>3.10 Discuss the negative effects comparing oneself with one's peers can</p>

	<p>and this is quite normal</p> <p>1.11 Recognise that puberty is an exciting time and can and should be viewed in positive ways</p> <p>1.12 Know where to go for further help or support should they need it</p>	<p>puberty</p> <p>2.11 Draw pictures of themselves at 13 and write words/phrases describing the positive things about growing up</p> <p>2.12 Write the replies to (carefully selected) letters concerning puberty written by concerned young people to a magazine.</p>	<p>have on self-esteem and why</p> <p>3.11 Questions left in an anonymous box for the teacher discussed in a positive way by the class</p> <p>3.12 Discuss in pairs possible concerns and decide where to go to address these, using a range of sources</p>
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Other Knowledge Strands for PSHE in Year 6 include:

**Kn3 Becoming a responsible citizen in a diverse global society:** Citizenship in School and in the wider community, Human Rights, A Diverse Society.

**Kn4 Building a successful and fulfilling future:** Managing the way you study.

## Independent Curriculum: Religious Studies – Year 4

Learning Skills Knowledge Strands	LS1 Discovering Reading, recognising, connecting, assimilating, understanding, reasoning, researching, engaging.	LS2 Applying Writing, creating, imagining, problem-solving, designing, planning, evaluating, interpreting, forming.	LS3 Communicating Speaking, listening, discussing, debating, explaining, summarizing, presenting, expressing.
<b>Kn1 Why did Jesus tell parables?</b>			
Stories we remember	<p><i>Pupils should discover how to:</i></p> <p>1.1 survey memorable stories in the class e.g. <i>folk tales, nursery rhymes, fairy tales</i> - who knows which stories?</p> <p>1.2 identify why they are memorable - do they share any common features?</p> <p>1.3 classify memorable stories into genres</p>	<p><i>Pupils should have opportunities to:</i></p> <p>2.1 plan and write their own fairy tale, thinking carefully about the ingredients of their narrative</p> <p>3.2 study several fairy tales closely and look for common structural elements and patterns</p> <p>3.3 evaluate different genres of tale and evaluate their functions e.g. the cautionary tale</p>	<p><i>Pupils should have opportunities to:</i></p> <p>3.1 read out a short fairy tale of their own making to an audience of their peers</p> <p>3.2 make a short presentation about why they structured their own fairy tale in the way they did e.g. location, characters, content</p> <p>3.3 share their own <i>cautionary tale</i> with their peers and make a short presentation on the moral of the story</p>
What is a parable?	<p>1.4 recognise a parable from the Gospels as a distinctive genre in its own right: a short, memorable story from real life with a high impact moral or religious message</p> <p>1.5 understand that the Kingdom of God is a common theme in many of Jesus' parables, and what this alludes to</p>	<p>2.4 read a selection of Biblical materials and complete a variety of comprehension tasks targeting and exploring the structure and nature of parables</p> <p>2.5 learn how to evaluate and interpret thematic content i.e. what is a theme? What is its purpose?</p>	<p>3.4 express what a theme is and why it is important to identify it in any piece of writing or story</p> <p>3.5 discuss different pieces of Biblical writing and explain to each other what they think the themes are in each and how they are important.</p>
Parables Jesus taught	<p>1.6 Study a range of parables e.g. <i>The Sower (Mk. 4), Growing Seed &amp; Mustard Seed (Mk. 4), Lost Sheep, Coin and Son (Lk. 15), Two Builders (Mt. 7) etc.</i></p>	<p>2.6 evaluate and identify the key ingredients in any given parable e.g. key characters, locations, contexts, symbolic meanings and metaphorical structures</p>	<p>3.6 working in groups, put together presentations using a variety of materials including ICT designed to explain to an audience the meaning of a particular parable</p>

<p>How do Christians understand the parables of Jesus?</p>	<p>1.7 interpret Jesus' parables using concepts such as <i>the Kingdom of God</i>.</p> <p>1.8 understand the purpose of Jesus' parables in discriminating between receptive and closed hearers (Mk.4)</p>	<p>2.7 create a folder of ideas containing images and text exploring the idea of the Kingdom of God: what should the <i>Kingdom of God</i> look like?</p> <p>2.8 create art work that explores scenes from the Bible: how would they show people listening to Jesus carefully e.g. the Disciples and those who are not e.g. the Pharisees</p>	<p>2.7 discuss what Jesus meant by the Kingdom of God: is it a place, is it in Heaven, do they believe it can be a place here on Earth?</p> <p>2.8 think about and explain to each other why some people hated Jesus and were afraid of him: they could consider what a Roman soldier or a Pharisee had to lose, because of Jesus' teaching</p>
<p>How do Christians use the parables of Jesus today?</p>	<p>1.9 find out which parables are used in churches from lectionaries or sermon series plans</p> <p>1.10 examine examples of Christian sermons on parables</p> <p>1.11 understand how preachers apply the message of a parable to their hearers.</p> <p>1.12 find examples of art which celebrate Jesus' parables</p>	<p>2.9 create a calendar of the Church, marking out dates by the which parables are used at which times</p> <p>2.10 study fragments of sermons and consider how the person delivering it has used the material from the Bible</p> <p>2.11 evaluate and discuss how ancient writing could still be relevant to today's world e.g. <i>The Good Samaritan</i> and racism, <i>the Rich Young Ruler</i> and poverty</p> <p>2.12 study medieval or contemporary art and then create their own wall displays that are studies of specific parables e.g. <i>The Sower and the Seed</i></p>	<p>2.9 display and comment on their own church calendars, in their classrooms, enhancing their work with images drawn from Church symbolism and the seasons</p> <p>2.10 put together and deliver their own mini-homily based on a few ideas drawn from a parable e.g. <i>a house based on sand</i></p> <p>2.11 participate in a class debate: can old stories really tell us anything about today's world?</p> <p>2.12 write a reflection on their work in this unit and think about whether words are more powerful than pictures</p>

Other Knowledge Strands for Religious Studies in Year 4 include:

**Kn2 How does Christmas inspire Christians to go on special journeys?:** What are special journeys?, What were the special journeys of the Nativity Story? Why do Christians travel to the Nativity destinations today? How are these journeys celebrated at Christmas?

**Kn3 What is the Guru Granth Sahib and why is it important to Sikhs?:** What symbols are special to Sikhs? Who was Guru Nanak? Who were Guru Nanak's successors? What is the Guru Granth Sahib? What is the Guru Granth Sahib? What part does the Guru Granth Sahib play in worship?

**Kn4 What religions can we find in our neighbourhood?:** What should we look for? How can we classify the various religions we will find? What signs are there that religious people live in our neighborhood? So what does religion look like in our neighbourhood?

## Independent Curriculum: Science – Year 8

Learning Skills Knowledge Strands	<b>LS1 Discovering</b> Reading, recognising, connecting, assimilating, understanding, reasoning, investigating, interpreting	<b>LS2 Applying</b> Writing, creating, developing, expanding, problem-solving, planning, experimenting, evaluating	<b>LS3 Communicating</b> Speaking, listening, responding, discussing, debating, explaining, summarising, presenting
<b>Kn1 Organisms and their environment</b>			
<b>Breathing and Respiration</b>	<i>Pupils should discover how to:</i> 1.1 Recognise a word equation for the process of aerobic respiration (Sc2 p.45)  1.2 Carry out a test for carbon dioxide as a product of aerobic respiration  1.3 Understand the difference between breathing and respiration  1.4 Understand the part played by the lungs in gas exchange  1.5 Recognise the importance of the blood stream in the transport of the reactants and products of aerobic respiration	<i>Pupils should have opportunities to:</i> 2.1 Write an equation for aerobic respiration, stressing the release of energy  2.2 Design and perform tests involving limewater or hydrogencarbonate indicator solution (Sc2 p.45)  2.3 Make a list comparing the processes of respiration and breathing  2.4 Make an outline model (plasticine? drawing?) showing the position of the breathing apparatus in the chest (Sc2 p.50)  2.5 Make a flow diagram showing the movement of materials between the heart, lungs and working tissues	<i>Pupils should have opportunities to:</i> 3.1 Play the part of a doctor, explaining why energy is required by all living organisms (and thus why respiration is a characteristic of living things) (Sc2 p.46)  3.2 Discuss which factors could affect the rate of respiration (Sc2 p.53)  3.3 Discuss in groups why it is that pupils so frequently confuse respiration and breathing  3.4 Summarise the part played by the different structures in the breathing system  3.5 Discuss why and how the activity of the lungs and the heart are linked to one another
<b>Food, exercise and lifestyle</b>	1.6 Research what is needed to make up a balanced diet  1.7 Investigate whether common processed foods constitute a balanced diet  1.8 Understand the part played by enzymes in the process of digestion	2.6 Make a pie chart showing the proportions of the components of a balanced diet (Sc2 p.18)  2.7 Carry out simple food tests – for protein, glucose, starch and fat  2.8 Draw a diagram explaining the 'lock-and-key' mechanism for the action of an enzyme (Sc2 p.22)	3.6 In small groups, write and present a short TV advert on the benefits of a balanced diet (and the dangers of a poor diet).  3.7 Discuss whether food labels provide the information customers need to obtain a balanced diet  3.8 Explain why the lock-and-key hypothesis suggests that different enzymes are required for different food

	<p>1.9 Connect the processes of digestion, absorption, excretion and egestion</p> <p>1.10 Appreciate that food is used as a fuel for respiration and as a raw material for growth and repair</p> <p>1.11 Recognise the part played by muscles and skeleton in exercise (Sc2 p.29)</p> <p>1.12 Research the benefits of exercise to health</p> <p>1.13 Understand that the abuse of alcohol, solvents, tobacco and other drugs can have an adverse effect on health</p>	<p>2.9 Label a diagram of the gut, showing the location of the different processes</p> <p>2.10 Make a flow diagram beginning with 'food' and ending with the processes for which energy is required</p> <p>2.11 Make a simple cardboard model showing how antagonistic muscles work on a hinge joint</p> <p>2.12 Produce a bar chart from data relating amount of exercise to risk of heart disease</p> <p>2.13 Label a diagram of the body showing where drugs, alcohol and tobacco smoke have their effects on health (Sc2 p.55, 59)</p>	<p>types</p> <p>3.9 Explain the difference between egestion and excretion – using a muffin in its wrapper as an example (Sc2 p.20)</p> <p>3.10 Discuss why boys generally need more food than girls of the same age, and what happens if our energy intakes exceeds our energy requirements</p> <p>3.11 Use a Powerpoint presentation to explain the functions of the skeleton (Sc2 p.27)</p> <p>3.12 Debate whether schools should insist on games lessons for the benefit of pupils</p> <p>3.13 Discuss whether the Government should ban smoking everywhere in an attempt to improve the health of individuals</p>
<p><b>Microbes and disease</b></p>	<p>1.14 Recognise that there are three types of microbe: viruses, bacteria and fungi</p> <p>1.15 Research the work of Louis Pasteur on the origin of microbes</p> <p>1.16 Understand that not all microbes are harmful (Sc2 p.212)</p> <p>1.17 Recognise that microbes cause disease when they enter the body</p> <p>1.18 Understand the part played by white blood cells in defence against disease</p> <p>1.19 Research artificial methods which we</p>	<p>2.14 Make a table which compares viruses, bacteria and fungi in terms of size, shape and structure (diagrams could be used) (Sc2 p.61)</p> <p>2.15 Carry out simple experiments which replicate the work of Louis Pasteur</p> <p>2.16 Design and carry out an experiment which demonstrates how yeast causes bread to rise</p> <p>2.17 Label a map of Broad Street, Soho to show how John Snow explained the spread of Cholera</p> <p>2.18 Draw and label a diagram showing how white blood cells and antibodies can help in defence against disease (Sc2 p.63)</p>	<p>3.14 Debate whether any one drug is likely to be effective against all types of microbe</p> <p>3.15 Explain to the class how Pasteur's results suggested that microbes are involved in milk turning sour</p> <p>3.16 Discuss some of the ways in which microbes are helpful to Humans</p> <p>3.17 Describe to the group why flooding often causes outbreaks of diseases such as Cholera in less developed countries</p> <p>3.18 Discuss what is likely to happen to your number of white blood cells if you have an infection</p>

	use in defence against disease (Sc2 p.64)	2.19 Draw a bar chart using data on the effectiveness of artificial methods in the prevention of a named disease	3.19 Debate whether the Government should insist that all babies are vaccinated against measles, mumps and Rubella
<b>Green plants as living organisms: growth</b>	1.20 Research which are the main elements present in fertilizer designed to improve plant growth (Sc2 p.74)  1.21 Understand the role of root hairs in absorption of water and minerals from the soil	2.20 Carry out simple growth experiments comparing the growth of e.g. Duckweed or oat seedlings in the presence of different mineral supplements (Sc2 p.77)  2.21 Use a microscope to examine the roots of seedlings (best grown in a hydroponic solution)	3.20 Debate whether farmers should use fertilizers when excessive use of them is known to damage the wildlife of lakes and rivers  3.21 Explain how the presence of root hairs increases the surface area available for absorption
<b>Feeding relationships</b>	1.22 Understand that photosynthesis in green plants provides the basis of all food chains (Sc2 p.99)  1.23 Recognise that food webs are made up of several interlinked food chains (Sc2 p.101)  1.24 Understand that the removal of one link in a food chain or web can affect many organisms (Sc2 p.100)  1.25 Research into how toxic materials can accumulate in food chains	2.22 Draw out a food chain from a local habitat, and label the arrows to show the direction of the flow of energy along the chain  2.23 Create a food web from a set of photographs of a range of different organisms  2.24 Evaluate the effects on food webs from which some organisms have been removed by the actions of Humans  2.25 Draw a bar chart from data linking falling populations of small birds to rising concentrations of pesticide used by farmers	3.22 Challenge other pupils to name an animal which does not ultimately depend on a green plant as a producer  3.23 Discuss how many different food webs Humans are involved in  3.24 Debate whether it is reasonable for farmers to use pesticides to limit the number of food webs on a farm (Sc2 p.106)  3.25 Explain why Minimata disease occurred (Sc2 p.107)

Other Knowledge Strands for Science in Year 8 include:

**Kn2 The Properties of Materials:** From atoms to compounds, Metals and non-metals, Chemistry of the Earth, Acids and bases, More about separation of mixtures/solutions and solubility.

**Kn3 Energy, Forces and the Universe:** Light, sound and hearing, Heating and cooling, Forces between objects.



## Want to know more?

**If you would like any further information, please do not hesitate to contact us:**

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