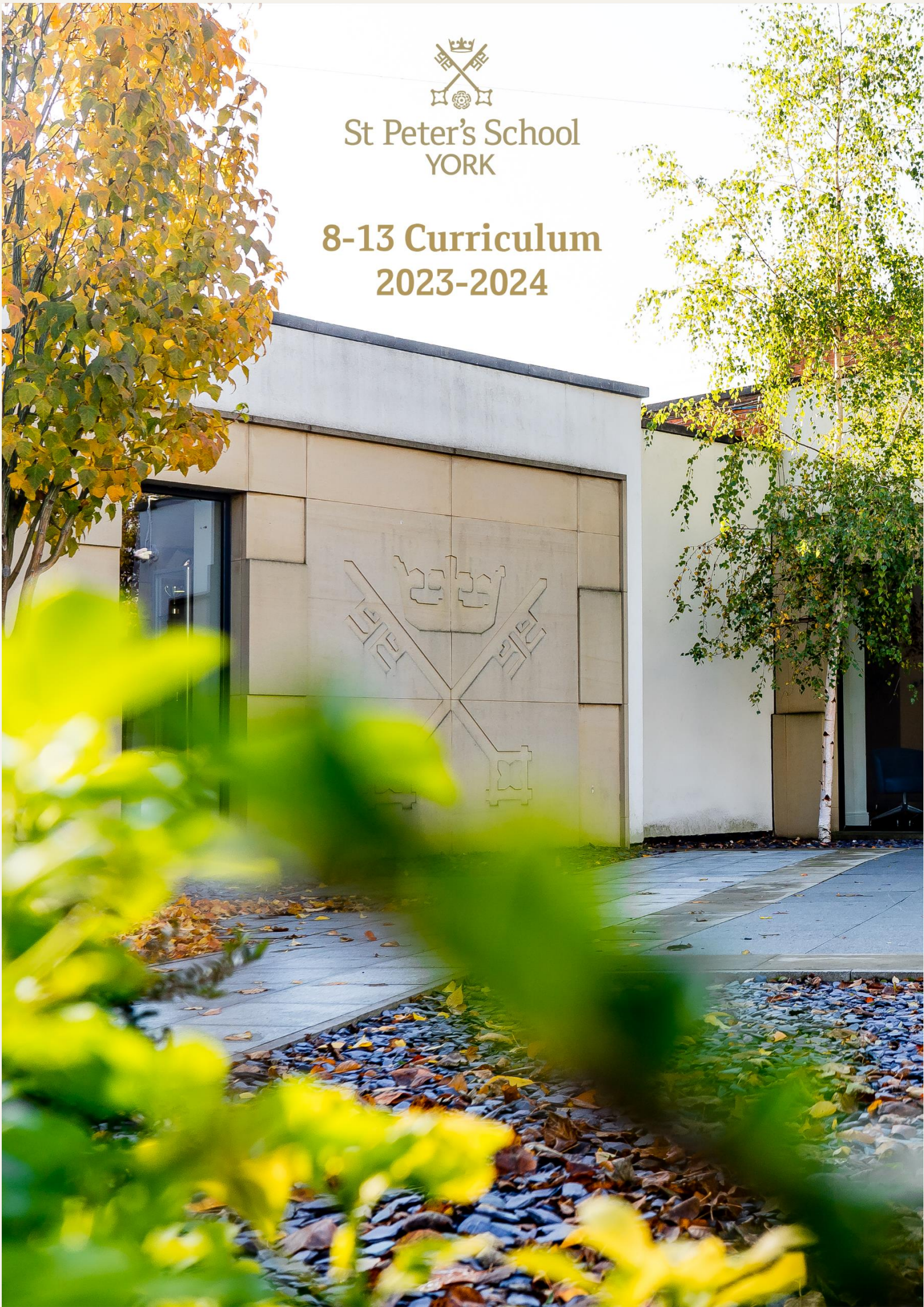
St Peter's School
YORK

8-13 Curriculum 2023-2024



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Art

In the Art Department at St Peter's 8-13 we aim to provide a stimulating, broad based curriculum geared towards the confident and aspiring artist as well as the less assured. In providing a wide range of possibilities in media and projects, we aim to open up art to all of our pupils, catering for all interests, disciplines and abilities.

Over the years, pupils may explore (in addition to the more traditional curriculum of drawing and painting), printmaking, ceramics, sculpture, textiles. The curriculum framework allows for adaptations in the expression of particular disciplines year on year, responding to the needs and interests of pupils as well as the influences of what is happening in the art world and the world around us.

Our curriculum is devised so that year on year pupils will tackle projects which are incrementally more challenging, and which build on previous learning, knowledge and experience.
Pupils can then choose to develop the work in a more individual and creative way to reflect their interests. Pupils generally work individually, but there are opportunities for collaboration in small groups and, on occasion, as a whole class.

We aim to provide an environment where all pupils feel valued for the work they produce and for their thoughts and opinions on artistic endeavour. We pride ourselves on building confident learners, who have assurance in the practical expression of their ideas, and who are able to express themselves in two and three dimensions as well as to evaluate it verbally; pupils who can talk about their own work and that of others, as well as expressing their opinions on the work of established artists.

The following outline gives a flavour of the sorts of things which may be covered in the year but is always open to change and adaptation as new opportunities present themselves.

Art Curriculum Overview

Year	Project	Key skills/materials
J1	Portraits Artists study (Andy Warhol)	Photography, soft pastel, oil pastel, felt pen
	Colour Circle and theory –chromatic scale	Colour mixing and control and application of paint
	Creating Form – chalk balls	Light and shade – contrast; control of media
	Vikings/Anglo Saxons (History link) Costume Viking long boat Anglo-Saxon brooch	Textile collage with print Watercolour and permanent marker Clay, acrylic and print
	Monsters (English link)	Water colour and marker pen
	Artist Study – Henri Matisse paper cuts	Free cut collage
	Rainforest (Geography link)	Paint (redimix)
	Still life (linear)- comparison and recording of size and shape	Pencil- line study. Simple one- or two-piece objects. Introduction of tone
J2	Colour mixing	Paint/redimix Tints, tones and chroma
	Trees	Observation drawing-proportion, light and shadow. Colour mixing to show form. Introduction of simple perspective.
	Landscape Slab/relief sculptural work	Clay: slabbed technique. Construction methods; modelling and texture; joining technique; underglaze decoration.

	Birds/fish (2D) Exploring making marks with and without a brush	Wide variety of application techniques – printed, sponged, sgraffito, scraped etc. Washes and resists; layering. Mixed media work (collaged additions).
	Cultural study – Japan	Japanese pattern. Printmaking repeats onto mini kimonos. Clay dolls exploring simple hollow forms and joining techniques. Underglaze decorated costume.
	Print (classics link) Greek and Roman Vases	Introduction to printmaking Mono printing with stencils
	Landscape Artist study – David Hockney	Charcoal study – tonal effects (shadow and light), mark making (texture) Watercolour sketch
	Still life (overlapping objects)- looking at isolating an aspect of a larger composition: pulling in the focus point	Relative positions and sizes. More complex shapes than J1- plants, drapes and pots Line drawing with pencil crayon (verithiks)
	Positive and Negative	Collage –orientation, tessellation, repeat
	Analytical drawing – looking for symmetry and pattern (windows and doors)	Line drawing
	Pattern making Artist study –Gustav Klimt	Collage materials – noting artists style, use of colour and embellishment, create a decorative piece for the Klimt tree.
	Water study – creative interpretation	Wax and wash
J3	Flowers Artist study – Vincent van Gogh and Gustav Klimt	
	Analytical study Colour study-Acrylic paint: layering and revealing Presentation choices	Finding form and surface -Charcoal Colour mixing –control and consistency Paintbrush- pressure and release Overpainting (layering) and sgraffito
	Leaf dish – clay study hump moulds, slabbing with fine clay, coiled foot ring, layered underglaze decoration (painted and sponged)	Managing white clay; Working finely; impressing a design; making a hump mould; controlled rolling of coils; finely finished edges; control of paint- prevention of 'muddiness'
	'Surface' Modelled clay – Super smooth penguins	Working from a solid – squeezing and manipulating shape. Hollowing out. Making even pairs (wings and feet). Emphasis on quality of surface. Underglaze layers.
	Cityscapes- studies from York	Soft pastel study. Manipulating media –blending and linear/textural contrasts Combining simple geometric shapes –additions of light and shade Scaling and drafting
	Printmaking – Mono drawing from photographs Shoes	Reversing images Tracing Ink management and pressure control
	Landscape –perspective effects	Watercolour: washes; Noting choice of colour to reflect P. effects. mark making with different brush strokes
	Batik Process Generating a repeatable design which makes good use of given space.	Designing stencils; Development of repeatable pattern; organisation on fabric; Painted dye control (clarity and rhythmical mark making); organisation of waxing process.
	Cylinders – more complex cylindrical forms	Pen, pencil, biro: practise in developing ellipses and sketching in three dimensions.
J4	Still Life - Fruit and drape Creating form (spheres) in colour on mixed surfaces and patterns.	Oil pastels Setting up a still life Observation and recording of relative sizes positions, patterns and textures of fruit. Colour study
	'Fruit' Dish – graphics and Clay Press moulded slab pot with decorative white slip	Clay and plaster moulds. Creating an even and smooth surface.

		Editing a design – cropping repeating and offsetting. Fine brushwork using underglazes
	Plant study Pot plants – geraniums, Chinese lanterns etc	Watercolour Developing watercolour skills and applying understanding of light and shade. Painting cylindrical forms
	Printmaking – Fish- cut and peel technique Oceanic and tribal art Two+ colour print – overlaying and masking	Developing a range of prints: consideration of positive and negative, colour contrasts and harmonies; achieving a clean print; editioning
	Ceramics – hollow forms: pinched pots with coiling Either: birds or jugs/vases	Creating two matching hemispheres, extending with coils and joining into one whole. Fine surface finish
	Face study – observation drawing using alternative techniques: continuous line: continuous look: etch a sketch style (right angle/stepped) etc	Marker pen Quick development and adjustment drawings. Confidence in observation and recording
	Still life –brio	Study of joined simple geometric shapes. Rounded and cuboid forms
	Cuboids- all sorts	Pencil, pen, biro. Development of understanding and practise in recording of three-dimensional shape
	Ceramics – wrap around pots using clay slabs.	Exploring soft clay slabs to create cylindrical forms and contrasting leather hard slabs to create cuboids shapes.
J5	Architecture - understanding and recording complex images	Confidence in direct sketching – multi drawings in biro: proportion, line aspect, angle Mixed media with collaged details.
	York Minster and Cathedrals	Making choices from a range of media and appropriate handling for the subject matter
	Printmaking - screen printing- hedgerows	Logical organisation through process and management of the technique. Three-layer print.
	Figure drawing: general introduction	Pencil and soft pastel Understanding proportion; relative length of body parts; joint positions
	Still life – soft toys	Pencil crayon
	Still life – buns and cakes	Poster paint. Looking at subtleties of change in white (icing) and how to capture this
	Windows, doors and brickwork in watercolour	Watercolour – brush use, extending experience in washes, overlaying, wet in wet, wet on dry etc
	Close focus flowers-Georgia O'Keeffe	Soft pastel- developing subtleties of hue within monotone and monochrome items
	Washing line – draped items	Noting changes in shape and pattern – charcoal and chalk

Design and Technology

Design Technology at St Peter's 8-13 provides a broad learning experience for pupils across the age range. Right from their beginning in Year 4 (J1), pupils get involved in the design process and become fully immersed in both the theoretical and practical aspects of the subject.

Although much of the Design Technology programme is based around hands-on activities, where knowledge and understanding are acquired through modelling and trialling design ideas and through experiencing both success and failure, pupils are encouraged to take responsibility for their work and their learning, and a good deal of emphasis is placed on the development of other transferable skills such as teamwork, task organisation and time management.

Each year, the incrementally more challenging project-based curriculum enables pupils to develop and improve their skills and to become more adept at workshop processes, whilst building on their technical knowledge and understanding.

The three-stranded approach to Design Technology in the junior school (involving Resistant Materials, Electronics and Textiles) reflects the subject's GCSE options available in the senior school, which means that, as well as providing more subject breadth, it secures a solid foundation for those who might wish to continue the subject later on.

The following outline gives a flavour of the sorts of projects which the children may explore.

Design and Technology Curriculum Overview

	Project	Key skills
J1	Lantern	
		FPT. Paper and card construction. Application of measuring skills (mm) to close tolerances. Changing properties of materials to gain rigidity.
	Textiles with electronics	Flashing Christmas tie. Introduction to a simple circuit and switch, to light an element of a Christmas tie design for J1 competition.
	Resistant Materials (timber) Feelie	Introduction to basic marking out, preparation and construction. Shaping using a belt sander. Introduction to pillar drill. Staining and varnishing. Introduction to workshop and a range of hand and machine tools. Finishing processes. Emphasis on removal of material and surface finish.
	Gonk	FPT. Introduction to the design process and workshop practice. Simple designing and making using timber. Confidence and capability building. Development of basic practical skills. Working to close tolerances. Planning work carefully. Appropriate glues for tasks. Finishing accurately.
	Gonk 'Car'	FPT. Complex multi part project. Working through a range of measuring, marking out and reduction activities accurately. Working with a range of materials and glues. Butt joints. Gluing and construction to allow moving parts to work freely. Introduction of stains.
J2	Textiles – an introduction: hand sewing	Qualities of fabrics. Threading a needle. Tying knots. Locking stitches. Introduction of a range of stitches – running, overcast and back stitch. Joining fabrics together – bondaweb and seams. Working accurately to create a product which fits a given item (tissues/coins).
	Res. Mat. (plastics)	
	Bag Tag/ Key fob	
		DMA. Designing a product using acrylic sheet. Understanding material properties. Developing individual design ideas. Independent working. Cutting, drilling, and shaping materials using simple hand tools and machine tools. Introduction of fretsaw.
	Electronics and textiles	
J3		Christmas decoration – An introduction to soldering; hard wired circuit using switches, cells and LED to create a reindeer with flashing nose
	Res.mat. (timber)Bird feeder	FPT. Introducing timber as manufactured board. Properties vs pinewood. Butt and dowel peg joints. Pinned joints. Differentiated activities-team /peer teaching-planning next activity independently. Introducing a variety of different saws for different uses. Finishing processes – staining and Varnishing.
	Res.mat. (plastics)LED Torch	DMA. Basic circuits. Understanding circuit construction and components. Plastics (HIPS), Simple mould making (plywood and card). Vacuum-forming. Working independently. Designing a product. Hand and machine tool use. Introduction of Nibbler.
	Textiles: Drawstring bag	
J4		FPT/DMA. Introduction to sewing machine. Safety and control. Stitching regular and irregular shapes. Joining fabrics. (Stitching and bondaweb) Appropriate

		stitches for tasks. Developing textile skills. Simple pattern cutting. Cutting materials economically Lining, casing and drawstring. Hemming and seaming.
J5	Timber project: Christmas scene	
		Using offcuts and re-purposing. Paint finishes, staining, varnishing and suitable glues for differing materials.
	Res. Mat. (timber) Bird Box	
		FPT/DMA. Complex measuring and marking out. Accurate cutting and assembly of simple shapes. Butt joints – gluing and pinning awkward shapes. Understanding materials properties. More complex tool and equipment use. Independent design development. Finishing: sanding, staining and varnishing.

Drama

At St Peter's 8-13 we value the skills, confidence and independent opinions that are built through drama. As a result, each year group receives a forty-minute lesson per week. Drama truly provides a joy and liberation for many children, leaving behind pencils and paper and allowing their communication, negotiating and evaluative skills to be put to the test. Pupils are encouraged to work with limited amounts of text and explore ideas, with all interpretations being celebrated and feedback being given by their peers in a supportive and informed manner.

We recognise that performance is an integral part of the subject and, to this end, pupils in Years 4 and 6 are involved in a musical production which incorporates the whole year group. By Year 8 the performance element incorporates the Shakespeare School Festival which enables pupils to opt into a cast who then perform at a professional theatre in front of a fee-paying audience and alongside other schools involved in the project. On top of these more 'formal' productions there are opportunities in almost every lesson for pupils to 'share' work produced, within the safe environment of their peers.

At times drama is also used to enhance the English curriculum, especially during the teaching of Shakespeare, which allows pupils the opportunity to explore characters and motives beyond the realms of the classroom.

Live theatre adds yet another dimension to the subject and we are blessed being within striking distance of so many incredible theatres – York itself but also Leeds, Manchester and Bradford, with both Sheffield and Newcastle relatively accessible. Appropriate groups are offered opportunities to take part in these visits as they arise. Naturally, programmes are constantly changing, which gives this subject its exciting, contemporary and evolving feel.

Upon leaving St Peter's 8-13, pupils can continue drama in Year 9, with the possibility of taking the subject on at GCSE in Year 10 and above.

Drama Curriculum Overview

	Christmas	Easter	Summer
J1	National Poetry Day – whole year group devise and practise a poem to be performed. Working with props. Work linked to Anti-bullying Week. Focus on the national theme – devising sketches and using these as a vehicle for discussion. Introduction to improvisation.	Different aspects of stagecraft including gesture & body language. Group work demonstrating different techniques. Portraying different characters using voice, gesture etc. Observation and Empathy. Adapting behaviour on stage relative to each other. Ranges of emotion. Work linked to PSHE curriculum	Work on J1 play. Production for parents, involving all pupils in the year group. Rehearsals use class drama time. Performed over three days to school and parent audience.
J2	Improvisation: building on J1 work, action and reaction.	Work on performance to whole school (leading or participating in an assembly).	Live news report – link with English. Use of simple

	Vocal and language constraints. Work linked to Anti-bullying Week - based on the national theme – including hot seating characters in dilemma situations. Poetry, group work (leading into next term)	Shirt machine – link with English. Collaborating on whole class piece. Introduction to mime.	props & costumes. Radio advert - link with English. Focus on conveying all information verbally. Compare with mime – visual.
J3	Chat show interviews – paired work. Devise scripts in addition whilst also incorporating elements of improvisation. Storytelling. Stagecraft – in preparation for J3 play.	J3 production. Rehearsals used for audition process and then to choreograph dance routines for the production. Shown to parental audience over two evenings.	Treasure Island – link to English. Acting out characters, devising own scripts and planning other aspects of a play e.g. costume. Drama workshop.
J4	Character work (may be linked to novel). Creating character; use of props; freeze frames; cross-cutting techniques etc. Devising own scenes using skills.	Shadow theatre, focusing on group work, creativity and collaboration. Creating theatre to music. Midsummer Night's Dream. Focus on using Shakespeare's language, exploring character and situation to supplement English.	
J5	Darkwood Manor. Unit of work to explore Gothic and use of skills to create atmosphere and suspense. Building on skills for GCSE in Y9.	Blood Brothers: Study of a playscript and focus on bringing scenes to life/ understanding of character and context.	Mask work. Using emotion Trestle masks to understand mask theatre.

English

At the heart of the English curriculum at St Peter's 8-13 is reading.

Throughout their five years here all pupils have a dedicated weekly library session purely for encouraging reading for pleasure; they learn to appreciate a range of literature and gradually develop personal taste. They discuss novels, recommend titles to one another and are encouraged to branch out and try new and exciting literature as it hits our library shelves on a weekly basis. We are very fortunate in having a full-time librarian who works in the library and recommends reads, stocks the library and runs a range of exciting initiatives including York Book Award for the pupils. In addition to this, all year groups explore language through literature, using the novel as a vehicle to access our curriculum tasks. These novels change over time, with a focus on supporting cross curricular links between subjects, where possible.

Written tasks complement the chosen literature, whilst ensuring a wide range of appropriate writing genre are taught and revisited during the five years at St Peter's 8-13. Emphasis is on teaching pupils how to write effectively, using presentational features and language appropriate to the audience. A fundamental aspect of writing is the editing process, and, throughout St Peter's 8-13, pupils learn that their 'best' work is unlikely to be their first draft. From Year 4 onwards pupils evaluate their own work and comment on the work of others; they do this with increasing skill during their time here.

Spelling, handwriting and grammar are also valued as key elements of the English curriculum. These skills taught and are then embedded in real writing tasks within the scheme of work. Likewise, stretching vocabulary is vital, and many units of work begin with a focus on vocabulary necessary to access these successfully.

At Key Stage 3 we look ahead into the requirements for iGCSE. Before our pupils embark upon that course, we aim to give them breadth of study with a constantly updated curriculum that supports tradition coupled with modern literature. Years 6 and either 7 or 8 pupils study a Shakespearian text and or Classic literature. In addition to this Y7 and 8 explore a range of poetry and novels. Theatre opportunities are taken whenever relevant so that pupils can see work on stage, enhancing understanding. Each year we aim to ensure our pupils have experienced live theatre. J1

and 2 often visit Leeds Playhouse in January and in J4 and J5 we alter our curriculum in order to incorporate performances as they arise to further enhance the literary experience.

English is a compulsory subject. Our overriding aim is that pupils grow to enjoy English and leave St Peter's 8-13 with the knowledge that they can form personal responses to literature, grounded in clear understanding and to have the ability to write for a range of audiences.

English Curriculum Overview

	Christmas	Easter	Summer
J1	Family poetry writing Persuasive letters Class novel – 'Spiderwick Chronicles' Descriptive monster writing Free writing National Poetry Day response.	Winter poetry Story openings Class novel –link to history 'Way of the Waves' - a Viking novel Travel/ holiday brochure Afternoon tea for parents/ grandparents	One Hundred Dresses novel Oral storytelling – drama J1 play Letter writing to new pupils. Instructional writing
J2	Diary extracts Story writing – Mr Men stories based on drama for writing Play scripts Character comprehension Class novel – Kensuke's Kingdom National Poetry Day response.	Non-chronological reports: including trip Explanation writing Newspaper report writing Adverts Class novel – refugee themed – Oranges in No man's Land	Kate Greenaway shadowing scheme – comparative writing Non chronological report-based writing Descriptive writing Class novel
J3	Autobiographical writing based on an event. Biography research and presentation in role. Study of class novel – Armistice Runner by Tom Palmer (link to history) Story writing – drama in education workshop to introduce flashback in story writing. Comprehension skills and development National Poetry Day response.	Formal letter Debating an issue arising as part of prose study Discussion writing – balanced arguments and the difference to persuasion Class novel – Al Capone does my Shirts Character studies and focus on inferential skills.	Shakespeare: Midsummer Night's Dream Introduction to Shakespeare – link to Tudor England in history. A3 factual research project Character analysis Iambic Pentameter Comparative essay writing based on two film versions of a scene.
J4	Grammar and descriptive writing unit Class novel – Once (Holocaust based) Survivor themed analysis using PEEL structure Writing from new perspectives/ viewpoints	Writing modern sonnets (focus on Shakespeare sonnets) Other Words for Home – novel in poetry on refugee theme News analysis – bias in the media Character analysis and writing in role.	Research, writing and delivery of formal speech on topic of personal choice Narrative poetry unit: Four poems over time with range of poetic features to explore Analysis of theme from poems and written tasks based on theme

	Review writing – focus on audience and tone Participation in Aesthetica Film Festival Link to RS study of life in WW2 National Poetry Day response.	Essay based on Own response to novel – choice. Poetry comprehension	Analysis of speech writing techniques.
J5	Grammar in poetry unit Novel study – Gothic literature Clockwork – Pullman Woman in Black – Susan Hill Character studies and vocab work Descriptive writing Gothic pastiche writing (300 words) Ghost Tour (York_ and oral story telling task to follow up) Analytical writing on novel (tension) Poetry and prose comprehension skills National Poetry Day response.	Refugee – Alan Gratz Multi-voice narration News research and presentation Photo journalism – bias (BBC unit) Character analysis Story planning and introductions.	Detective short stories – Sherlock Holmes Roald Dahl short stories OR Dystopian unit – Machine Stops Comparative writing. Analysis of character Descriptive writing setting Comprehension Enterprise project – linked with DT

Geography

Geography is about developing an understanding of our world, primarily through experience, investigation and learning from a range of sources. At St Peter's 8-13 we want to create a fascination about our interactions with the planet and generate a natural curiosity in young people.

Over the course of five years, we look at the place mankind has in the world in terms of settlement location, economic activities and our far too often destructive relationship with the environment. In gaining this understanding, our children are enabled to take responsibility for their role in society, which in turn, can be employed for the benefit of themselves and also for the fellow human beings, animals, and plants with which we share the planet.

Geography Curriculum Overview

	Christmas	Easter	Summer
J1	Maps: features of a good map; OS symbols; 4-figure grid references; 8 points of compass; interpreting maps. British Isles; Northern England; Yorkshire & York (local area).	Settlement types; our local area; plan of the school; world map; continents. **Investigating Mexico** (link with history – Maya)**:** the physical, human and environmental geography of Mexico (study of contrasting locality).	(Mexico cont.) Location; landscapes. Focus on Taxco; comparison with York. Study of Rainforests.

J2	**What is Geography?** Differences between Human Physical Geography Water Cycle/ Water uses. **Rivers:** Label parts of a river UK and World Rivers **Grid References-** Map work	**Introduction to Weather:** Key terms and definitions; wind and general weather in the UK; comparing world and UK climate graphs. **Flooding:** what causes a river to flood; how a river floods; flood defences in York; how to be prepared for floods. Atlas work on UK rivers to intro topic.	**Africa:** Case study, research and comparison with the UK. Africa River Nile Case study eg Kenya or Modern day Egypt Map work
J3, J4 and J5 will engage in the learning of world's continents and oceans, countries and capitals, major rivers, mountain ranges and lines of latitude and longitude.			
J3	**Our Changing World** In this Unit, children find out about the major mountains of the world and the UK. They find out the different ways in which mountains have been formed, and how different features of mountain ranges have been shaped over time. Children will have the opportunity to consider what the weather is like in a mountainous environment and to evaluate the impact that tourism has on a mountainous region. **Environmental sustainability and stewardship:** Pupils explore their impact on their local, national and global environment. The importance of stewardship in the U.K in particular national parks and finally the issues surrounding global warming and pollution.	**Trading and Economics** In this unit, the children find out about how goods and services are traded around the world. They will explore the UK's trade links today and in the past, finding out about goods imported and exported and the methods of transport used. Through a more detailed look at one of the UK's trade partners, the children will learn about the benefits of trading internationally, as well as the risks to this area. The children will also learn about fair trade and why it is important in a global market. **Population and Settlement** The pupils will investigate: population numbers and population density for the UK and the world, the causes of the rise or fall of the population of an individual country through migration and urbanisation. This will then be linked to settlement types, the reasons for the site, shape, situation, growth and nature of individual settlements, the relationship between the provision of goods and services and settlement size, the management of urban development. The pupils will consider a number of different	**Maps** Create a booklet for them to work through on drawing sketch maps, topography maps. **Ordnance Survey mapwork skills** Pupils will be taught: 4-figure and 6-figure grid references, height and relief, direction, distance and area.

		case studies to further reinforce their understanding, such Lagos, Nigeria; Dhaka, Bangladesh and Tokyo, Japan.	
J4	**Plate Tectonics:** Pupils will be taught: the earth's structure, continental drift, the main four plate boundaries. **Volcanoes:** types of volcanoes, the immediate and secondary effects of volcanic eruptions and case studies to enforce their understanding of the effects in both a developing and developed country. **Earthquakes:** causes and effects of earthquakes, impacts of earthquakes, recording of earthquakes, predicting, and preparing for earthquakes and case studies to enforce their understanding of the effects in both a developing and developed country. **O.S Maps/topography/World Location** Pupils will be able to: follow routes identify relief and landscape features, annotate simple sketch maps and be able to makes decisions and understand site, situation and shape of settlements	**What is Development?** **What are the challenges and opportunities facing Africa?**	**Rivers and Coasts** The pupils will be learning about the processes of weathering physical, chemical and biological and the processes of erosion, transportation and deposition. They will adapt their knowledge and understanding of the development of the following landforms: v-shaped valleys, waterfall, gorge, meander and ox-bow lake through the use of Ordnance Survey maps. Finally, they will investigate the causes and effects of and responses to a flood, case studies from both a developing and a developed country including the human, economic and environmental impact and ways of reducing the risks. This topic forms a foundation for Year 10, where it forms part of the CAIE IGCSE course.

J5	**How is Asia being transformed?** A comprehensive study of the physical, human and environmental geography of China and India. There will also be focus and investigation into the economic, social and cultural development of the countries themselves. **What is an economy?** **Globalisation**	**Climate Change and the Earth's Future** **Globalisation, Transport and Industry/ Economic Activity** What is globalisation? how it affects us individually and the implications this has on both the global economy, industries, the world population and how it differs in developing, emerging developing and developed countries. Transport routes, environmental costs and benefits and the varied sectors of economic activity primary, secondary, tertiary, quaternary the relationship between the level of economic development and the percentage of people working in each sector. Finally, we will investigate how economic activities operate in contrasting locations and investigate a case study of transnational corporations operating both in a developed, emerging developing and developing countries.	**Weather and Climate** The pupils will study, the difference between weather and climate, the water cycle, types of rainfall, microclimates and world climates; what causes temperature and rainfall variation from place to place in the British Isles and worldwide. They will complete a microclimate study based on the school grounds.

History

Studying history inspires curiosity about the past and how the world came to be as it is; it combines fascinating stories with challenging ideas and encourages pupils to think for themselves and develop the habits of an enquiring mind.

The curriculum balances local and British history with the history of the wider world and spans five thousand years. The aim is to give students a strong sense of chronology and to teach them to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. Throughout the curriculum we will focus on the big themes of ordinary life, power, ideas and beliefs, conflict, movement and settlement, and empire.

History Curriculum Overview

	Christmas	Easter	Summer
J1	**The Anglo Saxons** Who were the Anglo-Saxons? Who ruled the Anglo-Saxons? What was life like in a village? What were their achievements? Viking invasions	**The Vikings** Who were the Vikings? Who ruled the Vikings? Farming and trade The Vikings at home How did the Vikings get around?	**The Maya** Who were the Maya? What were Mayan cities like? Who ruled the Maya? Mayan merchants How are the Mayan remembered?

		What achievements are the Vikings known for?	
J2	**Norman Conquest and Castles** What happened in 1066? Why did William win the Battle of Hastings? How did William conquer England? Developments in castle building 1066-1500	**Ancient Egypt** What was the importance of the Nile? How was society structured? What was daily life and work like? What types of evidence can historians use to study this period? What influence did the Ancient Egyptians have on other civilisations?	**The Roman Empire and Roman Britain** How and why did the Romans invade new lands? What was life in the Roman army like? What was life in Roman Britain like? How diverse was Roman Britain? Why did the Roman Empire decline?
J3	**Chronology** What is it? Why do we label historical periods? What are timelines? **World War I** Short study linked to their English learning based around the novel The Armistice Runner by Tom Palmer Causes of the war What was life like for a soldier in the trenches? How accurate is the Blackadder version? Life on the home front How did the war end? Remembrance Consequences: Suffragettes and women winning the right to vote	**The Age of Discovery and Exploration** The Silk Roads: trade and travel from the Romans to the Tudors Why was there an Age of Discovery? The Golden Age of Islam The Mongol Empire and Ming China Voyages of discovery: life at sea Who were the great explorers of the age? What was the Renaissance? Why was the invention of the printing press so important?	**The Tudors** Who were the Tudor kings and queens? Who was who in Tudor society? What was it like to go to a Tudor school? Fun and games in Tudor times Why did the Mary Rose sink? Were there pirates in Tudor times? Why is the Armada important? Tudor theatre and the world of Shakespeare Tudor Music: a cross-curricular study What do Tudor portraits tell us?
J4	**What is history?** Using calendars and constructing timelines	**Power and Ordinary Life in Medieval England** What can we learn from Wharram Percy (Yorkshire)?	**The English Civil War** Why did Civil War break out in the reign of Charles I?

	What are historical sources and interpretations? A history of the world in 100 objects project **Medieval World: conflicts, empires and crusades** What was war like in the Middle Ages? Why do interpretations of the Norman Conquest differ? What should everyone know about the Crusades? Why is the story of Henry V and Agincourt so popular? What is important to learn about the Crusades and the Islamic empire? Why is the story of Henry V and Agincourt so popular? What is significant about Magna Carta? Who were the most powerful medieval kings?	Did people have fun in the Middle Ages? Were homes uncomfortable? Did farmers have a hard life? Were towns worth visiting? Did people try to keep clean? Did they help the sick? Were punishments cruel and violent? Were people religious? Why did they love the stories of Robin Hood? What was the Black Death? How did the Black Death change Allton? Were the rebels of 1381 heroes or villains? How did Parliament develop? From Medieval to Modern: how did life, beliefs and government change under the Tudors?	How was the Civil War fought? Why was the king executed? Why have interpretations of Oliver Cromwell changed over time? What was life like in Cromwell's England? **The Mughals** A brief history of India Who were the superpowers of the sixteenth century? What can we learn about Mughal society from the evidence they left behind? Why is Akbar known as 'Akbar the Great'? Were later leaders as successful as Akbar? Were the Mughals more successful than the Tudors and Stuarts
J5	**The Industrial Revolution and the Victorians** Big picture: What changed between 1500 and 1900? What was the Industrial Revolution? A better life? Manchester in 1850 The impact of trains Victorian photographs: good sources? Why did ordinary life change so much? How did ideas and beliefs change?	**The story of democracy: how did ordinary people win the right to vote?** The French Revolution: What did the French achieve and what were the consequences? Winning the vote in Britain: What was wrong with the system? Peterloo 1819: what happened? The reform riots of 1831: same story? How did the Chartists win the right to vote? The Suffragettes	**The British Empire and the slave trade** Context: empires through time Why did the British build an empire? The rise and fall of the British Empire How did the slave trade work? What motivated Thomas Clarkson and the abolitionists? How should the story of abolition be told? Interpretations: Why were people proud of the British Empire in 1900 and how have attitudes changed?

Information and Communications Technology

Information and Communications Technology (ICT) is interwoven with almost every aspect of our social and business lives today. As such, its planning, implementation and management across the three schools are key factors in its success.

An important objective for the management of ICT is to be able to establish a seamless continuity for pupils from the ages of 4 and 5 years, where they are starting out with keyboard, mouse and touch-screen skills, up to 18 years where students integrate ICT based research and presentation into their examination courses.

At St Peter's 8-13 we aim to equip pupils with the necessary skills and judgement required to use the technology effectively, efficiently and safely across their subjects, both now and in years to come. In addition to core applications including word processing and spreadsheets, the syllabus in the senior end of the school focuses on programming and computing concepts which are vital for a changing workplace in which computing skills are sought after.

Pupils are taught to become adept at choosing the appropriate application for a particular task and encouraged to experiment and share their experiences and ideas when using computers. They are shown how to use computers as problem solving devices, programming them effectively to gain desired outcomes. Safe and sensible Internet use is achieved partly through the school's filtering system, but also by encouraging pupils to adopt a responsible and informed approach to their on-line activities. Programming skills are developed through the years, starting with block-based languages then moving on to text-based programming.

Pupils have access to two computer suites, smaller computer clusters in various subject departments and mobile technology in the form of iPads which are gradually coming into use. The ICT and computing department also makes use of other technologies including electronics, robotics and simulations to link understanding of programming and computational thinking to real life experiences. Extra-curricular sessions are available for those pupils who wish to further their experience and knowledge of computer programming and games development. All pupils in J4 take part in the Bebras Computing challenge and pupils in J4 and J5 can opt to take part in the Astro Pi challenge where they could get code running on the International Space Station.

Information and Communications Technology Curriculum Overview

	Christmas	Easter	Summer
J1	**Computer Systems:** File organisation, email, servers, parts of computers Microsoft PowerPoint and Outlook Word Processing: Text & image formatting Microsoft Word	**Spreadsheets:** Spreadsheet formulas Microsoft Excel Desktop Publishing: Creating a play poster Microsoft Publisher	**Coding:** Programming introduction Scratch Presentations: Summer holidays Microsoft PowerPoint
J2	**Input and Output:** Categorising input and output devices as well as hardware and software Microsoft PowerPoint Desktop Publishing: Creating a school magazine Microsoft Publisher	**Electronic Simulations:** Simulating electronic circuits then creating real life versions Tinkercad and Physical Electronics Architecture and 3D Design: Creating buildings in a 3D environment Tinkercad	**Networks:** Explain what items make up a network and explaining how they run Microsoft Word Computer Programming: Understanding basics of prgramming, statements, loops, conditons and variables Python Turtle
J3	**Searching and Computer Laws:** Effective internet searches and learning about Copyright and Data	**Controlling Games:** Control games made using a controller then creating own	**Advanced Spreadsheets:** Absolute and relative cell references, functions, conditional

	Misuse laws Google Spreadsheets: Formulas. Functions. cell referencing. conditional formatting. Microsoft Excel.	controllers Kodu and Makey Makey Video Editing: Creating a promotional video for St Peter's 8-13 Kdenlive	formatting and charts Microsoft Excel Databases: Understanding how databases work and creating a database Microsoft Access
J4	**Computational Thinking:** Learning the four stages of computational thinking, leading to taking the Bebras test Online E-safety: Learning technical e-safety skills around Phishing and viruses Google and Microsoft Word	**Web Development:** Creating websites by coding in HTML Notepad++ Programming: Programming a BBC micro:bit and connecting electronics to it Block Editor and JavaScript	**Algorithms:** Simulating real-life situations using algorithms Flowol 4 Advanced Spreadshets: Taking data from Science and Geography, then using advanced features of a spreadsheet to present it Microsoft Excel
J5	**Robotics:** Building and program robots to complete specific tasks Lego Mindstorms Python	**Physical Computing:** Writing programs to control physical items Raspberry Pi Computing Theory: Learning how computers work, recap on components and deeper look into the processor as well as binary, networks and logic gates Microsoft PowerPoint	**Enterprise project:** Using IT skills to support their enterprise project. Includes creating a website, making videos and other marketing documents. Weebly, OpenShot and Adobe CCE

Latin

Gone are the days of declining endless nouns and studying fusty topics from dust covered textbooks! We aim to develop a knowledge and understanding of Classical Greece and Rome through an enjoyable study of their language, literature, history, art and ideas, thus fostering analytical and linguistic skills along with perceptions of a culture which has given us so much of what we take for granted today.

Pupils are introduced to Classics in Year 6, where they follow a bespoke course on Greek mythology. All pupils take up the Cambridge Latin Course in Year 7 then begin the Cullen and Taylor course in Year 8 until the end of Third Form, when both Classics and Latin are put into the option pool. With such an early grounding and stimulating material, it is not surprising that take up in Fourth Form is excellent.

We aim to enhance the curriculum with a wide variety of extra activities both in and out of school. Author visits, reading competitions, and a Classics Quiz all provide pupils with knowledge of the classical world beyond the classroom. Various vocabulary learning apps and websites, along with the excellent Cambridge e–learning course have also helped to bring the study of the Romans into the 21st century.

Latin Curriculum Overview

	Christmas	Easter	Summer
J3 Classics	An introduction to the Greek gods. The myths of Kronos and Rhea, Daedalus and Icarus, Perseus and Medusa. The story of Hercules.	The myths of Pandora's Box and Echo and Narcissus.	The importance of oral storytelling. Extracts from Homer's Odyssey: The Cyclops, Circe and the return to Ithaca.
J4 Latin Coverage of Book 1 of the Cambridge Latin Course	Stages 1 – 6 of the Cambridge Latin Course Latin nouns in all cases in declensions 1-3. Review of Latin verb tenses (present, imperfect and perfect) and further detail on verb conjugations. The Trojan War: the birth of Paris, the judgement of Paris, the wrath of Achilles and the Trojan Horse.	Stages 7 - 11 of the Cambridge Latin Course	Stage 11 - 12 of the Cambridge Latin Course
J5 Latin Coverage of the Cullen and Taylor Latin to GCSE course	Chapters 1 and 2 of Cullen and Taylor Latin to GCSE Course. Latin nouns in the nominative and accusative case. Latin verbs in the present, imperfect and perfect tenses. Roman Civilisation Topics: Daily life, dinner parties, the theatre and slavery.	Chapters 3 and 4 of Cullen and Taylor Latin to GCSE course	Completing Chapter 4 of Cullen and Taylor Latin to GCSE course then translation of Roman myths

Maths

The mathematics department at St Peter's 8-13 seeks to:

- Develop confidence, understanding and enthusiasm for mathematics.
- Develop a wide range of mathematical skills and to use them to solve a wide range of problems in a wide range of situations.
- Think and communicate mathematically in written, spoken and graphical form.
- To attain a high standard of numeracy.
- Work both independently and co-operatively.
- Investigate mathematical ideas to think creatively.

- Work to the limits of their abilities and beyond.
- Acquire the foundation necessary for the further study of mathematics and other curriculum areas.
- Recognise situations where the use of IT is appropriate i.e. calculators and computers.

Pupils are encouraged to think creatively and to develop independent learning skills. They are also encouraged to use critical thinking and to produce independent work such as posters and investigations.

Pupils enjoy the vigour of maths competition: in school, regionally and nationally. Pupils can work individually, in pairs and in group situations.

Maths Curriculum Overview

	Christmas	Easter	Summer
J1	**Number: Place Value** Rounding Numbers to 10,000 1,000s, 100s, 10s and 1s Number lines 1, 10, 100, 1,000 more or less Compare and order numbers Count in 25s Partitioning Negative numbers Roman numerals Number: Addition and Subtraction Mental methods-counting on (frog), place value calculations, partitioning, doubles, near doubles, compensation Written addition expanded and compacted Written subtraction expanded and compacted Estimation and checking **Measurement: area** Counting squares Area of a rectangles and rectilinear shapes **Number: Multiplication and Division**	**Number: Multiplication and Division** Multiply and divide by 10 and 100 Multiply 3 numbers Factors Grid, ladder and short multiplication Multiplying 2-digits by 2 digits Doubling and halving Chunking and written division Efficient multiplication **Measurement: length and Perimeter** Equivalent lengths - m and cm, mm and cm Kilometres Measure Perimeter of a rectangles and rectilinear shapes **Number: Fractions** Mixed numbers Unit and non-unit fractions Tenths Equivalent fractions Fractions greater than 1 Add and subtract fractions	**Number: Decimals** Bonds to 10 and 100 Make a whole Write, compare and order decimals Round decimals Halves and quarters **Measurement: money** Pounds and pence Ordering money Estimating money Add and subtract money Give change Four operations **Measurement: Time** Analogue and digital to the nearest minute Using a.m. and p.m. 24-hour clock Hours, minutes and seconds Years, months, weeks and Days 24-hour clock **Geometry: Properties of Shape** Turns and angles

	Multiply by 1 and 0 Divide by 1 and itself 3, 6, 7, 9, 11 and 12 times-table and division facts Multiply by 3 numbers	Add and subtract mixed numbers Fractions of quantities Problem solving **Number: Decimals** Recognise tenths and hundredths Tenths as decimals, on a place value grid and on a number line Divide 1-digit or 2-digits by 10 Hundredths as decimals and on a place value grid Divide 1 or 2-digits by 100	2-D shapes Horizontal and Vertical lines Lines of symmetry **Statistics** Interpret charts Introducing line graphs **Geometry: Position and Direction** Coordinates Describe movement on a grid
J2	**Number: Place Value** Rounding Partitioning Numbers to 100,000 Numbers to a million Counting in 10s, 100s, 1,000s, 10,000s and 100,000s Number lines Roman numerals 10s, 100s, 1,000s, 10,000s and 100,000s more or less problem solving **Number: Addition and Subtraction** Mental strategies Written methods Estimating Inverse operations Multi-step problems	**Number: Multiplication and Division** Multiply up to 4-digits by 1-digit Multiply 2-digits, 3-digits and 4-digits by 2-digits Divide 2-digits, 3-digits and 4-digits by 1-digit Divide with remainders Solve problems **Number: Fractions** Multiply fractions by an integer Fraction of an amount or quantity Problem solving Find the whole Add and subtract mixed numbers **Number: Decimals and Percentages** Decimals up to 2 d.p.	**Geometry: Properties of Shape** Angles Triangles and quadrilaterals Lengths and angles **Geometry: Position and Direction** Regular and irregular polygons 3-D shapes Coordinates Translation, symmetry and Reflection **Number: Decimals** Adding and subtracting Complements to 1 Problem solving Decimal sequences Multiplying and dividing decimals by 10, 100 and 1,000

	Compare calculations Find missing numbers **Number: Multiplication and Division** Multiples, factors, primes Common multiples and factors Square and cube numbers Multiply by 10, 100 and 1,000 Divide by 10, 100 and 1,000 Multiples of 10, 100 and 1000 **Number: Fractions** Equivalent fractions Improper fractions and mixed numbers Compare and order Add and subtract fractions	Decimals as fractions Thousandths Order, round and compare Decimals Percentages as fractions and decimals Equivalent FDP **Measurement: Perimeter and Area** Perimeter of rectangles and rectilinear shapes Area of rectangles Area of compound shapes Area of irregular shapes **Statistics** Charts, line graphs and tables Two-way tables Timetables	**Number: Negative Numbers** **Measurement: Converting Units** Kilograms and kilometres Millimetres and millilitres Metric and imperial units Time and timetables Measurement: Volume Calculate and compare volumes Estimate volume Estimate capacity **Measurement: Volume** Calculate and compare volumes Estimate volume Estimate capacity
J3	**Number: Place Value** Numbers to 10 million Compare and order Powers of 10 Rounding Negative numbers **Number: Addition, Subtraction, Multiplication and Division** Mental strategies for addition and subtraction Written addition and subtraction Addition and subtraction with money Estimates	**Number: Fractions** Multiply and divide fractions Fractions of an amounts Find the whole **Measurement: Converting Units** Metric/imperial measures Miles and kilometres **Number: Ratio** Ratio and fractions Ratio and proportion Problems	**Measurement: Perimeter, area and volume** Area and perimeter Area of a triangle Area of a parallelogram Volume **Statistics** Read, draw and interpret line graphs Read, draw and interpret pie Charts Mean, median and mode **Geometry: Properties of Shape**

	Inverse operations Multi-step problems Written multiplication Lattice/Long multiplication Remainders Short and long division Factors, Multiples and Primes Squares and cubes Order of operations Rules of divisibility Reason from known facts **Number: Fractions** Equivalent fractions Simplify Improper fractions and mixed numbers Compare and order Add and subtract Multistep problems	**Number: Algebra** Find a rule Forming expressions/equations Substitution Formulae Solve simple one-step Equations **Number: Decimals** 1, 2 and 3 decimal places Multiply and divide by 10, 100 and 1,000 Multiply and divide by integers Equivalent decimals and fractions **Number: Fractions, Decimals and Percentages** Equivalent FDP Order FDP Percentage of an amount	Measure and draw lines, angles and shapes Angles on a straight line Angles around a point Vertically opposite angles Angles in a triangle Angles in special quadrilaterals Angles in regular polygons Draw nets of 3-D shapes **Geometry: Position and Direction** Coordinates Translations and reflections **Geometry: Transformations translation, reflection, rotation** Translations and reflections (revision) Rotation **Consolidation and themed projects**
J4	**Sequences** Describe and continue sequences Sequences in a table and graphically Linear and non-linear sequences Explain the term-to-term rule **Understand and use algebraic notation** Function machines Diagrams and letters Substitution Generate sequences given an algebraic rule	**Solving problems with addition and subtraction** Mental and written strategies Perimeter Bar charts and line charts **Solving problems with multiplication and division** Factors and multiples Mental and written strategies Order of operations Area of 2D shapes Mean	**Constructing, measuring and using geometric notation** Angles and Lines Construction (triangles) 2D shapes Pie charts **Developing geometric reasoning** Angle facts Angles in parallel lines **Developing number sense**

	Straight line graphs **Equality and equivalence** Understand and use fact families Solve one-step equations Simplify algebraic expressions **Place value and ordering integers and decimals** Integers up to one billion Number lines Rounding Range and Median Tenths and hundredths **Fraction, decimal and percentage equivalence** Convert between fractions, decimals and percentages Percentage Pie charts Equivalent fractions **Transformations** Symmetry & reflections Translation Rotation	Algebraic expressions **Fractions and percentages of amounts** Fraction of an amount Percentage of an amount **Operations and equations with directed number** Order directed numbers Four operations Algebraic expressions Two-step equations Order of operations Roots and powers **Addition and subtraction of fractions** Mixed numbers Add and subtract Equivalent fractions Use fractions in algebraic contexts Add and subtract simple algebraic fractions	Mental strategies Factors Estimation and checking **Sets and probability** Sample spaces Understand and use the probability scale **Prime numbers and proof** Multiples, factors and primes Square and triangular numbers HCF/LCM Prime factors
J5	**Number** Place Value Addition & Subtraction Rounding Integers and negative numbers Powers & Roots Factors, Multiples & Primes Order of Operations	**Probability** Experimental probability & calculated probability Mutually exclusive events Compound & independent events (and or rules) **Volume**	**Transformations** Enlargement Scale factors Combinations of transformations **Statistics** Real life graphs Distance & time graphs

	Calculator skills **Fractions & Decimals** Convert fractions, decimals & percentages Equivalence One number as a fraction of another Fractions of amounts Four operations **Percentages** Percentage of amount Percentage increase or decrease **Ratio & Proportion** **Algebra** Straight Line Graphs Sequences Simplify and solving equations Substitution **Angles & Lines** Angle facts and reasoning Interior & Exterior angles **Metric Measures** **Area and perimeter** Rectangle, triangle, parallelogram, trapezium Compound shapes Circles	Cubes and cuboids Cylinders and prisms **Mental and written calculations** Fractions, decimals & percentage problems Four operations **Sequences, functions & mappings** nth term Term to term rules Linear functions Mapping diagrams **Graphs & Charts** Line graphs Bar Charts Pie charts **3D Shapes** Plans and elevations Isometric drawing **Metric Measures** Converting between measurements Reading scales **2D Shapes** Quadrilaterals & triangles Symmetry & order of rotational symmetry Parts of a circle Congruency	**Constructions & Loci** SSS triangles Perpendicular bisector Angle bisector Locus from a fixed point, 2 points or 2 fixed lines Scale Drawings **Bearings** **Scatter Graphs** **Activities and problem solving**

	Probability **Transformations** Reflection and Rotation **Averages** Mean, mode, median & range	Tessellations	
In addition: • Investigations, problem solving and using and applying in all terms, in all year groups. • Times tables focus in J1 and J2. • Booster programmes for targeted intervention. • In J1, J2 and J3 the pupils have a dedicated Maths ICT session each fortnight.			

Modern Foreign Languages

Language learning is great fun and enables us to explore the wider world whilst learning a really useful life skill. We are fortunate here at St Peter's 8-13 to be able to offer pupils the opportunity to study French, German and Spanish. Modern foreign language lessons are exciting, creative and focused learning environments where pupils practise their skills through drama, art, role play, games, music, creative writing and a whole range of diverse activities.

Overview of Modern Foreign Languages at St Peter's 8-13

In J1 and J2 (Years 4 and 5) pupils are taught French, German and Spanish as part of the Language Awareness programme. In J3 (Year 6) pupils follow a course entitled 'Language & Culture'. Modules of eight weeks of French, German and Spanish are taught. Pupils are then invited to choose any two of the languages, which they will then study in Years 7, 8 (J4 and J5) and also Third Form (Year 9) when they move on to St Peter's 13-18. At present pupils at St Peter's 13-18 are required to study a minimum of one language to GCSE level.

Language Awareness – J1 and J2

The J1 and J2 language awareness course is designed to build pupil confidence with speaking in a new language through fun and lively lessons. Pupils study a term each of German, French and Spanish. Language games, singing, drama, animations and crafts are all used to engage pupils in this new area of study. Each term a central story provides inspiration for the vocabulary and language covered. For example, the 'Three Little Pigs' storybook enjoyed in Spanish in J1 offers the opportunity to learn family vocabulary and rooms in the house. Similarly, the storybook 'Herzlichen Glückwunsch lieber Mond' offers a great way to learn about birthdays, environment vocabulary and months in J2 German. The French courses in both J1 and J2 also have a particular phonics focus in order to tackle this key skill from an early stage.

Language and Culture – J3

The Language and Culture course is very much about offering pupils a real context for their language studies. As they explore French, German and Spanish throughout the year, this is done through the study of a range of cultural elements. These will vary from language to language, but may include: study of a region, a popular festival, current music trends, a famous artist, film or sport. Pupils will also have the opportunity to practise useful transactional vocabulary (ordering food/shopping) through role play to build confidence with using their new languages when

travelling abroad. The third term is designed to enable pupils to choose a particular area of personal interest from the course to explore in greater detail, through independent learning and research.

Modern Foreign Languages – J4 and J5

From the beginning of J4 pupils will study two foreign languages chosen from German, French and Spanish. This scheme has been introduced to give parity to the languages. French, German and Spanish have the same amount of curriculum time: two lessons of each language per week in J4 and three lessons in J5.

Across all three languages, the emphasis is initially very much on oral and aural skills, using games, role play and ICT to enhance language learning. The essence of language is communication and although the children are taught in mixed ability groups in J4 and J5, the key aim is that each child is comfortable and confident using their newly acquired skills. Reading skills are developed using authentic materials wherever possible, with supplementary materials available on the school intranet for pupils to access independently. Writing is gradually introduced throughout the course and there is an annual spelling bee for J4 pupils to showcase their emerging spelling skills and to consolidate common items of vocabulary. In J5 all pupils take part in a reading competition in each language studied, to celebrate their developing accent and pronunciation skills.

French follows the Dynamo 1 course; German is structured around Stimmt 1 and Spanish uses the Viva 1 course. We are fortunate to have three foreign language assistants, one assistant for each of the languages. They work with pupils on an individual basis, in groups, or with the teacher in class. The assistants bring a valuable insight into their country and culture.

We enjoy using a range of online websites and applications, including Activelearn, language-gym.com and sentencebuilders,com for independent learning on iPads. Pupils routinely access Microsoft Teams for teaching and learning materials, homework tasks, revision resources and extra opportunities for further practice.

There are also regular opportunities for all pupils to come along and enjoy their languages in a more informal setting at 'International Club'. Here we watch films (usually with subtitles!), listen to current music from around the world, play international board games, prepare (and eat!) international food and enjoy a little bit of craft and drama too.

The 'MFL Hub' is another great resource which hosts a suite of PCs as well as an MFL reading and DVD library. This room is open to all pupils during several lunchtimes each week for homework support or for independent use of the many resources available.

MFL Curriculum Overview

	French	German	Spanish
J1	**Term 3** *Le petit chaperon rouge* storybook – woodland vocabulary French phonics – part 1	**Term 1** Die kleine Raupe Nimmersatt storybook. German food and fruits vocabulary, days of the week, basic numbers, greetings, butterfly life cycle & mini book.	**Term 2** *Los tres cerditos* fairytale – family, house, basic greetings, Easter in Spain.
J2	**Term 1** French phonics – part 2. Builds on from their learning from last term in J1 and broadening awareness of key French phonics.	**Term 2** *Herzlichen Glückwunsch lieber Mond* storybook – environment, birthdays, numbers to 31, months.	**Term 3** *Blancanieves* storybook – colours, clothes, adjective agreement.
J3	**Carousel**		
	7-week module Alsace et Strasbourg Le 14 juillet	**7-week module** Intro to German Geography of Germany	**7-week module** Buying tapas Cantabría & the Picos mountains

	La Rentrée & shopping for stationery Azur et Asmar film study	Bavaria & the Black Forest Christmas / Easter traditions Food and drink at a ski resort Ostwind film study	Modern Latin music Carlitos film study
	Summer term 4 weeks: Independent research project on one of the above modules in greater depth. 5 weeks: Language awareness – a study of grammar and language across multiple languages		
J4	Numbers Greetings Personal information Brothers & sisters Describing a classroom Talking about likes & dislikes Describing personality	Introducing yourself Numbers Alphabet Describing your character Asking and answering questions Christmas in Germany	Personal information Greetings Alphabet and numbers Describing character Brothers and sisters Birthday
J5	Weather Seasons Sports and activities Sport in French-speaking countries What you like doing Describing pets Describing your family Where you live Talking about breakfast	Sports and leisure Mobiles and computers School subjects Days and times Christmas in Germany	School descriptions Break time Talking about your family Descriptions of self & others Where you live

Music

Music-making at St Peter's 8-13 contributes a sense of vitality and energy to the life of the School and plays an important part in helping children to feel part of the School community. Every child learns music with a specialist each week; Year 4 have 3 lessons a week, Year 5 and 6 have 2 lessons a week, and Years 7 and 8 have one lesson a week.

In a thriving department of 28 visiting specialist teachers, over two thirds of the School receive tuition on individual instruments in purpose-built rooms in our large music school. When appropriate, pupils are entered for the graded exams of the ABRSM, Trinity and RockSchool boards, with over 70% achieving Merit or Distinction. However, taking exams is not the be all and end all, and we have a system whereby children can take exams if they would like to, but they don't have to. Similarly, after an exam, there is always at least a term where no exam pieces are learnt, but repertoire and technique are developed, leading to an all round musician who has experience of playing all sorts of genres of music.

In Year 4 one of three class music lessons per week is devoted to learning a brass, string or woodwind instrument. This is an extension to the class instrumental scheme which starts in Year 3 at St Peter's 2-8 and helps to identify pupils who may be suited to a particular instrument for individual study.

There are many co-curricular opportunities catering for all levels of ability including Wind Band, Mini Jazz Band, String Orchestra, Breakfast Strings (for beginner string players), Junior and Senior String Quartets, 2 Cello Groups, Wind Ensembles, 3 Guitar Ensemble and Rock Band as well as lunchtime theory classes to help prepare pupils for graded exams. In addition to this, we have two orchestras, Sinfonia and Sinfonietta, which cater for pupils at every standard – from being able to play 2 notes, to being post-Grade 8 standard! All pupils audition for our Chapel Choir at the end of Year 5 and there is also a Jukebox Choir which is for anyone who would like to come and sing.

School concerts take place at the end of each term in our purpose-built concert hall. We also make us of the Memorial Hall at 13-18, the Barbican and York Minster. Each week we have a lunchtime concert 'Virtualosity'. This started during lockdown 1 and is still going strong. Pupils perform to a small, informal audience of friends and staff, and this is recorded and put onto a private YouTube link which is then emailed to parents. Our carol service, led by Chapel Choir is in York Minster, and in 2023, the Whole School Foundation Concert will be held at The Barbican.

The House Singing competition gives further opportunities for pupils to take part in group music-making in an informal and enjoyable setting, instilling confidence in our young performers and a sense of identity and pride in their achievements.

Music Curriculum Overview

	Christmas	Easter	Summer
J1	Music as Art: • Listening to a wide range of compositions created in response to paintings and discussing the ways in which the elements of music have been used to create these. • Composing music in response to art by Van Gogh, Voltaire, O'Keefe • Performing and evaluating own compositions	Planes, Trains and Automobiles (music to describe transport)	Vivo! (Latin Rhythms)
J2	Music and the Sea • Listening to music that describes the sea in different states and situations. • Composing music to describe a thunderstorm/a boat on the ocean, focusing on dynamics, tempo and articulation • Performing whole class and group body percussion pieces Evaluation of own compositions	Sea Music	The Blues
J3	The Blues • Listening to blues, rock and roll and popular music • Performing 12 bar blues, working on playing in time. • Composition based on the blues • Creation of a pop song	Tudor Music Soundtrack	Soundtrack

J4	Music to describe birds • Listening to music that has been composed to describe birds in flight Discussion about pitch, ornamentation and articulation and use of these in composition work inspired by The Lark Ascending	Music and War Indonesian Gamelan	Indonesian Gamelan
J5	Music to describe rivers • Listened to music of all genres and discussion of how the river is represented. • Composition work based upon broken chords and arpeggiation. Use of accompaniment and melody, emphasis on tempo and dynamics to create mood. • Performance of compositions to the class.	New Directions	Music and the Media

Physical Education

Sport is an integral part of life at St Peter's 8-13, with all pupils receiving seven lessons of physical education and games per week. Within the lessons, a broad range of activities are taught. We believe it is important that young people enjoy physical exercise and understand the physical and mental health benefits of being active. We want all pupils to enjoy being physically active and to develop the ability to collaborate with others, demonstrate resilience and to do so, displaying dignity and respect.

Sport is taught by experienced, passionate, and well-qualified staff. These include PE (Physical Education) teachers, academic staff, and specialist coaches. This ensures that all levels of ability are supported to achieve effective progress throughout their time at St Peter's.

We aim to ensure that all students are given the opportunity to represent the school in competitive fixtures, at a level which is accessible to them. Pupils regularly compete in national competitions, and we also aim to enter a range of local tournaments and competitions. We believe these tournaments and fixtures enable students to develop confidence and resilience, whilst also providing valuable opportunities to develop collaborative, sportspersonship and leadership skills.

For most fixtures in J1 and J2, teams are selected at random. From J3 onwards, teams are selected on the appropriateness of the opposition and are based upon ability to ensure that matches are competitive and that pupils gain appropriate and positive experiences. Our fixture list is extensive and involves travelling to various locations in the North and Midlands; we travel to places such as Newcastle, Hull, Leeds, and Sheffield to ensure a competitive fixture programme. Parents are welcome to come and support their children at both home and away matches.

In Games sessions we cover hockey, tennis, athletics and cricket (girls and boys), plus rugby for the boys and netball for the girls. We also compete in swimming galas both locally and nationally. Pupils compete in house competitions in various sports; including the annual swimming gala and sports day.

Physical Education Curriculum Overview

	Christmas	Easter	Summer
J1	**Dance:** Composing solo, duet and group dances using the Viking history	Gym Dance Ball Skills	Athletics Tennis

	lessons as a stimulus. Looking at building a motif within their choreography. **Swimming**: Work on maintaining a streamlined body position as well as being confident in the water. Work on ensuring that all strokes are starting to be performed efficiently. **Invasion games:** Playing several group games where the pupils, working in collaboration, work out attack and defense strategies. Develop throwing and catching skills.		
J2	**Gym**: Pupils have continued to develop and refine the key elements required to perform a gymnastic routine. These include balances, travelling, leaps and rolls as well as looking at body strength. **Swimming**: Work on maintaining a streamlined body position as well as being confident in the water. Work on ensuring that all strokes (front crawl, breaststroke and backstroke) are starting to be performed efficiently and competently. **Games for Understanding:** Using various fun games to introduce the pupils to a number of tactics and strategies to help them understand the principles of game play (striking/fielding) as they progress through the school.	Dance Badminton Swim Gym	Athletics Tennis
J3	**Swimming:** Continue with ensuring all strokes are performed proficiently and confidently. Examine different ways of entering the water. **Gymnastics**: Building on previous knowledge, pupils have looked at producing partner/group balances as well as exploring the apparatus. Emphasis has also been on maintaining and	Swim Badminton	Athletics Tennis

	developing body strength by discovering different body weight exercises.		
J4	**Swimming**: Developing fundamentals of streamlining/drag and how this limits movement in the water. Gaining an understanding of propulsive phases of strokes and how to combine these with streamlining to gain an effective and efficient stroke. **Badminton:** Focusing on replicating and developing core techniques as well as implementing and refining strategic play to outwit opponents. **Touch Rugby:** Developing core techniques and applying them in game-like situations. Improving understanding of the key rules and tactics of touch rugby and applying this knowledge in game-play. Developing collaborative skills through group work	**Gymnastics:** Developing run-ups using springboards and trampettes. Applying knowledge of successful landings when completing a variety of shapes in the air. Developing collaborative skills whilst working in small groups to produce and perform routines. **Basketball**: Developing core skills and applying them with consistency in practices and match play **Health-related Fitness:** Introduction to Foundation Movement Skills linked to Components of Fitness. Opportunities to explore and develop the foundation movement skills and the consistency/effectiveness of technique.	Athletics Tennis
J5	**Swimming:** Continuing to develop and apply understanding of propulsive phases of strokes and how to combine these with streamlining to gain an effective and efficient stroke. Introduction to competitive turns/starts and rules to help prepare for the swimming gala. **Volleyball:** Developing core skills and executing them with some consistency in game situations to outwit opponents. Developing knowledge and use of attacking and defensive tactics in game-like situations. **Touch Rugby:** Developing core techniques and applying them with success in game-like situations. Improving	**Vaulting**: Developing run-up, take-off footwork, straddle, through and round vaults over long and short boxes. Performing balances on box top and dismounting effectively. Developing headstand and handstands for all on floor and where appropriate handspring over box. **Health-related Fitness:** Introduction to foundation movements for Strength and Conditioning. Executing a variety of exercises to develop understanding of correct technique. **Basketball:** Developing tactical understanding when attacking and defending during match play. Executing core skills under increasing pressure with consistency.	Athletics Tennis

	understanding of key rules and tactics in touch rugby. - developing collaborative skills through group work.		

Science

At St Peter's 8-13 our aim is to inspire students to develop a lifelong interest in science by introducing them to an exciting and engaging syllabus. Students will follow a wide-ranging syllabus based on the National Curriculum. Pupils are encouraged to be curious, well-motivated learners. Their science lessons will allow them to think for themselves, solve problems and develop an interest in our ever-changing environment.

Science in J1 and J2

In J1 and J2, students will have four periods of science per week. Science lessons will be in classrooms but with as much practical and investigative work as possible.

Science in J3

In J3, students will have four periods of science per week. Most lessons will be in our laboratories with an emphasis on investigative, practical work.

Science in J4 and J5

In J4 and J5, pupils will study chemistry, physics and biology as separate disciplines. Each subject is allocated a double period per week in purpose built, fully equipped science laboratories. Emphasis is placed upon the development of independent learning skills, a practical approach to learning and a sound grasp of basic scientific concepts.

Science Curriculum Overview

	Christmas	Easter	Summer
J1	Intro to science - handling data Moving & growing Life processes and classification Forces	Materials and their properties Mixtures Separation techniques	Adaptation including to different habitats British wildlife
J2	Electrical circuits Chemical reactions Earth and solar system	Gases around us Life processes Sight and light Hearing and sound	Life cycles Plants & nature trail Habitats and adaptation
J3	Lab detectives – introduction to science in a laboratory Life processes	Rocks and the rock cycle Fossil fuels, renewable energy and greenhouse effect Forces	Microbes and disease Human life cycles
J4	**Biology**		
	The structure of living things. The microscope Cells, classification and the organisation of living things	Adaptations Food chains and webs Keys	Photosynthesis Respiration
	Chemistry		
	The Bunsen burner Chemical and physical changes	Solutions Separation techniques	The pH scale Neutralisation

	States of matter	Acids and alkalis	Simple chemical reactions
	Physics		
	Measurements Mass, weight and density	Floating and sinking Speed Forces, Hooke's law and moments	Pressure (Electricity)
J5	**Biology**		
	Microbes and disease Keeping healthy	Inheritance and selection	Biology in the news
	Chemistry		
	Elements, compounds and mixtures Oxidation Combustion and corrosion.	Patterns of reactivity Chemistry and the environment	Making salts
	Physics		
	Energy types Expansion	Light Sound Wave characteristics	The solar system and beyond

Religious Studies and Philosophy

At its heart, Religious Studies and Philosophy at St Peter's 8-13 explores what it means to be human. It gives pupils valuable insights into the diverse beliefs & opinions held by people today. It helps with their own personal development & supports an understanding of the spiritual, moral, social & cultural questions that surface again & again in their lives. St Peter's School has an Anglican heritage and we are proud of our strong links with York Minster. Nevertheless, we very much welcome pupils from other Christian denominations, other faiths and those of none.

Religious studies and Philosophy at St Peter's 8-13 are very much about explaining the views of others, showing respect to believers and belief systems, and one where teacher's views are left outside the classroom. Where this is not the case is when the issue is clearly one of right and wrong, in such cases teachers take the moral lead. Our classrooms are places where respectful questioning and thinking through issues are very much valued and encouraged and pupils are taught to respect and value difference. Many of the writing and analytical skills developed in RS prepare pupils for the senior school not only in RS but also for academic study in general.

Curriculum

In Years 4 and 5 (J1 and J2) pupils have separate RS and Philosophy lessons. Philosophy follows a philosophy for children (P4C) approach and enhances children's thinking and communication skills, boosts their self-esteem, and improves their academic attainment.

In Years 6,7 and 8 (J3, J4 and J5) the subjects are taught together.
The order of these units may change within a year, but all topics will be studied in the appropriate year group.

Religious Studies and Philosophy Curriculum Overview

	Christmas	Easter	Summer
J1	**An introduction to Christianity** Prayer Who was Jesus? Advent and Christmas Christ's childhood	**Celebrations and festivals** What does it mean to celebrate? Chinese New Year Easter Diwali Pesach Ramadan	**Sikhism** What is Sikhi? What is Sikh meditation? How do Sikhs pray? What are the key features of a Gurdwara? Why do Sikhs go to a Gurdwara?

		What can we learn from celebrations and festivals?	How are Children welcomed into the Siki community? What are the 5 K's? Who is Guru Nanak? Guru Nanak and the 5 Lions What happens in a Langar? What is Sewa?
J2	**Old Testament stories** Creation Adam and Eve Noah's Ark Esau and Jacob Joseph Moses	**What does it mean to be Buddhist?** Buddhism in context as a world faith. Who was the Buddha and why is he important to Buddhists today? What are the core beliefs of Buddhism? The 4 Noble Truths and the Eightfold Path Karma and rebirth Buddhist worship Meditation Festivals	**Investigating worship** What is worship? How do different religions worship? (Jewish, Hindu, Sikh, Muslim, Buddhist and Christian Are there similarities and differences? Investigation- Places of Worship How is Music used in worship? How is Art used in worship? Are there similarities and differences in prayer in different traditions?
J3	**Judaism** What agreement did Abraham make with God? Who was Moses? Why did the Jews leave Palestine/Israel and spread all over the world? What happened to the Jewish Temple? What happens in a synagogue? Catch up and consolidation- J3 play week What is a Bar and Bat Mitzvah? What is Shabbat? What does it mean to keep Kosher? Jewish festivals Chanukah and Pesach	**Christianity** What do we already know about Christianity? Jesus The Messiah? Jesus Early life Jesus Life and teachings Key beliefs 1-The Trinity 2- The 2 great commandments 3-Afterlife Jesus Death and Resurrection Early Christians Roman Catholics Split with Rome A worldwide religion Christian Worship- The Church - Prayer The Bible Christian Festivals- 1- Christmas 2 Easter	**Religion and the Environment** What do different religions believe about how we should treat the environment? What do different religions believe about how we should treat the environment? Why do Christians think we should care for the earth? Who cares for the environment and how? Green voices: religious and non-religious perspectives. Can religious festivals do more to keep the environment clean and the earth safe? **An overview of World religions** How did ideas about God develop? Where in the world? Connections between the major religions Religious symbols What religions share- teachings and authority What religions share- worship and morality What religions share- practices and celebrations Why is religion important in the world today?
J4	**An introduction to the Holocaust- Kindertransport** Pre-war Jewish life What was life like for Jews in Europe before WW2? Anti-Jewish laws Vera's journey- following the experiences of one child on the Kindertransport What makes a hero? Rescuers- Who saved the Czech Jewish children? Nicolas Winton and Trevor Chadwick **Religion and world views**	**Hindu Dharma and Gandhi** What is Hindu Dharma? What are Hindu ideas about God? The Trimirti explained Polytheistic or Monotheistic? Lord Ganesha What do Hindus believe about Karma, Samsara and moksha? Hindu sacred texts Dharma How do Hindus worship? Pilgrimage Hindu festivals.	**New Testament Studies** Christian moral heroes- Martin Luther King A comparison of Jesus' sermon on the Mount and Dr King's 'I have a dream' speech. The Sermon on the Mount, including the Beatitudes Background to the civil rights struggle in America Montgomery Bus boycott Martin Luther King and Christianity

	What is a world view? Nobody stands nowhere Exploring 'big questions' What influences our world view? Introducing lenses. Our World views How do Greta, Malala and Marcus view the world?	The life and beliefs of Mahatma Gandhi	March on Washington and 'I have a dream speech'
J5	**Islam** Why study Islam? Introduction to Islam Origins of Islam, life of Muhammad (pbuh), Caliphs, split between Sunni and Shi'a How did Islam spread around the world? Key beliefs- the five Pillars of Islam Mosques Islam in Modern Britain.	**The Near Sacrifice-** different Abrahamic interpretations **Old Testament Studies through different lenses** Creation vs Science Can you believe in God and evolution? Adam and Eve Cain and Abel- Debate about the rights and wrongs of the Death penalty David and Bathsheba	**Philosophy and ethics** P4C What is the purpose of Education? How did Plato think we can know the truth? Why did Descartes doubt everything? Does the idea of God make sense? Why do some people believe or not believe in God? Do we have free will? The Adjustment Bureau How do we know what is right or wrong? What should we do with the runaway train? How ethical is artificial intelligence?

Learning support

At St Peter's we understand that having a difficulty with some areas of learning does not exclude a child from achieving. The academic tradition is one that St Peter's is justly proud of, but the school does not focus solely on exam results. Children are encouraged to shine in a variety of ways, on the sports fields, through creative arts, and in service to the school and community.

As we wish to ensure that a child is able to benefit from the options on offer, help is at hand if there is difficulty in accessing the curriculum. In addition to the benefit of having an excellent pupil/teacher ratio in the main teaching group, the school, through the Learning Support Department, can provide small group or individual support. The department is housed in two specialist rooms supplied with current materials and ICT equipment. Department staff are qualified and experienced teachers of children with Special Educational Needs or those for whom English is not their first language. Plans for progress are prepared together with the class or subject teacher to ensure a cohesive strategy.

Supportive parents are vital for progress to both take place and be maintained; the department actively seeks the involvement of parents to assist in this. St Peter's seeks to encourage children to have a lasting, positive attitude to learning, developing their ability to think for themselves and fostering their curiosity to stretch the boundaries of what they know and believe. The Learning Support Department seeks to support the student as they make their way through this process to enable them to show what they can truly achieve.