SF1 Core Subjects Medium Term Curriculum Plan Autumn 1 2025 2026

| | Dunile will know how to analysis techniques used by | Pupils will know how to order and compare decimals | Punile will know how to plan and avaleia an active | Pupils will learn how to identify metals and non- | Dunile will loarn how religion is newtrayed in different | Pupils will know how to describe clearly in group |
|--|--|---|---|---|---|--|
| | Pupils will know how to analyse techniques used by the author to create tension. | · | Pupils will know how to plan and explain an online campaign. | metals on the periodic table. | Pupils will learn how religion is portrayed in different media, ie newspapers, television, film, internet and | settings. |
| Week 8 20 th - 24 th Oct | Pupils will know how to format exam-style responses using PEED. | L1: Pupils will be able to order and compare decimals. Pupils will know how to use the order of precedence (BODMAS/BIDMAS) | Pupils will be able to describe the steps to plan a campaign (goal, audience, platform and message). | Pupils will be able to identify at least two metals and two non-metals. | documentaries | EL2/3: Pupils will be able to share at least 2 details about an experience/ given stimulus. |
| | EL3: Pupils will be able to identify at least 2 moments where the play feels tense and describe this using PEED with staff support. | ils will be able to identify at least 2 moments play feels tense and describe this using L1: Pupils will know how to follow the order of precedence of | Pupils will be able to create a simple plan for their own campaign idea. | Pupils will know how to compare simple properties e.g. conductivity, strength, brittleness. | | L1: Pupils will be able to share experience with more detail and sequence. |
| | L1: Pupils will be able to describe how tension is created in a chosen scene. | problems and calculations. L2: Pupils will know how to follow the order of precedence of | Pupils will be able to explain how their campaign would spread online. | | | L2: Pupils will be able to use descriptive language in group storytelling. |
| | L2: Pupils will be able to explain how Miller structures the play to build tension. | operators (BODMAS/ BIDMAS) including indices to solve problems and calculations. | | | | Pupils will be able to research and create an argument for a given statement/ discussion. |
| | , | | | | | Pupils will be able to create a list of points either argue 'for' or 'against' a given statement. |
| | | | | | | Pupils will be able to use statistics and evidence to support and strengthen the points and argument that they are making. |
| Week 7 13 th - 17 th Oct | Pupils will know how justice and betrayal affect the storyline. | Pupils will know how to use estimation to support with calculations. | Pupils will know what online communities and campaigns are. | Pupils will learn what the main features of Mendeleev's periodic table are. | Pupils will learn the meaning of the term's 'indoctrination' and 'documentary' Pupils will correctly define these terms independently | Discussion Topic: The UK should ban anyone under the age of 18 from being able to purchase and use mobile phones. |
| | EL3: Pupils will be able to identify who betrays whom. L1: Pupils will be able to describe Eddie's betrayal. | L1: Pupils will be able to approximate by rounding to a whole number or to one or two decimal places. | Pupils will be able to give examples of online communities they use. | Pupils will be able to describe how Mendeleev left gaps for undiscovered elements. | | Pupils will know how to agree and disagree respectfully. |
| | L2: Pupils will be able to explain justice vs. Law and how this impacts the characters. | L2: Pupils will be able to estimate answers to calculations using fractions and decimals. | Pupils will be able to explain how online communities can support projects or campaigns. | Pupils will be able to state why Mendeleev's system was more accurate than Newlands'. | | EL2/3: Pupils will be able to contribute ideas/ opinions arguing either 'for' or 'against' a given statement/ |
| | | Pupils will know how to calculate ratios and proportion. L1: Pupils will be able to work with simple ratio and direct | Pupils will be able to identify examples of real campaigns. | | | discussion. L1: Pupils will be able to use polite phrases to agree/ |
| | | proportions. L2: Pupils will know how to understand and calculate ratios, direct proportion and inverse proportion. | | | | disagree. L2: Pupils will be able to challenge views respectfully in a debate/discussion. |
| | | uncer proportion and inverse proportion. | | | | Pupils will be able to use statistics and evidence to support and strengthen the points/argument that they are making. |
| Week 6 6 th – 10 th Oct | Pupils will know how to identify and analyse some of the themes within the text. | Pupils will know how to convert between fractions, decimals and percentages. | Pupils will know how to analyse an image to assessing if it has been edited or manipulated. | Pupils will learn what John Newland's law of Octaves is. | Pupils will learn the meaning of the term 'censorship' Pupils will correctly define this term independently | Pupils will know how to find and prepare points to support an argument. |
| | EL3: Pupils will be able to identify at least one theme within the text. | L1: Pupils will be able to recognise and calculate equivalences between common fractions, percentages and decimals. | Pupils will be able to use prior knowledge to make conclusions and assessments as to whether an image has been edited/ manipulated. | Pupils will be able to explain how Newlands arranged the elements (in order of mass). | | EL2/3: Pupils will be able to find at least 2 facts or ideas with support. |
| | L1/L2: Pupils will be able to identify and explain at least two themes within the text. | L2: Pupils will be able to independently convert between fractions, decimals and percentages. | Pupils will be able to list reasons why someone may have edited/ manipulated an image in a certain way. | Pupils will be able to explain why Newlands' model was not fully successful. | | L1: Pupils will be able to research simple points 'for' or 'against' a topic and share them. |
| | Pupils will know how to identify how family and loyalty work to shape events within the text. | Pupils will know how to convert between fractions and mixed numbers and vice versa. | | | | L2: Pupils will be able to research, organise and explain points for/against clearly. |
| | EL3: Pupils will be able to identify at least 2 examples of loyalty. | EL3: Pupils will be able to convert an improper fraction into a mixed number. | | | | |
| | L1: Pupils will be able to describe how family loyalty affects the plot. L2: Pupils will be able to explain how Miller uses loyalty | L1: Pupils will be able to convert a mixed number into an improper fraction. | | | | |
| | to create conflict. | L2: Pupils will be able to check their answers by converting back the other way (using the inverse operation). | | | | |
| Week 5 29 th Sept- 3 rd Oct | Pupils will know the roles of Beatrice and Catherine and how they compare | Pupils will know how to find fractions and percentages of amounts. | Pupils will know how ethical drawbacks can impact digital manipulation. | Pupils will learn how elements with similar properties are placed in groups. | Pupils will at least two positive and two negative ways in which media coverage can impact on religion Pupils will be able to give two positive and two negative | Pupils will know how to express and justify personal opinions. |
| | EL 3: Pupils will be able to describe each woman's role. | L1: Pupils will be able to find fractions of whole numbers, quantitates or measurements. | Pupils will be able to share their opinions as part of a group discussion exploring the ethical drawbacks of | Pupils will be able to state which groups are most reactive. | ways of religious media coverage. | EL2/3: Pupils will be able to give an opinion on a given topic. |
| | L1: Pupils will be able to compare and contrast their responses to Eddie. | L1: Pupils will be able to read, write, order and compare percentages in whole numbers. | digital manipulation. | Pupils will be able to predict whether an element becomes more or less reactive when moving down a group. | | L1: Pupils will be able to give an opinion with a reason to support. |
| | L2: Pupils will be able to find and evidence examples of Beatrice supporting Catherine from within the text. | L2: Pupils will be able to work out percentage of amounts and express one amount as a percentage of another. | | | | L2: Pupils will be able to explain an opinion giving details reasoning. |
| | | Pupils will be able to express one number as a fraction of another. | | | | |
| | | Pupils will know how to calculate percentage changes (increase and decrease) for amounts. | | | | |
| | | L1: Pupils will be able to calculate percentages of quantities, including simple percentage increases and decreases by 5% and multiples thereof. | | | | |
| | | L2: Pupils will be able to calculate percentage changes (any size increase or decrease), and original value after a percentage change. | | | | |

| | Pupils will know who Eddie is and what motivates his actions. | Pupils will know how to read, write and understand common fractions. | Pupils will know how to describe and assess the creative benefits of digital manipulation. | Pupils will learn how to identify/ find the proton number of elements in the periodic table. | Pupils will at least two positive and two negative ways in which media coverage can impact on religion | Pupils will know how to show listening through body language and response. |
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| Week 4 22 nd - 26 th Sept | Pupils will know how to create a character profile based on information read in a text. | EL: Pupils will be able to read, write and understand thirds, quarters, fifths and tenths, including equivalent forms. | Pupils will be able to edit a photo of their choosing to make it more creative. | Pupils will be able to find the proton number of a given element. | Pupils will be able to give two positive and two negative ways of religious media coverage. | EL2/3: Pupils will be able to listen and answer simple questions in a group. |
| | EL3: Pupils will be able to identify at least three things Eddie does. | L1: Pupils will be able to recognise and calculate equivalences between common fractions. | Pupils will be able to describe the process/ changes they have made to the photo. | Pupils will be able to place simple elements in order of proton number. | | L1: Pupils will be able to ask a question to check understanding. |
| | L1: Pupils will be able to describe Eddie's personality and support this with one piece of evidence. | Pupils will know how to order and compare common fractions and mixed numbers. | Pupils will be able to describe the creative benefits of digital manipulation. | | | L2: Pupils will be able to summarise group discussion points. |
| | L2: Pupils will be able to explain Eddie's motivations with reference to the text. | EL: Pupils will be able to read and write common fractions and mixed numbers. | | | | |
| | | L1: Pupils will be able to read, write, order and compare common fractions and mixed numbers. | | | | |
| | | L2: Pupils will be able to order and compare amounts or quantities using proper and improper fractions and mixed numbers. | | | | |
| | Pupils will know how to understand organisational and structural features and use them to locate | Pupils will know how to divide whole numbers and decimals using the bus stop method. | Pupils will know and understand the purpose and context behind digital manipulation of personal | Pupils will learn how elements are organised in the periodic table. | Pupils will at least two positive and two negative ways in which media coverage can impact on religion | Pupils will know how to speak clearly and take turns in discussion. |
| Week 3 15 th - 19 th Sept | relevant information (e.g. index, menus, subheadings, paragraphs) in a range of straightforward texts. | EL: Pupils will be able to divide three- digit whole numbers by single and double-digit whole numbers and express | Pupils will be able to list at least 3 reasons why an | Pupils will be able to recall that the periodic table shows all known elements. | Pupils will be able to give two positive and two negative ways of religious media coverage. | EL2/3: Pupils will be able to take turns in a short group talk. |
| | EL3: Pupils will be able to recall and identify the main features of a playscript (e.g. stage directions, cast list, | remainders. L1: Pupils will be able to divide whole numbers and decimals by 10, 100 and 1000. | image may be manipulated/ edited. Pupils will be able to analyse examples of manipulated | Pupils will be able to identify where metals and non-metals are found in the periodic table. | | L1: Pupils will be able to contribute relevant points in a group discussion. |
| | character's dialogue, acts and scenes as opposed to chapters). | L2: Pupils will be able to divide three-digit whole numbers by three-digit whole numbers and decimals. | pictures. | Pupils will be able to highlight the various groups for how the periodic table is organised. | | L2: Pupils will be able to speak clearly and adapt to the group. |
| | L1/L2: Pupils will be able to compare and contrast the features of a playscript with other genres. | Pupils will know what square and cube numbers are and how to calculate them. | | | | |
| | Pupils will know how to write their own setting/ description for a playscript based on information read in the text and research. | EL: Pupils will be able to explain what a squared/ cube number is. Pupils will be able to recall the first 12 square | | | | |
| | Pupils will be able to write their own setting/description based on 'A view from a bridge' using their own research to support them. | numbers (Within 12x table). L1: Pupils will be able to calculate the squares of one-digit | | | | |
| | | and two-digit numbers. L2: Pupils will be able to calculate the cubes of one-digit and | | | | |
| | A view from the bridge – Arthur Miller | two-digit numbers. Pupils will know how to add and subtract 3-digit numbers | Pupils will know how personal images can be | Pupils will learn what atoms, elements, compounds | AQA unit code 12867-Religious Expressions in Society- | Introduction to class debates/ discussions. |
| | EL3/L1/L2: Pupils will know how to research the | using the column method. | edited online. | and mixtures are. | Media Pupils will learn at least two reasons why religions use | Pupils will know what the conventions and rules are for |
| | context/ setting for a given text. Pupils will be able to research and present their findings | EL3: Pupils will be able to add and subtract three-digit whole numbers (using the column method). | Pupils will be able to give at least 3 examples of ways which personal images can be edited both by themselves and by other people. | Pupils will be able to describe the difference between an element and a compound. | the media Pupils will name two reasons after class discussion. | creating a safe space to debate various topics. EL2/3: Pupils will be able to explain and begin practicing |
| | linked to Redhook in Brooklyn during the 1950's. | L1: Pupils will be able to add and subtract decimals up to two decimal places. | , , , | Pupils will be able to give simple examples of each. | | the rules for a safe discussion space. |
| Week 2 8 th – 12 th Sept | Pupils will be able to explain/ describe what is meant by 'The American Dream'. | L2: Pupils will be able to add and subtract decimals up to three decimal places. | | | | L1: Pupils will be able to explain why it is important to tolerate and respect the contributions of others even if their perspective differs from that of their own. |
| | Pupils will be able to give reasons for why people chose to emigrate to American from other countries in the 1950's. | Pupils will know how to multiply whole numbers and decimals using the column/ long multiplication method. | | | | |
| | Pupils will know how to research a given playwright/author as part of providing background and historical context to a given text. | EL3: Pupils will be able to multiply two-digit whole numbers and by single and double-digit whole numbers. | | | | |
| | Pupils will be able to research and present their findings on the playwright Arthur Miller. | L1: Pupils will be able to multiply whole numbers and decimals by 10, 100, and 1000. | | | | |
| | Pupils will be able to identify and present information about possible links or influences for Arthur Miller's play. | L2: Pupils will be able to multiply three-digit whole numbers by three-digit whole numbers and decimals. | | | | |
| 9 _ 1 | Inset Days and BKSB Assessments | Inset Days and BKSB Assessments | Inset Days and BKSB Assessments | Inset Days and BKSB Assessments | Pupils will learn what we know about the various religions in our country | Inset Days and BKSB Assessments |
| Wee | | | | | Pupils will produce a mind map of what they have learned through the years in groups. | |
| | English- PW | Maths- PW | Computing- PW | Science- PW | RE- SF RELIGION AND THE MEDIA SF1/SF2 | SL&C-PW |