



**TORPOINT
COMMUNITY
COLLEGE**

A GUIDE FOR PARENTS,
CARERS AND STUDENTS

Assessment and reporting at KS3



The Curriculum framework

S	T	E	A	M
Science Geography Psychology	Technology and Design	English History Media MFL Religious Studies	Art Drama Music PE	Mathematics Computing
The Tutor Programme and Reading				
PSHE and Careers (including Work Experience)				
The Tutor Programme, Rights Respecting Schools and Enrichment (including Health and Wellbeing week)				
Literacy and Numeracy				

The curriculum is built around “STEAM” during a 3-year KS3 framework. The intent is that students build on their knowledge and understanding from KS2 and further scaffold their “long term memory” during this period to fully prepare for their KS4 option choices. The knowledge and content learnt at KS2 is revisited and contextual knowledge that facilitates success at KS4 is embedded with the aim of consolidating, extending and challenging individual learning.

The curriculum narrative contains a 2-year KS4 framework in which students are able to select a range of subjects in addition to English, Mathematics and Science (combined or separate) to further build on their knowledge and understanding, enabling each student acquires a “deep body of knowledge” for their next stage of education. The curriculum culminates with a 2-year KS5 framework in which students are able to select subjects to deepen their knowledge and understanding for their chosen next stage.





Assessment

This handbook has been produced to support all parents, carers and students to understand how we assess pupils at KS3.

Assessing students is an important part of the work of teachers at the College. We must ensure that we have robust systems in place that allow us to check what every child knows and what they haven't yet learned in order to plan learning sequences that build on their existing knowledge and plug any gaps.

Assessment isn't just tests – assessment happens every day in many ways as teachers are constantly trying to draw inferences about students understanding at the point of being taught something and their ability to recall it at a future date.



At TCC, we have created a common framework for Assessment and Feedback.



This document sets out the key principles of effective assessment



Subject leads are then required to create subject specific assessment policies that observe the principles but are also tailored to the specific demands of their subject discipline.



Our framework can be found on the next two pages...



Overview

As a College we recognise the importance of high-quality assessment and feedback to facilitate learning gains for students. Teachers need to constantly gather data about student understanding and knowledge retention, both within and between lessons in order to act incisively and adapt teaching to ensure that knowledge gaps are plugged, and an appropriate level of challenge is maintained. It is important that students receive feedback on the work they have completed and for marking to be meaningful it needs to vary by age group, subject and what works best for the student and teacher. Feedback should be motivating and aspirational: this means being consistent and constructive.

Assessment is the bridge between teaching and learning. There's always a teaching-learning gap. Just because we've taught it, it doesn't mean pupils have learned it. The best teachers close the teaching-learning gap so that their pupils learn – and remember rather than forget – what they are being taught.

Much scientific research evidence suggests that the testing effect has powerful impact on remembering and forgetting. If pupils are to remember and learn what we teach them in the subject curriculum, assessment must be cumulative and revisit curriculum content. The teaching-learning gap gets worse if pupils forget what they've learned. As cognitive science has shown, 'if nothing has been retained in long-term memory, nothing has been learned'. Assessment, by ensuring pupils revisit what they're learning, can help ensure they remember it and store it in the long-term memory. Pupils forget very swiftly. Daily recaps, weekly quizzes and knowledge quizzes are effective ways to boost pupils' long-term memory retention and prevent forgetting.

Aims



Ensure a proactive approach to assessment that is focused on gathering data about student learning, plugging knowledge gaps and maintaining high levels of challenge for all learners



Develop approaches that recognise teachers as the experts in their subject and able to best determine how to assess students and offer feedback in ways that lead to long term learning gains



Create time-manageable approaches that support teacher wellbeing

Daily Review

Teachers create retrieval questions for every single lesson that consolidate pupils' learning, so they don't forget. This daily habit builds very strong retention and motivation: pupils feel motivated because they see how much they are remembering and how much more they are learning than ever before.

Weekly Review

Teachers can create quiz questions at the beginning of a new week about what was learned in the previous week. They challenge and test pupils' understanding. They are mastery tests, where most pupils should be able to achieve a strong result.

Knowledge quizzes

Knowledge exams should be cumulative, so that pupils revise and remember what they've learned over a longer period.

7 Principles



Teachers are required to assess students **and give them feedback** as part of the on-going process of daily teaching, but there is no specific requirement as to what teachers should write on students' books. It is important that students know that their books have been looked at and that they are given praise comments to recognise their successes. If teachers feel that a more extended written comment will be meaningful for the student, then they can choose to write on the work. The teacher should always consider: will the student be able to read/ process/ internalise what I plan to write? Will there be long term gains for their learning? Would it be timely to design a teaching episode to tackle the misconception)?



Assessment and feedback do not take one format. Teachers make judgements about how best to record assessment information and share this with learners. We understand the value of approaches that represent a low opportunity cost, including verbal feedback, live feedback and reflective whole class feedback as these allow teachers to free up time for high value activities such as planning. They also decrease teacher workload and support wellbeing which is very important to the College.



The most effective teachers ask lots of questions to lots of students and then use the responses to make decisions about how to proceed with the lesson or during a series of lessons. We therefore expect **effective questioning to be prominent in department thinking about assessment**



The most important aspect of assessment and feedback is that the data gathered by the teacher is acted upon to move the learning of the student forward and that there is time to revisit and review. This might mean giving students a specific task to do to improve a previous piece of work or a new task to do in order to practise a skill. It might mean that the teacher delivers a sequence of lessons that address an underlying misconception that will take time to reteach. The teacher is the expert in considering how **to use assessment to plug learning gaps** and facilitate opportunities for learners to improve.



Subject areas agree approaches to assessment which are most appropriate for the specific subject discipline and these are followed by teachers within the team. There need to be **clearly defined protocols for formal assessments within departments to ensure consistency across the subject area.** Teachers need to think about 'forgetting'. Designing end-of-unit assessments that test what pupils have only just learned is likely to yield good outcomes, but students may do well because the learning was very fresh in the memory. Forgetting can be a huge problem amongst pupils and a potential blind spot in teaching. Assessment needs to develop over a year to assess content taught with increasing time intervals. We can't truly say that children have learned something if they can't remember it six months later.



Teachers are expected to keep **up to date records about student attainment** (usually on sims) that can be reported to parents/ carers.



Leaders in the College have a responsibility to provide **training and support** to teachers in order to ensure that formal assessment is accurate and that assessments are appropriately designed for the students.



Reporting

As well as assessing students, teachers also need to report on students' attainment and progress to parents and carers. During KS3 at Torpoint Community College, we monitor and report on student attainment by using a system of Curriculum Related Expectations (CREs).

This simply means that we make judgements of progress based on how much of the curriculum each child has learned. Subject leads at the College have carefully mapped what children should learn in each subject in a coherent sequence; they have also designed assessments directly linked to the taught curriculum.

The specific things that we want children to learn are called Curriculum Related Expectations (CREs) - we then use knowledge quizzes to assess the extent to which each child can demonstrate knowledge and understanding of the planned curriculum.

The CREs are broadly grouped into three areas:

1. The vocabulary children should be able to define
2. The things that children should know
3. The things that children should be able to do

We then report a % based on how much knowledge and understanding each child has demonstrated in their knowledge quizzes. We also report a class mean to help you to contextualise the score and understand how well your child is performing in relation to their peers. Comparing an assessment score with a previous score is unlikely to yield reliable information about student progress. We expect fluctuations in scores as the level of challenge of assessments increase over time.





Mockup report

(actual will include all subjects)

Reports will show a snapshot of the latest student attainment profile in every subject. Reports will indicate each student's:

- mean % score for the assessments completed to date
- a class average
- a performance indicator grade

Interim reports will be produced twice per year and will only contain data. A full report will be produced once per year and will be the same as the interim report, but also include a teacher comment specific to each child.

Subject	Mean % for assessments to date	Class average	Performance indicator
English	63%	72%	Passive
Maths	72%	70%	Passive
Science	68%	80%	Active
MFL	88%	80%	Active
History	63%	70%	Passive

Performance indicator grade

Active –Completes all class and homework to the best of their ability. Listens attentively to teacher and peers. Takes pride in their work.

Passive –Completes most class and homework but needs prompts and reminders from the teacher. Usually listens well but sometimes needs to be reminded to focus.

Reluctant –Class and homework is often incomplete and needs lots of prompts from the teacher to focus.



Curriculum Related Expectations

The following pages are for your information and detail the curriculum related expectations for all subjects

These pages tell you exactly what descriptors your child has been assessed against in order to determine the % score on their reports

<u>Year 7</u>	<u>Year 8</u>	<u>Year 9</u>
<u>Science</u>	<u>Science</u>	<u>Science</u>
<u>Geography</u>	<u>Geography</u>	<u>Geography</u>
Technology: <u>Food</u> <u>Product design</u> <u>Textiles</u>	Technology: <u>Food</u> <u>Product design</u> <u>Textiles</u>	Technology: <u>Food</u> <u>Product design</u> <u>Textiles</u>
<u>English</u>	<u>English</u>	<u>English</u>
<u>History</u>	<u>History</u>	<u>History</u>
<u>Spanish</u> <u>French</u>	<u>Spanish</u> <u>French</u>	<u>Spanish</u> <u>French</u>
<u>Religious studies</u>	<u>Religious studies</u>	<u>Religious studies</u>
<u>Art</u>	<u>Art</u>	<u>Art</u>
<u>Drama</u>	<u>Drama</u>	<u>Drama</u>
<u>Music</u>	<u>Music</u>	<u>Music</u>
<u>PE</u>	<u>PE</u>	<u>PE</u>
<u>Maths</u>	<u>Maths</u>	<u>Maths</u>
<u>Computing</u>	<u>Computing</u>	<u>Computing</u>



Year 7

CURRICULUM RELATED
EXPECTATIONS

	Cells		Reproduction		
Students should be able to define	Objective lens Eyepiece lens Magnification Cell wall Cell membrane Vacuole Nucleus Cytoplasm Chloroplasts	Specialised Tissue Organ Mitochondria Ribosomes Unicellular Amoeba Euglena Diffusion	Adolescence Puberty Fertilisation Implantation Testes Scrotum Sperm duct Urethra Penis	Anther Pollen Style Ovaries Oviducts Uterus Cervix Vagina Gametes Implantation	Gestation Fetus Placenta Umbilical cord Filament Carpel Stigma Menstrual cycle Stamen
Students should know	What all living organisms are made of What each part of the microscope does and how it is used The differences between plant and animal cells The functions of the components of a cell by linking them to life processes Some examples of specialised animal cells, linking structure and function Which substances move into and out of cells using the process of diffusion What a unicellular organism is and give detailed examples The structure and function of an amoeba The structure and function of an euglena		The difference between adolescence and puberty The main changes that take place during puberty How different parts of the male and female reproductive systems work together to achieve certain functions The adaptations of some of the main structures that help them function Compare the male and female gametes The sequence of fertilisation, implantation and gestation and how contraction brings about birth The role of the menstrual cycle in reproduction and the stages of the menstrual cycle as a timed sequence of events How the structures of the flower are adapted to their function and the role of pollination in plant reproduction The process of wind and insect pollination, comparing the similarities and differences between the two The process of fertilisation in plants, explaining the role of each of the parts involved in the process and how germination of the seeds occurs Explain how the adaptations of seeds aid dispersal and why seeds are dispersed.		
Students should be able to	Use a microscope to observe a prepared slide calculating a range of magnifications Compare and contrast specialised features of plant and animal cells, summarising this in a table or as a model		Present information in the form of a scaled timeline or pie chart Use appropriate techniques to dissect a flower and record detailed observations Plan and design an experiment to test a hypothesis about seed dispersal, clearly explaining all the variables involved.		

	Adaptation and Inheritance		Particles and their behaviour	
Students should be able to define	Variation Inheritance Species Natural Selection Predator Prey Population Adaption Extinction	continuous discontinuous Heredity chromosomes genes DNA environment biodiversity	Solid Liquid Gas Particles Fluid Density Compress Boiling Condensing	Sublimation Melting Freezing Latent heat
Students should know	<p>Resources that plant and animals compete for.</p> <p>How organisms are adapted to their environments.</p> <p>How organisms adapt to environmental changes.</p> <p>How competition can lead to adaptation.</p> <p>How variation in species occurs.</p> <p>The difference between environmental and inherited variation.</p> <p>The difference between continuous and discontinuous variation.</p> <p>How characteristics are inherited.</p> <p>How scientists worked together to develop the DNA model and that one team of scientists built on earlier work of another team in the discovery of DNA structure.</p> <p>The process of natural selection.</p> <p>How organisms evolve over time.</p> <p>Some factors that may lead to extinction.</p> <p>The purpose of gene banks.</p>		<p>How a range of materials are made up of particles</p> <p>Evaluate particle models that explain why different materials have different properties</p> <p>How to design and explain a new representation of the particle model</p> <p>The properties of a range of substances in their three states</p> <p>Use ideas about how fast particles are moving to explain the properties of a substance in its three states</p> <p>Explain why there is a period of constant temperature during (the latent phase)</p> <p>How to use the particle model and latent heat to explain boiling, condensation, sublimation, melting and freezing</p> <p>Why different substances boil at different temperatures and the difference between evaporation and boiling using particle diagrams and latent heat</p> <p>Use particle diagrams to explain how diffusion occurs and the factors that affect it</p>	
Students should be able to	<p>Interpret secondary data to describe trends and draw simple conclusions about predator-prey relationships</p> <p>Record and categorise observations of variations between different species.</p> <p>Represent variation within a species using graphs.</p> <p>Record results in a table and plot a histogram.</p> <p>Create an evolutionary family tree, giving justification for the route chosen in the tree.</p> <p>Interpret evidence provided in scientific texts to explain the most likely theory for dinosaur extinction.</p>		<p>Locate the melting point of stearic acid on a graph of data plotted from observations</p> <p>Interpret melting point data to explain the particle movement of different substances at a given temperature</p> <p>Assess the strength of evidence from boiling point data, deciding whether it is sufficient to support a conclusion</p> <p>Process data, including using multi-step calculations and compound measures, to identify complex relationships between variable</p> <p>Identify key variables</p> <p>and planning appropriate approaches to investigating the rates of diffusion</p> <p>Use particle diagrams to explain how gas pressure is created</p> <p>Explain, using particle diagrams, what happens to gas pressure as the temperature increases</p> <p>Describe why diffusion is faster at higher temperatures, using the concept of how fast particles are moving</p>	

	Elements, Mixtures and Compounds		Acids and Alkalis	
Students should be able to define	Element Mixture Compound Periodic table Symbol Atom Electrons Neutrons Protons	Molecule Property Boiling point Melting point Formula	Acid Alkali Acidic Alkaline Neutral Neutralisation Base Salt Concentrated	Dilute Corrosive Indicator Litmus Universal indicator pH scale
Students should know	<p>Explain why certain elements are used for given roles, in terms of the properties of the elements</p> <p>Compare the properties and uses of different elements</p> <p>Link the behaviour of atoms within substances to why elements, but not lone atoms, exhibit properties</p> <p>Differentiate elements from compounds when given names and properties</p> <p>The chemical names for some simple compounds.</p> <p>Describe elements and compounds using familiar symbols and</p>		<p>Compare the properties of acids and alkalis.</p> <p>Describe differences between concentrated and dilute solutions of an acid.</p> <p>Explain why neutralisation reactions are useful in the context of specific examples</p> <p>Justify the method chosen to investigate which indigestion remedy is 'better'</p> <p>Describe what a salt is.</p> <p>Predict the salts that form when acids react with metals or bases.</p> <p>Present observations from the practical investigation as word equations.</p>	
Students should be able to	<p>Use observations and data obtained to form conclusions about given elements</p> <p>Use information given to draw conclusions about how the properties of atoms contribute to the properties of elements</p> <p>Use particle diagrams to explain why a compound has different properties to the elements in it</p> <p>Apply existing knowledge to suggest reasons for the differences between iron, sulphur, and iron sulphide</p> <p>Write and interpret chemical formulae.</p>		<p>Identify and describe the meaning of hazard symbols and offer suitable safety precautions.</p> <p>Use the pH scale to measure acidity and alkalinity.</p> <p>Describe how indicators categorise solutions as acidic, alkaline, or neutral.</p> <p>Identify the likely pH of a solution using experimental observations.</p> <p>Interpret a graph of pH changes during a neutralisation reaction</p>	

	Forces	
Students should be able to define	Push Pull Contact force Non-contact force Gravity Interaction pair Newtonmeter Newton N Deform	Compress Stretch Friction Lubrication Resistance Drag Streamlined Weight Balanced unbalanced
Students should know	<p>Forces as pushes or pulls, arising from the interaction between two objects.</p> <p>Using force arrows in diagrams, adding forces in one dimension.</p> <p>Forces measured in newtons, measurements of stretch or compression as force is changed. Opposing forces and equilibrium: weight supported on a compressed surface.</p> <p>Forces: associated with deforming objects; stretching and squashing – springs.</p> <p>Force–extension linear relation; Hooke’s Law as a special case. Opposing forces and equilibrium: weight held by a stretched spring. Energy changes on deformation.</p> <p>Forces: associated with rubbing and friction between surfaces, with pushing things out of the way; resistance to motion of air and water.</p> <p>Non-contact forces: gravity forces acting at a distance on Earth and in space.</p> <p>Gravity force, weight = mass × gravitational field strength (g), on Earth g = 10 N/kg, different on other planets and stars.</p> <p>Using force arrows in diagrams, adding forces in one dimension, balanced and unbalanced forces.</p> <p>Forces being needed to cause objects to stop or start moving, or to change their speed or direction of motion (qualitative only). Change depending on direction of force and its size.</p> <p>Opposing forces and equilibrium: weight held by a stretched spring or supported on a compressed surface</p>	
Students should be able to	<p>Make predictions using scientific knowledge and understanding. Explain what forces do.</p> <p>Describe what is meant by an interaction pair. Make predictions about forces in familiar situations. Describe how forces deform objects. Explain how solid surfaces provide a support force. Use Hooke’s Law.</p> <p>Present data on a graph and identify a quantitative relationship in the pattern. Describe the effect of drag forces and friction. Explain why drag forces and friction arise. Plan and carry out an experiment to investigate friction, selecting suitable equipment. Describe the effects of a field. Describe the effect of gravitational forces on Earth and in space. Present results in a simple table. Describe the difference between balanced and unbalanced forces.</p> <p>Describe situations that are in equilibrium. Explain why the speed or direction of motion of objects can change. Present observations in a table including force arrow drawings.</p>	

Electricity and magnetism				
Students should be able to define	Charge Current Voltage Potential difference Attract	Repel Positive Negative Ammeter Voltmeter	Series Parallel Resistance Ohms Amps Volts	Conductor Insulator Pole Magnetic Magnetic field Electromagnet Permanent magnet
Students should know	<p>Separation of positive or negative charges when objects are rubbed together: transfer of electrons, forces between charged objects.</p> <p>The idea of electric field, forces acting across the space between objects not in contact.</p> <p>Non-contact forces: forces due to static electricity.</p> <p>Using physical processes and mechanisms, rather than energy, to explain the intermediate steps that bring about changes in systems.</p> <p>Electric current, measured in amperes in circuits.</p> <p>Current as a flow of charge.</p> <p>Using physical processes and mechanisms, rather than energy, to explain the intermediate steps that bring about changes in systems.</p> <p>Potential difference, measured in volts.</p>		<p>Battery and bulb ratings.</p> <p>Series and parallel circuits, currents add where branches meet.</p> <p>Resistance, measured in ohms, as the ratio of potential difference (pd) to current.</p> <p>Differences in resistance between conducting and insulating components (quantitative).</p> <p>Magnetic poles, attraction and repulsion.</p> <p>Magnetic fields by plotting with compass, representation by field lines.</p> <p>Earth's magnetism, compass, and navigation.</p> <p>Non-contact forces: forces between magnets.</p> <p>Using physical processes and mechanisms, rather than energy, to explain the intermediate steps that bring about changes in systems.</p>	
Students should be able to	<p>Explain how objects can become charged.</p> <p>Describe how charged objects interact.</p> <p>Describe what is meant by an electric field.</p> <p>Interpret observations, identifying patterns linked to charge.</p> <p>Describe what is meant by current.</p> <p>Describe how to measure current.</p> <p>Set up a circuit including an ammeter to measure current.</p> <p>Recognise that the current at any point in a series circuit has the same value as the current at any other point in the same circuit.</p> <p>Describe what is meant by potential difference.</p> <p>Describe how to measure potential difference.</p> <p>Describe what is meant by the rating of a battery or bulb.</p> <p>Set up a simple circuit and use appropriate equipment to measure potential difference.</p> <p>Describe the difference between series and parallel circuits.</p>		<p>Describe how current and potential difference vary in series and parallel circuits.</p> <p>Identify the pattern of current and potential difference in series and parallel circuits.</p> <p>Describe what is meant by resistance.</p> <p>Calculate resistance of a component and of a circuit using $V = IR$</p> <p>Describe the difference between conductors and insulators in terms of resistance.</p> <p>Identify independent, dependent, and control variables. Describe how magnets interact.</p> <p>Describe how to represent magnetic fields.</p> <p>Describe the Earth's magnetic field.</p> <p>Draw field lines round a magnet in detail.</p> <p>Recognise that the strength of the magnetic field depends on the distance from the magnet. - Describe how to make an electromagnet.</p> <p>Describe how to change the strength of an electromagnet.</p> <p>Predict and test the effect of changes to an electromagnet.</p> <p>Describe some uses of electromagnets.</p> <p>Describe how a simple motor works.</p> <p>From your experiment, pose scientific questions to be investigated.</p>	

	Topic 1: Introduction to Geography and Europe			Topic 2: Europe and Antarctica		Topic 3: Antarctica and Oceans
Students should be able to define the words	Human geography Physical geography Climate Weather Evaporation Evapotranspiration Condensation Precipitation Surface runoff Infiltration	Throughflow Groundwater flow Waterfall meander Ox-bow lake Delta Erosion Hydraulic action Abrasion Attrition	Solution Transportation Traction Saltation Suspension Weathering Freeze thaw weathering Biological weathering Onion-skin weathering Chemical weathering	Weather Climate Megacity Natural increase Migration Glacier Accumulation Ablation Abrasion	Abrasion Plucking Bulldozing Erosion Corrie Arete Pyramidal peak Adaptation	Marine plastics Microplastic Overfishing Climate change Global warming
Students should know	<ul style="list-style-type: none"> - What the difference between human and physical geography is - The names of the 7 continents and 5 oceans - Where Europe is and at least 6 countries on the continent of Europe - What a climate graph is and how to draw one - What the water cycle is - How a river forms and changes from source to mouth - Know the 4 types of erosion and transportation of a river - Know and explain the 4 different types of rock weathering 			<ul style="list-style-type: none"> - Location of megacities within Europe - Why cities grow into megacities - Push and pull factors - Reasons why people migrate - What a glacier is and how it shapes the landscape - How glacial landforms are formed - How animals adapt to survive in Antarctica - The threats that Antarctica faces 		<ul style="list-style-type: none"> - Know how plastics have ended up in our oceans - Know the problems that plastics cause in our oceans - Know what microplastics are, how they come to be and the impact they have - Know how we can reduce marine plastics - Know the causes and impacts of overfishing - The threats climate change presents to our oceans
Students should be able to	<ul style="list-style-type: none"> - Define human and physical geography - Label the 7 continents and 5 oceans accurately on a world map - Draw a climate graph for any given region - Label 5 countries on a map of Europe - Accurately label a diagram of the water cycle and define 3 key terms at least - Identify the correct sequence for the formation of a river - Explain how a river changes from source to mouth and correctly identify which part of a river you would expect to find landforms - Correctly match up the erosion term with its correct definition - Correctly draw diagrams to illustrate the 4 types of river transportation - Describe at least 2 types of weathering and draw diagrams to illustrate the process 			<ul style="list-style-type: none"> - Name the 3 megacities in Europe and identify which country they are in - Define a megacity - Give 2 examples of push and pull factors - Explain 2 reasons why people migrate - Identify the correct sequence for the formation of a glacier - Explain 2 ways a glacier shapes the landscape - Explain the formation of at least one glacial landform - Label a diagram of an animal in Antarctica with the ways it has adapted to its environment - Explain 2 threats Antarctica faces 		<ul style="list-style-type: none"> - Explain the ways plastic gets into our oceans - Define marine plastics and microplastics - Explain 2 impacts plastics have on our oceans - Define over-fishing - Explain 2 causes and 2 impacts of overfishing - Define climate change - Explain 2 threats climate change has on our oceans

Students should be able to explain the words	<table border="0" style="width: 100%;"> <tr> <td style="width: 50%; vertical-align: top;"> Kneading Bridge and claw Cross contamination Yeast </td> <td style="width: 50%; vertical-align: top;"> Creaming Glazing Sieving Colander </td> </tr> </table>	Kneading Bridge and claw Cross contamination Yeast	Creaming Glazing Sieving Colander
Kneading Bridge and claw Cross contamination Yeast	Creaming Glazing Sieving Colander		
Students should know	<ul style="list-style-type: none"> - The parts of the oven and what they are used for - What the Eatwell guide is - What the method is called that is used to make scone based pizza dough and cheese straws - How many glasses of water we should drink in a day 		
Students should be able to	<ul style="list-style-type: none"> - Follow health and safety rules in the food room - Use the oven safely and independently - Use the bridge and claw grips when chopping - Accurately shape their bread rolls - Safely and hygienically handle ingredients - Demonstrate accuracy when rolling dough 		

	Topic: Stamp Project	
Students should be able to define these key words.	Aesthetics Target Market Manufacturing CAD/CAM	Function Environmental Issues Quantity Dimensions
Students should know the following;	<ul style="list-style-type: none"> • How to use market research/mood boards to help inspire their own ideas. • How to create designs that will appeal to their Target Market. • The different scales of production in the Product Design industry. 	
Students should be able to;	<ul style="list-style-type: none"> • Draw 3D form using technical drawing skills – 1point and 2point perspective. • Write annotations and render designs effectively so that their ideas are clearly explained visually and using the correct key words. • Use CAD correctly to draw out their designs – colour coding, nesting and adding instructions. • Understand how to 'mirror' their images so that their stamp works effectively – especially if it contains text. • Check for quality and demonstrate resilience if mistakes occur. 	

	Topic 1: Screen Printed and Applique Pop Art /Marvel Cushion
Students should be able to define the words	Applique Overlocking Felt Screen printing Textiles shears Pop Art Movement Pinning Vintage Template
Students should know	<ul style="list-style-type: none"> - The key themes behind the pop art movement and why is it still relevant in design today. - Why it is important to use the correct equipment in textiles. - What makes felt a good choice for the technique of applique?
Students should be able to	<ul style="list-style-type: none"> - To pass their sewing test and operate the sewing machine safely. - Use a paper template to pin and cut out felt to create an accurate image. - Operate the sewing machine independently and attach a range of shapes. - Use an acetate overlay to place the image correctly before screen printing the final layer of the design. - Screen print accurately with DT technician. - Use the sewing machine to sew a 15mm square for cushion. - Adapt a design idea to suit their own colour scheme and present in zine. - Independently follow health and safety rules in workshop. - Check for quality and demonstrate resilience if mistakes occur.

Year 7	Transition: Reading a novel		Greek Mythology		An Introduction to Rhetoric	
Students should be able to define the words	Genre Gothic Character Setting Pathetic Fallacy Juxtaposition	Intrigue Ominous Unfortunate Dilapidated Desolation	Oral tradition Myth Aetiological Allusion Hubris	malignant bountiful Foresight Sisyphean didactic Heroic	Rhetoric Ethos Logos Pathos Repetition Antithesis Syllogism	Unity Anachronism Insidious Advocate
Students should know	Some key conventions of the gothic genre How writers intrigue readers in the opening of stories How writers use setting to create an eerie atmosphere How writer's construct engaging characters How writers structure texts in interesting ways What pathetic fallacy is and its effect What an appositive is What juxtaposition is and its effect What a theme is and how it can be traced in a story What symbolism is and how is used in a story How to use a range of sentence structures to describe the weather How to plan and draft a story opening using a range of interesting features		How stories were traditionally told and made memorable What a myth is What different types of myth there are Why we tell stories and what their purpose is What a classical allusion is How writer's use allusions to convey meaning What hubris is How texts might be used to teach a moral lesson What it means to 'open Pandora's box' What a 'Sisyphean task' is What someone's 'Achille's Heel' is What a simile is How writers plan and construct engaging stories		What the origins of rhetoric in Greek society What ethos is and how it can be used to establish a relationship with the audience What logo is and how it can be used to create a credible argument What pathos is and how it can be used to influence the audience How writer's create unity and convey authority What antithesis is and how it is used What a syllogism is and how it is used What issues writers advocate for How appositives are used in argument writing How rhetorical arguments are structured How to plan and draft a rhetorical letter on an environmental issue	
Students should be able to	Read an unseen text and apply knowledge/ skills from this unit to show understanding Define and/ or apply tier 2 and 3 vocabulary with precision Identify and explain features of the gothic genre Write 1-2 sentences to summarise the plot of a modern story – The Bad Beginning Identify and explain how a writer creates intrigue Identify use of pathetic fallacy and explain its effect Write a sentence using an appositive to tell more about a character/place Plan the opening to a story using a range of sentence structures for effect Write the opening to a story which uses pathetic fallacy to create an eerie atmosphere		Read an unseen text and apply knowledge and skills from this unit to show understanding Identify and explain the features of a myth Identify and explain the type and purpose of a myth Identify an allusion and explore its meaning Identify a simile and explore its meaning Write a summary Write a sentence that uses an appositive Write a sentence that uses an allusion Write a sentence that contains a simile Define and/or apply tier 2 and 3 vocabulary with precision Retell a myth from the perspective of a character		Read an unseen text and apply knowledge and skills from this unit to show understanding Define and/or apply tier 2 and 3 vocabulary with precision Identify where and how a writer uses ethos Identify where and how a writer uses logos Identify where and how a writer uses pathos Write a sentence that uses an appositive Write a sentence that uses antithesis Identify and explain a writer's point of view Select precise quotations as evidence to support ideas Create a plan for a rhetorical argument Write a rhetorical argument in the form of a letter	

Year 7	How do poems work		Autobiography		Dickens his world and his writing	
Students should be able to define the words	Metaphor Extended metaphor Tenor Vehicle Ground Personification Alliteration	Barren Immortal abysmal Limpid Staccato Rhyme Scheme Connotations	Juxtaposition Narrative voice Allusion Lexical Field Connotations Ambivalence	Prepossessing Opaque Leaden Gesticulate Sentry Treacherous Iridescent	Injustice Squalid Endeavour Marginalise Dehumanise Advocate Denounce	Affluence Savage Interminable Denounce Treachery Antagonist Burden
Students should know	The differences between poetry and prose How poets present ideas about the natural world The difference between literal and metaphorical language What the three parts of a metaphor are What personification is and how it is used in poetry What alliteration is and How to identify a rhyme scheme in poetry What evaluative adverbs are and why they are useful How to evaluate the effect of writers language choices How poems might affect the reader How poems are planned, drafted and edited		the difference between biographies and autobiographies the features of autobiographical writing What a literary allusion is How writers use literary allusions to convey meaning What a lexical field is How writers use lexical fields to convey meaning What juxtaposition is What connotations are How to write about connotations in analytical writing What ambivalence is the difference between 'infer' and 'imply'		How the industrial revolution changed life in Britain What the poor laws were How people were treated in the workhouse Connotations of serpents—including Christian symbolism What animalistic imagery is What the class system is What the three parts of a metaphor are How writers use fiction as a form of social commentary How Dickens presents ideas about childhood in Oliver Twist How to select precise evidence from a text How to zoom in on writer's language choices and analyse effect	
Students should be able to	Read an unseen text and apply knowledge and skills from this unit to show understanding Define and/or apply tier 2 and 3 vocabulary with precision Select precise evidence from a poem to support ideas Identify a metaphor in a poem Identify the tenor and vehicle in a metaphor Explain the ground in a metaphor Write a sentence that contains a metaphor Identify personification in a poem and select a quotation Identify alliteration in a poem and select a quotation Label the rhyme scheme of a poem Evaluate the effect of writer's language choices Explain the effect of poetry on the reader Write a poem about the natural world		Read an unseen text and apply knowledge and skills from this unit to show understanding Define and/or apply tier 2 and 3 vocabulary with precision Explain the features of an autobiography Identify and explain the use of literary allusion Identify and analyse the effect of a lexical field Write an analytical paragraph which selects a quotation and explores connotations of language Define the word ambivalence and use it in a sentence Write an analytical sentence using the word infer Write an analytical sentence which uses the word imply Use tenor, vehicle and ground to analyse a metaphor Identify and explain how a writer uses juxtaposition		Read an unseen text and apply knowledge and skills from this unit to show understanding Define and/or apply tier 2 and 3 vocabulary with precision Explain what Dickens suggests about childhood and poverty in his writing Select precise evidence from the text to support an argument Write a sentence about Dickens which contains an appositive Use tenor, vehicle and ground to analyse a metaphor Write an analytical paragraph to explain the effect of writer's language choices Write a description of a poor part of Victorian London.	

Year 7	Phase 1: How did the face of England change?		Phase 2: How important were England's medieval monarchs?		Phase 3: Was 1348 the end of the world?	
Students should be able to define the words	Infer Doggerland Artefact Celts Romans Anglo-Saxons Vikings	Dark Ages Sutton Hoo Chronology Battle of Hastings Migration/migrant Jews Huguenots Irish West Indian	Middle Ages Medieval Knight Hierarchy Feudalism Monarch Anarchy Church Parish	Divine Right of Kings Castle Siege Peasant Three Field System Baron Crusades Law Punishment	Black Death Plague Spread Cause Symptoms Buboes Cure Consequence	Change Impact
Students should know	<ul style="list-style-type: none"> Who the first English people were & where they came from What happened when the Anglo-Saxons came to Britain What happened in the Battle of Hastings What drove people to migrate How migrants have changed Britain 		<ul style="list-style-type: none"> How society in medieval England lived How significant England's medieval monarchs were Whether Eleanor of Aquitaine was a strong or weak queen Whether King John was lucky or useless How important the Magna Carta was How Edward I changed castles 		<ul style="list-style-type: none"> Whether 1348 was the end of the world or not What the causes and symptoms of the Black Death were How people responded to the Black Death How terrible the Black Death was What it was like to live in the shadow of the the Black Death 	
Students should be able to	<ul style="list-style-type: none"> Make inferences from a source/artefact Use maps to identify key locations, make decisions and establish origins of people Identify what a source reveals about a particular event/place/persons Make an informed decision based on sources/interpretations Establish how reliable a source of information might be Create a timeline of a significant historical event Identify push/pull factors Identify changes caused by people/persons/events Create a concept map to show change and consequences 		<ul style="list-style-type: none"> Make inferences from a source/artefact Make an informed decision based on sources/interpretations, giving an explanation Create a timeline of a significant historical event Draw a diagram to illustrate social hierarchy Identify three reasons why... Create a storyboard to illustrate a chronological narrative of an event/period in history Create and draw a map to show key features and understanding Write a first-person narrative account Use maps to identify key locations, make decisions and establish origins of people 		<ul style="list-style-type: none"> Make inferences from a source/artefact Make an informed decision based on sources/interpretations Use a map to trace paths of source, spread and extent and locate cities Identify what a source reveals about a particular event/place/persons Create a table to show in-depth understanding of actions/consequences Write a first-person narrative account Study sources to identify change & consequence Draw a line graph to demonstrate change over time Write a paragraph to explain what sources reveal about/impact of a significant event Explain how a person's life has changed as a result of a significant event Identify positive & negative consequences of an event 	

	Half term 1 Name, age and birthdays	Half term 2 Hair and eyes, pets	Half term 3 Where I live and where I am from
Key vocabulary/phrases that students will learn	See sentence builder, unit 1 & 2 (beginner - pre intermediate)	See sentence builder, unit 3 & 7 (beginner - pre intermediate)	See sentence builder, unit 4 (beginner - pre intermediate)
Key sentence patterns students will learn	I am called He/She is called I am __ years old He/She is __ years old I am from __ He/She is from __ My birthday is the __ of __ His/her birthday is the __ of __	I have + noun + adjective He/She has + noun + adjective I would(n't) like to have + noun	I live in + noun + adjective + in + place. I am from + Spanish speaking city/country
Key grammatical structures students will learn/revisit	Using the present indicative verb, first and third person of <i>tener</i> . Using the present indicative verb, first and third person of <i>ser</i>	Present indicative verb, all persons, <i>tener</i> . Adjective agreements for colours.	Present indicative verb, first and third person, <i>vivir</i> Adjective agreements.
Students should know	Numbers 1-31. How to pronounce a range of common Spanish names and Spanish speaking places. How to give information about someone else including name, age, birthday, where they are from. The months of the year.	How to describe what a person's hair and eyes are like. How to describe what a person is wearing. How to say what pets they have/don't have and would like to have. How to ask questions about name, age, appearance, quantity.	How to say where they live and are from. How to describe what their accommodation looks like. How to say where it's located. How to pronounce key cities and countries in the Hispanic world.
Students should be able to	Understand information based on names, ages and where someone is from. Form sentences and write translations which include information about names, ages and where someone is from.	Understand information based on hair/eyes and pets. Form sentences and write translations which include information about hair/eye descriptions and pet descriptions.	Understand information based on where someone lives. Form sentences and write translations which include information about where they live with descriptions.

	Half term 4 Family members & getting along with others	Half term 5 Describing myself & others	Half term 6 School subjects
Key vocabulary/phrases that students will learn	See sentence builder, unit 5 (beginner - pre intermediate)	See sentence builder, unit 6 (beginner - pre intermediate)	See sentence builder
Key sentence patterns students will learn	In my family there is. There are __ in my family. There are __ of us in my family. I get along well/badly with. He/She has	I am + adjective. My + family member + is + adjective	I study + school subject I love/like/don't like/hate + subject Because + is + adjective.
Key grammatical structures students will learn/revisit	Present indicative verb, <i>tener</i> , in third person singular.	Present indicative verb, <i>ser</i> , in the third person singular. All the persons of the verb, <i>tener</i> in the present indicative. Adjective agreements.	Present indicative verb, <i>estudiar</i> .
Students should know	Numbers 1-100. How to say there is/are using, <i>hay</i> How to say if they get along with someone. How to say how old someone is.	How to say what other people are like in your family. How to use useful adjectives to describe others.	How to give an opinion about school subjects. How to justify their opinions using a range of adjectives. How to form the adjective correctly.
Students should be able to	Understand information based on age and how well they get along. Form sentences and write translations which contain information about age and how well someone gets along with someone else.	Understand information based on descriptions of others. Form sentences which include descriptions of others. Change the adjective endings based on what is being described.	Understand information based on peoples' opinions of school subjects. Form sentences and write translations which contain opinions about school subjects. Change the adjective endings based on what is being described.

	Half term 1 Name, age and birthdays	Half term 2 Hair and eyes, pets	Half term 3 Where I live and where I am from
Key vocabulary/phrases that students will learn	See sentence builder, unit 1 & 2 (beginner - pre intermediate)	See sentence builder, unit 3 & 7 (beginner - pre intermediate)	See sentence builder, unit 4 (beginner - pre intermediate)
Key sentence patterns students will learn	I am called He/She is called I am __ years old He/She is __ years old I am from __ He/She is from __ My birthday is the __ of __ His/her birthday is the __ of __	I have + noun + adjective He/She has + noun + adjective I would(n't) like to have + noun	I live in + noun + adjective + in + place. I am from + French speaking city/country
Key grammatical structures students will learn/revisit	Using the present indicative verb, first and third person of <i>avoir</i> . Using the present indicative verb, first and third person of <i>être</i>	Present indicative verb, all persons, <i>avoir</i> . Adjective agreements for colours.	Present indicative verb, first and third person, <i>habiter, vivre</i> Adjective agreements.
Students should know	Numbers 1-31. How to pronounce a range of common French names and French speaking places. How to give information about someone else including name, age, birthday, where they are from. The months of the year.	How to describe what a person's hair and eyes are like. How to describe what a person is wearing. How to say what pets they have/don't have and would like to have. How to ask questions about name, age, appearance, quantity.	How to say where they live and are from. How to describe what their accommodation looks like. How to say where it's located. How to pronounce key cities and countries in the Francophone world.
Students should be able to	Understand information based on names, ages and where someone is from. Form sentences and write translations which include information about names, ages and where someone is from.	Understand information based on hair/eyes and pets. Form sentences and write translations which include information about hair/eye descriptions and pet descriptions.	Understand information based on where someone lives. Form sentences and write translations which include information about where they live with descriptions.

	Half term 4 Family members & getting along with others	Half term 5 Describing myself & others	Half term 6 School subjects
Key vocabulary/phrases that students will learn	See sentence builder, unit 5 (beginner - pre intermediate)	See sentence builder, unit 6 (beginner - pre intermediate)	See sentence builder
Key sentence patterns students will learn	In my family there is. There are __ in my family. There are __ of us in my family. I get along well/badly with. He/She has	I am + adjective. My + family member + is + adjective	I study + school subject I love/like/don't like/hate + subject Because + is + adjective.
Key grammatical structures students will learn/revisit	Present indicative verb, <i>avoir</i> , in third person singular.	Present indicative verb, <i>être</i> , in the third person singular. All the persons of the verb, <i>avoir</i> in the present indicative. Adjective agreements.	Present indicative verb, <i>étudier</i> .
Students should know	Numbers 1-100. How to say there is/are using, <i>il y a</i> How to say if they get along with someone. How to say how old someone is.	How to say what other people are like in your family. How to use useful adjectives to describe others.	How to give an opinion about school subjects. How to justify their opinions using a range of adjectives. How to form the adjective correctly.
Students should be able to	Understand information based on age and how well they get along. Form sentences and write translations which contain information about age and how well someone gets along with someone else.	Understand information based on descriptions of others. Form sentences which include descriptions of others. Change the adjective endings based on what is being described.	Understand information based on peoples' opinions of school subjects. Form sentences and write translations which contain opinions about school subjects. Change the adjective endings based on what is being described.

Year 7	Phase 1: What does it mean for Christians to believe in God as Trinity?		Phase 2: What was so radical about Jesus?	Phase 3: Why do Christians believe that Jesus was God on earth?	Phase 4: Good, bad, right or wrong...how do I decide?	Phase 5: What do people do when life gets hard?	Phase 6: Why is there suffering? Are there any good solutions?
Students should be able to define the words	Christian God Bible Church	Holy Trinity Father Son Holy Spirit	Jesus Radical Christians Interpretation Marginalised Christian Aid Charity	Jesus Gospel John Saviour Metaphor Christian Incarnate	Fallen Saviour God Genesis Religious Non-religious	Evil Suffering Natural evil Moral evil Job Sacrifice Christian	Suffering God Religious Non-religious Buddhist Solution
Students should know	<ul style="list-style-type: none"> • What Christians mean when they refer to God • What the 'big story' of the Bible is • What the Church of the Holy Trinity looks like • What Christians should be like • What difference it would make if Christians only believed in one person from the Trinity 		<ul style="list-style-type: none"> • Who Jesus was • How Jesus was 'different' • Why Jesus' message would have been considered 'radical' • How Christians put Jesus' message in to action • How Christians put Jesus' message in to action in today's world 	<ul style="list-style-type: none"> • What John's Gospel says about Jesus' true nature • How Christians might interpret the Gospel of John • What the 'seven signs' tell us about Jesus • How Christians use metaphor • Whether the modern world needs a 'saviour' 	<ul style="list-style-type: none"> • What is made 'in the image of God' • Who the 'fallen' are • Whether humans need to be 'saved' • Where people get their values from • How we decide what is right and what is wrong • how the idea of 'the Fall' is found in the text of Genesis 3 	<ul style="list-style-type: none"> • Whether God should be blamed for evil and suffering • What the book of Job is • Whether God is beyond human understanding • How Jesus' sacrifice helps Christians deal with evil & suffering • What we do when life gets hard 	<ul style="list-style-type: none"> • Whether suffering is a natural, human state • Whether there is suffering because humans do not help each other • How a good God can allow suffering • Whether Buddhists have the best solution to suffering • Whether there are any good solutions to suffering
Students should be able to	<ul style="list-style-type: none"> • Explain beliefs, using evidence from at least three Bible texts. • Show understanding of different types of text', • Make links between the concept of Trinity and the roles and actions of God • Give examples of how the Christian community respond to ideas • Express a view, offering reasons for their responses 		<ul style="list-style-type: none"> • Suggest how texts challenged religious and political authorities. • Consider which interpretations are appropriate, and why. • Give reasons and examples to explain ideas • Express an account of the implications for the modern world of Jesus' treatment of the marginalised. • Offer reasons and justifications for their responses to biblical teachings. 	<ul style="list-style-type: none"> • Explain what Gospels say • Explain how the Bible uses different types of text • Suggest meanings of selected texts, with reasons and evidence. • Show how Christian worship reflects Christian beliefs • Comment on the different ways in which Christians express worship of God. 	<ul style="list-style-type: none"> • Give reasons for Christian views, using examples. • Explain how and why people use different sources of authority • Show how Christians have responded religious ideas • Show how some religious and non-religious ideas, guide people • Give reasons and examples to explain why people come to different views on moral issues. • Offer a coherent account of the impact of beliefs on how people decide what is right and wrong, comparing two views 	<ul style="list-style-type: none"> • Suggest meanings of biblical concepts and texts • Explain ideas with reasons and evidence. • Give reasons and examples to explain the range of ways Christians respond to Bible texts • Respond to the challenges of biblical ideas and teachings in the world today and in their own lives, offering reasons and justifications for their responses. 	<ul style="list-style-type: none"> • Compare and explain two religious views • Explain solutions to suffering. • Show how some religious and non-religious beliefs affect how people respond to suffering. • Give reasons and examples why people respond to suffering in different ways • Offer an account of the causes of suffering and the solutions offered by at least one religious tradition. • Evaluate how far it is the case that religions exists to help humans cope with suffering,

	Topic: I Can Draw	Topic: Portraits
Students should be able to define the words:	Observation Composition Proportion Line Tone Mark-making Surface Texture 3D Form	Proportion Composition Transcription Primary colour Secondary Colour Tertiary Colour CAD/Photoshop Edit
Students should know:	<ul style="list-style-type: none"> • How to use the formal drawing elements to create a realistic 3D pencil study • Control the pencil pressure to create different tone and marks • To start in the background and work their way forward when drawing or painting with any media. 	<ul style="list-style-type: none"> • How to use Contextual work to help to inspire their own ideas and to teach them new techniques. • How to use CAD/Photoshop to manipulate and edit images in a creative way. • How to develop their knowledge and understanding of colour theory.
Students should be able to:	<ul style="list-style-type: none"> • Make a decision about Composition - whether to have the paper Landscape or Portrait • Draw the outline Proportion accurately. • Add accurate Tone to show 3D form. • Add appropriate mark-making to show different surface textures • Evaluate their work, understanding WWW/EBI and gain some user feedback. 	<ul style="list-style-type: none"> • Create an accurate line drawing of a face with careful consideration of proportion and details of the facial features. • Evidence that they understand basic colour theory by recognising primary, secondary and tertiary colours. • Evidence that they understand how to use ratio to mix accurate secondary/tertiary colours with paints. • Investigate the Contextual work of Julien Opie and create an accurate transcription of his work – exploring block colour, line and simplification • Use CAD confidently to edit and manipulate images to create a new images which reflects their knowledge of how Opie worked.

Year 7	An introduction to Drama (Term 1)	
Students should be able to define the words	Devising Stimulus Plot Narrative Discuss Improvise Rehearse Perform	Freeze Frame Narration In Role Thought Monologue Choral Speaking Synchronised Movement Slow Motion
Students should know	What different types of Drama warm-up there are (vocal, concentration, physical, trust) What a stimulus is and how it is used to devise theatre What a freeze-frame is and how to use it in a performance What narration is and how to use it in a performance What a monologue is and how it can be used in performance What choral speaking is and how it can be used in performance What synchronised movement is and how it can be used in performance How music and sound can be used to aid a performance How to identify strengths and weaknesses in own and others performances What the 6 step method for creating a play/performance is	
Students should be able to	Name 2 types of Drama Warmups Explain what a stimulus is Explain what a Freeze Frame is Explain what is Narration is Name 2 other Dramatic skills Name 2 things music and sound can do to help performances State what the 6 step method of creating a play/performance Use a range of different stimuli to make a piece of drama Identify strengths and weaknesses in my own and others' performances Contribute ideas to a group performance	

	Topic: Introduction	Topic: Performing Together	Topic: Musical cycles
Students should be able to define these key words.	Stave Rhythm Tempo Treble clef Pitch	Melodic line Harmony Rest Phrase Tone	
Students should know:	What a treble clef tells the musician at the beginning of a piece of music		
Students should be able to;	Recognise the note value played by an expert Identify where a note is on a keyboard from a musical score Keep in time with a partner Play two staves at the same time	Sing a melodic phrase after demonstration by the teacher Breathe correctly at the end of phrases Create an appropriate tone for choral singing Sing as an ensemble, keeping in time Sing a two-part harmony	

	Topic: Musical Structures		Topic: Arranging Music		Topic: Musical Clichés	
Students should be able to define the words:						
Students should know:						
Students should be able to:						

Strand 1 – Team activities			
Students should be able to	Football	Netball	Rugby
	<ol style="list-style-type: none"> 1. Pass the ball with the correct part of the foot 2. Pass the ball with the correct weighting 3. Use the inside of the foot to control the ball 4. Control the ball when it is off the ground 5. Demonstrate understanding of their role as either a defender or attacker 6. Dribble past an opponent 7. Use both feet to control the ball 8. Use the chest to control the ball 9. Keep the ball when under pressure from an opponent 10. Judge the pace/ direction of the ball to intercept a pass from an opponent 	<ol style="list-style-type: none"> 1. Pass with two hands 2. Catch a ball with both hands 3. Demonstrate correct footwork 4. Pivot 5. Get free from an opponent 6. Mark an opponent to delay receipt of pass 7. Stay within the boundaries of the court for the position they are playing 8. Demonstrate understanding of their role/ position 9. Successfully execute a bounce pass 10. Move quickly around the court 	<ol style="list-style-type: none"> 1. Pop pass and receive the ball 2. Demonstrate effective verbal and nonverbal communication when receiving the ball 3. Pass the ball with some accuracy with stronger hand when running at three quarter pace in passive situations 4. Perform the loop and switch passing formations 5. Swerve 6. Tackle in a controlled situation 7. Tackle from side to side 8. Perform a role associated with a ruck 9. Demonstrate some effectiveness in a game situation 10. Gain ground with the ball
	Basketball	Lacrosse	Rounders
	<ol style="list-style-type: none"> 1. Maintain control of a ball 2. Use correct contact with the ball when dribbling. 3. Dribble the ball when under pressure and maintain possession 4. Execute a pass over a long distance – especially chest pass 5. Shoot to the correct height 6. Demonstrate the set shot technique 7. Perform the lay up shot technique 8. Dispossess an opponent legally 9. Show awareness of defensive and attacking positions 10. Demonstrate impact in a game situation 	<ol style="list-style-type: none"> 1. Control with dominant hand 2. Pass consistently accurately with stronger hand 3. Pass to a moving receiver 4. Scoop a stationary ball 5. Demonstrate ability to scoop and pass quickly 6. Shoot for goal, demonstrating appropriate technique 7. Direct and increase power 8. Catch with the dominant hand 9. Catch on the move 10. Be effective in a game situation 	<ol style="list-style-type: none"> 1. Stand in the correct position when batting/ receiving the ball 2. Demonstrate a good grip of the bat 3. Makes contact with 50% of balls delivered 4. Control the direction of the ball when striking it 5. Use correct stepping action when bowling 6. Throw a ball underarm with accuracy 7. Throw a ball overarm with accuracy 8. Catch a ball when it comes at different heights and speeds 9. Return the ball to base quickly and accurately when fielding 10. Contribute to a game situation

Strand 2 – Individual activities			
Students should be able to	Table Tennis	Hockey	Volleyball
	<ol style="list-style-type: none"> 1. hold the bat correctly and to use the correct action. 2. Play basic forehand and backhand strokes competently, showing control and some direction. 3. Hit the ball close to net. 4. Show correct service action with at least two different types of service. 5. Demonstrate technically correct footwork. 6. Demonstrate some effectiveness in a game situation. 7. Demonstrate the ability to move an opponent around using different angles and depths in their shots 8. maintain a steady rally in game situations. 9. Win some rallies with effective shots. 10. Show some understanding of the physical demands of the game and displays reasonable fitness levels in long rallies 	<ol style="list-style-type: none"> 1. Demonstrate competent push and slap hit 2. receive and use basic footwork to bring ball under control whilst stationary or on the move. 3. maintain good control when moving with the ball, 4. use open side of stick 5. Achieve some success when tackling 6. Show some effectiveness in a game. 7. attempt some core skills (passing, dribbling, shooting) 8. Attempt to pass the ball 	<ol style="list-style-type: none"> 1. show control and reasonable accuracy of placement with underarm serve. 2. Display correct body and feet placement with step-in. 3. Display technically correct contact on volley. 4. Perform a 'Set' shot to other team members. 5. Perform leg extension and shoulder 'shrug' well in static practice conditions. 6. time ball contact. 7. Use accurate approach steps from set routine. 8. perform blocking technique and put hands over the net 9. Show some effectiveness in game situation. 10. exhibit some individual skills (Dig, set and spike shots)
	Tennis	Badminton	Cricket
<ol style="list-style-type: none"> 1. play forehand basic strokes, including the volley, with a certain amount of control and direction 2. perform basic backhand strokes in a rally 3. Show reasonable technique, sideways on and throwing action when serving 4. Execute a number of first serves successfully 5. perform a 2nd serve with some precision 6. attempt a forehand lob 7. add spin in some ground strokes and volleys. 8. exhibit some individual skills (ground strokes, volleys and smashes) 9. Maintain mid-court rallies, showing some control and technique, particularly when playing forehand strokes. 10. start moving their opponent around the court using direction and depth change in their strokes. 11. Demonstrate good understanding of positioning at service 	<ol style="list-style-type: none"> 1. play some shots, High clear (rally): a midcourt rally (½ court) with some success 2. serve legally to an opponent with short and long serves becoming identifiable. 3. play a range of forehand strokes. 4. hit forehand strokes to a length of two thirds of court. 5. Attempt a drop shot 6. maintain stroke during rallies. 7. Smash plays with some direction 8. exhibit some individual skills (clears, drop shot and smash) 9. Maintain a rally made up of forehand strokes hit above head from mid-court to mid-court. 10. Demonstrate the ability to move an opponent around using different angles and depths in their shots 	<ol style="list-style-type: none"> 1. Perform one component with appropriate technique and performance. 2. play forward and backward defensive shots when batting 3. hit the ball into areas not occupied by fielders 4. Demonstrate fairly well co-ordinated run-up and basic action with reasonable control of line and length when bowling. 5. demonstrate some spin when bowling. 6. stop and perform a 'long barrier' when fielding. 7. Throw accurately over short distances. 8. Demonstrate some effectiveness in a game situation. 9. exhibit some individual skills (batting, bowling and fielding) 	

Year 7	Term 1: Number Coordinates		Term 2: Lines, angles, and shapes Types of Number		Term 3: Reading scales and converting units Algebraic convention Symmetry and similarity		
Students should be able to define the words	<ul style="list-style-type: none"> • Integer • Negative • Positive • Addition • Subtraction • Multiplication • Division • Rounding • Estimation • Accuracy • Significant Figures 	<ul style="list-style-type: none"> • Axis • Axes • Coordinate • Grid • Dimension • Horizontal • Vertical • Line segment • Midpoint • Magnitude 	<ul style="list-style-type: none"> • Acute • Obtuse • Reflex • Right • Parallel • Perpendicular • Vertically opposite • Alternate • Corresponding • Co-interior • Polygon • Interior • Exterior 	<ul style="list-style-type: none"> • Odd • Even • Square number • Triangular number • Prime • Factor • Multiple • Highest common factor • Lowest common multiple • Root • Decomposition • Index (Indices) 	<ul style="list-style-type: none"> • Scale • Measure • Unit • Kilo- • Centi- • Milli- • Metre • Gram • Litre 	<ul style="list-style-type: none"> • Term • Expression • Equation • Identity • Formula • Substitution • Inequality 	<ul style="list-style-type: none"> • Object • Image • Rotational symmetry • Line symmetry • Similarity • Congruence • Enlargement • Scale Factor
Students should be able to	<ul style="list-style-type: none"> • Understand place value and identify the value of different digits • Write numbers in order of size including decimals and negatives • Round numbers in a variety of ways (integers, decimals, significant figures) • Add and subtract integers and decimals including negative numbers • Multiply and divide positive and negative numbers, including decimals • Check their answers by rounding, and know that, e.g. $9.8 \times 17.2 \approx 10 \times 17$ • Check answers by inverse calculation, e.g. if $9 \times 23 = 207$ then $207 \div 9 = 23$ • Use brackets and the hierarchy of operations (BIDMAS) • Use axes and coordinates to specify points in all four quadrants in 2-D • Use axes and coordinates to specify points in 3-D • Find the coordinates of the midpoint of a line segment, AB, given the coordinates of A and B 		<ul style="list-style-type: none"> • Identify and classify a range of shapes • Use correct notation for labelling of shapes • Measure and draw lines and angles accurately • Estimate the size of angles • Know and use the correct language of angles • Recall and use properties of angles (straight lines, angles in triangles, angles in polygons etc..) • Make accurate drawings using ruler and protractor and compasses • Understand and use angles in parallel lines • Recognise even and odd numbers • Identify factors, multiples and prime numbers • Find the prime factor decomposition of positive integers • Find the common factors and common multiples of two numbers and therefore HCF and LCM • Recall integer squares up to 15×15 and the corresponding square roots • Recall the cubes of 2, 3, 4, 5 and 10 • Use the basics of index notation and laws of indices 		<ul style="list-style-type: none"> • Interpret scales on a range of measuring instruments • Recognise the inaccuracy of measurements • Convert units within one system (Metric to metric, or Imperial to imperial) • Estimate conversions from one system to another • Use notation and symbols correctly • Simplify algebraic expressions in one or more like terms, by adding and subtracting like terms • Understand the difference between the word 'equation', 'formula', 'expression' and 'identities' • Substitution positive and negative values into expressions • Understand and be able to use inequality signs • Set up and solve simple linear equations • Recognise rotational or line symmetry of 2-D shapes • Draw or complete diagrams with given symmetry • Understand congruence and identify congruent shapes • Understand and use the basics of similarity 		

	Topic: Flowol		Topic: Microbit	Topic: Small basic		Topic: Graphics
Students should be able to define the words:	Algorithm Selection Input output Process	Loop/ iteration Sequence Subroutine Debugging	Sequence Selection Iteration Variable Algorithm	Syntax Intellisense Sequence Selection Iteration	Variable Algorithm Graphics window	Vector Bitmap Properties Scalable Pixel White space
Students should know:	<ul style="list-style-type: none"> The correct flow chart symbol to use to represent input/output, process, decision making and subroutines. What an algorithm is The impact of poor sequencing and understand the need for accuracy Loops / subroutines are used to improve efficiency and reduce the need to repeat instructions. What debugging is Everyday situations where computer control is used. 		<ul style="list-style-type: none"> The importance of understanding the algorithm before developing a coded solution The impact of poor sequencing Why there is a need for accuracy when sequencing instructions. They should know why selection is needed in coding They should know why iteration is beneficial in coding 	<ul style="list-style-type: none"> The difference between a syntax error and a logic error How to use small basic to create simple programs for a given outcome When selection is needed When iteration is needed 	<ul style="list-style-type: none"> that bitmap images are made up of individual pixels that vectors are made up of paths lines and shapes the properties of vector graphics 	
Students should be able to:	<ul style="list-style-type: none"> In Flowol create flowcharts that model real world problems Create working solutions. Decompose problems to help simplify and build a working solution 		<ul style="list-style-type: none"> Create programs for the microbit to solve a set problem Use variables Use sequence Use selection Use iteration create programs for the microbit and be able to test them 	<ul style="list-style-type: none"> Use small basic to create basic shapes Use for loops to create more complex shapes and shape patterns Use the text window To create programs making use of user input and selection Use the correct data types e.g. numbers To create programs that make use of variables 	<ul style="list-style-type: none"> Create and manipulate images using a range of software tools in Inkscape Change the properties of a vector shape identify which graphic type would be more suitable for a given scenario Suggest enhancements and refinements 	



Year 8

CURRICULUM RELATED
EXPECTATIONS

	Chemical Reactions		Separation techniques	
Students should be able to define	Reversible Reaction Catalyst Physical Change Chemical Change Reactant Product Word Equation Hazard Risk Fuel	Decomposition Thermal Conservation Of Mass Balanced Symbol Equation Endothermic Exothermic Combustion Non-Renewable Oxidation	Mixture Pure Impure Solution Dissolve Solvent Solute Saturated Solution Solubility	Soluble Insoluble Filtration Filtering Filtrate Residue Distillation Chromatography Chromatogram
Students should know	<p>What happens to atoms in chemical reactions</p> <p>Why chemical reactions are useful.</p> <p>How chemical reactions are different to physical changes.</p> <p>How to represent practical observations using word equations</p> <p>About the products of combustion, oxidation and decomposition reactions</p> <p>The law of conservation of mass</p> <p>About exothermic and endothermic reactions</p>		<p>How particles are arranged in mixtures.</p> <p>How to identify pure substances.</p> <p>How the particle model explains dissolving.</p> <p>what a saturated solution is.</p> <p>the meaning of solubility.</p> <p>how filtration works.</p> <p>how to use evaporation to separate mixtures.</p> <p>how distillation works.</p> <p>how chromatography separates mixtures.</p>	
Students should be able to	<p>Identify chemical and physical reactions from practical observations.</p> <p>Predict products of combustion reactions.</p> <p>Use practical results to decide which compound decomposes most readily.</p> <p>Calculate masses of reactants and products.</p> <p>Make a conclusion from data based on the idea of conservation of mass.</p> <p>Calculate the temperature change and make a conclusion in a range of familiar exothermic and endothermic changes.</p>		<p>Select appropriate separation techniques for different mixtures.</p> <p>Use data to predict how much solute is dissolved in a solution or the mass of a solution.</p> <p>Plan an investigation to compare solubility with temperature, considering variables.</p> <p>Explain observations made during distillation of inky water.</p> <p>Analyse chromatograms to identify substances in mixtures.</p> <p>Calculate R_f value</p>	

	C2.3 Metals and Acids		P1.2 Sound			
Students should be able to define	Acid Metal State symbol Reactive Reactivity series Displace Displacement	Thermite reaction Ore Ceramic Polymer Natural polymer Synthetic Composite Carbon fibre	Oscillation Vibration Energy Undulation Sound Amplitude Frequency Wavelength Peak Crest Trough	Pitch Loudness Microphone Oscilloscope Hertz Kilohertz Audible range Infrasound Ultrasound Ear Pinna Auditory canal	Rarefaction Reflection Incident wave Reflected wave Superpose Vibration Medium Vacuum Transverse Longitudinal Compression	Speed of sound Speed of light Ossicle Amplify Cochlea Auditory nerve Decibel Diaphragm Eardrum Echo Reverberation Transmitter receiver
Students should know	<p>how different metals react with dilute acids and oxygen</p> <p>the test for hydrogen, carbon dioxide and oxygen gas.</p> <p>state symbols in balanced formula equations.</p> <p>How to use the reactivity series to predict reactions.</p> <p>What displacement reactions are</p> <p>What ceramics, polymer and composites are and what they are used for</p> <p>Explain ceramic properties.</p> <p>Explain why properties of ceramics make them suitable for their uses.</p> <p>Plan a method for comparing the strength of ceramic materials, identifying the variables that need to be controlled.</p> <p>Describe polymer properties.</p> <p>-Explain how polymer properties make them suitable for their uses.</p> <p>-Interpret data on polymers to decide on the best polymer for a given purpose, justifying the choice.</p> <p>-Describe composite properties.</p> <p>-Explain why composite properties make them suitable for their uses.</p> <p>State the relationship shown on a graph of composite strengths</p>		<p>the different types of wave and their features.</p> <p>what happens when water waves hit a barrier and superpose</p> <p>how sound is produced and travels.</p> <p>why the speed of sound is different in different materials</p> <p>the speed of sound and the speed of light.</p> <p>The relationship between loudness and amplitude.</p> <p>The relationship between frequency and pitch.</p> <p>How humans hear and how hearing can be damaged</p> <p>What ultrasound is and its uses</p> <p>How and why animals use echolocation</p>			
Students should be able to	<p>Plan a practical to compare the reactivity of three metals.</p> <p>Interpret data from graphs</p> <p>Use the periodic table to make predictions about reactions</p> <p>Carry out gas tests</p> <p>Present observations in graphs</p>		<p>Compare the time for sound to travel in different materials using data given.</p> <p>Interpret graphs to describe sound (pitch and loudness)</p> <p>Use units for sound (i.e. Hertz)</p>			

P1.3 Light				
Students should be able to define	Source Emit Reflet Eye Absorb Luminous Non-luminous Transmit Transparent Translucent Opaque Vacuum Wave	Image Virtual Plane Incident ray Reflected ray Normal Angle of incidence Angle of reflection Law of reflection Specular reflection Diffuse scattering Refraction	Medium Lens Convex Converging Focus Focal point Retina Pupil Iris Cornea Inverted Photoreceptor Optic nerve	Brain Pinhole camera Real (image) Pixel Charge-coupled device Prism Spectrum Dispersion Continuous Frequency Primary colour Secondary colour filter
Students should know	<ul style="list-style-type: none"> - The similarities and differences between light waves and waves in matter. - Light waves travelling through a vacuum; speed of light. - The transmission of light through materials: absorption, diffuse scattering, and specular reflection at a surface. - The transmission of light through materials: absorption, diffuse scattering, and specular reflection at a surface. - Differential colour effects in absorption and diffuse reflection. 		<ul style="list-style-type: none"> - The refraction of light and action of convex lens in focusing (qualitative); the human eye. - Use of ray model to explain the pinhole camera. - The refraction of light and action of convex lens in focusing (qualitative); the human eye. - Colour and the different frequencies of light, white light, and prisms (qualitative only); differential colour effects in absorption and diffuse reflection. - Make predictions using scientific knowledge and understanding. 	
Students should be able to	<p>Compare the time for sound to travel in different materials using data given.</p> <p>Interpret graphs to describe sound (pitch and loudness)</p> <p>Use units for sound (i.e. Hertz)</p> <p>Use of ray model to explain imaging in mirrors.</p> <p>Use appropriate techniques and apparatus during fieldwork and laboratory work, paying attention to health and safety.</p>			

	B1.2 Structure and function of body systems		B2.1 Health and Lifestyle		
Students should be able to define	Cells Tissue Organ Organ system Multicellular Gas exchange Exhale Inhale Alveolus	Contract Diaphragm Skeleton Joint Cartilage Ligament Tendon Antagonistic	Nutrient Carbohydrate Lipid Protein Vitamin Mineral Fibre Balanced diet Malnourishment Starvation	Obese Deficiency Digestion Small/Large Intestine Villi Enzyme Catalyst Carbohydrase Lipase Protease	Bile Medicinal Recreational Addiction Withdrawal symptoms Depressant Stimulant
Students should know	The function of different organ system How the respiratory system works How the skeleton, muscles and joints work together to bring about movement.		What a balanced diet entails The different food groups How food tests can determine the nutrients in food products The effects of malnourishment How the digestive system works The role of enzymes and bacteria in digestion The action of medicinal and recreational drugs The effects of alcohol and smoking		
Students should be able to	<ul style="list-style-type: none"> explain the sequence of the hierarchy of organisation in a multicellular organism Describe how parts of the gas exchange system are adapted to their function. Interpret data given to compare the difference in the composition of inhaled and exhaled air Describe the processes of inhaling and exhaling. Describe how a bell jar can be used to model what happens during breathing. Explain how to measure lung volume. Describe the structure and functions of the skeletal system Describe the role of joints in movement. Explain how to measure the force exerted by different muscles. Carry out an experiment to make and record measurements of forces using the correct units. Describe the function of major muscle groups. Explain how antagonistic muscles cause movement. Interpret data collected in an experiment, to identify a pattern between muscle fatigue and repetitive muscle contraction 		Describe the components of a healthy diet. - Explain the role of each nutrient in the body. - Interpret nutritional information on food packaging to identify a healthy food. Describe how to test foods for starch, lipids, sugar, and protein and describe the positive result for each food test. Describe some health issues caused by an unhealthy diet. - Calculate the energy requirements of different people. Describe the structure and function of the main parts of the digestive system. - Describe the process of digestion. Describe the role of enzymes in digestion. - Describe the role of bacteria in digestion. Describe the difference between recreational and medicinal drugs. - Describe the effects of drugs on health and behaviour. Describe the effect of alcohol on health and behaviour. - Describe the effect alcohol has on conception and pregnancy. - Design a results table and plot subsequent experimental data on an appropriate graph. Describe the effects of tobacco smoke on health. - Describe the effects of tobacco smoke on pregnancy.		

	P2.2 Energy			Space
Students should be able to define	Energy Joule Kilojoule Stores: chemical, thermal, kinetic, gravitational potential, elastic Dissipated Temperature Thermometer	Equilibrium Conductor Convection Radiation Insulator Convection current Infrared radiation	Fossil fuels Non-renewable Renewable Power Watt Kilowatt Kilowatt hour Lever Gear	Sun Star Galaxy Gravity Earth Moon Season hemisphere Moon phases
Students should know	<p>That energy in food can be measured</p> <p>The amount of energy from food that a person requires depends on different factors</p> <p>About the Law of Conservation of Energy</p> <p>The difference between energy and temperature</p> <p>Energy can be transferred by conduction, convection, and radiation</p> <p>Energy resources are either renewable or non-renewable</p> <p>The difference between energy and power</p> <p>How to calculate work done</p> <p>The role of machines and levers</p>			<p>-That our Sun is a star, and there are other stars in our galaxy, and other galaxies</p> <p>- The light year as a unit of astronomical distance.</p> <p>WS</p> <p>- that scientific methods and theories develop as earlier explanations are modified to take account of new evidence and ideas, together with the importance of publishing results and peer review.</p> <p>- Gravity force, gravity forces between Earth and Moon, and between Earth and Sun (qualitative only).</p> <p>- The seasons and the Earth's tilt, day lengths at different times of year, in different hemispheres.</p>
Students should be able to	<p>Compare the energy in food and fuels with the energy needed for different activities.</p> <p>-Explain data on food intake and energy requirements for a range of activities</p> <p>Explain what brings about transfers in energy.</p> <p>State the difference between energy and temperature.</p> <p>Describe what happens when you heat up solids, liquids, and gases.</p> <p>Explain what is meant by equilibrium.</p> <p>Describe how energy is transferred by particles in conduction and convection.</p> <p>Describe how an insulator can reduce energy transfer.</p> <p>Describe the pattern in conduction shown by results, using numerical data to inform a conclusion</p> <p>Describe some sources of infrared radiation.</p> <p>Explain how energy is transferred by radiation.</p> <p>Describe the difference between a renewable and a non-renewable energy resource.</p> <p>Describe how electricity is generated in a power station.</p> <p>Describe the link between power, fuel use, and cost of using domestic appliances.</p> <p>Calculate work done.</p> <p>-Apply the conservation of energy to simple machines.</p>			<p>- Describe the objects that you can see in the night sky.</p> <p>- Describe the structure of the Universe.</p> <p>- Draw valid conclusions that utilise more than one piece of supporting evidence.</p> <p>- Name the objects in the Solar System.</p> <p>- Describe some similarities and differences between the planets of the Solar System.</p> <p>- Identify patterns in the spacing and diameters of planets.</p> <p>- Explain the motion of the Sun, stars, and Moon across the sky.</p> <p>- Explain why seasonal changes happen.</p> <p>- Use data to show the effect of the Earth's tilt on temperature and day-length.</p> <p>- Describe the phases of the Moon.</p> <p>- Explain why you see phases of the Moon.</p> <p>- Explain why eclipses happen.</p> <p>- Explain phases of the Moon using the models provided.</p>

	Topic 1: North America			Topic 2: South America		Topic 3: South America - TRFs	
Students should be able to define the words	Weather Climate Tornado Volcano Composite volcano Shield volcano	Laze Lahar Pyroclastic flow Hot spot Earthquake Epicentre	Focus Richter scale Desert Adaptation Arid Xeriscaping	Weather Climate Urbanisation Megacity Migration Squatter settlements	Favelas Self Help Scheme Informal Sector Adaptation Ecotourism	Ecosystem Biome Adaptation Deforestation	Sustainable Indigenous stakeholder
Students should know	<ul style="list-style-type: none"> - Where North America is and at least 5 countries on the continent of North America - What a climate graph is and how to draw one - The formation of tornadoes and why some places are more prone to them - What volcanoes are, how they form and the different types of volcanoes, where they are located, the hazards they can cause - What a hot spot is and how Hawaii formed - Where earthquakes occur and what they are, the hazards and effects from earthquakes and how they are measured - Why the Haiti earthquake was so deadly - What a desert is and its characteristics, where they are located - How animals and plants have adapted to deserts - Where Las Vegas is located, the issues it faces being located in a desert and the solutions they are using 			<ul style="list-style-type: none"> - Know the causes of urbanisation - To know the different types of migration and why people might migrate - What a megacity is and where they are located - To know where major cities are located in Brazil - What a favela is and understand the reasons why people might live in a favela and the issues around them - To know how favelas can be improved and the main features of the favela Bairro project - Where the Galapagos islands are located, why the islands are famous and how animals have adapted here - To know why people visit the Galapagos islands, describe how tourist numbers have increased, the impact tourism is having and what ecotourism is and why this is a better alternative 		<ul style="list-style-type: none"> - The characteristics of 5 major biomes in the world - What an ecosystem and biome are - The location and characteristics of TRFs - Plant and Animal adaptations of species within TRFs - What deforestation is, what activities are causing deforestation and people's views on the destruction - To understand the ways in which TRFs and be managed in the future 	
Students should be able to	<ul style="list-style-type: none"> - Label 5 countries on a map of north America - Draw a climate graph for any given region - Identify the correct sequence for the formation of a tornado - Explain why tornado alley receives so many tornados - Describe the distribution of volcanoes and earthquakes - Accurately label the features of a shield and composite volcano - Explain the formation of a hotspot - Explain why the Haiti earthquake was so deadly, providing at least 2 reasons - Describe the distribution and characteristics of deserts - To accurately label a desert plant/animal with its adaptations - Explain the issues with water scarcity in Las Vegas and explain how xeriscaping is overcoming this issue 			<ul style="list-style-type: none"> - To correctly define/match up key words to their correct definition - To be able to explain at least 2 reasons why people migrate - To describe the distribution of megacities - To explain what a favela is and provide 2 reasons why someone lives in a favela - To explain how favelas can be improved - To identify and label the location of the Galapagos Islands on a map - Label a diagram of an animal in the Galapagos Islands with the ways it has adapted to its environment - Draw a line graph to show how tourist numbers have changed in the Galapagos Islands - To be able to categorise the advantages and disadvantages of tourism to the Galapagos Islands - Be able to state 3 features of an ecotourist resort 		<ul style="list-style-type: none"> - State one characteristic for each of the 5 major world biomes - Define the term ecosystem - Describe the distribution of TRFs - Draw a climate graph for the climate of a TRF - Label the 4 layers of a TRF - Label a diagram of a plant and an animal with the adaptations they have for a TRF - Define deforestation - Explain 2 main causes of deforestation - Explain 3 ways a TRF can be managed 	

<p>Students should be able to explain the words</p>	<p>Kneading Bridge and claw Colander Shortcrust pastry</p> <p>Enriched dough Yeast Cross contamination Salmonella</p>
<p>Students should know</p>	<ul style="list-style-type: none"> - The parts of the oven and what they are used for - What causes Yorkshire puddings to rise - What the method is called that is used to make pastry for jam tarts - The name of the sauce used to make macaroni cheese
<p>Students should be able to</p>	<ul style="list-style-type: none"> - Follow health and safety rules in the food room - Use the oven safely and independently - Use the bridge and claw grips when chopping - Safely and hygienically handle ingredients - Demonstrate accuracy when rolling dough - Create defined swirls when making their rolls - Create a smooth sauce when making macaroni cheese - Successfully produce a round pizza

	Topic: Creating a Personalised Memory stick
Students should be able to define these key words.	<p>Access FM Market Research Product Analysis CAD/CAM Rendering Annotation 2D Design 3D Printer</p>
Students should know the following;	<ul style="list-style-type: none"> • Why it is important to evaluate the work of other Designers. How it informs their own work. • Why it is important to consider the impact of their Product Design on the environment. How can they make their Product more Sustainable. • The advantages/disadvantages of using a 3D Printer to create their final USB Product
Students should be able to;	<ul style="list-style-type: none"> • Use ACCESS FM confidently when analysing products – both ones that are already on the market and their own work/that of their peers. • How to Design effectively – using isometric techniques, good quality rendering and relevant annotations using the Key Vocab. • How to draw accurately on 2D Design using the correct colour coding and instructions. • The sequence of how to transfer their 2D Design Components to the 3D Printer ready for printing. • How to evaluate their own work effectively – recognising WWW and what they could do to improve/develop their ideas?

	Topic 1: Fashion Design and Manufacture (practical design and make task)	
Students should be able to define the words	Vintage Natural fabric Silk Painting Synthetic fabric	Sublimation Printing Mass Production Eyelet Batch Production
Students should know	<ul style="list-style-type: none"> - the different scales of production in the fashion and textiles industry. - how the fashion industry and textiles impact the environment. - why synthetic fabric (scuba) is used for our hooded tops? 	
Students should be able to	<ul style="list-style-type: none"> - Cut out a stretchy fabric accurately and safely using textiles shears. - Operate the sewing machine independently and adhere to the 15mm seam allowances. - Sew and join a variety of shapes together including cuffs, waistband and drawstring channel on hood. - Operate the eyelet machine accurately. - Use ICT and silk painting to successfully create their own idea for print. - Demonstrate an understanding of how pattern/templates work from 2D to 3D in clothing manufacture. - Independently follow health and safety rules in workshop. - Check for quality and demonstrate resilience if mistakes occur. 	

Year 8	Old and Middle English – Canterbury Tales		Influential Speeches		The Point of Poetry	
<p>Students should be able to define the words</p>	<p>Prologue Connotations Physical manifestation Protagonist Quotation Analyse</p>	<p>Avarice Pilgrimage Virtue Valour Contradictory Vice Implore Chivalry</p>	<p>Ethos Logos Pathos Personal Pronouns Antithesis Anaphora Anecdotes Imperative verbs Connotations</p>	<p>Patriotism Unity Inspiration Obliteration Paltry Merciless Tyranny Authoritative Oasis</p>	<p>Juxtaposition Symbolism Irony Enjambment Rhyme Scheme Metaphor Themes Thesis</p>	<p>Segregation Patriotism Futility Oppression Identity Social injustice Discrimination</p>
<p>Students should know</p>	<p>Some of the influences on the English language over time The main differences between old, middle and modern English That the way a writer structures a text can be significant That men and women had different roles in society in the past The concepts of virtue and vice What the seven deadly sins are That writers may describe a character’s physical attributes to reveal aspects of their personality That writers consciously choose words because of the connotations that they carry The features of a courtly romance story How to select precise evidence from the text to support an idea How to analyse a writers language choice and its effect</p>		<p>The key features of rhetorical speeches What ethos is and how is it used for effect What logos is and how is it used for effect What pathos is and how is it used for effect How personal pronouns are used to create unity Which rhetorical devices influential speakers use What the three parts of a metaphor are How imperative verbs can be used to create authority and urgency How to select precise evidence from the text to support an idea How analytical paragraphs are constructed How ideas can be compared across two texts</p>		<p>The different purposes of poetry How poets convey ideas about war How poets explore ideas about identity How poetry can expose social injustice How poetry be used as a form of powerful protest How poets explore ideas about freedom and oppression What symbolism is and how it is used in poetry How metaphors used for effect What juxtaposition is What irony is How themes can be identified How to construct thesis statements which explore themes in poetry How to analyse writers language choices and effect</p>	
<p>Students should be able to</p>	<p>Read an unseen text and apply knowledge and skills from this unit to show understanding Define and/or apply tier 2 and 3 vocabulary with precision Summarise key elements of a story Select precise evidence to support an idea Write a sentence using an appositive Analyse the connotations of words related to colour, animals and precious materials. Explain how a writer uses language to introduce a character. Consciously choose words demonstrating an awareness of connotations. Describe a character using their physical appearance to reveal aspects of their personality.</p>		<p>Compare the similarities and differences between two influential speeches Select precise quotations as evidence Identify anaphora and explain the effect Identify imperative verbs and explain the effect Identify antithesis and explain the effect Use tenor, vehicle and ground to analyse a metaphor Summarise an argument Analyse how writers use language to influence others Define and apply key vocabulary with precision Plan and write own rhetorical speech using a range of devices</p>		<p>Read an unseen text and apply knowledge and skills from this unit to show understanding Define and/or apply tier 2 and 3 vocabulary with precision Identify and explain the effect of alliteration Identify and explain the effect of enjambment Identify the tenor and vehicle in a metaphor Explain the ground in a metaphor Write an analytical paragraph to explore the use of metaphor in a poem Select themes evident in a text Write a thesis statement to introduce themes in a text</p>	

Year 8	Animal Farm		Explorations in Evil and Eccentricity		Shakespearian Tragedy	
Students should be able to define the words	<p>Allegory Symbolism Foreshadowing Connotations Rhetoric Themes</p>	<p>Democracy Corruption Defamation Tyrannical Dictator Utopia Proletariat Propaganda</p>	<p>The Human Condition Characterisation Manifestation Allusions Setting Lexical field Paraphrasing</p>	<p>Duality Mercurial Malevolent Oppressive Notorious Reprobate Mercenary Philanthropic</p>	<p>Reversal Recognition Scene of Suffering Tragic hero Hamartia Prologue Soliloquy Metaphor</p>	<p>Catharsis Pity Fate Avenge Grudge Destiny Patriarchal</p>
Students should know	<p>Who George Orwell was What an allegory is How allegories are used to convey a moral message Why context is useful in understanding a text What foreshadowing is How writers use foreshadowing to intrigue the reader How elements of rhetoric used within the novel How Orwell uses symbolism What themes Orwell explores</p>		<p>What society was like in the 19th Century How the industrial revolution changed life in Britain What conditions poor people lived in Who the influential literary characters published at this time were (Jekyll and Hyde, The Hatter, Holmes) Which non-fiction texts of the period are also significant (Ripper, Barnum, Douglas) How to summarise a text How to paraphrase ideas in a text How writers use characters to convey ideas about good and evil How to use a range of sentence openers and constructions for effect</p>		<p>What a prologue is the features of a tragedy the three plot elements of a tragedy How universal metaphors are used in the play How Shakespeare uses extended metaphor How Shakespeare presents the theme of fate Why the context of the text is useful What a tragic hero is What a characters hamartia is What a soliloquy is What a patriarchal society is</p>	
Students should be able to	<p>Read an extract from the text and apply knowledge and skills from this unit to show understanding Explain the features of an allegory Identify and example of foreshadowing and explain its purpose Identify examples of corruption and select a precise quotation Write a paragraph to explain which characters can be seen as tyrannical and why Identify which character represents the proletariat and what is suggested about them Identify an example of propaganda and explain how rhetoric is used to persuade others in the novel Define and/or apply tier 2 and 3 vocabulary with precision</p>		<p>Read an unseen text and apply knowledge and skills from this unit to show understanding Define and/or apply tier 2 and 3 vocabulary with precision Write a summary Select precise evidence from the text to support an idea Analyse the effect of writers' language choices Identify a lexical field and its effect Analyse how a writer presents ideas about good and evil Write a sentence about a person or character using the Not only, but also sentence construction Write a sentence which begins with an –ly ending adverb Write a sentence which opens with two adjectives Write a sentence which uses distance, closer and nearer to zoom in on a character or place Plan and write a piece of descriptive writing</p>		<p>Read an extract from the text and apply knowledge and skills from this unit to show understanding Define and/or apply tier 2 and 3 vocabulary with precision Explain what a prologue is Explain what a soliloquy is Name the three plot elements of a tragedy Explain what Romeo's hamartia is Identify and analyse the use of a universal metaphor Write two analytical paragraphs which select precise evidence and explore the effect of writer's language choices</p>	

Year 8	Phase 1: What was Britain like 250 years ago?		Phase 2: Who was responsible for the slave trade?		Phase 3: How did science influence religion?	
Students should be able to define the words	Population Increase Decrease Spinning wheel Loom Weaving Clothier	Factory Mining Black gold Invention/inventor Denomination Methodism Carding Yarn	Trade Slave trade Slave ship Triangular trade Plantation West Indies Auction Let	Abolished Parliament Resistance Enslaved/enslavement Freedom Liberation Interpretation	Matchmaker Phosy jaw Factory Victorian Punishment Operation Invention	Significance Chocolatl Cadbury's Charles Darwin Genesis Evolution Natural selection
Students should know	<ul style="list-style-type: none"> • What Britain was like 250 years ago • Why the population of Britain exploded • Why people of Britain stopped working from home • How factories created towns • What black gold was • Who the greatest designer and inventor was • How Methodism affected Cornwall 		<ul style="list-style-type: none"> • What the slave trade was • What it was like on a slave ship • What happened at a slave sale • Why the slave trade was abolished • How responsible Britain was for the slave trade • Who resisted against the slave trade • What happened to the slaves after 1807 		<ul style="list-style-type: none"> • Who the match girls of 1888 were • What Victorian schools were like • Whether Britain was a healthier nation in the 19th century • Why George was in the chocolate factory • Why there is a chimpanzee on a £2 coin • How science influenced religion in the 19th century 	
Students should be able to	<ul style="list-style-type: none"> • Make inferences from a source/artefact • Identify what a source reveals about a particular event/place/persons • Make an informed decision based on sources/interpretations • Categorise information to demonstrate understanding • Write a short essay response • Simulate historical activity first-hand to gauge understanding and establish opinion • Study sources to establish positive & negative consequences • Utilise descriptive language to show understanding of experiences of people • Draw a diagram to show understanding • Use persuasive language to write a speech about a significant person • Plan a historical event • Categorise factors in order of historical significance 		<ul style="list-style-type: none"> • Make inferences from a source/artefact • Identify what a source reveals about a particular event/place/persons • Make an informed decision based on sources/interpretations • Investigate sources of information to establish differences • Sort historical information in to a timeline to demonstrate chronology • Utilise three examples from historical evidence to substantiate a claim • Use a map to trace paths of travel • Utilise descriptive language to show understanding of experiences of people • Establish how useful a source might be to a historical investigation • Categorise historian's opinions in to most & least likely • Write a short essay response • Create a storyboard to illustrate a chronological narrative of an event/period in history 		<ul style="list-style-type: none"> • Make inferences from a source/artefact • Identify what a source reveals about a particular event/place/persons • Make an informed decision based on sources/interpretations • Utilise examples from historical evidence to substantiate a claim • Investigate historical and contemporary sources of information to establish differences • Plan a historical event • Categorise information to demonstrate understanding • Categorise factors in order of historical significance • Write a narrative account to demonstrate significant changes in history • Create a storyboard to illustrate a chronological narrative of an event/period in history • Create a timeline of a significant historical event 	

	Half term 1 Saying what's in my school bag/classroom	Half term 2 Saying what I and others do in our free time	Half term 3 Daily routine
Key vocabulary/ phrases that students will learn	See sentence builder, unit 10 (beginner - pre intermediate)	See sentence builder, unit 14 (beginner - pre intermediate)	See sentence builder, unit 16 (beginner - pre intermediate)
Key sentence patterns students will learn	There is/are/isn't/aren't + noun + adjective I (don't) have + noun + adjective I (don't) need + noun + adjective He/She has + noun + adjective	Verb + noun + time/frequency marker Verb + a/a la/de/en + noun + time/frequency marker	Expressions of time. Present indicative verb + sequencer.
Key grammatical structures students will learn/revisit	Present tense indicative of <i>tener</i> . Adjective agreements for colours	Present tense indicative of <i>jugar, hacer, ir</i> .	Present indicative verbs, <i>almorzar, cenar, desayunar, hacer, jugar, acostarse, llevarse, levantarse, vestirse, salir, ir, ver, volver</i> .
Students should know	How to say there is/are. How to say what objects they have in their bag/pencil case/classroom. How to say the words for classroom equipment. How to express what they have and don't have.	How to say what activities they do using <i>jugar, hacer</i> and <i>ir</i> . How to say how often they do an activity. How to say who they do an activity with. How to say what the weather is like. How to express likes and dislikes.	How to talk about what they do everyday. How to say at what time they do an activity. How to use sequencers to say when they do something.
Students should be able to	Understand information based on what there is/isn't in a pencil case/school bag/classroom. Form sentences and write translations which contain information describing what is in a pencil case/school bag/classroom. Use a range of correctly formed adjectives.	Understand information based what on others do in the free time. Form sentences and write translations which contain information describing what they and others do in their free time.	Understand information based what on what others do everyday and when they do it. Form sentences and write translations which contain information describing what they or others do on a daily basis and when they do it.

	Half term 4 What I do at home	Half term 5 Jobs	Half term 6 Future plans for holidays
Key vocabulary/ phrases that students will learn	See sentence builder, unit 18 (beginner - pre intermediate)	See sentence builder, unit 8 (beginner - pre intermediate)	See sentence builder, unit 19 (beginner - pre intermediate)
Key sentence patterns students will learn	Time marker + present indicative verb + noun. A + la(s) + hour for telling the time. Me + present indicative reflexive verb.	Subject + present indicative verb + job. Opinion verb + adjective(s). He/She works in + place of work.	Present indicative verb + a + infinitive verb Conditional verb + a + infinitive verb <i>It will be</i> + adjective
Key grammatical structures students will learn/revisit	Present indicative, all persons for verbs: <i>hacer, jugar, ir</i> . Present indicative of <i>-ar</i> reflexive verbs, all persons	Full verb conjugation of the verb <i>trabajar</i> and <i>ser</i> in the present indicative.	Near future tense, using <i>voy a...</i> Future tense of <i>ir</i> - <i>será</i> Conditional tense of <i>gustar</i> – <i>me gustaría</i>
Students should know	How to say what they do at home, where and how often. How to describe people and places. How to say some rooms of the house. How to tell the time in Spanish.	How to say what jobs people do. How to say where people work. How to say peoples' opinions of their jobs. How to use adjectives to describe jobs.	How to say what they intend to do in future holidays. How to say what they are going to do. How to say where they are going to stay. How say who they are going to go with. How to say how it will be. How to say various types of transport.
Students should be able to	Understand information based on what others do at home, where and how often. Form sentences and write translations which contain information describing what they and others do at home, when and how often.	Understand information based on what jobs people do, where they work and what they think of their jobs. Form sentences which contain information describing what jobs people do, where they work and what they think of their jobs.	Understand information based on what where others are going to on holiday. Form sentences and write translations and about holidays in the near future tense.

	Half term 1 Saying what's in my school bag/classroom	Half term 2 Saying what I and others do in our free time	Half term 3 Daily routine
Key vocabulary/phrases that students will learn	See sentence builder, unit 10 (beginner - pre intermediate)	See sentence builder, unit 14 (beginner - pre intermediate)	See sentence builder, unit 16 (beginner - pre intermediate)
Key sentence patterns students will learn	There is/are/isn't/aren't + noun + adjective I (don't) have + noun + adjective I (don't) need + noun + adjective He/She has + noun + adjective	Verb + noun + time/frequency marker	Expressions of time. Present indicative verb + sequencer.
Key grammatical structures students will learn/revisit	Present tense indicative of <i>avoir</i> . Adjective agreements for colours	Present tense indicative of <i>jouer, faire, aller</i> .	Present indicative verbs, first person: <i>se brosser, se coiffer, se coucher, déjeuner, diner, faire, s'habiller, jouer, se lever, prendre, regarder, rentrer, se reposer, sortir, aller</i> .
Students should know	How to say there is/are. How to say what objects they have in their bag/pencil case/classroom. How to say the words for classroom equipment. How to express what they have and don't have.	How to say what activities they do. How to say how often they do an activity. How to say who they do an activity with. How to say what the weather is like. How to express likes and dislikes.	How to talk about what they do everyday. How to say at what time they do an activity. How to use sequencers to say when they do something.
Students should be able to	Understand information based on what there is/isn't in a pencil case/school bag/classroom. Form sentences and write translations which contain information describing what is in a pencil case/school bag/classroom. Use a range of correctly formed adjectives.	Understand information based what on others do in the free time. Form sentences and write translations which contain information describing what they and others do in their free time.	Understand information based what on what others do everyday and when they do it. Form sentences and write translations which contain information describing what they or others do on a daily basis and when they do it.

	Half term 4 What I do at home	Half term 5 Jobs	Half term 6 Future plans for holidays
Key vocabulary/phrases that students will learn	See sentence builder, unit 18 (beginner - pre intermediate)	See sentence builder, unit 8 (beginner - pre intermediate)	See sentence builder, unit 19 (beginner - pre intermediate)
Key sentence patterns students will learn	Time marker + present indicative verb + noun. At __ o'clock Me + present indicative reflexive verb.	Subject + present indicative verb + job. Opinion verb + adjective(s). He/She works in + place of work.	Present indicative verb + infinitive verb Conditional verb + infinitive verb <i>It will be</i> + adjective
Key grammatical structures students will learn/revisit	Present indicative, all persons for verbs: <i>faire, jouer, aller</i> . Present indicative of reflexive verbs, all persons	Full verb conjugation of the verb <i>travailler</i> and <i>être</i> in the present indicative.	Near future tense, using <i>je vais...</i> Future tense of <i>être</i> – <i>ce sera</i> Conditional tense of <i>aimer</i> – <i>j'aimerais</i>
Students should know	How to say what they do at home, where and how often. How to describe people and places. How to say some rooms of the house. How to tell the time in French.	How to say what jobs people do. How to say where people work. How to say peoples' opinions of their jobs. How to use adjectives to describe jobs.	How to say what they intend to do in future holidays. How to say what they are going to do. How to say where they are going to stay. How say who they are going to go with. How to say how it will be. How to say various types of transport.
Students should be able to	Understand information based on what others do at home, where and how often. Form sentences and write translations which contain information describing what they and others do at home, when and how often.	Understand information based on what jobs people do, where they work and what they think of their jobs. Form sentences which contain information describing what jobs people do, where they work and what they think of their jobs.	Understand information based on what where others are going to on holiday. Form sentences and write translations and about holidays in the near future tense.

Year 8	Phase 1: How & why do Buddha's experiences & teachings have meaning for us today?		Phase 2: How far does it make a difference if you believe in life after death?		Phase 3: Why is there suffering? Are there any good solutions?	
Students should be able to define the words	Buddha Four sights Noble truths Enlightenment Wisdom Dhamma Humanism	Dukkha Meditation	Christian Muslim Jewish Paradise Sikh Funeral Symbol		Suffering God Noble Eightfold Path Dukkha	
Students should know	<ul style="list-style-type: none"> • How Buddha's experiences led to him seeking enlightenment • How Buddha's key teachings impact on Buddhists today • What Buddha says about wisdom, justice and strength • What it means to be Buddhist in a British context • Whether Buddhism is an early form of Humanism 		<ul style="list-style-type: none"> • Why people believe in life after death • What Christians say life after death is like • What the Muslim ideas about Paradise are • What Sikhs believe about immortality • Whether this life is all there is 		<ul style="list-style-type: none"> • Whether suffering is a natural, human state • If we work hard, whether we will avoid suffering • How a good God allows suffering • How the Noble Eightfold Path offers a map to escape the jaws of dukkha • Whether there are any good solutions to suffering 	
Students should be able to	<ul style="list-style-type: none"> • Describe how the life of the Buddha led to his teachings (<i>dhamma</i>) • Explain the Buddhist <i>dhamma</i> • Compare some varieties of Buddhist traditions and describe how they relate to the <i>dhamma</i>. • Give reasons and examples to explain how and why Buddhists put their beliefs into action in different ways • Show how Buddhist teachings guide them in making moral decisions • Offer an account of what difference it makes that overcoming <i>dukkha</i> and attaining enlightenment is achievable by anyone without supernatural help, giving reasons. • Evaluate how far the ideas of the Buddhist <i>dhamma</i> help students to make sense of the world and their own experience. 		<ul style="list-style-type: none"> • Explain the key beliefs about life after death in at least two traditions. • Explain how and why Christians interpret biblical sources about life after death differently. • Show how religious and non-religious beliefs about life after death affect the way people live • Give reasons and examples to explain why people have different views on the idea of life after death. • Offer a coherent account of the impact of beliefs about life after death, comparing two views • Evaluate how far different ideas about life after death help students to make sense of the world, offering reasons and justifications for their responses. 		<ul style="list-style-type: none"> • Compare and explain two religious views of why humans suffer. • Explain at least two solutions to suffering offered by religious traditions. • Show how some religious and non-religious beliefs and teachings affect how people respond to suffering. • Give reasons and examples to explain why people respond to suffering in different ways • Offer a coherent account of the causes of suffering and the solutions offered by at least one religious tradition. • Evaluate how far it is the case that religions exists to help humans cope with suffering, fear and despair, offering reasons and justifications for their responses. 	

	Topic: Landscape - Hundertwasser	Topic: Portraits	Topic: Observe and Record
Students should be able to define these key words.	<p>Composition Proportion Line Hue Pattern Expressive Mark-making Hundertwasser Relief Sculpture</p>	<p>Composition Proportion Line Tone Hue Expressive Mark-making Facial expression Character</p>	<p>Composition Proportion Line Tone Hue Mark-making Surface Texture 3D Form</p>
Students should know:	<ul style="list-style-type: none"> The characteristics of Hundertwasser's work. What make his style unique. How he uses line, colour, pattern to create his images. How to abstract information from primary/secondary images to simplify and create semi-abstract compositions. How to transfer ideas from 2D into 3D form – considering perspective, layering, back/mid/foregrounds. 	<ul style="list-style-type: none"> How to observe and record a face accurately. Focusing on proportion, line, tone, mark-making. How to introduce facial expressions/mark-making/colour to change the mood/character of a Portrait. How to use the different techniques and processes that other artists have used to create different styles of imagery. 	<ul style="list-style-type: none"> How to recognise the work of Wayne Thiebaud and understand the techniques that he used to create his images – especially his use of Complimentary colour. The principles of colour theory colour theory and how to colour mix with a wide variety of different media How to use oil pastels effectively and how to work on a large scale.
Students should be able to:	<ul style="list-style-type: none"> Investigate Contextual imagery and use this to inspire and inform their own ideas and ways of working Use primary and secondary images to create a response in the style of their Contextual work. Recognising the difference between primary and secondary sources. Use a variety of media and techniques confidently – including pencil drawing, wax resist, oil pastels – to create their own responses to the starting point. Understand perspective – back, mid, fore grounds and how to use perspective to create a relief sculpture. Use tools – knives, scissors, glue guns – confidently and safely following all H&S guidelines. 	<ul style="list-style-type: none"> Observe and record accurately a self-portrait focusing on facial features, 3D form and surface texture. Recognise and correct mistakes in their own work so that they can independently improve and develop their skills. Remember previously learnt colour theory and recognise how Agnes Cecile used colour in her work to create mood and atmosphere. Imitate the work of Vince Low and use expressive scribbling to create Tone, Marks and 3D form on their own animated and lively portraits. Experiment with watercolours to show they can create subtle washes, blend colour and create interesting marks. Contrast with the sharp line and layers of marks that they investigated when using biro. 	<ul style="list-style-type: none"> Explain confidently colour theory – the definitions of primary, secondary, tertiary and complimentary. Use a variety of media to confidently colour mix and do this accurately by controlling the ratio of colours. Investigate the work of Thiebaud and experiment with his techniques and use this knowledge to inform their own practical work. Investigate oil pastels and use the pastels to investigate colour blending, mark-making and creating 3D form on a large scale. Evaluate their work critically and recognise WWW and EBI and use this knowledge to improve and develop their skills in the future.

Year 8	Working with a script (Term 1)	
Students should be able to define the words	Freeze Frame Narration Gait Physicality Vocality Gestures Blocking Proxemics Posture	Upstage Downstage Stage Right Stage Left End on Stage Thrust Stage
Students should know	What proxemics are The features of a script What vocal skills are and how they are used in performance What gesture is and how it is used in performance Why narrative is important The different types of stage configuration What gait is and how it is used in performance What vocality is and how it is used in performance How to devise an original piece of Drama How to contribute ideas to a group performance How to identify strengths and weaknesses in own and others performances	
Students should be able to	Explain what proxemics is Name 2 features of a script List 3 Vocal Skills Explain what gesture is Name 2 other Dramatic skills Explain why narrative is important Name 4 types of staging configurations Use a script to make a piece of drama Identify strengths and weaknesses in my own and others' performances Contribute ideas to a group performance	

	Improvisation	Hooks and riffs	
Students should be able to define these key words:	Raga Drone Improvisation	Hook Riff Repeat Symbol Treble clef Bass Clef	
Students should know:	How a drone fits to support the improvisation Know to use the notes CDEGAC to perform raga Bhupali What instruments are in the Indian classical ensemble	What is meant by the term Repeated Musical Pattern Why musicians use repeated musical patterns What the difference is between a hook, a riff and an ostinato.	
Students should be able to:	Identify where a note is on a keyboard from a set range given Improvise using a given raga Perform a set raga on a keyboard Name the notes of the Indian scale	Play a repeated note sequence Play a riff on the keyboard which is in-time Use more than one finger to play the notes in a riff	

	Mood Music/Themes for Film and TV		Gamelan and Minimalist Music	Music for Film + Video games
Students should be able to define these key words.				
Students should know:				
Students should be able to:				

Strand 1 – Team activities			
Students should be able to	Football	Netball	Rugby
	<ol style="list-style-type: none"> 1. Pass the ball with accuracy while on the move. 2. Demonstrate correct technique and timing while making various passes. 3. Use both feet to pass the ball 4. Run at an opponent and dribble past on chosen side with close control of the ball and a high rate of success. 5. exercise control with either foot, having judged the pace and direction of oncoming ball. 6. use chest and thigh as means of control 7. Show some ability to influence game either in attack or defence. 8. Demonstrate core football skills (passing, dribbling, shooting, tackling) under pressure. 9. maintain their individual position in the structure of the team 10. switch quickly from attack to defence and appreciate the main tactics involved. 	<ol style="list-style-type: none"> 1. Demonstrate a good standard of passing. 2. Pass accurately- even if lacking power. 3. Catch effectively using both hands. 4. Give some non-verbal signals to pass. 5. Demonstrate correct footwork whilst catching, including pivoting. 6. get free from opponent of similar standard 7. Initially mark successfully 8. Show some evidence of marking next pass. 9. Demonstrate some effectiveness in game situation. 10. Demonstrate a competent level of skill in chosen position. 	<ol style="list-style-type: none"> 1. Pass on the run from both hands with control at reduced pace. 2. Demonstrate swerve and change of pace. 3. Execute all tackles cleanly in a controlled situation using dominant shoulder. 4. ruck and maul in a structured practice. 5. Demonstrate control whilst running with the ball. 6. Pass the ball to the winger along the line. 7. Show understanding of attacking and defensive positional play. 8. Demonstrate increasing and better decision making under pressure. 9. Anticipate opposition moves and make adjustments. 10. Increase involvement for the contact situation in attack and defensive role
	Basketball	Lacrosse	Rounders
	<ol style="list-style-type: none"> 1. Show high level of control even under pressure 2. Use either hand to dribble, but one is weaker. 3. Show good technique including bounce (skid) pass. 4. Use javelin and overhead pass effectively 5. Keep head up during dribble. 6. Demonstrate some drive and ball laid up correctly from strong side. 7. Demonstrate an effective standing jump shot. 8. Demonstrate an effective standing jump shot in a game. 9. threaten opponents' basket 10. Demonstrate an understanding of their defensive role and personal defence, for example stance. 11. Demonstrate some understanding of his/her role in offence. 	<ol style="list-style-type: none"> 1. Show good control with either hand and at speed. 2. Make consistently accurate short passes. 3. scoop and pass quickly with dominant hand. 4. Show good shooting technique. 5. vary power and direction depending on distance from goal. 6. Look at goal and find shooting spaces. 7. Consistently catch with either hand, on move or stationary. 8. Show good technique and control with either hand when tackling or checking. 9. Demonstrate effectiveness in game situation. 10. Demonstrate good level of skill in chosen position 	<ol style="list-style-type: none"> 1. adopt correct stance with good grip when batting 2. Make contact between 50 per cent and 70 per cent of the time 3. place the ball according to the field placing. 4. Demonstrate fluent stepping action when bowling 5. Bowl consistently with very few no balls being bowled. 6. demonstrate a change of height and speed in delivery to try to outwit the batsperson. 7. demonstrates both overarm and underarm throws with consistent accuracy when fielding 8. catch confidently. 9. return the ball quickly and accurately to base. 10. pick the ball up on the run and demonstrate the long barrier. 11. Demonstrate catching more balls fielded in from deep field. 12. make a much more significant contribution to the game and carries out the skills with consistency even in the competitive situation

Strand 2 – Individual activities			
Students should be able to	Table Tennis	Hockey	Volleyball
		<ol style="list-style-type: none"> Demonstrate good grip to suit style of play and good action for shots. Demonstrate good range of strokes, showing power, control and accuracy. Demonstrate backspin and topspin in many strokes, particularly in forehand drive and backhand chop. Demonstrates variety of service, some using spin. Good, lively footwork resulting in effective execution of strokes. Shows some ability to influence game either in attack or defence. Good command of skills and tactical play in evidence, even under pressure. Shows some anticipation of opposition and makes adjustments. Able to switch effectively from attack to defence. Has some understanding of the physical demands of the game and displays good fitness levels in long rallies though may not do so in continuous games 	<ol style="list-style-type: none"> Demonstrate good push, slap hit and hit, adjusting footwork to give direction and accuracy. Attempt flick pass although not always successfully. receive ball and bring under control on both open and reverse stick side. show evidence of use of reverse stick whilst moving with ball. Demonstrate a dribble with ball and stick in front and to the right of the body to allow for efficient movement. demonstrate jab, open and reverse side tackles. Achieve some success with jab and open but often too slow to execute reverse stick tackle effectively. Play competently in the game. Demonstrate individual skills when trying to outwit opponents. Pass the ball with some degree of success. Tackle with some success but may not be able to use the ball effectively after winning it.
	Tennis	Badminton	Cricket
	<ol style="list-style-type: none"> Perform most basic strokes with a competent standard of technique, beginning to show good length and placement. play effective forehand and backhand volleys. Use lobs to some effect, to avoid a player at the net. Serve consistently though may lack power. Demonstrate generally correct footwork Demonstrate a certain amount of control when under pressure of a game Show some understanding of positioning in attack and defence. Demonstrate ability to anticipate opponent's shot in rallies. Move efficiently around court. Attempt to place shots varying the angle, although not always successfully 	<ol style="list-style-type: none"> Execute a high clear in a rally that reaches two thirds of court consistently Execute a drop shot accurately with greater consistency Execute a smash which has downward flight with greater consistency Execute a high serve that is accurate, legal on a more consistent basis. Execute a low serve with some attempt to disguise on a more consistent basis perform most basic strokes with good standard of technique, good length and placement is obvious Execute an underarm clear with racket leg forward and generally to the back of the court. Demonstrate high serves that reach the required depth Execute a flick serve Show some understanding of front and back and side by side formations. demonstrate ability to anticipate opponent's shot in a rally Move efficiently around court. Attempt to place shots and vary angles although not always successfully. 	<ol style="list-style-type: none"> Perform batting or bowling with a good technique perform all elements of fielding effectively use correct technique in defensive and attacking shots when batting. play appropriate shot to a variety of balls bowled. Apply correct technique to forward and backward defensive shots. hit to areas where fielders are not present use correct technique in bowling action, with appropriate control of line and length. Demonstrate either some spin or swing or movement of the ball off the seam. anticipate and adjust position according to pace of ball when fielding Show consistent catching ability Show accurate return to wicketkeeper. Show some ability to influence game either in batting or bowling. Show some anticipation of opposition and make adjustments.

Year 8	Term 1: Fractions Construction and Loci Collecting data Patterns and sequences		Term 2: Algebra using powers and brackets Pythagoras' theorem Perimeter and Area		Term 3: Probability Fractions, decimals, and percentages Displaying data		
Students should be able to define the words	Numerator Denominator Equivalent Simplify Operation Multiple Improper Mixed number Construct Perpendicular Bisect Locus, Loci	Qualitative Quantitative Discrete Continuous Primary Secondary Sampling Bias Term Position Triangular Arithmetic Geometric	Power Index, Indices Brackets Expand Factorise Simplify Hypotenuse Right-angled Formula Theorem Perpendicular	Decimal Place value Percentage Conversion Compare Proportion	Impossible Unlikely Even chance Likely Certain Scale Chance Independent Mutually Exclusive Venn Diagram Frequency Tree Diagram	Shape Edge Polygon Area Perimeter Boundary Units Formula Dimension	Data Axis, Axes Scaling Bar graph Line graph Frequency Polygon Compare Dual Composite
Students should be able to	Understand a fraction as part of a whole Write a fraction in its simplest form and find equivalent fractions Find fractions of amounts Add, subtract. Multiply, and divide fractions Use straight edge and a pair of compasses to do standard constructions Find and describe regions satisfying a combination of loci Process and represent data Consider fairness and bias Understand different types of data Design and use timetables and two-way tables Recognise and generate simple sequences Know and use term to term rules Know and use position to term rules Understand the difference between arithmetic and geometric sequences		Expand and factorise brackets Use index laws to simplify expressions Understand and use 0 and negative indices Understand and recall Pythagoras' Theorem Use Pythagoras' theorem to find any side Apply Pythagoras' theorem to different situations Find perimeters and areas by counting and measuring Find perimeters and areas by using a formula Calculate perimeters and areas of compound shapes Problem solve with perimeter and area Convert measures in perimeter and area situations		Understand and use the probability scale Find theoretical probabilities Find experimental probabilities Find and use relative frequencies List all outcomes systematically Use and draw sample space diagrams Understand equivalence between percentage, fraction, and decimal Convert between fractions decimals and percentages Write one number as a percentage of another number Calculate the percentage of a given amount Produce charts and diagrams for various data types Interpret a wide range of graphs and diagrams and draw conclusions Compare distributions and make inferences Draw and interpret pie charts and scatter diagrams Recognise correlation and draw and/or use lines of best fit by eye		

	Topic: Spreadsheets		Topic: HTML	Topic: Scratch
Students should be able to define these key words.	Row Column Cell Reference Absolute cell reference Formula Function	Active cell Worksheet Computer model Predict Fill Format Gridlines Arithmetic operator	Boiler plate code HTML Tag Inline styling CSS Hyperlink Alt Text	Sprite Stage Code blocks Control block Sensing Operators Variables Project
Students should know:	How computer models are used in the real world. why formulas should be used. key spreadsheet terminology: Cell, cell range, cell reference, formula, function. What formulas start with Why we use cell references in formula How to use a variety of different formula		What the basic HTML tags do What tags are needed to create a simple webpage with headings, text, images and hyperlinks The importance of purpose and audience in determining relevant content. The benefits of using CSS over in line styling	What the basic code blocks do Which blocks are needed to achieve simple actions what is meant by an algorithm When variables are needed purpose of repeat loops and procedures ("broadcasts")
Students should be able to:	Format a simple spreadsheet model using borders, colour, data types. Use basic formula and functions in a spreadsheet- addition, subtraction , multiplication, division, sum, average, minimum, maximum Use a spreadsheet model to and answer what if" questions. Create a basic pie chart to display results. Use an if function and a countif function		Write HTML code to create a web page and display it in a browser Use a range of HTML tags to create well laid out webpages Add Hyperlinks Insert text/headings Insert images Resize images Change the appearance of their webpage- font style , colour, background	Produce error free programs which make good use of sequencing change sprites and costumes Use selection Use the broadcast function in Scratch Use operators (<, =, >, and, or, not) Add timers, countdowns and lives into projects Add score systems to games Can debug problems in their projects Use the Random blocks to position objects randomly on the screen



Year 9

CURRICULUM RELATED
EXPECTATIONS

	C2.4 The Earth			P2.3 Motion and pressure		
Students should be able to define	Mantle Core Inner core Outer core Crust Atmosphere Troposphere Sedimentary	Erosion Transport Deposition Compaction Cementation Uplift Carbon cycle Respiration deforestation	Combustion Dissolving Carbon store Climate change Recycling Igneous Metamorphic Weathering Greenhouse gasses	Force Speed Velocity Instantaneous speed Relative motion Average speed Distance Time	Pressure Gas pressure Compress Density Liquid pressure Incompressible Float	Sink Area Moment Newton metres Acceleration Pivot Centre of gravity
Students should know	The composition of the Earth. - The structure of the Earth. - The composition of the atmosphere. The formation of igneous and metamorphic rocks. The formation of sedimentary rocks. The rock cycle. The carbon cycle. - The production of carbon dioxide by human activity and the impact on climate. The production of carbon dioxide by human activity and the impact on climate. Earth as a source of limited resources and the efficacy of recycling.			Speed and the quantitative relationship between average speed, distance, and time (speed = distance ÷ time). - Relative motion: trains and cars passing one another. - Using physical processes and mechanisms, rather than energy, to explain the intermediate steps that bring about changes in systems. - The representation of a journey on a distance–time graph. Atmospheric pressure decreases with increase of height as weight of air above decreases with height. Pressure in liquids, increasing with depth; upthrust effects, floating and sinking. Pressure measured by ratio of force over area – acting normal to any surface. Moment as the turning effect of a force.		
Students should be able to	Describe properties of the different layers of the Earth’s structure - Describe the composition of the atmosphere - Describe advantages and disadvantages of a given model of the Earth’s structure Compare the ways that igneous and metamorphic rocks form - Explain how igneous and metamorphic rocks form - Predict observations when a substance representing lava is cooled at different temperatures Explain two properties of sedimentary rocks - Explain how sedimentary rocks are made - Describe how models are representing sedimentary rock formation processes Use the rock cycle to explain how the material in rocks is recycled - Describe how changes in the wax used to represent a rock represent the real rock cycle Explain why the concentration of carbon dioxide in the atmosphere did not change for many years - Use the carbon cycle to identify reservoirs of carbon Explain why global warming happens - Explain some impacts of global warming - Design a model to represent global warming, and describe how it represents the real situation Explain how aluminium is recycled - Analyse the advantages and disadvantages of recycling - Plot a bar chart of recycling rates for two towns			Calculate speed using the speed equation. - Describe relative motion. - Choose equipment to make appropriate measurements for time and distance to calculate speed. Interpret distance–time graphs. - Calculate speed from a distance-time graph. - Plot data on a distance-time graph accurately. Describe the factors that affect gas pressure. - Describe how atmospheric pressure changes with height. - Interpret observations of atmospheric pressure. Describe how liquid pressure changes with depth. - Explain why some things float and some things sink, using force diagrams. - Predict how water pressure changes in a familiar context, using scientific knowledge and understanding. Calculate pressure. - Apply ideas of pressure to different situations. - Predict quantitatively the effect of changing area and/or force on pressure. Describe what is meant by a 'moments'. - Calculate the moment of a force. - Independently identify scientific questions from results.		

C2.1 The Periodic Table		
Students should be able to define	Metal Non-metal Properties Conductor Metalloid Physical property Chemical property Group period	Melting point Boiling point Group 1 alkali metals Density Group 7 Halogens Displacement reaction Group 0 Noble gasses
Students should know	The Periodic Table: metals and non-metals. - The properties of metals and non-metals. - The chemical properties of metal and non-metal oxides with respect to acidity. The Periodic Table: periods and groups. - The principles underpinning the Mendeleev Periodic Table. The varying physical and chemical properties of different elements. - How patterns in reactions can be predicted with reference to the Periodic Table. The varying physical and chemical properties of different elements. - How patterns in reactions can be predicted with reference to the Periodic Table. The varying physical and chemical properties of different elements. - How patterns in reactions can be predicted with reference to the Periodic Table.	
Students should be able to	Explain how elements are classified as metals and non-metals. - Use patterns to classify an element as a metal or non-metal. -Use observations about materials to decide if they are metals or non-metals. Use patterns to predict properties of elements. - Compare patterns in properties in the groups and periods of the Periodic Table. - Use trends shown by numerical data to predict missing values. - Interpret data to describe patterns in properties of the Group 1 elements. -Use patterns to predict properties of Group 1 elements. - Record observations about how Group 1 metals react with water, and the pH of the solution formed. Use patterns to predict properties of Group 7 elements. - Describe displacement reactions. - Identify risks of using Group 7 elements using the hazard symbols associated with them. Describe the physical and chemical properties of the Group 0 elements. - Use patterns to predict properties of Group 0 elements. -Draw conclusions on the properties and trends of Group 0 elements based on experimental and secondary data.	

B2.2 Ecosystem processes

<p>Students should be able to define</p>	<p>Producer Prey Predator Cell Consumer Photosynthesis Nucleus Mitochondria Cytoplasm Cell membrane</p>	<p>Cell wall Chloroplasts Ribosomes Food chain Food web Interdependence Population Habitat Community</p>	<p>Palisade cell Stomata Xylem Phloem Minerals Deficiency Fertilisers Chemosynthesis Aerobic respiration</p>	<p>Anaerobic respiration Glucose Carbon dioxide Water Oxygen Fermentation Oxygen debt Bioaccumulation Ecosystem Niche</p>
<p>Students should know</p>	<p>The reactants in, and products of, photosynthesis, and a word summary for photosynthesis. The dependence of almost all life on Earth on the ability of photosynthetic organisms, such as plants and algae, to use sunlight in photosynthesis to build organic molecules that are an essential energy store and to maintain levels of oxygen and carbon dioxide in the atmosphere. The adaptations of leaves for photosynthesis. The role of leaf stomata in gas exchange in plants. Plants making carbohydrates in their leaves by photosynthesis and gaining minerals, nutrients, and water from the soil via their roots. Chemosynthesis in bacteria and other organisms. Aerobic respiration in living organisms, including the breakdown of organic molecules to enable all the other chemical processes necessary for life.</p>		<p>A word summary for aerobic respiration. Anaerobic respiration in living organisms, including the breakdown of organic molecules to enable all the other chemical processes necessary for life. The process of anaerobic respiration in humans and microorganisms, including fermentation, and a word summary for anaerobic respiration. The differences between aerobic and anaerobic respiration in terms of the reactants, the products formed, and the implications for the organism. The interdependence of organisms in an ecosystem, including food webs and insect pollinated crops. How organisms affect, and are affected by, their environment, including the accumulation of toxic materials. The interdependence of organisms in an ecosystem, including food webs and insect pollinated crops.</p>	
<p>Students should be able to</p>	<p>Describe the process of photosynthesis. State the word equation for photosynthesis. Carry out and record observations for an experiment to test for the presence of starch in a leaf. Use appropriate techniques, apparatus, and materials during fieldwork and laboratory work, paying attention to health and safety. Describe the structure and function of the main components of a leaf. Explain the distribution of the chloroplasts in a leaf. Make observations of stomata from the underside of the leaf, and record observations as a labelled diagram. Describe how a plant uses minerals for healthy growth. Explain the role of nitrates in plant growth. Record measurements in a table, and calculate arithmetic means of results. Describe where chemosynthesis takes place. Describe the process of chemosynthesis. Describe how the view of chemosynthesis by the scientific community changed with time.</p>		<p>State the word equation for aerobic respiration. Describe the process of respiration. Plan an investigation to measure the effect of exercise on breathing rates. State the word equation for anaerobic respiration. Describe the differences between aerobic and anaerobic respiration. Evaluate data collected, suggesting possible sources of error. Describe what food chains show. Describe what food webs show. Describe the interdependence of organisms. Describe how toxic materials can accumulate in a food web. Present population data as a graph to describe trends and draw conclusions. Describe how different organisms co-exist within an ecosystem. Identify niches within an ecosystem. Use quadrats to take measurements in an ecosystem, describing trends observed.</p>	

	Topic 1: Africa			Topic 2: Africa		
Students should be able to define the words	Weather Climate Development GNI Birth rate	Death rate Infant mortality Life expectancy People per doctor Adult literacy rate	Access to safe water HDI Waterfall Delta	Desert Drought Desertification Water insecurity Water stress	Physical water scarcity Economic water scarcity GDP TNC Tectonic Plate	Tectonic Margin Oceanic Crust Continental Crust Constructive margin Destructive margin Conservative margin
Students should know	<ul style="list-style-type: none"> - Where Africa is and at least 6 countries on the continent of Africa - What a climate graph is and how to draw one - What development is and characteristics of more and less developed countries - How development is measured and the development indicators used - The location of Mali and Zimbabwe - Why some countries in Africa are underdeveloped - Where Kenya is located and Kenya's physical geography and climate - Tourism in Kenya – why people visit Kenya. The advantages and disadvantages of tourism - Where the Zambezi river is and the course it takes - How a waterfall is formed and why Victoria falls is threatened - Where the River Nile is located - What a delta is and how they form - Why deltas are important and how they are threatened 			<ul style="list-style-type: none"> - Where deserts are located in the world and the different types of deserts there are - Why hot deserts are found along the tropics - What a drought is and why they are dangerous - Where the Sahel is located and how its weather patterns have changed - The causes, impacts and management of desertification - Global pattern of water surplus and deficit - Impacts of water insecurity and how access to water can be increased - Where Nigeria is located and its physical geography features - How Nigeria's economy has changed and why oil is important to them and the advantages and disadvantages that shell oil brings to Nigeria - The 4 types of plate margins including what happens at the margin and the hazards found - The causes, impacts and responses to the 2002 Nyiragongo eruption - Why people choose to live near volcanoes and how volcanoes can be managed 		
Students should be able to	<ul style="list-style-type: none"> - Label 6 countries on a map of Africa - Draw a climate graph for any given region - Define development and correctly match up the development indicators to their correct definition - Explain 2 reasons why countries in Africa are more underdeveloped - Accurately describe the location of Kenya using geographical terminology - Explain the formation of a waterfall with annotated diagrams - Locate the Zambezi and Nile river on a map - Explain what a Delta is and how they form - State 2 reasons why Deltas are important 			<ul style="list-style-type: none"> - Describe the distribution of deserts and explain why hot deserts are found where they are - Define a drought and give 2 reasons why they are hazardous - Accurately describe the location of the Sahel using geographical terminology - Interpret graphs to explain the changing climate of regions - Define desertification, state 2 causes of desertification and explain 2 ways it can be managed - Describe the global trend of water surplus and deficit from a map - Outline 2 impacts of water insecurity and describe 2 strategies to manage it - Accurately describe the location of Nigeria using geographical terminology - State 2 advantages and 2 disadvantages that Shell Oil (a TNC) brings to Nigeria - State the 4 types of plate margins and indicate the direction of plates at these margins - State 2 causes, 3 impacts and 3 responses to the Nyiragongo eruption 		

	Topic 3: Asia		Topic 4: Asia	
Students should be able to define the words	Weather Climate Fold mountains Geosyncline Tropical storm	Typhoon Storm surge Earthquake tsunami	Megacity Slum GDP HEP	Pollution Deforestation Desertification Biodiversity
Students should know	<ul style="list-style-type: none"> - Where Asia is and at least 6 countries on the continent of Asia - What a climate graph is and how to draw one - Where the middle east is and why oil is important to this region - Why the middle east is at a higher risk of water insecurity - The future of water in the middle east and potential conflict arising - Where the Himalayan mountains are located, how they were formed - The causes, impacts and responses of the 2011 Japan earthquake and tsunami - What a tropical storm is, where they are found and how they form - The causes and impacts and responses of typhoon Haiyan 2013 		<ul style="list-style-type: none"> - Location of India and its megacities - How and why the population of India has grown rapidly - Why Mumbai is an important city - How urban growth has created social and economic opportunities in Mumbai - The social, economic and environmental challenges Mumbai faces as a result of urban growth - Where China is located, its major rivers and cities and the physical geography of the country - Why the 3 gorges dam was built and the effects this has had on people and the environment - The major environmental issues China is facing 	
Students should be able to	<ul style="list-style-type: none"> - Label 6 countries on a map of Asia - Draw a climate graph for any given region - Accurately describe the location of the Middle East using geographical terminology - Explain why oil is important to the Middle East - Explain 2 reasons why the Middle East is at risk from water insecurity and outline a reason why there might be conflict over water in this region going forward - Accurately describe the location of the Himalayas using geographical terminology - State the type of plate boundary and the 2 plates involved in the formation of the Himalayan mountains - Explain the formation of fold mountains with annotated diagrams - State the date of the Japan earthquake - State the plate boundary and plates involved which caused the earthquake - State 3 impacts and 3 responses of the Japan earthquake - State 2 conditions needed for a tropical storm to form and explain the formation - State 3 impacts and 3 responses to Typhoon Haiyan 		<ul style="list-style-type: none"> - Accurately describe the location of India using geographical terminology - Name the 5 megacities of India and label on a map - Draw a line graph to show how the population of India has grown - State 2 reasons why Mumbai is an important city nationally and globally - State 2 social and 2 economic opportunities Mumbai offers - Explain the multiplier effect - State one social, one economic and one environmental challenge Mumbai faces - Locate China on a map, label on its 3 major rivers, label 2 megacities and state 4 countries that border China - Explain 2 reasons why the 3 gorges dam was built - Describe 3 issues the dam has caused - Explain 3 environmental issues China faces and outline a solution to overcome these 	

	Topic 5: Oceania			Topic 6: Oceania	
Students should be able to define the words	Weather Climate Swash Backwash Freeze thaw weathering Onion skin weathering Chemical weathering	Biological weathering Erosion Abrasion Attrition Hydraulic action Solution Traction	Saltation Suspension Solution Longshore drift Hard engineering Soft engineering Coastal erosion	Natural hazards Tectonic hazards Climatic hazard Wildfires Earthquake Epicentre	Focus Seismic wave Prediction Protection preparation
Students should know	<ul style="list-style-type: none"> - Location of Oceanic and at least 3 countries on the continent - What a climate graph is and how to draw one - How waves form - The 4 types of coastal weathering - The 4 types of coastal erosion - The formation of headlands and bays - The formation of caves, arches, stacks and stumps - 4 ways sediment is transported along a coast - The process of longshore drift - Formation of beaches, spits, bars and tombolo's - The difference between hard and soft coastal engineering - Different strategies to manage/protect coastlines - The causes, impacts and management of Australia's coastal erosion 			<ul style="list-style-type: none"> - What a natural hazard is and how we can categorise them - What a wildfire is, where they occur, how they start, the impacts they have and how they can be managed - Causes and impacts of Australis bushfires 2019/2020 - What an earthquake is, where they occur, how they are caused, the hazards they cause, the impacts they have - The causes, impacts and responses to the 2011 New Zealand earthquake - How earthquakes can be managed through prediction, preparation and preparedness 	
Students should be able to	<ul style="list-style-type: none"> - Label 3 countries on a map of Oceania - Draw a climate graph for any given region - State the four types of coastal weathering and explain at least one in detail - Be able to match the 4 types of coastal erosion to their correct definition - Explain the formation of headlands and bays - Label a headland with erosional landforms - Explain the formation of a sea stack with the assistance of a diagram - Explain the process of longshore drift via an annotated diagram - Explain the formation of a spit with an annotated diagram - Define hard and soft engineering - State the advantages and disadvantages for any given sea defence - Outline the causes of Coastal erosion in Australia, explain the impact this is having and outline the strategies used to protect Australia's coasts. 			<ul style="list-style-type: none"> - Define a natural hazard and state the categories used to classify natural hazards - Define a wildfire - State 2 natural and 2 human causes of wildfires - State 3 impacts of Australia's wildfires - Label a map of Australia with its 6 states - Explain 2 ways the wildfires were managed in Australia - State what an earthquake is - Describe the distribution of earthquakes using a map - Explain how an earthquake occurs - State 2 primary and 2 secondary impacts of earthquakes - State the type of plate margin and the plates involved in the New Zealand earthquake - State 3 impacts and 3 responses to the New Zealand earthquake - Explain the 3 P's and how they can be used to manage the impacts of earthquakes 	

Students should be able to explain the words	Vegetarian Vegan Cross contamination Kneading	Shortcrust pastry Bridge and claw Rubbing in Eatwell guide
Students should know	<ul style="list-style-type: none"> - The parts of the oven and what they are used for - What the method is called when we bake the pastry with no filling in the crumble tart - The name of the white sauce used in lasagne and chicken pie - What influences our food choice 	
Students should be able to	<ul style="list-style-type: none"> - Follow health and safety rules in the food room - Use the oven safely and independently - Use the bridge and claw grips when chopping - Safely and hygienically handle ingredients - Demonstrate accuracy when rolling dough - Create a smooth sauce when making lasagne and chicken pie - Confidently and independently prepare a range of ingredients - Successfully separate egg whites and whisk to create meringue 	

	Topic: Flat packed Chair Project	
Students should be able to define these key words.	Aesthetics Brief CAD/CAM Anthropometrics	Function Specification Quantity Ergonomics
Students should know the following	<ul style="list-style-type: none"> • Why flat packed furniture is better for the environment (it is to do with Product Miles) • What they will learn from creating a cardboard model of their proposed design. • The advantages and disadvantages of using CAD/CAM to create their flat pack components. 	
Students should be able to	<ul style="list-style-type: none"> • Use knives, steel rulers and cutting mats safely to create their working card model. • Use 2D Design correctly to draw out their components accurately using the correct colour coding, nesting and instructions. • Assemble their components , perform a quality check and then construct their chair from flat pack to 3D form. • Evaluate their work, understanding WWW/EBI and gain some user feedback. • Check for quality and demonstrate resilience if mistakes occur. 	

	Topic 1: Fashion Design and Manufacture – Denim Reworked (practical design and make task)								
Students should be able to define the words	<table border="0"> <tr> <td>Sustainability</td> <td>Denim</td> </tr> <tr> <td>Natural fabric</td> <td>Pattern/template</td> </tr> <tr> <td>Levi Strauss</td> <td>Fastenings</td> </tr> <tr> <td>Patched Applique</td> <td>Bespoke</td> </tr> </table>	Sustainability	Denim	Natural fabric	Pattern/template	Levi Strauss	Fastenings	Patched Applique	Bespoke
Sustainability	Denim								
Natural fabric	Pattern/template								
Levi Strauss	Fastenings								
Patched Applique	Bespoke								
Students should know	<ul style="list-style-type: none"> - that fashion has a responsibility on our planet and environment - the impact of previous designers and cult status of denim. - how to create a new piece of clothing from using old denim fabric. 								
Students should be able to	<ul style="list-style-type: none"> - Cut out denim fabric accurately and safely using textiles shears. - Operate the sewing machine independently and adhere to the 15mm seam allowances. - Sew and join a variety of shapes together to make a piece of recycled clothing. - Select and apply correct fastening – zip or eyelet? - Use graphics materials to successfully create their own fashion design ideas. - Demonstrate an understanding of how pattern/templates work from 2D to 3D in clothing manufacture. - Independently follow health and safety rules in workshop. - Check for quality and demonstrate resilience if mistakes occur. 								

Year	Greek Theatre		Polemics and Persuasion			Patriarchy and Society	
Students should be able to define the words	Genre Tragedy Theme Monologue Soliloquy Hamartia Peripeteia Reversal	Hubris Obselete Relevant Catharsis Magnitude Impious Wretch Oracle	Polemic Tone Attitude Mood Anadiplosis Litotes Hypophora	Lexical field Allusions Anaphora	Ambivalent Empathetic Distanced Pernicious Synonymous Specious Nomadic Semblance	Biblical allusions Metaphor Bildungsroman Ornithological imagery Literary Trope Themes Twist Rhetoric	Patriarchy Submissive Inferior Dehumanise Oppression Liberation Subordinate
Students should know	That Greek theatre became a template for modern theatre. Why Greek theatre is still relevant today The three different genres of play performed in Greek theatre and their differences (Comedy, Tragedy, Satire) The key plot elements of tragedy (Reversal, recognition, scene of suffering) The plot of two famous Greek Tragedies: Oedipus and Antigone The characteristics of the tragic hero What questions writers might pose through the genre of tragedy What iambic pentameter is and its effect What a monologue is and how it is used in theatre How to analyse the effect of a metaphor How writers experiment with perspective in story telling		What polemical writing is What the three appeals of rhetoric are How to identify a writer's tone What contentious issues writers explore (death penalty, removal of historical statues, homelessness, horse racing, food poverty) The views of a range of prominent writers both historical and contemporary How writers use metaphor and imagery to convey complex ideas How to use a wide range of rhetorical figures How cultural allusions are used within arguments What is meant by the term 'Herculean effort' How to plan, draft and edit a rhetorical argument			How women's roles in society have changed over time How women writers represent women in the 19 th Century The plot of some famous literary texts (Jane Eyre, Wide Sargasso Sea, Story of an Hour) How Bronte establishes the world of the novel How Bronte sets up ideas about gender difference How writers use novels to make points about the treatment of women How interpretations of a character have changed over time How the structure of short stories convey meaning How we can retell a narrative from a different perspective	
Students should be able to	Read a text and apply knowledge/ skills from this unit to show understanding Define and/or apply tier 2 and 3 vocabulary with precision Write a sentence to explain why Greek theatre is still relevant today Explain the difference between a tragedy and a comedy Identify the three plot elements of tragedy Summarise the plot of a famous tragedy Identify iambic pentameter Use tenor, vehicle and ground to analyse a metaphor Analyse a writer's use of language Explain what makes a tragic hero Retell a story from a different perspective		Read an unseen text and apply knowledge and skills from this unit to show understanding Define and/or apply tier 2 and 3 vocabulary with precision Summarise a writer's viewpoint Identify a writer's tone and select precise evidence from a text as evidence Use tenor, vehicle and ground to analyse a metaphor Analyse a writer's use of rhetorical figures Identify a cultural or classic allusion Write a sentence using the phrase 'Herculean effort' Write a sentence using litotes Write a sentence using Hypophora Plan and write a rhetorical argument using a range of rhetorical figures			Read an extract from an unseen text and apply knowledge and skills from this unit to show understanding Define and/or apply tier 2 and 3 vocabulary with precision Explain how women's roles in society have changed over time Identify and summarise key information from a text Identify ornithological imagery and explain its effect Analyse how writers use language for effect Explain how the structure of a story is used to create meaning Retell a narrative from a different perspective	

Year	Shakespeare his world and his writing		19 th Century Novel – Hound of the Baskervilles		GCSE War Poetry	
Students should be able to define the words	Sonnet Lament Elegy Structure Context Iambic Pentametre Heroic couplets Paradox Universal theme	Pernicious Turbulent Mercenary Persecute Hierarchy	Genre Allusion Narrative perspective Connotations Setting Epistolary Lexical field Pathetic fallacy Foreshadowing	Erroneous Pugnacious Melancholy Furtive Tyrant Enigmatic Dismal	Stanza Form Metre Rhyme Scheme Metaphor Simile Enjambment Caesura Monologue	Kleos Patriotism Glorify Futile Blunder Incessant Colloquial Harrowed Exasperated
Students should know	Why context is useful in understanding the message of a text Who the significant figures of this time are What the Reformation was and its significance The events of the Babingdon plot The events of the Gunpowder plot Beliefs about witches in the early modern period What the Great Chain of Being is Beliefs about fate from Greek mythology Which different poetic forms were popular at the time How writers use antithetical statements for effect How writers use structure for effect in narrative writing How to plan, draft and edit a piece of historical fiction How to evaluate writers language choices		Why context is useful in understanding the message of a text The key features of genre (detective and gothic) The myth of Heracles and the 12 labours How to paraphrase and summarise information How writers use language to create drama and mystery What an epistolary novel is What foreshadowing is and how it is used for effect How to use a range of sentence types to describe a setting What pathetic fallacy is and how it is used for effect How to evaluate writers language choices How to use a range of methods to describe a beautiful, but bleak landscape		What ideas and themes writers might explore through war poetry The key features of poetry Which universal themes are presented in the anthology poems What kleos is Whether writers support or challenge ideas about kleos How to summarise the main ideas in a poem How to identify writers methods and analyse their effect What the structure of an essay looks like How to construct a thesis statement How to plan and draft an essay	
Students should be able to	Read an unseen text and apply knowledge and skills from this unit to show understanding Explain what the Reformation was Explain what The Great Chain of Being is Explain which plots there were to overthrow the government Explain beliefs about witchcraft during this period Analyse the structure of a text and its effect Identify the use of antithesis Use tenor, vehicle and ground to analyse a metaphor Evaluate a writer's language choices Write the opening of a piece of historical fiction		Read an extract from the text and apply knowledge and skills from this unit to show understanding Define and/or apply tier 2 and 3 vocabulary with precision Summarise the key events in a story Give two conventions of the Gothic and Detective genres Explain how a lexical field is used for effect Analyse how writers use language for effect Evaluate a writer's language choices linked to a statement Use a range of sentence tyoes for effect in descriptive or narrative writing		Read one poem from the anthology and apply knowledge and skills from this unit to show understanding Define and/or apply tier 2 and 3 vocabulary with precision Explain the concept of kleos Write a sentence which explains whether a writer supports or challenges ideas about kleos Summarise the ideas in a poem Identify the use of metre in a poem List 3 themes war poetry might explore Use tenor, vehicle and ground to analyse a metaphor Construct a mini-essay to explore a key theme in a poem	

Year 9	Phase 1: How did World War 1 begin?		Phase 2: What was life like in the trenches?		Phase 3: What happened in Germany at the end of WW1?		Phase 4: What was the Holocaust?		Phase 5: What was the Holocaust?	
Students should be able to define the words	Alliance Assassination Imperialism Militarism Arms race Narrative Home Front Propaganda Recruitment Conscription Treaty Reparations	Triple Alliance Triple Entente Archduke Franz Ferdinand Gavrilo Princip Morocco Schlieffen Plan Dreadnought War Guilt Clause Treaty of Versailles	Front Trenches Faith Compromise Religion Remembrance Cenotaph Memorial Veteran Conscientious Objector Truce	Passchendaele Blackadder	Treaty Inference Election Democracy Regime Party policy Vote		Antisemitism Deportation Liquidation Homosexuals Sterilisation Euthanasia Concentration camp Wild camp Extermination camp Shtetl Dachau	Putsch Jewish Sonderkommando Holocaust Roma/Sinti Soviet Jehovah's Witness Jewry Nazi Pogrom Kindertransport	Ghetto Perpetrator Collaborator Bystander Complicit Liberation Population Genocide Legacy Survivor Archivist Holocaust	Arbeit Macht Frei Federmann Sobibor Buchenwald Auschwitz Treblinka Frankfurt Babi Yar Memorial Resistance
Students should know	<ul style="list-style-type: none"> How the 'great powers' were drawn in to alliances What a sandwich has to do with WW1 Why Germany wanted 'a place in the sun' Whether building an armed forces was enough to prevent a war What the Schlieffen Plan was & how it failed What propaganda is & how it was used in WW1 What the impact of the Treaty of Versailles was 		<ul style="list-style-type: none"> What life was like in the trenches of WW1 How soldiers made companions in the trenches Who the conscientious objectors were Whether 'Blackadder' is a useful source for historians Why a truce happened at Christmas 1919 What a soldier would have out in to a 'showbox' 		<ul style="list-style-type: none"> What the impact of the Treaty of Versailles was in Germany Who 'this child' is What the people of Germany wanted How a political party prepares for an election What the Munich Putsch was & why it failed What ordinary things can reveal about the past 		<ul style="list-style-type: none"> How original artefacts can enrich our understanding Who Bernhard Federmann was Who Bernie Graham is Why there was silence associated with the Holocaust When and how different minority groups were persecuted under Nazi rule What Bernie learns about his family Whether Bernie's name is a comfort or a curse 		<ul style="list-style-type: none"> Who the European Jewish communities were pre war What one day in Frankfurt was like for the Federmann family Why the Federmann family were sent to camps Whether all Jewish people were sent to camps What the space called Treblinka was/is What Arbeit Macht Frei means Whether Jewish people fought back How the fragments of the Federmann family can be pieced together 	
Students should be able to	<ul style="list-style-type: none"> Make inferences from a source/artefact Make a judgement based on knowledge acquired, with reasoning and evidence Make an informed decision Plan a historical event View a historical event from different viewpoints Use maps to show paths of travel Write a narrative account, showing understanding of cause/consequence Compare sources of information 		<ul style="list-style-type: none"> Make inferences from a source/artefact View a historical event from different viewpoints Analyse historical interpretations Write a first person narrative account Categorise and summarise historical information in to a table Design an exhibit Decide how useful a source is for studying a historical event Write a short essay response 		<ul style="list-style-type: none"> Make inferences from a source/artefact Make a judgement based on knowledge acquired, with reasoning and evidence Make an informed decision based on sources/ interpretations Analyse sources of evidence together to build ideas about a historical event/person Construct a timeline of a significant historical event 		<ul style="list-style-type: none"> Identify key features from a source of evidence Make inferences from a source Make a judgement with reasoning and evidence Write an informed narrative Provide meaningful responses Reflect on own context and that of others Consider the extent of an event over a short & long term period, providing examples of change & continuity 		<ul style="list-style-type: none"> Use a map to indicate location, population and travel Analyse sources of evidence Categorise and summarise findings into a table Create a visual representation of findings Compare and contrast sources of information in a Venn diagram Make inferences from a source/artefact Select significant information from a timeline Write a short essay response 	

	Half term 1 Holidays in the past	Half term 2 Food	Half term 3 Clothes
Key vocabulary/phrases that students will learn	See sentence builder, unit 11 (pre intermediate – intermediate)	See sentence builder, unit 11 (beginner - pre intermediate)	See sentence builder, unit 13 (beginner - pre intermediate)
Key sentence patterns students will learn	Time marker + verb in the present + noun or prepositional phrase. Time marker + modal verb in the present/preterite + infinitive. Time marker + verb in the preterite + noun or prepositional phrase. Time marker + modal verb/verb <i>ir</i> + infinitive.	Time marker + opinion verb + noun Because + adjective(s)	Frequency/time marker + verb in the present tense + noun + adjective Preposition + noun + verb in the present tense + noun + adjective
Key grammatical structures students will learn/revisit	Use of modal verbs across tenses. First person singular of key verbs in the present, near future and preterite.	Opinion verb + noun (present tense) Present tense, all persons of verbs <i>beber</i> and <i>comer</i>	Present tense, all persons of the verb, <i>llevar</i> . Noun-to-adjective agreement. Present indicative of <i>tener</i> .
Students should know	How to describe a past holiday using the conjugated verb <i>ir</i> . How to say what they <i>had</i> and what they <i>wanted</i> to do.	How to say what food and they like/dislike. How to say why they like/dislike something using a range of adjectives. How to talk about what others like/dislike to eat/drink.	How to say what clothes they wear in various circumstances and places. How to describe some types of weather. How to identify a wide range of words for clothing items and accessories. How to make the full present indicative conjugation of the verb, <i>llevar</i> .
Students should be able to	Understand information based on past holidays. Form sentences and write translations which contain information describing a past holiday using correctly conjugated verbs.	Understand information about what others like to eat and drink and their opinions. Form sentences and write translations which contain time markers, opinions and justifications about food and drink.	Understand information based on clothing items and accessories. Form sentences and write translations that describe what they and others wear in various circumstances and places.

	Half term 4 Weather & Free time	Half term 5 Tomatina festival	Half term 6 Talking about a day trip – past & future
Key vocabulary that students will learn	See sentence builder, unit 15 (beginner – pre intermediate)	See sentence builder, unit 14 (pre intermediate – intermediate)	See sentence builder, unit 15 (pre intermediate – intermediate)
Key sentence patterns students will learn	Time markers; <i>a veces, entre semana, los fines de semana, cuando tengo tiempo.</i> <i>Cuando + verb</i> When + weather + verb + noun	Time marker + <i>fui</i> + locative adverbial + prepositional phrase Preterite + noun phrase <i>Se debe + infinitive + noun phrase</i> Time marker + expression of weather with <i>estuvo</i> and <i>hizo</i> .	Time marker + preterite + noun phrase/prepositional phrase What I liked the most about + place + <i>fue cuando + preterite</i> <i>Era + adjective + however + noun + era/estaba + adjective</i> Time marker + <i>voy + a + infinitive + noun phrase/prepositional phrase</i>
Key grammatical structures students will learn/revisit	All persons of the present for verbs; <i>jugar, hacer, ir, ser, tener.</i>	All persons of the preterite <i>Se debe + infinitive</i>	All persons of the preterite All persons of the near future Some uses of the imperfect tense
Students should know	How to talk about what free-time activities they do in different types of weather. How to talk about where they do them and who with. Nouns for places found in a town/city.	How to talk about a recent trip to a festival. How to use modal verb, <i>must</i> and <i>must not</i> . How to talk about what activities they did in the past.	How to talk about what they did on a recent trip How to talk about an upcoming trip Key places to visit and things to do in the <i>Cádiz</i> and <i>Sevilla</i> .
Students should be able to	Understand what others do in their free-time. Understand information related to the weather. Understand where activities take place and who activities are done with. Name places in a town. Form sentences and translate about what they and others do in their free-time, the weather, expressing where and with whom.	Understand information based on what others did on a recent trip to a festival and what activities they did in the past. Form sentences and translate about a recent trip to a festival, explaining what activities they and others did.	Understand information based on what activities other people did and their routines. Form sentences and translate about what activities they and others did and explain travel routines.

	Half term 1 Holidays in the past	Half term 2 Food	Half term 3 Clothes
Key vocabulary/ phrases that students will learn	See sentence builder, unit 11 (pre intermediate – intermediate)	See sentence builder, unit 11 (beginner - pre intermediate)	See sentence builder, unit 13 (beginner - pre intermediate)
Key sentence patterns students will learn	Time marker + verb in the present + noun or prepositional phrase. Time marker + modal verb in the present/perfect + infinitive. Time marker + verb in the perfect + noun or prepositional phrase. Time marker + modal verb/verb <i>aller</i> + infinitive.	Time marker + opinion verb + noun Because + adjective(s)	Frequency/time marker + verb in the present tense + noun + adjective. Preposition + noun + verb in the present tense + noun + adjective.
Key grammatical structures students will learn/revisit	Use of modal verbs across tenses. First person singular of key verbs in the present, near future and perfect tense..	Opinion verb + noun (present tense) Present tense, all persons of verbs <i>boire</i> and <i>manger</i>	Present tense, all persons of the verb, <i>porter</i> . Noun-to-adjective agreement. Present indicative of <i>avoir</i> .
Students should know	How to describe a past holiday using the conjugated verb <i>aller</i> . How to say what they <i>had</i> and what they <i>wanted</i> to do.	How to say what food and they like/dislike. How to say why they like/dislike something using a range of adjectives. How to talk about what others like/dislike to eat/drink.	How to say what clothes they wear in various circumstances and places. How to describe some types of weather. How to identify a wide range of words for clothing items and accessories. How to make the full present indicative conjugation of the verb, <i>porter</i> .
Students should be able to	Understand information based on past holidays. Form sentences and write translations which contain information describing a past holiday using correctly conjugated verbs.	Understand information about what others like to eat and drink and their opinions. Form sentences and write translations which contain time markers, opinions and justifications about food and drink.	Understand information based on clothing items and accessories. Form sentences and write translations that describe what they and others wear in various circumstances and places.

	Half term 4 Weather & Free time	Half term 5 Carnaval de Nice	Half term 6 Talking about a day trip – past & future
Key vocabulary that students will learn	See sentence builder, unit 15 (beginner – pre intermediate)	See sentence builder, unit 14 (pre intermediate – intermediate)	See sentence builder, unit 15 (pre intermediate – intermediate)
Key sentence patterns students will learn	Time markers; <i>parfois, pendant la semaine, le week-end, quand j'ai le temps.</i> Quand + weather When + weather + verb + noun	Time marker + <i>je suis allé(e)/nous sommes allé(e)s</i> + locative adverbial + prepositional phrase Perfect tense + noun phrase <i>On doit</i> + infinitive + noun phrase Time marker + expression of weather with <i>il faisait</i> and <i>il y avait</i> .	Time marker + past + noun phrase/prepositional phrase What I preferred about + place + <i>était quand</i> + perfect tense. <i>C'était</i> + adjective Time marker + <i>je vais/nous allons</i> + infinitive + noun phrase/prepositional phrase
Key grammatical structures students will learn/revisit	All persons of the present for verbs; <i>jouer, faire, aller, être, avoir.</i>	All persons of the perfect tense. <i>On doit</i> + infinitive	All persons of the preterite All persons of the near future Some uses of the imperfect tense
Students should know	How to talk about what free-time activities they do in different types of weather. How to talk about where they do them and who with. Nouns for places found in a town/city.	How to talk about a recent trip to a festival. How to use modal verb, <i>must</i> and <i>must not</i> . How to talk about what activities they did in the past.	How to talk about what they did on a recent trip How to talk about an upcoming trip Key places to visit and things to do in the <i>Biarritz</i> and <i>Toulouse</i> .
Students should be able to	Understand what others do in their free-time. Understand information related to the weather. Understand where activities take place and who activities are done with. Name places in a town. Form sentences and translate about what they and others do in their free-time, the weather, expressing where and with whom.	Understand information based on what others did on a recent trip to a festival and what activities they did in the past. Form sentences and translate about a recent trip to a festival, explaining what activities they and others did.	Understand information based on what activities other people did and their routines. Form sentences and translate about what activities they and others did and explain travel routines.

Year 9	Phase 1: What difference does it make to be atheist or agnostic in Britain today?		Phase 2: What is good and what is challenging about being a Jewish teenager in Britain today?		Phase 3: How can people in Cornwall express their spirituality through the arts?	
Students should be able to define the words	Non-religious Atheist Agnostic SBNR Humanism Nones New Age	Jedi	Jewish Theodicy Antisemitism Racism Shabbat Orthodox Reform	Progressive	Spiritual Spirituality Religious Non-religious	
Students should know	<ul style="list-style-type: none"> • Are more people not religious than before? • Why Britain is so religiously diverse • How non-religious people replicate the practises of religion • Why live life without a religion • To what extent it is fair to describe the non-religious in relation to religion 		<ul style="list-style-type: none"> • How young British Jews live out their religion today • How young British Jews see themselves • How being Jewish makes a difference in peoples lives • Whether theodicy is possible after Auschwitz • How society can overcome racist and intolerant attitudes 		<ul style="list-style-type: none"> • What it means to live a spiritual life • Whether Cornwall is a place of religion of spirituality • How art helps people understand their tradition • How Cornish poets work reflects their spirituality • How we can express our own sense of the spiritual 	
Students should be able to	<ul style="list-style-type: none"> • Give reasons for the range of views that can be covered by the terms atheist and agnostic • Explain what sources of authority non-religious people might use and why, to decide how to live. • Give reasons and examples to explain how and why non-religious people put their beliefs into action in different ways • Show how Humanist beliefs/principles guide some non-religious people in making moral decisions. • Offer an account of the significance and impact of non-religious beliefs in the changing religious landscape of the UK. • Evaluate how far the non-religious beliefs and practices studied help students to make sense of the world, offering reasons and justifications for their responses. 		<ul style="list-style-type: none"> • Explain the importance of the key beliefs studied for Jewish ways of living in Britain today • Give reasons and examples to explain how and why Jews put their beliefs into action in different ways • Show how beliefs and teachings guide Jews in responding to the challenges of life in Britain today. • Give a coherent account of the challenges and opportunities of being a Jewish teenager in Britain today, offering reasons and justifications for their responses. 		<ul style="list-style-type: none"> • Compare and explain at least two ways to describe 'the spiritual' or 'spirituality'. • Describe spirituality within Cornwall as expressed through creative arts. • Show how people express spirituality in different ways. • Give reasons and examples to explain how music and art can help people understand big ideas in their tradition or way of life. • Explain how and why Cornwall is an important place of spirituality. • Offer a coherent account of the value of spirituality in the lives of religious and non-religious people, • Evaluate how far living in Cornwall will shape the way someone sees all aspects of life, offering insights, reasons and justifications for their responses. 	

	Figure Studies	Lino printing	Topic; Record and Refine
Students should be able to define the words:	Proportion Ratio Tone Composition Character Expressive Gesture Narrative Illustration	Contextual Studies Simplification Line Mark-making Limited Palette Lino printing equipment Relief Printing Reduction Print	Proportion Media Composition Scale Techniques Accuracy Blending Tone/Hue
Students should know:	<ul style="list-style-type: none"> The ratios and formulas that can be used to ensure that the proportions of a figure drawing are correct. Some background information about Tim Burton. He was the artist/designer that you looked at for inspiration. He used narrative text to inspire his characters and then create his illustrations. He is famous for his poetry, illustrations and film making. The process required to create a wire sculpture which is then used as the frame work to produce a fully decorated figure sculpture. 	<ul style="list-style-type: none"> How to use a lino tool safely to remove the correct sections of their lino to create a 2 colour reduction print. The equipment they need to do a lino print. How to register their prints each time so that the colours/design matches up on each print. 	<ul style="list-style-type: none"> When recording, observation is absolutely key to achieving accuracy. Composition, Proportion, Outline. When using a range of different media and techniques Exploring and Experimenting are the key to success. Different media have different properties and you can do different things with them. Different scale creates a different image and requires a particular approach to working in order to ensure that proportions stay accurate.
Students should be able to	<ul style="list-style-type: none"> Observe and record accurately a simple stick figure which leads to them drawing an accurate tonal figure which shows an understanding of expressive gesturing and 3D form. Use the Contextual work of another artist/designer to explore the process of combining text and illustration. Use their knowledge of Burton's working process to help them create a narrative text to then construct a character which they illustrate using both 2D and 3D media. Use a variety of 2D media to explore their figures and characters – considering the formal drawing elements and building on their knowledge learnt from previous projects. Use a variety of media and techniques to successfully build their 3D sculpture – creating their character in 3D. With careful consideration paid to H&S (wire, pliers, hot glue guns). 	<ul style="list-style-type: none"> Understand why looking at Contextual work is important in their own creative process. Take an image and simplify it using line, mark-making and a limited palette. Use tracing paper and carbon paper to break down the process of lino printing into a clear sequence. Use the lino printing equipment safely and efficiently to produce their prints. Refine their own work and that of peers as they print and recognise WWW and EBI based on clear Assessment Objectives. Improve their printing skills so that they recognise a good lino print. Respond to their work and improve it where necessary. 	<ul style="list-style-type: none"> Observe and record accurately using a wide variety of media, scale, techniques and processes. Working from primary, secondary and Contextual resources. Use the formal elements to create successful recordings which show accurate 3D form. Recognise when a recording is successful and will be able to articulate why it is good using the correct vocab. Work independently – progressing at a pace that allows them time to advance their skills, expand their Knowledge and Understanding and develop their creative responses. Assess their own work and that of peers and recognise WWW and EBI based on clear Assessment Objectives and connect this to the GCSE AO so that they have an understanding of what to expect if they opt for Art at GCSE.

Year 9	Bertolt Brecht (Term 1)			
Students should be able to define the words	Marking the moment Multi-role Direct address Flashback Fourth wall Montage Costume Lighting	Naturalistic Non-naturalistic Brechtian Verfremdungseffekt Political Moral		
Students should know	The different roles involved in theatre-making The influence of key practitioners on theatre The difference between naturalistic and non-naturalistic theatre Who Bertolt Brecht was and why he is still relevant today What Brecht wanted his audience to do as they watched What techniques are used in Brechtian theatre: What Verfremdungseffekt is What breaking the fourth wall is What a montage is What marking the moment is What direct address is What flashback is What the different features of set design and lighting are How to create a performance in a Brechtian style to convey a message/moral to the audience			
Students should be able to	Name three different roles in theatre-making Label a cross-section of the theatre Explain what non-naturalistic theatre is Explain why Brecht is still relevant today List 4 techniques used in Brechtian theatre List 4 different features of set design Design a set/costume/staging for Brechtian theatre Create a performance in a Brechtian style to convey a message/moral to the audience Identify strengths and weaknesses in my own and others' performances Contribute ideas to a group performance			

	Term 1 – Pop music		
Students should be able to define these key words.	Intro Outro Verse Chorus		
Students should know:	What their strength is as a musician Structural features of pop music		
Students should be able to;	Identify where a note is on a keyboard from a score Perform a given score Work collaboratively to perform a piece of music of their choice with musicianship and skill Follow the structure of a piece of pop music		

Strand 1 – Team activities

Students should be able to	<p>Football</p> <ol style="list-style-type: none"> 1. Pass the ball with accuracy while on the move. 2. Demonstrate different types of pass. 3. Use correct technique and timing, displaying accuracy with all types of pass. 4. pass accurately with both feet consistently 5. Show tight control while dribbling past opponent on either side and is beginning to develop a feint action with the upper body. 6. use a variety of skills and/or strategies to beat an opponent 7. control the ball with all parts of body and apply this frequently in pressurised competitive situations. 8. exert an influence on game in both attack and defence. 9. Make few unforced errors and assists team mates. 10. Show high level of skill and tactical awareness. 	<p>Netball</p> <ol style="list-style-type: none"> 1. Demonstrate a variety of passes, showing accuracy and power. 2. Show correct footwork when landing. 3. Give clear signal indicating where ball required. 4. Leave the ground to gain height. 5. get free from opponent, using a variety of methods. 6. mark effectively to delay receipt of pass by opponent. 7. demonstrate third stage defending. 8. exert an influence on the game both in attack and defence. 9. Make few unforced errors and assists team mates. 10. Show good level of skill and tactical awareness even under pressure. 	<p>Rugby</p> <ol style="list-style-type: none"> 1. Pass accurately at pace from dominant hand; is confident off both hands. 2. Control timing of passes in set piece moves. 3. Tackle to a consistently high standard from front, side and rear. 4. Tackle cleanly with dominant shoulder. 5. link effectively first to second phase possession integrating basic overlap moves. 6. Demonstrate very good overview of the game and exert an influence in both attack and defence. 7. Be very aware of teamwork, make few unforced errors. 8. Display a high level of skill and tactical awareness even under pressure. 9. Show knowledge of set plays, tactical plays, eg start line-out, penalty moves. 10. demonstrate ability and knowledge to play in a number of positions, demonstrating high level of skill and understanding in chosen position
	<p>Basketball</p> <ol style="list-style-type: none"> 1. change speed and direction and is effective with either hand. 2. use bounce and ball protection. 3. Pass effectively with good technique while on the move. 4. use a variety of passes with deception. 5. Signal effectively and shows good timing. 6. drive from weaker side but may not lay up with weaker hand. 7. Execute a very effective standing jump shot. 8. Show a good level of skill even under pressure. 9. have an influence on the game in defence and offence. 10. exploit openings and threaten opponents by scoring and/or assisting 	<p>Lacrosse</p> <ol style="list-style-type: none"> 1. Show very good control with either hand at speed and during change of direction. 2. Maintain a Head up posture in possession looking for other players. 3. Protect stick and ball with body. 4. pass accurately, while in motion, over a long distance with either hand to moving receiver. 5. Scoop consistently well a moving or stationary ball with either hand. 6. shoot very well 7. Show good technique with control on either hand when tackling or checking. 8. demonstrate balance, moving and changing direction to be in position quickly. 9. exert an influence on the game both in attack and defence. 10. Show good level of skill and tactical awareness even under pressure 	<p>Rounders</p> <ol style="list-style-type: none"> 1. demonstrate a good ready position and good technique when hitting the ball. 2. Make contact between 70 per cent and 80 per cent of the time with good contact when batting. 3. Show clear evidence of placing the ball in the field to avoid fielder in differing positions. 4. Demonstrate a rhythmic stepping action when bowling. 5. Demonstrate an extremely consistent level of bowling with only the occasional no ball. 6. demonstrate all fielding skills with consistency and anticipate where the ball is going, adjusting position to field. 7. show the long barrier technique and to pick up the ball on the run, either chasing or attacking. 8. consistently catch balls fielded in from deep field. 9. exert considerable influence on the game in all areas of batting, bowling and fielding. 10. make very few errors and performs with increasing confidence.

Strand 1 – Individual activities			
Students should be able to	Table Tennis	Hockey	Volleyball
	<ol style="list-style-type: none"> Demonstrate good grip allowing a variety of shots to be played with good technique. Execute full range of shots showing power, control and accuracy. Impart spin, including sidespin. Demonstrate a variety of serves, most using spin. vary height and direction in the shots played. Demonstrate correct footwork with speed, balance and rhythm, resulting in long rallies being maintained. exert influence on the game in both attack and defence. Make few unforced errors. Show high level of skill and tactical awareness even under pressure. demonstrate good understanding of the physical demands of the game and display good fitness levels in long rallies though not frequently in continuous games 	<ol style="list-style-type: none"> Perform push, slap hit, hit and flick with accuracy, direction and power. Bring ball under control quickly and efficiently to strongest side when receiving. Use the stick to 'give' cushion to the ball. Make effective use of push and Indian dribbling techniques and get past a defender with either a dodge or a well timed pass. dribble past a defender on reverse side whilst maintaining control of the ball pass accurately using reverse stick technique Adopt a strong, low balanced position when tackling and 'time' the tackle thus achieving a good success rate at winning the ball. Play effectively in the game, exerting an influence in either attack or defence. Demonstrate good level of individual skill, performing with accuracy and speed under the pressures of the game. support play in both attack and defence with movement off the ball 	<ol style="list-style-type: none"> Perform underarm and tennis services with high level of accuracy. Show control and accurate placement when using both types of serve. Display good technical skill in volley, directing pass with accuracy and correct height. dig from anywhere on court. direct ball accurately towards setter. Time approach runs and jump accurately, hitting ball with some power to specific position. Perform blocking technique accurately, with good timing and co-operating with another blocker. Exert considerable influence on game in both attack and defence. Make few unforced errors and assist team mates. Show high level of skill and tactical awareness even under pressure
	Tennis	Badminton	Cricket
	<ol style="list-style-type: none"> Demonstrate a good standard of technique while performing all basic strokes. play a rally of forehand and backhand drives from the baseline with evidence of some topspin and slice. Play volleys confidently and with control and direction. smash with power and placement. Serve with correct technique good length and some power. lob with spin but is not always accurate. attempt a drop shot with slice. demonstrate a good range of strokes and tactics even under pressure in rallies. vary play with regard to angle and depth with the effective use of spin. be aware of partner in doubles and anticipate movement in order to cover the court effectively. 	<ol style="list-style-type: none"> Participate in a cooperative rally which should reach full court with a good example of overhead clears Demonstrate good technique when executing a drop shot– low over net. Good close to net. Some disguise. Execute a smash with power and consistency. May be able to defend. Demonstrate good technique for serve for both low/flick from backhand demonstrates a good standard of technique whilst performing all basic strokes. Play drop shots with disguise and low over the net. exert an influence on game by using a variety of core shots with accuracy and consistency Execute a good range of strokes and tactics even under pressure in rallies. Show anticipation of opponent's shots and the ability to disguise own shots. Use a combination of front and back and side by side formations moving anti-clockwise about the court. 	<ol style="list-style-type: none"> Perform batting or bowling to a high level of technique and perform all elements of fielding to a high level of ability or performs batting and bowling with good technique and performance and performs all elements of fielding to a high level of ability. display high level of technique in defensive and attacking shots, including drives, cuts, pulls, glances. Demonstrate the ability to control shots and place the ball. 2Execute forward and backward defensive shots that are enable the batter to remain in demonstrate correct foot placement and follow through when releasing ball. Show good control of line and length in bowling stop, catch and pick up ball using either hand. Very competent in all aspects of fielding. Throw accurately to the wicketkeeper. move effectively behind the stumps. exert considerable influence on game in batting, bowling and fielding.

Year 9	Term 1: Ratio, Scale, and Proportion Index notation and surds Straight line graphs			Term 2: Formulae Averages and Range		Term 3: Pythagoras Theorem and Trigonometry Transformations	
Students should be able to define the words	<ul style="list-style-type: none"> • Ratio • Compare • Proportion • Amount • Share • Simplify 	<ul style="list-style-type: none"> • Index (Indices) • Powers • Manipulate • Base • Positive • Negative • Reciprocal • Roots • Surds • Rational • Irrational 	<ul style="list-style-type: none"> • Axis (Axes) • Coordinate • Function • Gradient • Intercept • Parallel • Perpendicular • Vertical • Horizontal • Diagonal • Constant • Coefficient 	<ul style="list-style-type: none"> • Formula • Variable • Constant • Coefficient • Connection • Solve • Simplify • Substitute • Application • Unknown 	<ul style="list-style-type: none"> • Average • Mean • Median • Mode • Range • Interquartile range • Spread • Consistent • Qualitative • Quantitative • Discrete • Continuous 	<ul style="list-style-type: none"> • Hypotenuse • Right-angled • Formula • Theorem • Adjacent • Opposite • Perpendicular Application • Sine • Cosine • Tangent 	<ul style="list-style-type: none"> • Object • Image • Enlargement • Translation • Reflection • Rotation • Centre • Scale Factor • Column Vector • Mirror line
Students should be able to	<ul style="list-style-type: none"> • Write a ratio in its simplest form and find an equivalent ratio • Solve a ratio problem in context, e.g. recipes • Share a quantity in a given ratio • Interpret map/model scales as a ratio • Solve problems involving direct and inverse proportion, including graphical and algebraic representations • Use index notation for powers of 10 • Find the value of calculations using indices • Use brackets and the hierarchy of operations (BIDMAS) • Simplify algebraic expressions including surds • Draw, label and put suitable scales on axes • Recognise and plot equations of the form $y = mx + c$ which correspond to straight-line graphs • Plot and draw graphs of functions • Find and interpret the gradient of a straight line from a graph • Find the equation of a line given a variety of information (gradient, points etc..) • Understand and use gradients of parallel and perpendicular lines 			<ul style="list-style-type: none"> • Use formulae from mathematics and other subjects expressed initially in words and then using letters and symbols • Derive a simple formula, including those with squares, cubes, and roots • Substitute numbers into a formula (including fractions, decimals, negatives) • Change the subject of a formula • Understand the different types of data we can use • Calculate the mean, mode, median and range for discrete data • Calculate averages from appropriate graphs • Calculate averages from a frequency table, including grouped data • Compare two distributions using averages and ranges • Critique the different averages 		<ul style="list-style-type: none"> • Understand and use Pythagoras' theorem • Know and be able to use the trigonometric ratio for sine, cosine, and tangent • Know the exact values of $\sin \theta$ and $\cos \theta$ for $\theta = 0^\circ, 30^\circ, 45^\circ, 60^\circ$ and 90°; know the exact value of $\tan \theta$ for $\theta = 0^\circ, 30^\circ, 45^\circ$ and 60° • Describe and transform 2-D shapes using single rotations ensuring centre, angle, and direction • Describe and transform 2-D shapes using single reflections describing the lines accurately • Describe and transform 2-D shapes using single translations with column vectors • Describe and transform 2-D shapes using enlargements by a positive scale factor using a centre • Understand the effect of a fractional or negative scale factor in an enlargement • Consider and reason preservation of size and shape under different transformations 	

	Topic 1: Understanding Computers			Topic 2: Python		
Students should be able to define the words	Hardware Software Input device Output device Storage device Binary	Denary CPU RAM ROM Storage Memory Volatile	Fetch Decode Execute Clockspeed Cache Core ASCII	Algorithm Sequence Selection Iteration While loop For loop Logical operator	Boolean Operator Variable Syntax	
Students should know	<ul style="list-style-type: none"> • Why computers use binary numbers • How to convert numbers between binary and denary • What ASCII is and why it is needed 			<ul style="list-style-type: none"> • How to use pseudocode to outline the steps in an algorithm prior to coding • what a variable is in a computer program • what selection is. • what iteration is. • difference between For loop and a while Loop. • the difference between a logic and a syntax error 		
Students should be able to	<ul style="list-style-type: none"> • Convert denary numbers to binary • Convert binary numbers to denary • Add at least two binary numbers together • To subtract binary numbers • Give examples of computer hardware and software • Identify input, output and storage devices and give at least 3 examples of each • Explain the role of the CPU and the stages of the fetch-decode-execute cycle • To be able to explain what affects processor speed • Explain what RAM is used for • Explain what ROM is used for • Use an ASCII reference chart to convert a character into binary and its decimal equivalent • Describe briefly how data is stored on a CD 			<ul style="list-style-type: none"> • Write programs using different types of data (e.g. strings and integers) • Correctly use different variable types (e.g. integer and floating point), Write assignment statements • Use arithmetic operators • Use Boolean operators • Write an error-free, well-documented programs involving sequence, selection and iteration • Test and debug their programs, and correct both syntax errors 		

	Topic 3: Animations	Topic 4: Networks			Topic 5: Data Representation		
Students should be able to define the words	Render Zoom Pan Light Source Scale Rotate Key frame Parenting	Network LAN PAN WAN WIFI Broadband Internet Packets	Bluetooth Wired Wireless Buffering Bandwidth Upload Domain name	Protocol Standalone Hub Router NIC Download IP address	Pixel Byte Resolution Colour depth Vector image	Bitmap image Raster Image RGB Colour Analogue Digital	
Students should know	<ul style="list-style-type: none"> the impact of 3D animation on the wider world How to use Blender to create models the differences between keyframing and stop motion animation The reasons for why keyframing might be preferable in computer animation 	<ul style="list-style-type: none"> that devices that are connected together are networked. what hardware is and the name of some network hardware. the benefits and drawbacks of networks. the meaning and significance of bandwidth 			Why computers store images and sounds as binary numbers Images with high resolution have increased quality The impact of increased resolution on file size What compression is and why it is needed That digital art used a mix of red, green and blue light Why sound is converted from analogue to digital		
Students should be able to	<ul style="list-style-type: none"> Add, delete, and move objects Scale and rotate objects Use a material to add colour to objects Add, move, and delete keyframes to make basic animations Play, pause, and move through the animation using the timeline Create useful names for objects Join multiple objects together using parenting Use edit mode and extrude Use loop cut and face editing Apply different colours to different parts of the same model Use proportional editing Use the knife tool Use subdivision Add and edit set lighting Set up the camera 	<ul style="list-style-type: none"> Design a simple network layout State which wired and wireless network type would be most appropriate in given scenarios Give real life examples of when a PAN, LAN , WAN would be used To list the advantages and disadvantages of wireless and wired networks To name protocols used in networks. 			<ul style="list-style-type: none"> Represent a simple binary mosaic in denary Explain the term image resolution Explain the term colour depth Calculate the file size of a graphic Explain the link between bit depth and number of colours Explain the effect of sample rate and sample resolution on sound quality Calculate the file size of a sound file Explain the difference between lossy and losseless compression Will be able to give examples of which compression type to use. 		

Year 7 Module Rotations Science

			starting science	B1.1 Cells	B1.3 Reproduction	B2.3 Adaptation	C1.1 Particles and their	C1.2 Elements	C1.4 Acids and Alkalis	P1.1 Forces	P2.1 Electricity and	
2022 - 2023												
MDA 7Sc1	x 12 lessons before year 7 assessment. Do aspects of the starting science booklet that can be completed without access to lab/equipment or with careful planning with techs. Also could do some KS2 science revision?	starting science	starting science	B1.1 Cells	B1.3 Reproduction	C1.1 Particles and their behaviour	C1.2 Elements atoms and compounds	C1.4 Acids and Alkalis	P1.1 Forces	P2.1 Electricity and magnetism	B2.3 Adaptation and Inheritance	
DBR Sc2		starting science	starting science	P1.1 Forces	B1.1 Cells	B1.3 Reproduction	C1.1 Particles and their behaviour	C1.2 Elements atoms and compounds	P2.1 Electricity and magnetism	B2.3 Adaptation and Inheritance	C1.4 Acids and Alkalis	
LOD Sc3		starting science	starting science	C1.4 Acids and Alkalis	P1.1 Forces	B2.3 Adaptation and Inheritance	P2.1 Electricity and magnetism	C1.1 Particles and their behaviour	C1.2 Elements atoms and compounds	B1.1 Cells	B1.3 Reproduction	
ACA Sc4		starting science	starting science	B2.3 Adaptation and Inheritance	C1.4 Acids and Alkalis	B1.1 Cells	B1.3 Reproduction	C1.1 Particles and their behaviour	C1.2 Elements atoms and compounds	P1.1 Forces	P2.1 Electricity and magnetism	
NCA (4) Sc5		starting science	starting science	B2.3 Adaptation and Inheritance		C1.1 Particles and their behaviour		C1.2 Elements atoms and compounds		P1.1 Forces		
ESH (4) Sc5		starting science	starting science	P2.1 Electricity and magnetism		B1.1 Cells		B1.3 Reproduction		C1.4 Acids and alkalis		
RPI Sc6		starting science	starting science	B2.3 Adaptation and Inheritance	C1.4 Acids and Alkalis	P1.1 Forces	P2.1 Electricity and magnetism	B1.1 Cells	B1.3 Reproduction	C1.1 Particles and their behaviour	C1.2 Elements atoms and compounds	
			Week beginning 3rd October - New sets - TBC									
			Friday 23th September Period 2 (and 4) - Year 7 assessment - TBC									

<u>Year 8 Module Rotations Science</u>										
		B1.2 Structure, function of body systems	B2.1 Health and lifestyle	C1.3 Reactions	C2.2 Separating techniques	C2.3 Metals and Acids	P1.2 Sound	P1.3 Light	P1.4 Space	P2.2 Energy
2022 - 2023										
ACA	8Sc1	B1.2 Structure, function of body systems	B2.1 Health and lifestyle	C1.3 Reactions	P1.4 Space	P2.2 Energy	C2.2 Separating techniques	C2.3 Metals and Acids	P1.2 Sound	P1.3 Light
RPI	8Sc2	C1.3 Reactions	C2.3 Metals and Acids	B1.2 Structure, function of body systems	B2.1 Health and lifestyle	P1.3 Light	P1.2 Sound	C2.2 Separating techniques	P1.4 Space	P2.2 Energy
MDA	8Sc3	P1.2 Sound	P1.3 Light	C2.2 Separating techniques	B1.2 Structure, function of body systems	B2.1 Health and lifestyle	P1.4 Space	P2.2 Energy	C1.3 Reactions	C2.3 Metals and Acids
DBR	8Sc4	C2.2 Separating techniques	C1.3 Reactions	C2.3 Metals and Acids	P1.3 Light	P1.4 Space	B1.2 Structure, function of body systems	B2.1 Health and lifestyle	P1.3 Light	P2.2 Energy
ESH	9Sc5	P1.4 Space	P1.2 Sound	C1.3 Reactions	C2.3 Metals and Acids	B1.2 Structure, function of body systems	B2.1 Health and lifestyle	P2.2 Energy	P1.3 Light	C2.2 Separating techniques
NCA	8Sc6	P2.2 Energy	P1.4 Space	C2.2 Separating techniques	C1.3 Reactions	P1.2 Sound	P1.3 Light	B1.2 Structure, function of body systems	B2.1 Health and lifestyle	C2.3 Metals and Acids

Year 9 Module Rotations Science

2022- 2023		B2.2 Ecosystem processes	C2.4 The Earth	P2.3 Motion and pressure	C2.1 Periodic table						
NCA	9Sc/1	C2.4 The Earth	B2.2 Ecosystem processes	C2.1 Periodic table	P2.3 Motion and pressure	Week beginning February 20th - EOKS3 Assessment	EOKS3 Assessment marks on spreadsheet by 1st March	From Easter students in GCSE sets. Begin GCSE teaching. (STC)			
LPR	9Sc/2	B2.2 Ecosystem processes	C2.4 The Earth	P2.3 Motion and pressure	C2.1 Periodic table						
DBR	9Sc/3	B2.2 Ecosystem processes	P2.3 Motion and pressure	C2.1 Periodic table	C2.4 The Earth						
RPI	9Sc/4	C2.1 Periodic table	B2.2 Ecosystem processes	C2.4 The Earth	P2.3 Motion and pressure						
LOD	9Sc/5	P2.3 Motion and pressure	C2.1 Periodic table	B2.2 Ecosystem processes	C2.4 The Earth						
MDA	9Sc/6	C2.4 The Earth	P2.3 Motion and pressure	C2.1 Periodic table	B2.2 Ecosystem processes						