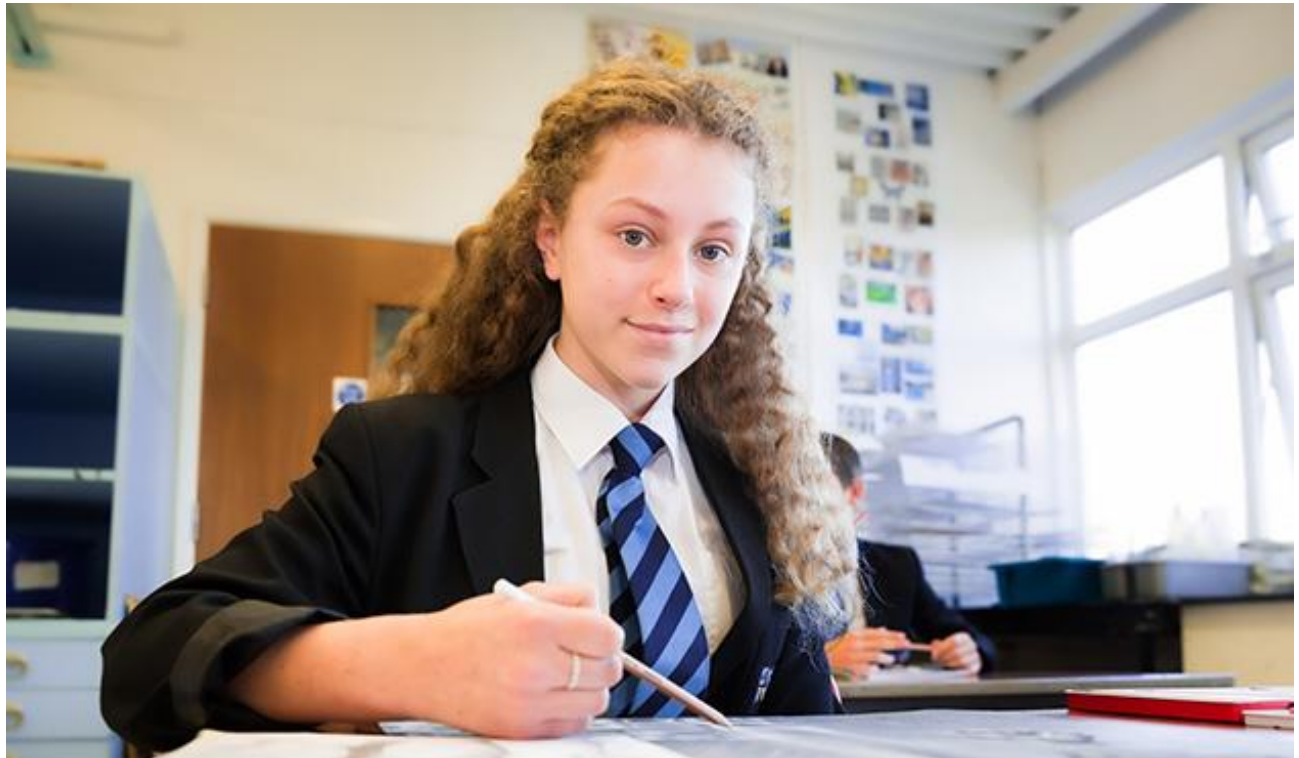
TORPOINT COMMUNITY COLLEGE

A GUIDE FOR PARENTS, CARERS AND STUDENTS

Curriculum and Assessment at KS3 and KS4



Curriculum

Torpoint Community College provides learners with a broad education with the intention to empower students with the knowledge and understanding to become "Inspired Optimistic Learners".

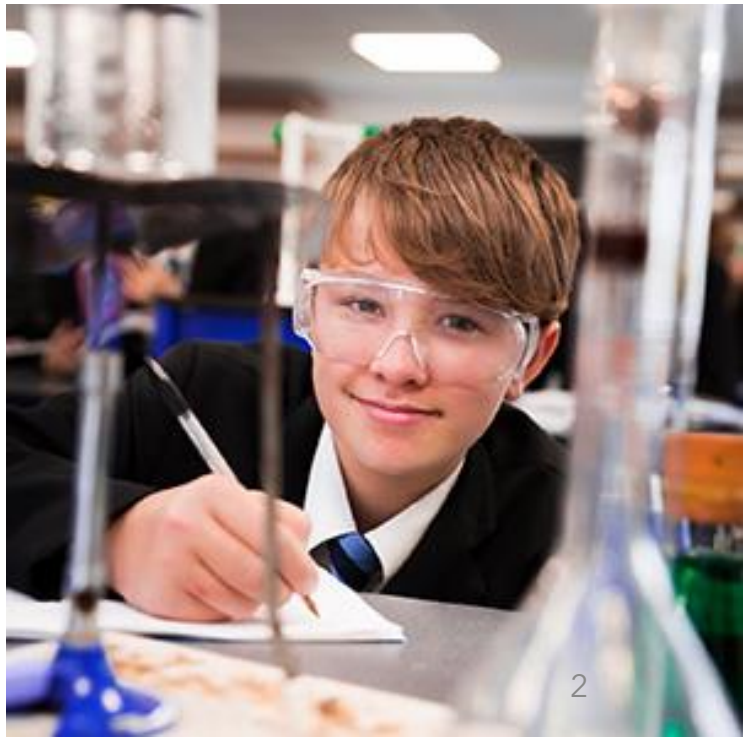
Curriculum leads are responsible for planning well sequenced curriculums that have clear concepts that are revisited so that knowledge is developed.

What we want students to get out of our curriculum:

- know more and be able to do more
- have a better understanding of our subjects, in regards to overarching concepts and vocabulary
- Take them beyond their known experience and understanding
- Find our subjects interesting and experience success within them
- Make new connections and links between what they learn in our subjects, other subjects and in turn, enhance their view of the world

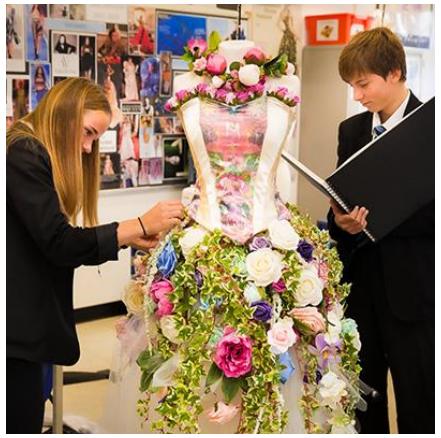
The curriculum plan for each subject must consider:

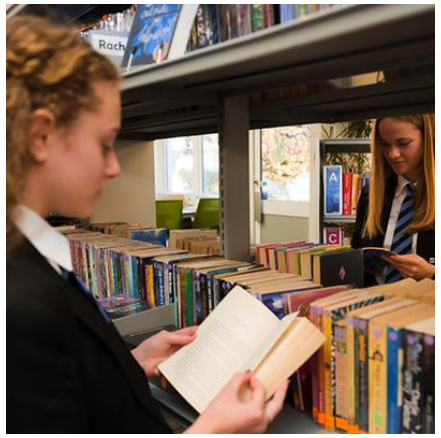
- What are the key concepts that underpin this subject?
- When and how is new learning introduced?
- Where are the points of return?
- How are complex terms defined and taught?
- Where are students exposed to high quality models?
- What do frameworks and scaffolds look like for the subject?
- Where are students encouraged to make connections between one point of study and the next?
- Are there any interdisciplinary links to other subjects?



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

High quality assessment and feedback can have a significant impact on student progress. We therefore prioritise it as a hugely important teacher task. Even if we think we have the perfect curriculum and the perfect explanations, assessment is still the essential bit to check what students have learned - not what we think they should have learned. All internal assessment at Torpoint Community College is considered formative assessment: the primary purpose is for teachers to gather information about where students are in their learning and what they need to learn next to move them towards a desired end point. Assessment comes after teaching: we never assess students on what they have not been taught.

Assessment has a profound influence on the motivation and self-esteem of students – both of which are crucial influences on learning. It must therefore be managed carefully, and curriculum leads must consider how meaningful assessment fits into the curriculum sequence. Teachers must ensure that policy is followed so that assessment supports student motivation and self-esteem.

1. The teacher must share the learning goal with the students at the beginning of every learning sequence.
2. Teachers should define the critical dimensions of the goal by regularly sharing success criteria with students
3. Teachers should provide regular opportunities for students to self-assess and identify the strengths/ areas to improve in their own work.
4. Exit tasks can be an effective way of gathering information about student learning that place less demands on teacher time than checking through books.
5. Teachers should not assess students by asking them to self-report about their understanding.
6. For subjects in which students produce written work, their books must be checked regularly outside of lesson time.
7. All subjects must implement more formal tests. These are an opportunity to assess student learning over a longer period. Student scores must be recorded on sims.
8. At KS3, formal tests/ assessments must be closely aligned with the published CREs for that subject

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.

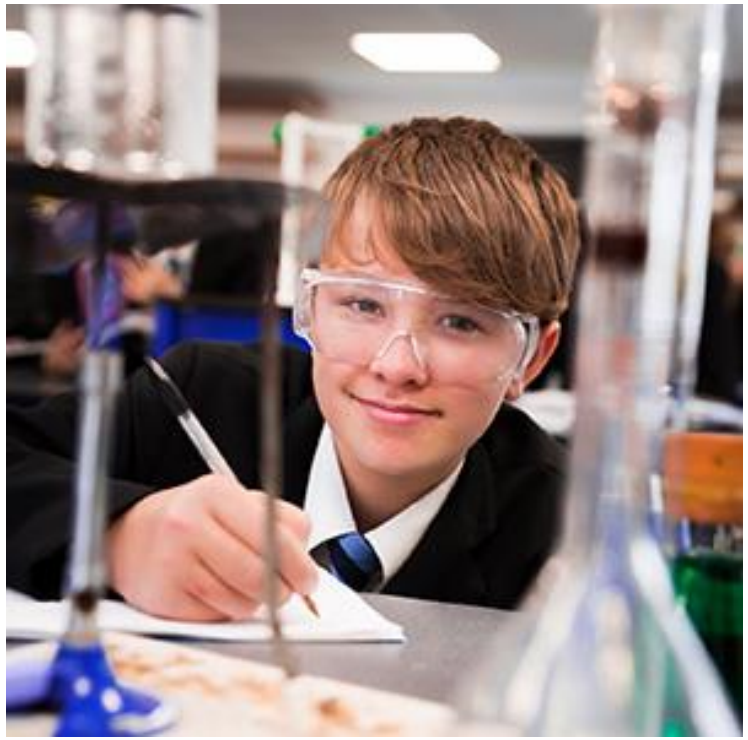
Assessment isn't just tests – assessment happens every day in many ways as teachers are constantly trying to draw inferences about students understanding at the point of being taught something and their ability to recall it at a future date.

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…



Attainment Profiles and Reports

Attainment Profiles will show the students' assessment data for every subject. Attainment Profiles will be produced three times per year, at the end of each term, and will only contain data. All students will be issued a full report once each year. This will contain a teacher comment specific to each child.

KS3 Attainment Profiles will include:

- mean % score for the assessments completed to date
- a class average
- An active learner profile

KS4 Attainment Profiles will include:

- mean % score for the assessments completed to date
- a class average
- An estimated GCSE grade
- An active learner profile

Active Learner profile
Excellent –Completes all class to the best of their ability. Listens attentively to teacher and peers. Takes pride in their work. **Good** –Completes most class but needs prompts and reminders from the teacher. Usually listens well but sometimes needs to be reminded to focus. **Improvement needed** – Classwork is often incomplete and needs lots of prompts from the teacher to focus.

Section A

KEY STAGE3CURRICULUM

Curriculum Related Expectations

The following pages detail the curriculum related expectations for all subjects.

These pages tell you the particular knowledge and skills that we have prioritised for students to learn and the sequence in which they will be taught.

A % score on an attainment profile/ report, represents how much of this knowledge your child has demonstrated understanding of in an assessment at a given point in their curriculum journey.

Year 7	Year 8	Year 9
Science	Science	Science
Geography	Geography	Geography
Technology: Food Product design	Technology: Food Product design	Technology: Food Product design Textiles
English	English	English
History	History	History
Spanish French	Spanish French	Spanish French
Religious studies	Religious studies	Religious studies
Art	Art	Art
Drama	Drama	Drama
Maths	Maths	Maths
Computing	Computing	Computing
Wellbeing	Wellbeing	Wellbeing

Year 7

CURRICULUM RELATED EXPECTATIONS

Contents

	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 plan 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 variable involved.		

Contents

	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	Resources that plant and animals compete for. How organisms are adapted to their environments. How organisms adapt to environmental changes. How competition can lead to adaptation. How variation in species occurs. The difference between environmental and inherited variation. The difference between continuous and discontinuous variation. How characteristics are inherited. 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. The process of natural selection. How organisms evolve over time. Some factors that may lead to extinction. The purpose of gene banks.		How a range of materials are made up of particles Evaluate particle models that explain why different materials have different properties How to design and explain a new representation of the particle model The properties of a range of substances in their three states Use ideas about how fast particles are moving to explain the properties of a substance in its three states Explain why there is a period of constant temperature during (the latent phase) How to use the particle model and latent heat to explain boiling, condensation, sublimation, melting and freezing Why different substances boil at different temperatures and the difference between evaporation and boiling using particle diagrams and latent heat Use particle diagrams to explain how diffusion occurs and the factors that affect it	
Students should be able to	Interpret secondary data to describe trends and draw simple conclusions about predator–prey relationships Record and categorise observations of variations between different species. Represent variation within a species using graphs. Record results in a table and plot a histogram. Create an evolutionary family tree, giving justification for the route chosen in the tree. Interpret evidence provided in scientific texts to explain the most likely theory for dinosaur extinction.		Locate the melting point of stearic acid on a graph of data plotted from observations Interpret melting point data to explain the particle movement of different substances at a given temperature Assess the strength of evidence from boiling point data, deciding whether it is sufficient to support a conclusion Process data, including using multi-step calculations and compound measures, to identify complex relationships between variable Identify key variables and planning appropriate approaches to investigating the rates of diffusion Use particle diagrams to explain how gas pressure is created Explain, using particle diagrams, what happens to gas pressure as the temperature increases Describe why diffusion is faster at higher temperatures, using the concept of how fast particles are moving	

Contents

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

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	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	Forces as pushes or pulls, arising from the interaction between two objects. Using force arrows in diagrams, adding forces in one dimension. Forces measured in newtons, measurements of stretch or compression as force is changed. Opposing forces and equilibrium: weight supported on a compressed surface. Forces: associated with deforming objects; stretching and squashing – springs. 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. Forces: associated with rubbing and friction between surfaces, with pushing things out of the way; resistance to motion of air and water. Non-contact forces: gravity forces acting at a distance on Earth and in space. Gravity force, weight = mass × gravitational field strength (g), on Earth g = 10 N/kg, different on other planets and stars. Using force arrows in diagrams, adding forces in one dimension, balanced and unbalanced forces. 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. Opposing forces and equilibrium: weight held by a stretched spring or supported on a compressed surface	
Students should be able to	Make predictions using scientific knowledge and understanding. Explain what forces do. 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. 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. 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.	

Contents

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

Contents

	Topic 1: **Introduction to Geography and Europe (UK)**			
Students should be able to define the words	Human geography Physical geography Climate Weather Evaporation Evapotranspiration	Condensation Precipitation Surface runoff Infiltration Throughflow	Groundwater flow Erosion Transportation Weathering Flood	Cause Impact Response Hard engineering Soft engineering
Students should know	- What the difference between human and physical geography is - The names of the 7 continents and 5 oceans - To know what grid references are and how to read 4 and 6 figure grid references - 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 - To be able to describe and explain the causes of flooding and be able to categorise different causes into physical and huma - To know where Somerset is located, the causes impacts and response to the 2014 floods here - To be able to explain different strategies to manage floods			
Students should be able to	- Define human and physical geography - Label the 7 continents and 5 oceans accurately on a world map - Accurately read grid references and be able to locate places on an OS map using grid references - 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 - Correctly sequence how a flood develops - Identify physical and human causes of flooding from a list - Write an extended piece of writing, recalling the details of the Somerset floods. - Describe at least 2 flood defences			

Contents

	Topic 2: **Europe (Russia and Iceland)**	
Students should be able to define the words	Megacity Natural increase Migration Biome Renewable Glacier	Accumulation Ablation Non-renewable Energy Mix Continental Drift
Students should know	- Location of megacities within Europe - Why cities grow into megacities - Explain the climate of Russia and know which biomes exist in Russia along with their characteristics - To know the energy supplies that are available to Russia and which countries they sell them to. - What a glacier is and how it shapes the landscape - How glacial landforms are formed - To know where Iceland is located, its geographical features and human environment - To know the difference between renewable and non-renewable energy - To be able to draw a pie chart - To be able to explain how geothermal and hydroelectric power works - To be able to explain continental drift - To be able to label the 4 layers of the Earth and describe the 4 plate boundaries - To be able to locate Eyjafallajokull in Iceland and understand the causes and impacts of the 2010 eruption	
Students should be able to	- 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	

Contents

	Topic 3: **Antarctica**
Students should be able to define the words	Adaptation Marine plastics Microplastic Global common Climate change Global warming
Students should know	- How animals adapt to survive in Antarctica - The threats that Antarctica faces - Know how plastics have ended up in our oceans and 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 - The threats climate change presents to our oceans - To be able to explain what a global common is and who owns Antarctica - To be able to understand what the BAS is and the types of jobs people can do in Antarctica - To know what climate change is - To be able to explain the impacts of climate change on Antarctica
Students should be able to	- 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

Contents

Students should be able to explain the words	Kneading Bridge and claw Cross contamination Yeast Creaming Glazing Sieving Colander
Students should know	- 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	- 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

Contents

Year 7	Graphics Logo Design and Business Cards	Food
Students should be able to define the words	Aesthetics Font Typography Customer Design Process Serif/Sans Serif Ascender/Descender line Business Card Function Materials	Kneading Creaming Bridge and claw Glazing Cross contamination Sieving Yeast Colander
Students should know	The stages of the Design Process and their importance. The elements of ACCESS FM and why it is used within the Design Process. The difference between a serif and sans-serif font and when to use them How to design a logo and business card that effectively communicates their business	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	Recognise when outcomes are successful and articulate critical reasons for this, using correct vocabulary. Accurately draw designs with an explanation for each decision they have made Accurately transfer their design from paper to screen Create a usable and interesting business card Evaluate the success of their designs	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

Contents

Year 7	Transition: Reading a novel		Writing About the Self		How do poems work	
Students should be able to define the words	Genre Gothic Character Setting Pathetic Fallacy Juxtaposition	Intrigue Ominous Unfortunate Dilapidated Desolation	Biography Autobiography Past tense First-person Personification Juxtaposition Simile	Prepossessing Opaque Leaden Gesticulate Sentry Treacherous Iridescent	Metaphor Extended metaphor Tenor Vehicle Ground Personification Alliteration	Barren Immortal abysmal onomatopoeia Simile Rhyme Scheme Connotations
Students should know	Key conventions of the gothic genre The difference between fiction and non-fiction 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 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 plan and write the opening of a Gothic story with a focus on setting and character How to correctly construct sentences containing lists, speech, relative clauses, and compound sentences.		Key conventions of autobiographical writing The difference between biography and autobiography How writers convey childhood experiences How writers use language to convey universal feelings (e.g aspiration, nostalgia, patriotism) What personification is and its effect What juxtaposition is and its effect How to write an analytical paragraph about a text How to plan and write a piece of autobiographical writing which describes people, places and events as well as feelings How to use the past simple tense consistently How to construct and accurately punctuate complex sentences		The differences between poetry and prose How poets present ideas about the natural world The difference between literal and metaphorical language How to identify, explain, and use: metaphors, similes, personification, alliteration, and onomatopoeia What the three parts of a metaphor are How to identify a rhyme scheme in poetry What evaluative adverbs are and why they are useful How poems might affect the reader How poems are planned, drafted and edited	
Students should be able to	Define and/ or apply tier 2 and 3 vocabulary with precision Identify and explain: features of the Gothic genre, how a writer creates intrigues, a writer's use of pathetic fallacy. Use and punctuate these grammatical structures correctly: lists, speech, relative clauses, and compound sentences. Plan and write the opening to a story with a focus on setting and character using techniques such as Gothic conventions, pathetic fallacy, compound sentences and relative clauses.		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 autobiography, how a writer describes feelings, a writer's use of personification and simile. Use and punctuate these grammatical structures correctly: past simple tense, compound and complex sentences Plan and write about a childhood experience with a focus on experience and feelings using techniques such as autobiographical conventions, complex sentences, personification and simile.		Define and/or apply tier 2 and 3 vocabulary with precision Select precise evidence from a poem to support ideas Identify, explain, and use: metaphors, similes, personification, alliteration, and onomatopoeia Break down a metaphor into its key components: tenor, vehicle, and ground Label the rhyme scheme of a poem Analyse a poet's choice of words using the preposition push off sentence 'By comparing/describing……' Consider the surface level/deeper level interpretation Explain the effect of poetry on the reader Write a poem about the natural world	

Contents

Year 7	An Introduction to Rhetoric		Dickens his world and his writing		Shakespearean Comedy: The Tempest	
Students should be able to define the words	Rhetoric Ethos Logos Pathos Repetition Antithesis Syllogism	Unity Insidious Advocate Anecdote	Injustice Squalid Endeavour Marginalise Dehumanise Advocate Denounce	Affluence Savage Interminable Denounce Treachery Antagonist Burden	Tempest Colony Colonialism Repress Disenfranchise Tyrant Bathos	Appositive Comic relief Monologue Comedy
Students should know	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 writers 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		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		Who William Shakespeare was and key information about his life and writings Contextual information relevant to *The Tempest*, including Britain's involvement in the colonisation of America What happens in *The Tempest* The conventions of a Shakespearean comedy and how these are present in *The Tempest* Who the key characters are in *The Tempest* and the power dynamics between them How Shakespeare conveyed an opinion on Britain's colonisation of America. How a monologue is constructed and how to create one themselves How Shakespeare conveys a didactic message.	
Students should be able to	Read an unseen rhetorical 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		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 an analytical paragraph to explain the effect of writer's language choices using at least 3 sentences. Write a description of a poor part of Victorian London. Use a range of simple, compound and complex sentences in their writing Use 3-verb sentences Use 'The Writer's Aside' as a technique in their writing		Define and/or apply tier 2 and 3 vocabulary with precision Explain what happens in the play, how Shakespeare presents different characters and what he suggests about colonisation Select and analyse precise evidence from the text to support an argument. Show mastery of all grammatical features learnt this year: relative clauses, simple/compound/complex sentences, using a range of academic sentence stems, punctuating lists, punctuating speech, using a range of punctuation, using fronted adverbials, using prepositional phrases. Plan and write their own monologues	

Torpoint Community College: **Curriculum Related Expectations:** History Year 7

Contents

Year 7	Unit 1: Introduction to History How do we investigate History?		Unit 2: Migration What was Britain like before 1066?		Unit 3: Norman Conquest How did William Conquer England?		Unit 4: Medieval England What was life like for ordinary people in the middle ages?		Unit 5: Medieval Religion How important was religion for people in the middle ages?		Unit 6: The Crusades Why did people embark on the Crusades?	
Students should be able to define the words	History Chronology Dates AD/BC Years Decade Century Millenium Timeline Fact Opinion Bias	Historian Evidence Source Secondary Primary Artefact Museum Clues Sacrifice Disease Suicide	Celts Romans Anglo-Saxons Vikings Language Architecture Religion Politics Law Art Barbarian Coastal	Conquest	Anglo-Saxon Norman Candidates Claim Feudal Lord Ownership Barons Villeins Peasants Domesday Book	Concentric Stone Keep Motte and Bailey Interpretation Source Knights Skill Luck Chance	Landowner Merchant Charter Guilds Villein Lord Baron Peasant Bailiff Seeding Weeding Collecting	Ploughing Milling Harvesting Cures Prevention Buboes Taxes Statute Labourer	Priest Catholic Doom Paintings Tithe Monks Nuns Bishops Religion Heaven Hell Parish	Tithe Confession Monastery Turbulent Archbishop Knight	Scholar Muslim Mecca Crusade Islam Saladin Martyr Holy City Treaty Prophet Pope Saracen	Pilgrims Holy Land Infidel
Students should know	• What is History? • Why is History important? • What is Chronology? • How do we frame a timeline? • What is a primary source? • What is a secondary source? • How can a source be reliable? • How does bias affect our understanding of sources? • What is an interpretation? • How do we investigate a historical mystery to make a judgement?		• What has been the influence of the Celts on Cornwall? • What has been the driving factor for people to migrate? • Who the first English people were & where they came from? • How did the Roman Empire influence Britain? • Why did the Roman Empire fall apart? • What impact did the Vikings have on Britain?		• Who had the most important claim to the throne in 1066? • Why did William win the Battle of Hastings in 1066? • How did William control England through the feudal system? • How did William control England through the creation of the Domesday Book? • How important were Castles in terms of maintaining Norman control?		• What was life like in a Medieval town? • What was life like in a Medieval village? • What were the main causes of the Black Death? • What cures and treatments were used to try to prevent the Black Death? • What were the consequences of the Black Death? • What were the main reasons for the Peasants Revolt?		• What role did the church play in people's lives in the middle ages? • How important were Monks and Nuns in Medieval England? • How did Doom Paintings influence the way people lived in the Middle Ages? • What were the main events leading to the murder of Thomas Becket? • What were the consequences of the murder of Thomas Becket?		• How advanced was the Islamic Empire? • What were the main reasons for the Crusades? • How did the first Crusade change the Middle East? • Why did the kings of Europe want a third Crusade? • What were the main consequences of the Crusades? • Who was Saladin?	
Students should be able to	• Demonstrate an understanding of chronology • Develop a timeline using relevant historical terms • Understand the different types of source available • Make inferences from a source/artefact • Make a judgement based on knowledge acquired, with reasoning and evidence		• Understand the major changes that took place in Britain before 1066 • Describe the extent of change that took place in England before 1066 • Construct paragraphs that link to the question in hand. • Write paragraphs using knowledge acquired that use relevant supporting statements		• Demonstrate an understanding of change and continuity during the Norman Conquest • Decide which were the most significant change or continuity in Norman England • Analyse primary sources • Argue for and against a Historical interpretation		• Demonstrate an understanding of the causes and consequences of the Black Death • Understand the major changes that took place in the middle ages • Judge the usefulness of a source and question its provenance • Write paragraphs using knowledge acquired that use supporting statements		• Demonstrate an understanding of the importance of Religion in people's everyday lives • Understand how religion back in the middle ages was different to the modern world • Know the major causes and consequences of the murder in the cathedral • Use sources to reach conclusions on the murder		• Demonstrate an understanding of the main causes and consequences of the Crusades • Judge the usefulness of sources and question its provenance • Write paragraphs using knowledge acquired that use supporting statements • Analyse primary sources	

Contents

	Name, age and birthdays	Hair and eyes, pets	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 *tener*. Using the present indicative verb, first and third person of *ser*	Present indicative verb, all persons, *tener*. Adjective agreements for colours.	Present indicative verb, first and third person, *vivir* 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.

Contents

	Family members & getting along with others	Describing myself & others	Saying what's in my school bag/classroom
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, unit 10 (beginner - pre intermediate)
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	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
Key grammatical structures students will learn/revisit	Present indicative verb, *tener,* in third person singular.	Present indicative verb, *ser*, in the third person singular. All the persons of the verb, *tener* in the present indicative. Adjective agreements.	Present tense indicative of *tener*. Adjective agreements for colours
Students should know	Numbers 1-100. How to say there is/are using, *hay* 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 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.
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 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.

Contents

	Name, age and birthdays	Hair and eyes, pets	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 *avoir*. Using the present indicative verb, first and third person of *être*	Present indicative verb, all persons, *avoir*. Adjective agreements for colours.	Present indicative verb, first and third person, *habiter, vivre* 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.

Contents

	Family members & getting along with others	Describing myself & others	Saying what's in my school bag/classroom
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, unit 10 (beginner – pre intermediate)
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	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
Key grammatical structures students will learn/revisit	Present indicative verb, *avoir,* in third person singular.	Present indicative verb, *être*, in the third person singular. All the persons of the verb, *avoir* in the present indicative. Adjective agreements.	Present tense indicative of *avoir*. Adjective agreements for colours
Students should know	Numbers 1-100. How to say there is/are using, *il y a* 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 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.
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 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.

Contents

Year 7	Unit 1: What does it mean for Christians to believe in God as Trinity?		Unit 2: How environmentally friendly should Christians be?		Unit 3: Why are people good and bad?	Unit 4: Does the world need prophets today?	Unit 5: What was so radical about Jesus?		Unit 6: How do religions respond to the problem of evil and suffering?
Students should be able to define the words	Christian God Bible Church	Holy Trinity Father Son Holy Spirit	God Genesis Creation Literal Metaphorical Interpretation Truth	Role Stewardship Dominion Responsibility Duty Resources Fossil fuels	Fallen Saviour God Genesis Religious Non-religious The Fall	Jesus Gospel John Saviour Metaphor Christian Incarnate	Jesus Radical Christians Marginalised Christian Aid Charity	Omnipotence Interpretation	Suffering God Religious Non-religious Buddhist Solution Moral / Natural Evil
Students should know	• What does it mean to be religious? • Why do some people believe in God and others not? • What do Christians believe God is like? • What is the Holy Trinity? • How does the Holy Trinity influence Christians? • Is the Holy Trinity the most important Christian belief?		• How do different Christians view the Creation stories? • What does the bible say about the role of humans? • Do Christians have a duty to look after the environment? • How do Christians look after the environment? • Who is most responsible for the environment?		• How do religious people decide what is right and wrong? • What is good and bad? • What is The Fall? • What is the impact of The Fall for Christians? • How do Christians try to save people? • Are people born bad?	• Who has changed the world? • What is a prophet? • How do religious people work for peace? • Do we need prophets today? • How do different religion's view prophets? • Whose responsibility is justice?	• Who was Jesus and why is he important to Christians? • How did God show his omnipotence through Jesus? • What did Jesus teach and how did he teach it? • Why was Jesus's message so radical? • How do Christians put Jesus's message into action in the modern world?		• Is the evil & suffering argument effective enough to disprove God's existence? • Why is suffering a problem for religious people? • How does the Book of Job explain suffering? • What solutions to the existence of evil & suffering do theologians offer us? • How do Buddhists explain suffering? • Can we stop suffering?
Students should be able to	• Understand why some people are religious and others may not • Develop an understanding of Christian beliefs • 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		• Understand Christian teachings on creation and how this may influence someone in their life • Know the different Christian traditions and how far these differ • Develop an understanding of how Christian beliefs lead on to a particular view of stewardship • Analyse different Christian activities for looking after the environment • Form links between Christian belief and action that religious and non-religious communities may take to look after the environment		• Give reasons for Christian views, using examples. • Explain how and why people use different sources of authority • 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	• 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. • Consider the view of more than one religion on the role of prophets	• 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.		• Compare and explain two religious views • Explain solutions to suffering. • Show how 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,

Torpoint Community College: **Curriculum Related Expectations: Art** Year 7

Students will undertake 3 units of work from the table below to encompass Drawing/Painting/3D Making/Print/Collage depending on staff member

Contents

Year 7	Celebrity Portraits	Pointillist Landscape Painting	I can draw	Matisse Collage
Students should be able to define the words	Artist's Research Portrait Historical Contemporary Observation Line Tone Monoprint Mixed Media	Artist's Research Pointillism Observation Mark-making Composition Colour Blending Stippling Primary Colour Secondary Colour	Texture Mark Making Layering Tone Observation Line	Collage Organise Shape Geometric Shape Natural Form Abstraction
Students should know	What a Mixed Media Portrait is. What a monoprint is. Why observation is important in practising drawing. How to collage. How to select and use a range of media.	What a Landscape is. What mark-making is. Why observation is important in practising drawing. How to mix secondary colours. How to use a variety of media.	What tone is and how to apply it using pencil. What Texture is and how to apply it using pencil and pen. What Mark Making is and how to apply it within artwork The different stages of Observational Drawing How to appropriately use different tools within the art room	How Matisse made his collage's. What Matisse's collage's were focused on. How Matisse used the formal elements within his collage work. What complementary colours are. What the difference between shape and form is.
Students should be able to	Research the work of other artists. Draw from observation. Monoprint a portrait. Work with mixed media to develop a portrait. Demonstrate how other artists have inspired their own work. Work safely in the art room. Show resilience when encountering challenges.	Identify and use the Pointillist style. Draw from observation. Draw from secondary sources. Draw using a variety of mark-making techniques. Mix colours effectively. Demonstrate how the Pointillists have inspired their own work. Work safely in the art room. Show resilience when encountering challenges.	Observe and record accurately using a variety of media, scale, techniques and processes. Use of the formal elements of art to create successful recordings which show a three-dimensional form. Recognise when recording is successful and articulate critical reasons for this, using correct vocabulary. Ability to effectively self-evaluate work	Critical and visual understanding of contextual information about Matisse. Ability to effectively utilise the collage technique in the style of Matisse. Recognise when recording is successful and articulate critical reasons for this, using correct vocabulary. Ability to work independently, progressing at a productive pace that allows themselves to progress through self evaluation.

Contents

Year 7	Van Gogh – Portraiture	Kate Malone and Natural Forms	Insects and Collagraphs	Vanitas/Momento Mori
Students should be able to define the words	Portraiture Texture Impasto Painting Proportion Drafting Lines	Line, Cross hatching/Hatching, Stippling, Sgraffito Natural Forms, Coiling, Annotation, Inspiration, Slip, 'score and slip'	Collagraph print, Pattern, Texture, Relief, Shape Entomology, insect, blending, Hyper-realistic, Motif, Repetition, Symmetry	Vanitas, Memento Mori, Golden Ratio, Still life Proportion, tone, contrast, composition, chiaroscuro
Students should know	How to correctly proportion the face from start to finish. Which order to correctly paint a portrait. How to effectively & accurately mix paints. The aims and subject matter of Van Gogh's artwork. Identify & explain the features of Van Gogh's artwork.	What a Natural Form is How to use cross hatching and stippling How artists use inspiration to create their work How to create a coil pot How to design and keep with in a brief.	What entomology is What is pattern, texture and shape and the difference between the them What relief printing is How to create a collagraph print	What a Vanitas is What a Memento Mori is How to arrange a composition using the golden ratio Why observation is important when practicing drawing What chiaroscuro is What proportion is and how to check their accuracy
Students should be able to	Critical and visual understanding of contextual information about Van Gogh. Ability to effectively & accurately mix paints to desired needs. Ability to effectively imitate the style of Van Gogh, in paint. Ability to work independently, progressing at a productive pace with self evaluation, allowing themselves to progress.	Research the work of other artists/photographers Draw using crosshatching and stippling Build a pot using the coil method and correctly adding decoration using scratch and slip Imagine and build their designs in 3D Demonstrate how Kate Malone has inspired their own work. Work safely in the art room. Show resilience when encountering challenges	Work in colour pencil to develop a skill in blending colour pencil. Describe how the work of Rosalind Monk and Kelly Stanford relates to pattern and texture How to safely cut cardboard Imagine and build their designs in 3D Work safely in the art room. Show resilience when encountering challenges.	Describe and use Chiaroscuro effectively Use tone and contrast to create drama in an artwork Use proportion to draw an accurate still life Use tone to develop their drawing skills Explain what a Vanitas and Memento Mori is Work safely in the art room. Show resilience when encountering challenges.

Torpoint Community College: **Curriculum Related Expectations: Drama** Year 7

Contents

Year 7	An introduction to Drama (Term 1)		Traditional Tales (Term 2)		Greek Theatre (Term 3)	
Students should be able to define the words	Devising Stimulus Plot Narrative Discuss Improvise Rehearse	Freeze Frame Narration In Role Thought Monologue Choral Speaking Synchronised Movement Perform	Devising Archetype Plot Narrative Characterisation Vocality Physicality	Unison Split Stage	Chorus Skene Proskenion Amphitheatre Protagonist Antagonist Messenger	Plot
Students should know	• Two drama warmups. • What a stimulus is. • What a Freeze Frame is. • How to use Narration. • Two things that music and sound can do to enhance a production. • The 6-step method of creating a play/performance.		• What a vocal skill is and how we use them. • How to name a traditional tale. • Understand what unison is • What a character archetype is. • What split stage is.		• Two dramatic techniques a Greek Chorus use. • What a protagonist is • What an antagonist is. • What the purpose of the chorus is. • The story of Icarus in Daedalus. • Some of the Greek Theatre devices in performance.	
Students should be able to	Use appropriate facial expressions to convey the emotions of a character. Make eye contact with fellow performers. Use gesture, movement and posture to create a convincing character. Apply the dramatic techniques of narration, in role thought, choral speaking, slow motion and freeze frames with precision and clarity. Deliver a monologue. Use audience awareness effectively in performance. Show good and positive self-management skills during rehearsals. Contribute ideas to their group to create a performance.		Make eye contact with fellow performers. Use gesture, movement and posture to create a convincing character. Use the technique of split stage effectively in performance. Use audience awareness effectively in performance. Show good and positive self-management skills during rehearsals. Contribute ideas to their group to create a performance.		Use facial expressions, eye contact, gesture, movement and posture to create a character. Use choral speaking effectively to tell the narrative of a story in a Greek Theatre style. Use audience awareness effectively in performance. Show good and positive self-management skills during rehearsals. Contribute ideas to their group to create a performance. Identify strengths and weaknesses in my own and others' performances.	

Contents

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	• Integer • Negative • Positive • Addition • Subtraction • Multiplication • Division • Rounding • Estimation • Accuracy • Significant Figures	• Axis • Axes • Coordinate • Grid • Dimension • Horizontal • Vertical • Line segment • Midpoint • Magnitude	• Acute • Obtuse • Reflex • Right • Parallel • Perpendicular • Vertically opposite • Alternate • Corresponding • Co-interior • Polygon • Interior • Exterior	• Odd • Even • Square number • Triangular number • Prime • Factor • Multiple • Highest common factor • Lowest common multiple • Root • Decomposition • Index (Indices)	• Scale • Measure • Unit • Kilo- • Deci- • Centi- • Milli- • Metre • Gram • Litre	• Term • Expression • Equation • Identity • Formula • Substitution • Inequality	• Object • Image • Rotational symmetry • Line symmetry • Similarity • Congruence • Enlargement • Scale Factor
Students should be able to	• 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		• 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		• 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		

Contents

	Topic: Flowol		**Topic: Small basic**		**Topic: Graphics**	
Students should be able to define the words:	Algorithm Flowchart (symbols) Selection Input output Process	Loop/ iteration Sequence Subroutine Debugging Smart home Variable	Syntax Programming environment Intellisense Sequence Selection Iteration (Loops)	Variable Algorithm Graphics window Random number	Vector Logo Bitmap Properties Scalable Pixel White space	Merge Group colour map Composite image Re-size Transform Pixel per inch
Students should know:	• 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. • Identify common types of sensors used in control systems. • What debugging is • Understand what a variable is and explain how variables are used in control systems. • Everyday situations where computer control is used.		• The difference between a syntax error and a logic error • How to use small basic to create simple programs for a given out come • When selection is needed • When iteration is needed		• Know that bitmap images are made up of individual pixels • Know that vectors are made up of paths lines and shapes • Know the properties of vector graphics	
Students should be able to:	• In Flowol create flowcharts that model real world problems • Create working solutions. • Decompose problems to help simplify and build a working solution • Explain how control systems are used in theme parks such as rollercoasters.		• 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 • Identify and correct syntax errors in a program. • Find and correct logical errors in a program		• 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	

Torpoint Community College: **Curriculum Related Expectations: PSHEe (Wellbeing)** Year 7 (2 lessons a fortnight)

Year 7	Half Term 1: Transition to Secondary School		Half Term 2: Staying Safe – Personal Safety inside and outside of College		Half Term 3: Healthy Living – Health Education	
Students should be able to define the words	Transition Resilience Responsibilities Skills Personal qualities Independence	Well-prepared Choices Balanced diet Personal Safety Risk Support	Hazards Personal Safety Discrimination Age appropriate	Bullying Prejudice Consequences	Cancer Addicted Stimulant Toxic Passive smoking	Carcinogen Nicotine Legal Illegal Obesity
Students should know	Decide and agree to appropriate ground rules and explain why they are important in PSHE/Wellbeing Recognise that demonstrating personal strengths help to build self confidence and self-esteem, good health and wellbeing How milestones such as transitions affect wellbeing Where to find help inside and outside of College Responsibilities of students at TCC to uphold College values Qualities for healthy positive relationships Healthy and unhealthy choices What constitutes a healthy balanced diet The principles of behaving safely and responsibly inside and outside of College		Risks and hazards in different situations Interpreting safety flags on the beach Why wearing a safety helmet when cycling important How to stay safer using public transport How to use the 24-hour clock and a timetable for a train or bus Evaluate what makes road safety campaigns effective The main hazards and risks as a passenger and a pedestrian Consequences of carrying a knife The different types of bullying and how to report it What is age-appropriate content and how to access support when things go wrong online How social media impacts health Why prejudiced based language and behaviour is unacceptable in the real world and online		What constitutes a healthy lifestyle Impacts of unhealthy food choices What influences decisions about eating Strategies for healthy food choices Benefits of exercise The short term and long-term health risks of alcohol, tobacco and cannabis use The risks of substance mis-use, even occasionally Alcohol guidelines What the law says about alcohol, tobacco and cannabis use The risks of binge-drinking How to present yourself positively online Where to find more information, help and support	
Students should be able to	State 3 ground rules and explain why they are important in the wellbeing classroom State goals to achieve this term, in year 7 and by the end of secondary school Identify ways to gain personal qualities and skills to achieve goals and recognise how achievements and success are good for health and wellbeing Describe how transitions such as starting secondary school can affect wellbeing and identify unhealthy behaviours Identify sources of help and support inside and outside of college Describe 3 responsibilities as secondary school students to the College community Identify qualities for healthy positive relationships inside and outside of college and in friendships Give examples of healthy and unhealthy choices Explain why a healthy balanced diet is important Write tips to behave safely and responsibly in different situations Log into Unifrog and start completing the personal profile		Identify risks and hazards on the beach, in the water and on the roads Identify the meaning of safety flags on the beach Explain why wearing a cycle helmet is important Write tips for travelling safely on public transport Use the 24-hour clock and a bus or train timetable to plan a journey Identify the features of effective road safety campaigns and create your own campaign Identify hazards faced by pedestrians and passengers and how to reduce the risks Describe consequences of carrying a knife. Describe different types of bullying and how you would report it in college or outside of college or when online Identify ways that social media can impact negatively on health Recognise that discrimination and prejudice should be challenged and that such behaviour in the real world or online is unacceptable		Identify healthy versus unhealthy lifestyle choices Describe the impacts of unhealthy food choices and health problems caused by obesity, poor choices and eating disorders Describe the benefits of exercise Describe strategies for making healthy lifestyle choices Explain short-term and long-term health implications for alcohol, tobacco and cannabis Describe consequences of substance misuse Use government alcohol guidelines and identify the units of alcohol present in different alcoholic drinks State that the use of alcohol and tobacco are age restricted and that use of cannabis is illegal Describe risks of binge drinking State sources of further information, help and support for healthy living	

Torpoint Community College: **Curriculum Related Expectations: PSHEe (Wellbeing)** Year 7 (2 lessons a week)

Year 7	Half Term 4: Puberty/RSE		Half Term 5: Managing Money and Careers		Half Term 6: Health Education, Digital Literacy and Money	
Students should be able to define the words	Puberty Emotional health Physical changes Emotional changes Body odour Deodorant	Acne Dental health Personal Hygiene	Communication Creative Problem solving Self-management Interpersonal Listening Employability skills	Team work Leadership Transferable skills Qualities Strengths Rights Employment	Credit Debit Transaction Payment Contactless PIN Interest Tax Bacs Expenditure, Income Essential, Non-essential	Sun safety, SPF Cancer Caffeine Peer Pressure Social media, Post Followers, Comments Unfollowing. Blocking Trolling YOLO (you only live once) FOMO (fear of missing out) Sharing, Uploading Content, Views, Selfies
Students should know	How to manage the physical and mental changes that are a typical part of growing up including puberty and menstrual wellbeing Ways to boost self-esteem Why puberty is accompanied by a need for greater personal hygiene and a greater responsibility for self care How to manage puberty problems such as acne The causes and triggers for unhealthy coping strategies How to maintain and improve your dental hygiene and oral health How to access health services How to manage internal and external factors that influence health How to identify and articulate emotions accurately and sensitively Why trust is important in healthy relationships How to resolve conflicts in relationships What effective studying looks like		Why people need a personal bank account How to use a personal bank account and the features of bank accounts How to apply for a bank account Employability skills and which ones are valued by employers Personal qualities Research your dream job Research LMI for different careers Be aware of local LMI for Cornwall Find out about employment law and how it relate to a young person Research into key facts about different careers How to use Unifrog for careers research		Why it is important to compare income to expenditure and what budgeting is How to budget to pay for a big expense such as a holiday How to decide if an expenditure is essential or non-essential and manage emotions in relation to money Why it is important to take responsibility for physical health by being safe in the sun How to stay safe in the sun The short term and long term consequences of caffeine Why peer pressure can lead to some people taking illegal drugs How to manage stress from excessive social media use Why social media does not reflect everyday life How to manage the personal images and information you share online Why the internet amplifies risks and opportunities and leads to blurred boundaries and a perception of anonymity	
Students should be able to	Describe emotional and physical changes that occur due to puberty and write tips for managing them, read the Brook puberty handout Identify ways to boost self-esteem Describe and explain how to maintain personal hygiene and the importance of self-care Explain how to maintain oral health Describe how to access health services, in school, in person out of school and online Describe how external factors and internal factors can influence decisions around health Identify elements of healthy relationships and explain the importance of trust Discuss strategies to resolve conflicts in different type of relationships Give tips for effective studying and revising		State reasons for having a bank account and features of bank accounts Practice completing a paper application form for a bank account List employability skills valued by employers and describe what they entail Describe personal qualities that are desirable in the workplace Research the qualifications and pathway required to do your dream job Use the Unifrog Career Library to research different careers and find out key information about the qualifications required, salary and other LMI State the top employers and growth sectors in Cornwall Give an example of how employment law protects young people Record competencies on Unifrog		Calculate income and expenditure for a personal budget case study Describe how to decide if expenditure is essential or non-essential and why it is important to manage emotions in relation to money Explain why is it important to be sun safe and how you can be sun safer Describe the short term and long-term consequences of caffeine Explain how peer pressure can lead to a person taking drugs such as cannabis Describe the stress caused by excessive use of social media State the information you should and should never share online Explain why trolling happens online and opportunities and pitfalls of social media	

Year 8

CURRICULUM RELATED EXPECTATIONS

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	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	What happens to atoms in chemical reactions Why chemical reactions are useful. How chemical reactions are different to physical changes. How to represent practical observations using word equations About the products of combustion, oxidation and decomposition reactions The law of conservation of mass About exothermic and endothermic reactions		How particles are arranged in mixtures. How to identify pure substances. How the particle model explains dissolving. what a saturated solution is. the meaning of solubility. how filtration works. how to use evaporation to separate mixtures. how distillation works. how chromatography separates mixtures.	
Students should be able to	Identify chemical and physical reactions from practical observations. Predict products of combustion reactions. Use practical results to decide which compound decomposes most readily. Calculate masses of reactants and products. Make a conclusion from data based on the idea of conservation of mass. Calculate the temperature change and make a conclusion in a range of familiar exothermic and endothermic changes.		Select appropriate separation techniques for different mixtures. Use data to predict how much solute is dissolved in a solution or the mass of a solution. Plan an investigation to compare solubility with temperature, considering variables. Explain observations made during distillation of inky water. Analyse chromatograms to identify substances in mixtures. Calculate Rf value	

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	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	how different metals react with dilute acids and oxygen the test for hydrogen, carbon dioxide and oxygen gas. state symbols in balanced formula equations. How to use the reactivity series to predict reactions. What displacement reactions are What ceramics, polymer and composites are and what they are used for Explain ceramic properties. Explain why properties of ceramics make them suitable for their uses. Plan a method for comparing the strength of ceramic materials, identifying the variables that need to be controlled. Describe polymer properties. -Explain how polymer properties make them suitable for their uses. -Interpret data on polymers to decide on the best polymer for a given purpose, justifying the choice. -Describe composite properties. -Explain why composite properties make them suitable for their uses. State the relationship shown on a graph of composite strengths		the different types of wave and their features. what happens when water waves hit a barrier and superpose how sound is produced and travels. why the speed of sound is different in different materials the speed of sound and the speed of light. The relationship between loudness and amplitude. The relationship between frequency and pitch. How humans hear and how hearing can be damaged What ultrasound is and its uses How and why animals use echolocation			
Students should be able to	Plan a practical to compare the reactivity of three metals. Interpret data from graphs Use the periodic table to make predictions about reactions Carry out gas tests Present observations in graphs		Compare the time for sound to travel in different materials using data given. Interpret graphs to describe sound (pitch and loudness) Use units for sound (i.e. Hertz)			

	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 refection 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	- 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.		- 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	Compare the time for sound to travel in different materials using data given. Interpret graphs to describe sound (pitch and loudness) Use units for sound (i.e. Hertz) Use of ray model to explain imaging in mirrors. Use appropriate techniques and apparatus during fieldwork and laboratory work, paying attention to health and safety.			

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	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	• 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.	

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	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	That energy in food can be measured The amount of energy from food that a person requires depends on different factors About the Law of Conservation of Energy The difference between energy and temperature Energy can be transferred by conduction, convection, and radiation Energy resources are either renewable or non-renewable The difference between energy and power How to calculate work done The role of machines and levers			-That our Sun is a star, and there are other stars in our galaxy, and other galaxies - The light year as a unit of astronomical distance. WS - 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. - Gravity force, gravity forces between Earth and Moon, and between Earth and Sun (qualitative only). - The seasons and the Earth's tilt, day lengths at different times of year, in different hemispheres.
Students should be able to	Compare the energy in food and fuels with the energy needed for different activities. -Explain data on food intake and energy requirements for a range of activities Explain what brings about transfers in energy. State the difference between energy and temperature. Describe what happens when you heat up solids, liquids, and gases. Explain what is meant by equilibrium. Describe how energy is transferred by particles in conduction and convection. Describe how an insulator can reduce energy transfer. Describe the pattern in conduction shown by results, using numerical data to inform a conclusion Describe some sources of infrared radiation. Explain how energy is transferred by radiation. Describe the difference between a renewable and a non-renewable energy resource. Describe how electricity is generated in a power station. Describe the link between power, fuel use, and cost of using domestic appliances. Calculate work done. -Apply the conservation of energy to simple machines.			- Describe the objects that you can see in the night sky. - Describe the structure of the Universe. - Draw valid conclusions that utilise more than one piece of supporting evidence. - Name the objects in the Solar System. - Describe some similarities and differences between the planets of the Solar System. - Identify patterns in the spacing and diameters of planets. - Explain the motion of the Sun, stars, and Moon across the sky. - Explain why seasonal changes happen. - Use data to show the effect of the Earth's tilt on temperature and day-length. - Describe the phases of the Moon. - Explain why you see phases of the Moon. - Explain why eclipses happen. - Explain phases of the Moon using the models provided.

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	Topic 1: North America			
Students should be able to define the words	Weather Climate Tornado Volcano	Hot spot Supervolcano Caldera Earthquake	Epicentre Focus Desert Adaptation	Xeriscaping Tundra Permafrost Positive Feedback loop
Students should know	- 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 - To know what a supervolcano is, describe their distribution worldwide and understand the effects they would cause - 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 - To be able to describe the location of cold environments, know the different between polar and tundra regions. - To be able to explain how plants have adapted to tundra environments - To be able to explain how animals have adapted to cold environments - To know where Alaska is located, where people live in Alaska, its key geographical features. - To know what a wilderness area is and why they are important - To be able to explain why people live and work in Alaska - To describe what is meant by the term polar night - To understand and explain the impact of climate change on Alaska			
Students should be able to	- 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			

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	Topic 2: South America	
Students should be able to define the words	Urbanisation Megacity Migration Squatter settlements Ecotourism	Ecosystem Biome Deforestation Sustainable
Students should know	- Know the causes of urbanisation - To know the different types of migration and why people might migration - What a megacity is and where they are located - To be able to locate Rio on a map, describe how the population of Rio has changed over time and explain why Rio is described as a city of two halves - 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 - The characteristics of 5 major biomes in the world - What an ecosystem and biome us - 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	- 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 - 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	

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	Topic 3: Climate Change and Global Issues			
Students should be able to define the words	Climate change Global warming Greenhouse effect Ecological Breakdown Climate change refugee	Mitigation Adaptation Economy Transnational corporation	Export Primary sector Secondary sector Tertiary sector	Quaternary sector Importing Globalisation Fast fashion
Students should know	- Know what the term 'climate change' means - The main causes and impacts of climate change (both in the UK and on a wider scale) - Know what a 'climate refugee' is and how people become refuges - What 'globalisation' is - The impacts of 'fast fashion' on social, economic and environmental aspects - How populations change and how countries have attempted to manage this			
Students should be able to	- To be able to explain what climate change is, what has happened to our climate over time and identify the evidence that we have for this - To be able to explain the physical causes of climate change - To be able to explain how humans have caused climate change - To be able to explain the enhanced greenhouse effect - To be able to explain the global impacts of climate change - To be able to plot references using latitude and longitude - To know what ecological breakdown is and how environments are being damaged by climate change - To explain what a climate refugee is and to understand the impacts this is having on people - To understand how temperatures have changed in the UK - To understand what can be done about climate change on a global, national, local and individual scale - To understand the importance of a single dollar in the global economy - To know what globalisation is and the 4 aspects of it - To explain why the iPhone is a symbol of globalisation - To be able to explain the advantages and disadvantages of globalisation - To be able to explain how our spending on fashion is having an impact on desert environments - To be able to draw a line graph - To be able to explain how the world's population has changed over time and the impact this is now having on our planet. - To be able to explain how countries have tried managing their populations and evaluate is this is ethically right			

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Students should be able to explain the words	Kneading Bridge and claw Colander Shortcrust pastry	Enriched dough Yeast Cross contamination Salmonella
Students should know	- 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	
Students should be able to	- 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	

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Year 8	Product Skyline inspired name plaques.	Food
Students should be able to define the words	Aesthetics Cost Customer FDM Printing Environment Safety Size PLA Function Materials CAD	Kneading Enriched dough Bridge and claw Yeast Colander Cross contamination Shortcrust pastry Salmonella
Students should know	The stages of the Fused Deposition Modelling Process The different parts of the 3D Printer Identify and explain the use of different tools within the CAD software.	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
Students should be able to	Recognise when outcomes are successful and articulate critical reasons for this, using correct vocabulary. Effectively use CAD software to accurately create intentioned outcomes. Accurately draw designs with accurate scale and rendering. Accurately use and troubleshoot the CAD/CAM process.	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

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Year 8	Short Stories – Twisted Tales		Tragedy Over Time		Influential Speeches	
Students should be able to define the words	Plot twist Foreshadowing Dramatic irony Narrative perspective Ominous Situational irony Static character Macabre	Narrative hook Insolent Ruthless Tension Round character Moral	Reversal Recognition Scene of Suffering Tragic hero Hamartia Prologue Monologue Metaphor Vice	Catharsis Fate Patriarchal Virtuous Valour Vice Hubris	Ethos Logos Pathos Personal Pronouns Antithesis Anaphora Anecdotes Imperative verbs Connotations	Patriotism Unity Inspiration Obliteration Paltry Merciless Tyranny Authoritative Oasis
Students should know	What a plot twist is and how to create one in their own writing How to identify and use: foreshadowing, dramatic irony, different narrative perspectives, situational irony, a narrative hook, morals in stories. How a typical story should be structured, including the names and features of the exposition, rising action, climax, falling action, resolution What happens in a range of short stories, including 'Lamb to the Slaughter', 'The Tell Tale Heart', 'Charles', 'Ruthless', and 'H-ey, Come on Ou-t!' For 'The Tell Tale Heart', how it links to the Gothic genre For 'H-ey! Come on ou-t!', what moral message the writer is conveying. How to correctly punctuate speech.		How the tragic genre began in Ancient Greece. How Greek society was structured. What characteristics tragedies should contain (according to Aristotle). What events have caused language to change over time. How tragedy plays had changed by the Middle Ages and what influenced these changes. The difference between a Greek tragedy and Shakespearean tragedy. The key plot details, characters and themes in *Romeo and Juliet*. How men and women were expected to act in the Middle Ages Who William Shakespeare was and why he was so famous. How to use these sentence structures: semi-colon split; colon clarification; and the big because.		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 How to use these 3-part sentence structures: the more, the more, the more; and not, nor, nor.	
Students should be able to	How to identify and use: foreshadowing, dramatic irony, different narrative perspectives, situational irony, a narrative hook, morals in stories. 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 Plan, write and edit their own short stories using a range of techniques to make it a 'twisted tale' Include correctly punctuated dialogue in their story Recap and practice using all the sentence structures covered in year 7, including: simple, compound, and complex sentences; prepositional push-off; punctuating lists and speech correctly; using colons and semi-colons.		Explain the key characteristics of a tragedy and identify these in a text. Explain how Greek society was structured and the power dynamics between the different social groups. Define and/or apply tier 2 and 3 vocabulary with precision Summarise key elements of a Shakespearean tragedy. Select precise evidence to support an idea. Construct their own script. Write analytically about Shakespeare's use of language. Explain how men and women were treated differently in the Middle Ages and show how this is reflected in *Romeo and Juliet*.		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	

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Year 8	The Point of Poetry		Evil and Eccentric characters		Animal Farm	
Students should be able to define the words	Juxtaposition Symbolism Irony Enjambment Rhyme Scheme Metaphor Themes Thesis	Segregation Patriotism Futility Oppression Identity Social injustice Discrimination	The Human Condition Characterisation Manifestation Allusions Setting Lexical field Paraphrasing	Duality Mercurial Malevolent Oppressive Notorious Reprobate Mercenary Philanthropic	Allegory Symbolism Foreshadowing Connotations Rhetoric Themes	Democracy Corruption Defamation Tyrannical Dictator Utopia Proletariat Propaganda
Students should know	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 How to use these sentence structures: the 'so, so'; three verb sentence; and the three adjective punch.		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 How to use these sentence structures: the prepositional push-off; the adjective attack; and the 'as if' pivot		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 What happens in the text overall What real-life information links to the text	
Students should be able to	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		Read an unseen text and apply knowledge and skills from this unit to show understanding of how characters are presented 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		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 Explain how events in the text reflect real-life context Recap and successfully use all of the sentence structures covered this year.	

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Year 8	Unit 1: Life in Tudor England How did England change during the Tudor period?		Unit 2: The 1600's Why was there so much conflict in the 1600's?		Unit 3: The British Empire How did the British Empire expand?		Unit 4: The Slave Trade What has been the impact of slavery on the world?		Unit 5: The Industrial Revolution How much did England change during the Industrial Revolution?		Unit 6: The Suffragettes How were women able to win the vote?	
Students should be able to define the words	Lancastrian Yorkist Martin Luther Reformation Protestant Catholic Act of Supremacy Break with Rome Henry VII Henry VIII	Edward VI Mary I Elizabeth I Heresy Marriage Golden Age Armada Thesis	Gunpowder Polt James I Charles I Oliver Cromwell Divine Right of Kings Parliament Taxation Religion Social	Economic Civil War Execution Royalist Cavalier Roundhead Causation Battles	Empire Colony Imperialism Ireland Jamaica Oliver Cromwell India East India Company Ghandi Non cooperation	Civil Disobedience Subject	Trade Slave trade Slave ship Triangular trade Plantation West Indies Auction Let Middle Passage Civilised	Abolished Parliament Resistance Enslaved/enslavement Freedom Liberation Interpretation	Enclosure Open Field Crop Rotation Population Urbanisation Rural Countryside Towns Cities Industrial Revolution Woking Conditions	**Inventions Factory Child Labour Trade Unions Strike Action**	**Franchise Representation of the People Act Voting Democracy Suffragist Suffragette Violence Peace Campaign Emily Davison**	**Emmeline Pankhurst The Cat and Mouse Act**
Students should know	• How did the Wars of the Roses lead us to the Tudors? • Who was Martin Luther and how did the Reformation change European religion? • Why did Henry VIII Break with Rome? • What sort of monarch was Edward VI? • Why is Mary I labelled as Bloody Mary? • Who should Elizabeth marry? • Was Elizabethan England a "Golden Age"?		• What led to the Gunpowder Pot in 1605? • What was the main concept of Divine Right of Kings? • What were the major causes of the English Civil War? • How did the Parliamentarians win the Civil War? • Why did the English execute their king? • Was Oliver Cromwell a hero or villain?		• How did the Elizabethans begin to expand the empire? • How successful was Cromwell's expansion into the Caribbean? • How did the British Empire develop into India? • How did India win its independence? • How did the British Empire end? • What is the main legacy of the British Empire?		• How civilised were the peoples of West Africa? • What were the origins of the slave trade? • What were conditions like on the Middle Passage? • What was life like for slaves on the plantations? • How did slaves resist? • How and when was slavery abolished? • What is the legacy of the slave trade?		• How did farming change in the early Industrial period? • How much did the population of England increase between 1750 and 1900? • How did the railways change the UK? • Which was the most significant invention in the Industrial Revolution? • How bad were working conditions during the Industrial Revolution? • How did things improve?		• How did men win the vote during the 1800's? • What impact did the suffragist and suffragette campaigns have on votes for women? • Did Emily Davison mean to die? • What was the Cat and Mouse Act? • How did the suffragettes change tactics in WWI and why did women win the vote?	
Students should be able to	• Know about how similar and different Tudor England was compared to previous and subsequent periods • Make an informed judgement on the success of Tudor monarchs • Write paragraphs using PEEL • Analyse primary sources • Argue for and against a Historical interpretation		• Demonstrate an understanding of change and continuity during the Stuart period • Interpret and make inferences from primary sources • Compare two significant historical interpretations on the most important reasons for conflict in the 1600's • Write paragraphs using PEEL		• Analyse the rate of change in the British empire, both in terms of its expansion and subsequent decline • Interpret and analyse the utility of primary sources • Write paragraphs using PEEL • Compare two important interpretations on the significance of the British Empire		• Interpret and make inferences from primary sources • Argue for and against a Historical interpretation on the legacy of the slave trade • Understand the chronology of the slave trade • Make an informed judgement on the legacy of the slave trade		• Know about the changes that occurred as a result of the Industrial Revolution • Analyse, interpret and infer from primary sources • Compare two significant historical interpretations on the impact of the Industrial Revolution • Form a judgement on the most important legacy of the Industrial Revolution for Britain		• Understand the main chronology which went from some men getting the vote until women in 1918 • Analyse an interpretation on whether was violent tactics or WWI that won women the vote • Analyse and interpret primary sources	

Contents

	Weather & free time	School subjects	Cultural enrichment- Celebrating the holidays in Spain	Daily routine
Key vocabulary/ phrases that students will learn	See sentence builder, unit 15 (beginner – pre intermediate)	See sentence builder	See sentence builder (beginner- pre intermediate)	See sentence builder, unit 16 (beginner - pre intermediate)
Key sentence patterns students will learn	Time markers; *a veces, entre semana, los fines de semana, cuando tengo tiempo.* *Cuando* + verb When + weather + verb + noun	I study + school subject I love/like/don't like/hate + subject Because + is + adjective.	Expressions of time. Voy a + infinitives. Me gustaría + infinitives.	Expressions of time. Present indicative verb + sequencer.
Key grammatical structures students will learn/revisit	All persons of the present for verbs; *jugar, hacer, ir, ser, tener.*	Present indicative verb, *estudiar.*	*The immediate future + infinitives;* *Voy a* *Vas a* *Vamos a* *Va a* *Van a*	Present indicative verbs, *almorzar, cenar, desayunar, hacer, jugar, acostarse, llevarse, levantarse,vestirse, salir, ir, ver, volver.*
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 give an opinion about school subjects. How to justify their opinions using a range of adjectives. How to form the adjective correctly.	How to say what they are going to do during the holidays. How to say what they would like to do.	How to talk about what they do every day. 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 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 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.	Understand how a different culture celebrates the holidays. Learn what traditions take place in another country. Understand how and when to use infinitive verbs. Express the future.	Understand information based what on what others do every day 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.

Contents

	Jobs	What I do at home	Future plans for holidays
Key vocabulary/ phrases that students will learn	See sentence builder, unit 8 (beginner - pre intermediate)	See sentence builder, unit 18 (beginner - pre intermediate)	See sentence builder, unit 19 (beginner - pre intermediate)
Key sentence patterns students will learn	Subject + present indicative verb + job. Opinion verb + adjective(s). He/She works in + place of work.	Time marker + present indicative verb + noun. A + la(s) + hour for telling the time. Me + present indicative reflexive verb.	Present indicative verb + a + infinitive verb Conditional verb + a + infinitive verb *It will be* + adjective
Key grammatical structures students will learn/revisit	Full verb conjugation of the verb *trabajar* and *ser* in the present indicative.	Present indicative, all persons for verbs: *hacer, jugar, ir.* Present indicative of *–ar* reflexive verbs, all persons	Near future tense, using *voy a…* Future tense of *ir - será* Conditional tense of *gustar – me gustaría*
Students should know	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 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 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 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 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 where others are going to on holiday. Form sentences and write translations and about holidays in the near future tense.

Contents

	Weather & free time	School subjects	Cultural enrichment- Celebrating the holidays in France	Daily routine
Key vocabulary/phrases that students will learn	See sentence builder, unit 15 (beginner – pre intermediate)	See sentence builder	See sentence builder (beginner- pre intermediate)	See sentence builder, unit 16 (beginner - pre intermediate)
Key sentence patterns students will learn	Time markers; *parfois, pendant la semaine, le week-end, quand j'ai le temps.* *Quand* + weather When + weather + verb + noun	I study + school subject I love/like/don't like/hate + subject Because + is + adjective.	Expressions of time. Je vais + infinitives. Je voudrais + infinitives.	Expressions of time. Present indicative verb + sequencer.
Key grammatical structures students will learn/revisit	All persons of the present for verbs; *jouer, faire, aller, être, avoir.*	Present indicative verb, *étudier.*	*The immediate future + infinitives;* *Je vais* *Tu vas* *Il/elle/on va* *Nous allons* *Vous allez* *Ils/ells vont*	Present indicative verbs, first person: *se brosser, se coiffer, se coucher, déjeuner, diner, faire, s'habiller, jouer, se lever, prendre, regarder, rentrer, se reposer, sortir, aller.*
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 give an opinion about school subjects. How to justify their opinions using a range of adjectives. How to form the adjective correctly.	How to say what they are going to do during the holidays. How to say what they would like to do.	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 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 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.	Understand how a different culture celebrates the holidays. Learn what traditions take place in another country. Understand how and when to use infinitive verbs. Express the future.	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.

Contents

	Jobs	What I do at home	Future plans for holidays
Key vocabulary/phrases that students will learn	See sentence builder, unit 8 (beginner - pre intermediate)	See sentence builder, unit 18 (beginner - pre intermediate)	See sentence builder, unit 19 (beginner - pre intermediate)
Key sentence patterns students will learn	Subject + present indicative verb + job. Opinion verb + adjective(s). He/She works in + place of work.	Time marker + present indicative verb + noun. At __ o'clock Me + present indicative reflexive verb.	Present indicative verb + infinitive verb Conditional verb + infinitive verb *It will be* + adjective
Key grammatical structures students will learn/revisit	Full verb conjugation of the verb *travailler* and *être* in the present indicative.	Present indicative, all persons for verbs: *faire, jouer, aller.* Present indicative of reflexive verbs, all persons	Near future tense, using *je vais...* Future tense of *être – ce sera* Conditional tense of *aimer – j'aimerais*
Students should know	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 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 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 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 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 where others are going to on holiday. Form sentences and write translations and about holidays in the near future tense.

Torpoint Community College: **Curriculum Related Expectations**: Religious studies Year 8

Contents

Year 8	Unit 1: How and why do Buddha's teachings have meaning for us today?	Unit 2: What is it like to be a Muslim in the UK?	Unit 3: How do you decide what is right or wrong?	Unit 4: How does it make a difference if you believe in Life after Death?	Unit 5: How can Art help people express spirituality?	Unit 6: What are the main Hindu beliefs about reincarnation?
Students should be able to define the words	Buddha Four sights Noble truths Enlightenment Wisdom Dhamma Humanism	Islam Muslim Mosque Pillars of Islam Iman Shia Sunni	Ethics Morals Authority Relative morality Absolute morality Abortion Pro Life Pro Choice Sanctity of life	Christian Muslim Jewish Paradise Sikh Funeral Symbol	Spiritual Spirituality Religious Non-religious Art	Atman Dhamma Varna Khama Samsara Reincarnation Mandir Worship Guru
Students should know	• How and why did Siddhartha Gautama become 'The Buddha? • How and why do Buddhist people try to follow the Four Noble Truths? • What is meant by the term Sangha?	• What are the main beliefs in Islam and how does this impact on the actions of British Muslims? • How and why do Muslims put their beliefs into action in different ways? • What are the challenges and opportunities of being a Muslim teenager in Britain today?	• How do we decide what is good or bad, right or wrong? • What are the different viewpoints on abortion? • In religious traditions, what is the Golden Rule?	• Why do some people believe in Life After Death? • What do Christians believe happens after death? • How do different religions bury their dead?	• How can people express the spiritual through the Arts? • How can people express spirituality through music? • How can people express spirituality through art?	• What do Hindu's believe? • What do Hindus believe happens after we die? • How do Hindu's worship?
Students should be able to	• Describe how the life of the Buddha led to his teachings (*dhamma*) . • 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 • Evaluate how far the ideas of the Buddhist *dhamma* help students to make sense of the world and their own experience • Explain the term Sangha	• Use the Qur'an to identify key Islamic beliefs • Understand the main Islamic beliefs • Know the difference between Sunni and Shia Islam • Demonstrate an understanding of the different obligations faced by individual Muslims • Explore the opportunities and challenges faced by Muslim teenagers in the UK today	• Develop an understanding of morality and ethics and how these guide people on making choices on how to live their lives • Understand the difference between absolute and relative morality • Show knowledge of the Golden Rule and how in two different religious traditions this impacts how people live their lives	• Explain the key beliefs about life after death in at least two traditions. • Explain how and why 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. • Evaluate how far different ideas about life after death help students to make sense of the world, offering reasons and justifications for their responses.	• Compare and explain at least two ways to describe 'the spiritual' or 'spirituality'. . • 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. • Offer a coherent account of the value of spirituality in the lives of religious and non-religious people,	• Demonstrate an awareness of the key beliefs in Hinduism • Develop an understanding of the main beliefs in Hinduism on Life After Death, with concepts such as Khama and samsara • Investigate how Hindus worship both within the Mandir and privately at home

Torpoint Community College: **Curriculum Related Expectations: Art** Year 8

Students will undertake 3 units of work from the table below to encompass Drawing/Painting/3D Making/Print/Collage depending on staff member

Contents

Year 8	Holocaust Project DJO	Ceramic Tiles	Fruit Still Life	Seasons Collage and Collograph	Book Illustrations	The Table-Drawing and Painting
Students should be able to define the words	Artist's Research Portrait Holocaust Survivor Observation Line Tone Mark-making Proportion Grey scale	Artist's Research Arts and Cratfs Movement Observation Tone Colour Design Ceramic Score and Slip Glaze Firing	Art Movement Artist's Research Observation Line Tone Ellipse Primary Colour Secondary Colour Complementary Colour/Harmonious colour	Artist's Research Design Observation Shape Colour Collage Collograph Print-making	Artist's Research Illustration Shape Line Tone Mark-Making Mixed Media	Artist's Research Observation Line Tone Ellipse Cast shadows Primary Colour Secondary Colour
Students should know	What a Portrait is. What working in greyscale media is. Why observation is important in practising drawing. How to use the grid method to aid proportion How to work on a larger scale How to blend tonally	Why the Arts and Crafts Movement evolved Which elements can be considered Art Nouveau style features Why observation is important in practising drawing. How to join clay to clay. How to make a tile in clay.	What style of work is considered Pop Art. Why Pop Art is considered an Art Movement. Why observation is important in practising drawing. How to mix secondary colours and use complementaries. How to select and control an appropriate paintbrush.	How they could apply ink to a print. What surface texture is. Why practising drawing is important in art. How to collage. How to use shape and texture in developing a collograph print.	What a scene, character and design motif is. What surface texture is. Why practising drawing is important in art. How to design an illustration. How to use character, scene and motifs in developing a design for an illustration.	How artist's have used The Table to inspire their work. Why observation is important in practising drawing. How to draw an ellipse on cylindrical objects. How to mix secondary colours and use complementaries. How to select and control an appropriate paintbrush.
Students should be able to	Research the work of other artists/photographers Draw from observation. Draw a series of portraits of Holocaust survivors. Work in grey scale to develop a skill in tonal blending in portraiture. Demonstrate how other artists/photographers have inspired their own work. Work safely in the art room. Show resilience when encountering challenges	Research the Arts and Crafts Movement including Morris and De Morgan Draw from observation. Design a tile. Show how their research on other tiles has inspired their work. Use correct ceramic making techniques to make a tile. Glaze and decorate their tile effectively. Work safely in the art room.Show resilience when encountering challenges.	Identify the main features of the Pop Art style. Draw from observation. Draw an ellipse. Select an appropriate paintbrush. Mix and use colours effectively. Demonstrate Lee Sears has inspired their own work. Work safely in the art room. Show resilience when encountering challenges.	Research the work of other artists. Draw shape motifs-e.g.bird. Create a collage. Print a collograph representing a season. Demonstrate how other artists have inspired their own work. Work safely in the art room. Show resilience when encountering challenges.	Research the work of other artists. Draw animals, characters and scenery. Design a composition/layout. Develop an illustration for the book 'The Girl of Ink and Stars.' Demonstrate how other artists have inspired their own work. Work safely in the art room. Show resilience when encountering challenges.	Identify the main features of Cynthia Poole's work. Draw from observation. Draw an ellipse. Select an appropriate paintbrush. Mix and use colours effectively. Demonstrate Poole has inspired their own work. Work safely in the art room. Show resilience when encountering challenges.

Contents

Year 8	Melodrama and Silent Movies(Term 1)		Script Work and The Play That Goes Wrong (Term 2)		Shakespeare and Macbeth (Term 3)	
Students should be able to define the words	Melodrama Stock Character Exaggeration Tableau Mime Slapstick Title Card	Comic Timing Performance	Comedy Farce Slapstick Script Stage Directions Blocking Improvisation	Breaking the Fourth Wall Devising Rehearsal	Playwright Tragedy Theme Soliloquy Choral Speaking Atmosphere Modern Adaptation	Evaluation
Students should know	• The features of melodrama (stock characters, exaggerated gestures, over-the-top emotions). • The main stock characters in melodrama and how they are portrayed. • Why exaggeration is important for melodrama and silent movies. • How tableau can be used to show dramatic moments in melodrama. • The importance of mime in silent movie performance. • Famous silent movie comedians (Chaplin, Keaton) used slapstick to make audiences laugh. • How silent movies developed from melodrama and influenced comedy. • Why timing is crucial for slapstick and physical comedy.		• Comedy relies on timing, exaggeration, and character interaction. • Farce often involves physical humour, quick pace, and silly mistakes. • Famous farces and plays use slapstick to create humour. • A script includes dialogue, stage directions, and cues for actors. • Stage directions are essential for blocking and rehearsing scenes. • Blocking ensures performers are visible and the story is clear. • Performance needs confidence, projection, and clear communication.		• Shakespeare is one of the most famous playwrights in history. • *Macbeth* is a tragedy that explores ambition, power, and fate. • Shakespeare used soliloquies to reveal inner thoughts of characters. • The witches in *Macbeth* often speak in unison or with a rhythm. • Shakespeare used language, rhythm, and character to create atmosphere. • Many companies perform Shakespeare in modern settings to engage new audiences. • Evaluation helps actors improve their skills and make stronger choices.	
Students should be able to	• Perform using exaggerated voice, movement, and gesture. • Use exaggerated gestures and facial expressions in performance. • Create and hold a clear tableau that tells a story. • Use mime to tell a story without speech. • Safely perform simple slapstick routines (falls, trips, chases). • Devise and perform a silent movie scene. • Demonstrate comic timing in a devised performance. • Perform a devised silent movie using melodrama and slapstick techniques.		• Use comic timing to make performance funnier. • Perform in the style of farce, with exaggerated action. • Safely perform slapstick moments in rehearsal and performance. • Read and perform from a script with clarity. • Follow stage directions in performance. • Block scenes clearly for audience visibility. • Use breaking the fourth wall to add humour. • Perform an extract from *The Play That Goes Wrong* with confidence		• Explain why *Macbeth* is a tragedy. • Identify themes in scenes and performances. • Perform or analyse a soliloquy with expression. • Perform a witches' scene using choral speaking. • Create atmosphere using movement, voice, and staging. • Reimagine a Shakespeare scene in a modern style. • Perform an extract from *Macbeth* (e.g. witches' scene) with clear voice and presence. • Evaluate their own and others' Shakespeare performances.	

Contents

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		

Contents

	Topic: Spreadsheets		**Topic: HTML**	**Topic: Scratch**	
Students should be able to define these key words.	Row Column Cell Reference Absolute cell reference Formula Function SUM, AVERAGE Merchandise Profit	Active cell Computer model Predict Fill Format Gridlines Arithmetic operator What IF scenarios	HTML Web browser Tag Inline styling CSS Hyperlink Alt Text Colours (Hexadecimal)	Algorithm Instruction Event Movement If condition Infinite loop Sprite Sequence Backdrop Block Sprite	Pixel x-axis y-axis Degrees Event IF statement Key press Variables Costumes Levels Output
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 Why we use universal colours The need for responsive web design	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 Learn how CSS is used to change the style in webpages 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	

Torpoint Community College: **Curriculum Related Expectations: PSHEe (Wellbeing)** Year 8: (2 lessons a fortnight)

Year 8	Half Term 1: Differences, Diversity and Prejudice and Careers 1		Half Term 2: First Aid – based on BHF Heart Start course		Half Term 3: Health Education Lessons	
Students should be able to define the words	Diversity Prejudice Multi-cultural Discrimination Equality Protected Characteristics Sexism Ageism Antisemitism Stereotypes	Racism Disability Transphobia Homphobia LMI Labour Market Information Aspirations Communication Qualifications	Emergency Services Unconscious Conscious Breathing Recovery position CPR Chest compressions Heart Attack	Serious Bleeding Choking Blood donation Organ donation Stem cell donation Tissue donation	Sleep Routine Regeneration Growth Mood Memory Rest Energy Immunity	Environment Sleep hygiene Drugs Alcohol Addiction Dependency Consumed Detrimental Adverse
Students should know	What is diversity Why Britain is described as a multi-cultural society Why prejudice and discrimination occur and how and why should it be tackled What sexism, ageism, racism, antisemitism and disability and gender related discrimination are What the Equality Laws are and the characteristics they protect Why and how we challenge stereotypes including gender stereotypes The sort of prejudice faced by the England Women's Football team on their journey to become European Champions Different types of employment and patterns of work, different work roles and career pathways Clarify own aspirations and identify areas of interest using Unifrog		What to do in the event of an emergency to assess the scene and what to say when calling the emergency services Know the different emergency numbers to call to contact the different emergency services Know the steps to take if a casualty is unconscious How to check for normal breathing How to put a casualty into the recovery position How to preform hands only CPR and chest compressions on a resuccianne The signs and symptoms of a heart attack Where to find a defibrillator locally How to recognise and treat choking How to deal with serious bleeding The importance of donations for blood, organs and stem cells		The importance of healthy lifestyle choices including the benefits of physical activity and exercise and the importance of sleep Strategies to maintain good quality sleep Why people drink alcohol Alcohol dependency Consequences of drinking leading to risky behaviours How to manage influences of drug and alcohol on decision making Information about legal and illegal substances What the law says about substances Strategies for saying no Social, emotional and health effects of using drugs Healthy coping strategies How to access health services and find support	
Students should be able to	Define diversity and multicultural society Describe types of discrimination and suggest reasons why discrimination and prejudice occurs Identify characteristics protected by Equality laws Challenge stereotypes in a discussion task Read a case study and identify how prejudice can occur in every day life e.g. the prejudice faced by the England woman's Football team, in gender stereotypical career choices Use Unifrog and complete the Unifrog interests activity, use the career library to research different career paths and LMI for those careers – e.g. where can you do this career locally? Clarify their own career aspirations Complete the Unifrog Communication activity		Describe how to assess a scene and call the emergency services in the event of an emergency Identify that you can call 999 or 112 in emergency, 111 for the NHS and 101 for the Police. Show how to check for a pulse and normal breathing on a resuccianne Put another student into the Recovery position safely (or describe) Perform hands only CPR on a resuccianne State the signs and symptoms of heart attack Identify the location of defibrillators in the local area Describe the procedures to deal with choking and serious bleeding Explain why blood, organ and stem cell donation is important		Identify healthy lifestyle choices Describe strategies to ensure good quality sleep Describe why people choose to drink alcohol Explain that some people are susceptible to alcohol dependency and addiction and may need extra support Explain that using alcohol and drugs is not useful when making decisions about further use and can lead to impaired decision making, giving examples of risky behaviours State what the law says about age restrictions for alcohol and tobacco and about illegal substances Practice strategies for saying no to substance use Give examples of healthy coping strategies State examples of organisations and health services that can support people with concerns regarding substance use	

Torpoint Community College: **Curriculum Related Expectations: PSHEe (Wellbeing)** Year 8: (2 lessons a fortnight)

Year 8	Half Term 4: Healthy Relationships (RSE)		Half Term 5: Finding Out About…		Half Term 6: Careers 2 and Money Matters	
Students should be able to define the words	Child Sexual Exploitation (CSE) Child Criminal Exploitation (CCE) Consent Gender identity	LGBTQ+ HPV Contraception Sexually Transmitted Infections (STIs)	Digital citizen Global community Freedom of expression Defamation Anxiety Depression	Self-harm Anorexia nervosa Bulimia nervosa Bereavement Grief	Apprenticeships Higher education Transferable skills Gross pay Net pay Salary	Saving Borrowing Debt Gambling Income Tax Identify Fraud
Students should know	The different types of relationships and the factors that affect them including the effect of self esteem Indicators of healthy and unhealthy and abusive relationships Understand what Child Sexual Exploitation and Child Criminal Exploitation is The importance of consent and what the law says Gender Identity Sending images The purpose and effectiveness of different forms of contraception Which types of contraception protect against STIs		Our rights and responsibilities online Freedom of expression and defamation Digital reporting tools Dealing with stressful times, sources of help and accessing health services Symptoms, causes and treatment for cancer How healthy lifestyle choices can reduce risks of cancer Awareness of unhealthy coping strategies such as self-harm and eating disorders Complications of eating disorders How to cope with grief and bereavement Film ratings and the role of the BBFC		The advantages and disadvantages of both university and apprenticeships Transferable skills required by different careers and why it is essential to work on improving them How people earn money How to understand a pay slips and deduction for income tax The difference between net and gross pay Financial obligations throughout life Attitudes towards debt, borrowing and saving money Awareness of scams and identify fraud Gambling including online gambling hooks	
Students should be able to	Describe the different types of relationships e.g. inside and outside of college, with adults, friendships, romantic. Describe factors that affect relationships – context, settings, age and how self esteem and self worth affect relationships Identify signs of healthy and unhealthy, abusive relationships Explain what CCE and CSE are State the legal age of consent State reasons why it is dangerous to send nudes Make a glossary with 5 keywords about gender identity using the Gender Identity Brook handout Compare different methods of contraception, in terms of how they work, their effectiveness and if they protect against STIs and read the Brook contraception handout State where to find further information and support and how to access health services to obtain contraception		Give examples of our rights and the corresponding responsibility for our online behaviours Identify examples of defamation State what to do to stop offensive posts online Describe symptoms, causes and treatments for cancer Identify healthy lifestyle choices that can reduce the risk of ill health and cancers Identify reasons why someone may develop an unhealthy coping technique such as self-harming or an eating disorder Describe the consequences of eating disorders Identify sources of help and support and further information Explain how BBFC film ratings protect young people from inappropriate content		State and compare advantages and disadvantages of Apprenticeships and University Identify transferable skills required in different careers Identify way to improve transferable skills List ways people earn money Identify reasons why we pay income tax Define gross pay and net pay Describe key financial milestones in life Identify way to borrow money Describe how people may be scammed online Define identity fraud Explain why online gambling is risky and can be addictive	

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			
Students should be able to define	Producer Prey Predator Cell Consumer Photosynthesis Nucleus Mitochondria Cytoplasm Cell membrane	Cell wall Chloroplasts Ribosomes Food chain Food web Interdependence Population Habitat Community	Palisade cell Stomata Xylem Phloem Minerals Deficiency Fertilisers Chemosynthesis Aerobic respiration	Anaerobic respiration Glucose Carbon dioxide Water Oxygen Fermentation Oxygen debt Bioaccumulation Ecosystem Niche
Students should know	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.		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.	
Students should be able to	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.		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.	

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	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	- 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 if measured and the development indicators used - The location of Mali and Zimbabwe - Why some countries in Africa and 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 - Were 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			- 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	- 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			- 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		

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	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	- 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		- 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	- 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		- 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	

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	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	- 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			- 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	- 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 Costal erosion in Australia, explain the impact this is having and outline the strategies used to protect Australia’s coasts.			- 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	- 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	- 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

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Year 8	Product Skyline inspired name plaques.	Food
Students should be able to define the words	Aesthetics Cost Customer FDM Printing Environment Safety Size PLA Function Materials CAD	Kneading Enriched dough Bridge and claw Yeast Colander Cross contamination Shortcrust pastry Salmonella
Students should know	The stages of the Fused Deposition Modelling Process The different parts of the 3D Printer Identify and explain the use of different tools within the CAD software.	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
Students should be able to	Recognise when outcomes are successful and articulate critical reasons for this, using correct vocabulary. Effectively use CAD software to accurately create intentioned outcomes. Accurately draw designs with accurate scale and rendering. Accurately use and troubleshoot the CAD/CAM process.	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

KS3 Textiles Curriculum Related Expectations:

Year: 9 **Context:** Year 9 have only a 7-week x 2 hours per week module in DT Textiles on a rotation.
They have had no previous experience of textiles so far. There is a GCSE in Design Technology (Textiles) in KS4.

	Topic 1: Fashion Design and Manufacture (practical design and make task **Hooded top and lounge shorts/pyjamas)**
Students should be able to define the words from MCQ's	Sublimation Printing Mass Production Screen Printing Eyelet Synthetic fabric Sustainability
Students should know and be able to answer…	- 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…	- 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 screen printing 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.

Torpoint Community College: **Curriculum Related Expectations: English Year 9**

Contents

Year	Polemics and Persuasion		Women in Society		19th Century Novel – Hound of the Baskervilles	
Students should be able to define the words	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	Genre Allusion Narrative perspective Connotations Setting Epistolary Lexical field Pathetic fallacy Foreshadowing	Erroneous Pugnacious Melancholy Furtive Tyrant Enigmatic Dismal
Students should know	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 19th Century The plot of some famous literary texts (Jane Eyre, Pride and Prejudice, 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		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	
Students should be able to	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 Compare two polemics by identifying the writers' viewpoints and using evidence to support their findings. 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		Discuss the presentation of women in an unseen 19th century text and be able to link how they are presented to learned context. 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 it 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		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 types for effect in descriptive or narrative writing	

Torpoint Community College: **Curriculum Related Expectations: English Year 9**

Contents

Year	Shakespeare his world and his writing		Responding to Unseen Fiction		GCSE War Poetry	
Students should be able to define the words	Sonnet Lament Elegy Structure Context Iambic Pentameter Heroic couplets Paradox Universal theme	Pernicious Turbulent Mercenary Persecute Hierarchy	Dystopia Oppressive Exposition Rising action Climax Falling action Resolution Conflict Theme	Restriction Characterisation Narrative perspective Menacing Natural Supernatural Genre Atmosphere	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 Babington 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		What makes a great story. What are the conventions of dystopian fiction? How to use all parts of grammar correctly and how to proof-read to check content, spelling, punctuation and grammar. The characteristics of the dystopian genre. How writers can use setting to create atmosphere. How to identify key information in a short story. How to analyse language in a specified extract from a short story. How to comment on and explain a writer's use of structure in a short story. How to evaluate a short story in response to a statement. How to construct their own short stories using a range of techniques to interest the reader.		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	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 Define and/or apply tier 2 and 3 vocabulary with precision		Read texts independently Identify information independently Analyse language independently Analyse structure independently Evaluate a text independently Plan, write and proof-read their own story in response to a statement using a range of ambitious vocabulary, figurative language, structural techniques with an engaging storyline. Define and/or apply tier 2 and 3 vocabulary with precision. Use a range of sentence structures to express themselves clearly and/or perceptively in their writing, including: simple/compound/complex sentences, dialogue, fronted adverbials, conjunctive adverbs, and all punctuated correctly.		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 an essay response to an exam question that meets all the assessment objectives.	

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Year 9	Unit 1: World War One What was the impact of World War One?		Unit 2: The Interwar Years Did the events of the interwar years inevitably mean WW2?		Unit 3: World War Two What was the most important turning point in WW2?		Unit 4: Holocaust		Unit 5: Holocaust		Unit 6: Post War Britain To what extent has Britain changed since 1945?	
Students should be able to define the words	Trench Warfare Short Term Long Term Alliances Militerism Imperialism Artillery Nationalism Zappelin Truce Attrition	Triple Entente Archduke Franz Ferdinand Gavrilo Princip Bombardement Home Front Propaganda Recruitment Conscription Conscientious Objector Triple Alliance	War Guilt Clause Treaty of Versailles Treaty Reparations Punishment Clemenceau Wilson Lloyd George Hitler Nazis	Rivalry Rearmament Democracy Dictatorship Propaganda Censorship Gestapo Prohibition Industry Putsch	Nazi-Soviet Pact Blitzkrieg Dunkirk Turning Point Stalingrad Wehrmacht Luftwaffe Rearmament League of Nations Weapons	Hitler D Day Evacuation Allies Axis Churchill Stalin	Antisemitism Deportation Liquidation Homosexuals Sterilisation Euthanasia Concentration camp Extermination camp Shtetl Dachau	Jewish Sonderkommando Holocaust Roma/Sinti Soviet Jehovah's Witness Jewry 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	Technology Windrush Immigration Race relations NHS Equal Pay Sexual Offences Act Abortion Act	**Music White Heat**
Students should know	• What were the main short- and long-term causes of World War One? • How did the British government get more people to sign up for war? • What were conditions like in the Trenches? • Which was the most dangerous World War One weapon? • How and why did the government introduce censorship? • What were the experiences for women in World War One? • Why did some object to war?		• How harsh was the Treaty of Versailles on Germany? • What were the consequences of the Treaty of Versailles? • What was the experience for people in the USA in the 1920's? • What was the experience for people in Britain in the 1920's? • How did Hitler Rise to Power in Nazi Germany? • What was life like in Nazi Germany in the 1930s? • How did tensions rise in Europe in the 1930's?		• What was the main cause of World War Two? • How effective were Blitzkrieg tactics? • How successful were the British at Dunkirk? • How successful were Britain in the Battle of Britain? • How did the Wehrmacht lose the Battle of Stalingrad? • How well panned was D Day? • Why did the Allies win World War Two? • Which was the biggest turning point in World War Two?		• 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		• 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		• What was Britain like after World War Two? • What lead to the formation of the NHS? • How did immigration change Britain? • Which conflicts arose from immigration after World War Two? • How did the LBQTQ+ community win more rights over time? • How did rights for women improve post war? • How did technology advance? • How has music had an impact?	
Students should be able to	• Make a judgement based on knowledge acquired, with reasoning and evidence • Make an informed decision • Write paragraphs using PEEL • Analyse primary sources • Argue for and against a Historical interpretation		• Develop an understanding of the major changes and continuities between the wars • Interpret and make inferences from primary sources • To place key events in order to develop an explanation of how issues unresolved from WWI lead onto WW2		• Make a judgement on the significance of key events during World War Two • Compare two significant historical interpretations on the most important turning points in World War Two • Write a well-structured argument with a balanced argument utilising the skills of PEEL		• 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		• Analyse sources of evidence • Categorise and summarise findings into a table • Create a visual representation of findings • Make inferences from a source/artefact • Select significant information from a timeline • Write a short essay response		• Develop an understanding of the rate of change during the post WW" period • Analyse, interpret and infer from a range of primary sources • Form an interpretation on social change during the post WW2 period	

Torpoint Community College: **Curriculum Related Expectations: Spanish Year 9**

Contents

	Holidays in the past	Food	Cultural enrichment- Celebrating the holidays in Spain	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 (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 *ir* + infinitive.	Time marker + opinion verb + noun Because + adjective(s)	Expressions of time. Voy a + infinitives. Me gustaría + infinitives.	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 *beber* and *comer*	*The immediate future + infinitives;* *Voy a* *Vas a* *Vamos a* *Va a* *Van a*	Present tense, all persons of the verb, *llevar*. Noun-to-adjective agreement. Present indicative of *tener*.
Students should know	How to describe a past holiday using the conjugated verb *ir*. How to say what they *had* and what they *wanted* 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 they are going to do during the holidays. How to say what they would like to do.	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, *llevar*.
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 how a different culture celebrates the holidays. Learn what traditions take place in another country. Understand how and when to use infinitive verbs. Express the future.	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.

Torpoint Community College: **Curriculum Related Expectations: Spanish Year 9**

Contents

	Describing a typical day at school	Saying what I can do in my neighbourhood	Saying what I did & am going to do at the weekend	Cultural enrichment- La Tomatina festival
Key vocabulary that students will learn	See sentence builder, unit 8 (pre intermediate – intermediate)	See sentence builder, unit 2 (pre intermediate – intermediate)	See sentence builder, unit 5 (pre intermediate – intermediate)	See sentence builder unit 14 (pre intermediate- intermediate)
Key sentence patterns students will learn	Verb phrase + time of the day Place (prepositional phrase) + modal verb + verb phrase (infinitive)	*Se puede* + infinitive *Se puede* + noun/prepositional phrase *Fui/Juegé* + prepositional phrase *Hice/Vi/Visité* + noun phrase	Time marker + *voy a* + infinitive + prepositional phrase *Será* + intensifier + adjective Time marker + preterite + prepositional phrase	Time marker + fui + locative adverbial + prepositional phrase. Preterite + noun phrase. Time marker + expression of weather with hizo/ estuvo.
Key grammatical structures students will learn/revisit	Use of present tense modal verbs in positive and negative	Modal verbs + the infinitive Use of impersonal pronouns: se First person of the preterite	Near future (1st person singular and plural) Preterite (1st person singular and plural) of *hacer, ir, jugar, montar* and *ser*.	All persons of the preterite. Se debe + infinitive.
Students should know	How to talk about what they must do at school. How to say what they can and cannot do. How to say where certain actions are and are not allowed.	How to say what they usually do and where they do it, using a variety of key verbs. How to talk about what they did recently in their neighbourhood.	How to say what plans they are making for the near future and how it will be. How to say what they and others did in the recent past.	How to talk about a recent trip to a festival. To say you must and you must not. To say what activities you did in the past.
Students should be able to	Understand what others have to do at school. Understand information related to school life. Understand when activities take place and who activities are done with. Talk about and understand school rule. Form sentences and translate about what they and others at school.	Understand information based on what others can do/did in their neighbourhood. Form sentences and translate about what activities they can do and also what they did recently.	Understand information based on what activities other people did and going to do. Form sentences and translate about what activities they and others and are going to do.	Understand information based on where people went and what they did at a festival. Form sentences and translate verbs into the preterite tense.

Torpoint Community College: **Curriculum Related Expectations: French Year 9**

Contents

	Holidays in the past	Food	Cultural enrichment- Celebrating the holidays in France	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 (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 *aller* + infinitive.	Time marker + opinion verb + noun Because + adjective(s)	Expressions of time. Je vais + infinitives. Je voudrais + infinitives.	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 *boire* and *manger*	*The immediate future + infinitives;* *Je vais* *Tu vas* *Il/elle/on va* *Nous allons* *Vous allez* *Ils/ells vont*	Present tense, all persons of the verb, *porter.* Noun-to-adjective agreement. Present indicative of *avoir.*
Students should know	How to describe a past holiday using the conjugated verb *aller*. How to say what they *had* and what they *wanted* 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 they are going to do during the holidays. How to say what they would like to do.	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, *porter*.
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 how a different culture celebrates the holidays. Learn what traditions take place in another country. Understand how and when to use infinitive verbs. Express the future.	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.

Contents

	Describing a typical day at school	Saying what I can do in my neighbourhood	Saying what I did & am going to do at the weekend	Cultural enrichment- Le Carnaval de Nice
Key vocabulary that students will learn	See sentence builder, unit 8 (pre intermediate – intermediate)	See sentence builder, unit 2 (pre intermediate – intermediate)	See sentence builder, unit 5 (pre intermediate – intermediate)	See sentence builder unit 14 (pre intermediate- intermediate)
Key sentence patterns students will learn	Verb phrase + time of the day Place (prepositional phrase) + modal verb + verb phrase (infinitive)	*On peut* + infinitive *On peut* + noun/prepositional phrase *Je suis allé(e)* + prepositional phrase *J'ai fait / J'ai vu / J'ai visité / J'ai joué* + noun phrase	Time marker + *je vais* + infinitive + prepositional phrase *Ce sera* + intensifier + adjective Time marker + perfect tense + prepositional phrase	Time marker + je suis allé + locative adverbial + prepositional phrase. Preterite + noun phrase. Time marker + expression of weather with il faisait/ il y avait.
Key grammatical structures students will learn/revisit	Use of present tense modal verbs in positive and negative	Modal verbs + the infinitive First person of the perfect tense	Near future (1st person singular and plural) Perfect tense (1st person singular and plural) of *aller, faire* & *jouer.*	All persons of the perfect tense. On doit + infinitive.
Students should know	How to talk about what they must do at school. How to say what they can and cannot do. How to say where certain actions are and are not allowed.	How to say what they usually do and where they do it, using a variety of key verbs. How to talk about what they did recently in their neighbourhood.	How to say what plans they are making for the near future and how it will be. How to say what they and others did in the recent past.	How to talk about a recent trip to a festival. To say you must and you must not. To say what activities you did in the past.
Students should be able to	Understand what others have to do at school. Understand information related to school life. Understand when activities take place and who activities are done with. Talk about and understand school rule. Form sentences and translate about what they and others at school.	Understand information based on what others can do/did in their neighbourhood. Form sentences and translate about what activities they can do and also what they did recently.	Understand information based on what activities other people did and going to do. Form sentences and translate about what activities they and others and are going to do.	Understand information based on where people went and what they did at a festival. Form sentences and translate verbs into the perect tense.

Contents

Year 9	Unit 1: Should happiness be the purpose of life?		Unit 2: Why is there suffering? Are there any good solutions?	Unit 3: What does it mean to be Jewish in the UK?	Unit 4: What is it like to be a Sikh in the UK?	Unit 5: What is it like to be an Atheist in the UK?	Unit 6: What other world religions do people follow?	
Students should be able to define the words	Nirvana Enlightenment Middle Way Dukkha Samudaya Nirodha Magga Secular	Happiness Desire Community Relationships Joy Commandment Bible	Natural Moral Evil Suffering path Metta Meditation Enlightenment Noble eightfold	Torah Synagogue Rabbis Abraham Moses Shabbat Kosher	Sikh Sikhism Guru Nanak Nam Simran Kirat Karna Vand Chakna The 5 K's	Non-religious Atheist Agnostic SBNR Humanism New Age	Celtic Aztec Chinese Egyptian Greek Jainism Confuscianism	Shintoism Taoism Mormons
Students should know	• What does it mean to be happy? • What do two different religious traditions teach us about happiness? • Should happiness be the purpose of life?		• What are the different types of suffering? • How do Christians deal with evil and suffering? • What is the Buddhist response to suffering?	• What does it mean to be Jewish? • How does being Jewish affect everyday life? • How do Jewish people respond to the issue of antisemitism?	• What are the key beliefs of Sikhism? • What are the most important duties for a Sikh? • What might be challenging about being a Sikh teenager in Britain today?	• What difference does it make to be an Atheist or Agnostic in Britain today? • What are the main atheist arguments? • What does a non-religious community look like?	• How did people in the ancient world follow God? • What are some of the main eastern religious traditions? • What other major religions are followed?	
Students should be able to	• Develop an understanding of what happiness means and, how different cultures view what it means to be happy • Analyse government data that has been collected and make inferences about what this means for the population and happiness • Explore passages from the bible on the topic of happiness and make comparisons with Buddhism • Make a judgement on whether happiness should be the purpose of life and discuss linking to other factors		• Recap the different types of suffering • Explain Christian beliefs about suffering and how Christians try to alleviate suffering • Focus on the stud=y of Epicurus – is God malevolent or impotent • Explain Buddhist teachings on suffering and how Buddhists work to alleviate suffering • Understand the Four Noble Truths and how central these are to the Buddhist faith • Define key terms such as Eenlightenment	• Develop a key understanding of the main beliefs and practices in Judaism • Explain the covenants of Abraham and Moses • Compare and contrast progressive and orthodox Judaism • Outline the importance of Shabbat and how Jewish people live their lives • Explain what it means to be a secular Jew • Develop a sensitive understanding of antisemitism • Outline Jewish attitudes to charity	• Develop a key understanding of the teachings of Sikhism and Guru Nanak • Define Nam Simran, Kirat Karna and Vand Chakna and what these terms mean for Sikhs in terms of duties • Summarise some statistics about Sikhs in the UK today • Describe how young people may use Sikh teachings in their modern lives • Consider how following Sikh teachings might be challenging for young people.	• 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.	• Develop an awareness and understanding of some major religious traditions from the Ancient world including beliefs from the Celts, Egyptians, Greek, Aztec civilisations • Recognise the main eastern religions and how these traditions still have an impact on people today • Research other religions that are followed, including comparing similarities and differences with Christianity	

Torpoint Community College: **Curriculum Related Expectations: Art** Year 9

Students will undertake 3 units of work from the table below to encompass Drawing/Painting/3D Making/Print/Collage depending on staff member

Contents

Year 9	Buildings	Still life- Drawing and Painting	Native American Ceramics	Nautical Themes (Lino Printing)	Fauvism (Painting)
Students should be able to define the words	Artist's Research Observation Line Perspective Composition Viewpoint Mixed Media	Artist's Research Historical Observation Line Tone Ellipse Primary Colour Secondary Colour Tertiary colour	Artist's Research Native American (First Nation) Drawing Tone Pattern Design Ceramic Glaze Firing	Lino Printing Intaglio Printing Composition Complementary Colours Bench Hook Reduction Printing	Expression Fauvism En Plein Air Bourgeois Juxtaposition
Students should know	What Perspective is. What composition is. Why observation is important in practising drawing. How to work in layers with a variety of media. How to use colour effectively in their work.	What a Still life is. What tonal blending is. Why observation is important in practising drawing. How to mix secondary and tertiary colours. How to identify and describe cubist still life.	The development of ceramics and other types of hand crafted art/craft work from this culture. What purpose/s were there in the Native American culture for making ceramic pottery. Why the practise of drawing and design is important in art. How to join clay to clay. How to use a range of media.	The positives and negatives to using the Lino Printing Process. The correct sequencing for reduction printing. How to correctly identify when ink is the right thickness to print.	The aims and artistic features within the Fauvism movement. Identify Hanri Matisse and at least one other Fauvist Artist. The correct sequence for developing depth within a painting. How the grid method can be used for accuracy.
Students should be able to	Research the development of Perspective in art, both historical and contemporary. Draw from observation. Draw from secondary sources. Draw using a variety of mark-making techniques. Work with a range of media to create a layered final piece based on a local building. Work safely in the art room. Show resilience when encountering challenges	Show research on the study of still life, historical and contemporary. Draw from observation. Draw using tonal variation. Draw using a variety of mark-making techniques. Mix colours effectively. Paint a still life of objects effectively from observation. Work safely in the art room. Show resilience when encountering challenges.	Research the Native American (First Nation) culture. Draw from secondary sources. Design a ceramic vessel. Show how their research on Native American culture has inspired their work. Use correct ceramic making techniques to make a ceramic vessel. Glaze and prepare to fire their piece. Work safely in the art room. Show resilience when encountering challenges.	Create an observational transcription of local Lino Artists, using coloured pencil Effectively and accurately create a Lino print using primary imagery. Work independently, progressing at a productive pace with self evaluation, allowing themselves to progress. Work to a brief when creating artwork, to intend its realised purpose.	Accurately use the grid method to create the base of a transcription Recreate the Fauvist art style in paint, from primary imagery. Work independently, progressing at a productive pace with self evaluation, allowing themselves to progress. Confidently identify and display the artist features of the fauvist art movement.

Torpoint Community College: **Curriculum Related Expectations: Art** Year 9

Students will undertake 3 units of work from the table below to encompass Drawing/Painting/3D Making/Print/Collage depending on staff member

Contents

Year 9	Topic: Japanese Dogu & Kabuki (Modelling Tape & Ceramics)	Gargoyles	Surrealism
Students should be able to define the words	Kabuki Mask Dogu Ceramics Form Kiln Modelling	Gargoyles, Grotesques, Observational drawing, Pinch pots, texture, sculpting, character design Atmospheric perspective, aerial perspective, set design	Surrealism, conscious and subconscious thought, Automatic drawing, Automatism Collage, Morphing, Metamorphosis
Students should know	The origins and purposes of Dogu & Kabuki masks. Identify and explain the feature of Dogu & Kabuki Masks. The sequence of the ceramics process. Positives & Negative of using both modelling tape and ceramics.	What a gargoyle/grotesque is and their function What features are needed to create an effective gargoyle How to design a character and show a personality through a design. What atmospheric perspective is	Who were the Surrealists and what were they inspired by What conscious and subconscious thought is. What collage is What morphing and metamorphosis is What Automatism and automatic drawing is
Students should be able to	Accurately create an observational tonal drawing of a Dogu or Kabuki mask, using pencil. Incorporate specific features of Dogu or Kabuki masks into their own mask designs. Work independently, progressing at a productive pace with self evaluation, allowing themselves to progress. Confidently work within the 3D modelling process safely, to create their desired outcome.	How to draw from observation Create a pinch pot Visualise their design and transfer it to 3D How to use perspective to create depth How to create animal skin textures in clay Work safely in the art room. Show resilience when encountering challenges.	Research the work of other artists/photographers Create interesting and thought out collages Create artwork using automatic drawing Use their drawing and tonal skills to create accurate morphing Work safely in the art room. Show resilience when encountering challenges.

Torpoint Community College: **Curriculum Related Expectations: Drama Year 9**

Contents

Year 9	Brecht and Political Theatre (Term 1)		Stanislavski and Blood Brothers (Term 2)		Frantic Assembly and Devising (Term 3)	
Students should be able to define the words	Brecht Epic Theatre Vefremdungseffekt Gestus Direct Address Narration Placards	Political Theatre Ensemble	Stanislavski Magic If Given Circumstances Objectives Super-Objective Emotional Memory	Subtext Characterisation Realism Stage Directions	Chair Duets Round-By-Through Physicality Ensemble Timing Synchronisation Levels Focus	Spatial Awareness Momentum
Students should know	• Who Bertolt Brecht was and his influence on theatre. • The purpose of Epic Theatre and how it differs from naturalistic theatre. • What Verfremdungseffekt is and why it is used. • Key Brechtian techniques (gestus, direct address, placards, narration). • How theatre can be used to comment on political or social issues. • The meaning of ensemble work and how it contributes to Brechtian performance. • How stylisation and exaggeration convey meaning to an audience.		• Who Konstantin Stanislavski was and his contribution to theatre. • The purpose of the Stanislavski system for creating realistic, believable characters. • Key Stanislavski techniques: Magic If, objectives, super-objective, given circumstances, emotional memory. • How character relationships and subtext affect performance. • The context and plot of Blood Brothers. • How realism in acting differs from stylised or Brechtian performance. • How physical and emotional preparation supports characterisation.		• Frantic Assembly is a physical theatre company known for dynamic ensemble work. • Chair Duets involve two performers using one or two chairs to create movement sequences. • Round-By-Through is a flowing ensemble exercise that develops timing, coordination, and teamwork. • Physical theatre often tells stories through movement rather than words. • The importance of trust, communication, and spatial awareness in ensemble work.	
Students should be able to	• Identify and explain Brechtian techniques in a performance. • Apply Brechtian techniques in their own work (e.g., direct address, gestus, placards). • Create a short Brechtian scene with a clear political or social theme. • Work collaboratively in an ensemble to stage scenes. • Analyse how Brechtian techniques affect audience perception and engagement. • Experiment with advanced techniques (e.g., split scenes, narration, stylised movement). • Evaluate the effectiveness of a Brechtian performance (their own or others'). • silent movie using melodrama and slapstick techniques.		• Identify and explain Stanislavski techniques in performance. • Apply techniques to create believable characters (Magic If, objectives, given circumstances). • Analyse character relationships and subtext within a scene. • Prepare physically and emotionally for a performance. • Perform a scene from Blood Brothers demonstrating Stanislavski principles. • Evaluate how effective their characterisation is for audience understanding. • Experiment with alternative interpretations of a scene while maintaining realism.		• Perform Chair Duets demonstrating control, balance, and timing. • Work as part of an ensemble in Round-By-Through exercises. • Show clear physical expression and storytelling using just the body and props. • Apply timing, momentum, and levels to create visually engaging sequences. • Reflect on performance choices and suggest improvements for themselves or peers.	

Contents

Year 9	Term 1: 2D and 3D shape Linear Equations Application of percentages			Term 2: Straight line graphs Formulae Transformations			Term 3: Ratio, Scale, and Proportion *Trigonometry* *Surface Area*		
Students should be able to define the words	• Face • Edge • Vertex • Cube • Cuboid • Cylinder • Prism • Pyramid • Sphere • Cone • Elevation • Isometric	• Equation • Variable • Coefficient • Constant • Brackets • Positive • Negative • Solution • Rearrange	• Percentage • Fraction • Decimal • Equivalent • Reverse • Compound • Application	• Axis (Axes) • Coordinate • Function • Gradient • Intercept • Parallel • Perpendicular • Vertical • Horizontal • Diagonal • Constant • Coefficient	• Formula • Variable • Constant • Coefficient • Connection • Solve • Simplify • Substitute • Application • Unknown	• Object • Image • Enlargement • Translation • Reflection • Rotation • Centre • Scale Factor • Column Vector • Mirror line	• Ratio • Compare • Proportion • Amount • Share • Simplify	• *Hypotenuse* • *Right-angled* • *Formula* • *Adjacent* • *Opposite* • *Perpendicular* • *Sine* • *Cosine* • *Tangent*	• *Area* • *Face* • *Surface* • *Composite* • *Complex* • *Formula*
Students should be able to	• Identify and name common solids: cube, cuboid, cylinder, prism, pyramid, sphere and cone • Know the terms face, edge, and vertex • Use 2-D representations of 3-D shapes • Use isometric grids • Draw nets and show how they fold to make a 3-D solid • Understand, draw, and use plans and elevations • Set up, rearrange, and solve simple equations • Solve linear equations, with integer coefficients, unknown on either side or on both sides, with brackets, with negatives occurring throughout • Solve linear equations in one unknown with fractional coefficients • Use linear equations to solve word problems • Calculate the percentage of a given amount • Use decimals to find quantities • Use percentages to solve problems • Convert between fractions, decimals and percentages • Find a percentage of a quantity in order to increase or decrease • Use percentages in real-life situations: VAT, profit/loss, simple and compound interest, income tax • Use percentages as multipliers			• 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 • 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 • Describe and transform 2-D shapes: using single rotations ensuring centre, angle, and direction using single reflections describing the mirror lines accurately using single translations with column vectors 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			• 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 • *Know and be able to use the trigonometric ratio for sine, cosine, and tangent* • *Know the exact values of sin θ and cos θ for θ = 0°, 30°, 45°, 60° and 90°; know the exact value of tan θ for θ = 0°, 30°, 45° and 60°* • *Find the surface area of a basic 3-D shape* • *Find the surface area of a cylinder* • *Find the surface area of spheres, pyramids, cones and composite solids* • *Content in italic will be assessed formally during next academic year*		

Contents

	Topic 1: Understanding computer			Topic 2: Introduction to Python			Topic 3: Python next steps		
Students should be able to define the words	Input / output Storage Hardware Software Processor Main memory Fetch Decode Execute Processor speed	RAM kilobyte megabyte gigabyte Bit Laser Pits and lands Morse code Mobile phone Transistor	Robotics Driverless cars Telemedicine Artificial Intelligence 3D printing Virtual reality and Augmented reality	Sequence Interactive Script mode Input Print Variables Error messages Comments Type	conversion Data types Round Calculations BIDMAS IF, ELIF, ELSE Comparison Operators Code indentation	indentation Pseudocode Syntax errors Run-time errors Logic errors WHILE loop Random number function Linear search Binary search Algorithm efficiency	Data types Integer float/floating point number String IF-ELIF-ELSE WHILE, FOR, iteration	List Append Element Item Procedures Parameters Functions Return value	Call function Call procedure
Students should know	• Why computers use binary numbers • What ASCII is and why it is needed • Understand how modern communication and computing devices combine multiple technologies • Processor speed affects computation time			• 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			• Understand the advantage of using a list over many single variables • Read and understand an existing Python program • Recall different data types • Explain why procedures are useful • Define a function which calculates a value and returns it • Assign the return value of a function to a variable • How to use the int(), float() and str() functions to convert data types		
Students should be able to	• Distinguish between hardware and software • Identify Input, Output and Storage devices • Define a Bit, Byte, KB • Name three types of optical storage device • Review the history and development of communication • Discuss the different ways and applications in which modern technology is used • Covert denary numbers to binary • Convert binary numbers to denary			• Understand what Python is and some applications for it • Be able to program a sequence in Python including: • The use of the interactive mode • The use of script mode • The use of input and print functions • Understand the purpose and be able to use comments • Be able to make use of assignment • Be able to create and use variables with meaningful variable names • Understand the data types string, integer and float • Use selection statements if, elif and else in a program • Understand what a syntax error is and interpret an error message • Understand one search algorithm (Linear search)			• Write an IF-ELSE statement • Use a while loop to repeat a section of code • Use a for loop to repeat a section of code • Be able to create and use lists • Be able to update values stored in a list • Be able to append data to a list • Define a function which calculates a value and returns it • Be able to make an appropriate choice about which type of loop to use • Be able to create and use lists • Be able to use a FOR loop to iterate through a list		

Contents

	Topic 4: Using computers safely			Topic 5: Sound manipulation in Audacity			Topic 6: Computer crime and cyber security		
Students should be able to define the words	File Explorer Backup Shortcut Acceptable use policy Folder structure Social media Cyber bullying Inappropriate content CEOP Privacy settings Passwords Security methods Lock computer	Identity theft Phishing Spam Default password RFID fob Facial recognition PIN Email Attachment Email signature Email client Mail server CC, BCC	Reply Reply all Subject line Web spider Keyword Search engine Bookmarks Web history	File type Analogue Digital Sample rate Bit depth Sound quality File size Cone Voice coil Air pressure Amplitude Frequency Hertz	kilohertz Binary Sampling MP3,WMA,ALAC ,FLAC,WAV Script writer Audio technician Foley artist Sound editor Trimming Cutting Audio track	Sound effect Sound engineer Project brief Microphone Noise reduction Pop filter Lossy compression Lossless compression Export	Computer misuse Computer Misuse Act Hacking Malware Unauthorised access Password Pop-up Ransomware Personal data Identity theft	Data Protection Act Shoulder surfing Information Commissioner's Office (ICO) Strong password Phishing Trojan horse Malware Virus generated spam Copyright	Health and Safety Regulations Eye-strain Posture RSI
Students should know	• Understand your school's Acceptable Use Policy (AUP) • Know what social media is and the risks of using • Understand what a search engine is • Understand the importance of backup • Understand the importance of protecting your online identity including the use of privacy settings • Understand alternative security methods to passwords • Understand how email works and the advantages and disadvantages of using it			• Understand different job roles in audio. • To identify different elements used in a radio advert including • To identify different file types used in audio files • To identify different file types used in audio files • To explain the process of converting analogue sound waves to digital format • Understand why compression is used for audio files			• Understand what is meant by hacking • Understand what personal data is • Know what identity theft is • Understand the term copyright • Understand the Computer Misuse Act and what computer activities are illegal • Know different types of malware • Learn ways to protect yourself from malware • Be aware of who holds personal data and why they need to hold it • Understand the effects of computer crime • Understand how a dictionary attack works		
Students should be able to	• Organise your files in File Explorer • Be able to use appropriate file names • Be able to report concerns • Be able to lock your computer • Be able to send email • Be able to make and use strong passwords including memorable passwords • Be able to give some examples of different search engines • Be able to add and search bookmarks and web history • Understand that information on the world wide web may be inaccurate or unreliable • Some pupils will be able to: • Be able to send email including			• Be able to edit a sound file • To produce a script for a radio advert • To be able to source music files and sound effects that fit a script • To be able to record your script using a microphone • Be able to alter the audio settings for bit depth and sample rate • Be able to edit a sound file • Be able to export a project and create a mixdown			• Be able to create strong passwords • Learn about different types of email scams • Learn about some of the common health and safety problems associated with computer use • Most pupils will be able to: • Be able to create passwords that are easy to remember but hard to crack • Be able to identify breaches of copyright and how they are detected		

Torpoint Community College: **Curriculum Related Expectations: PSHEe (Wellbeing)** Year 9 (1lesson a fortnight)

Year 9	Careers (4 lessons)		Relationships RSE (5 lessons)		Health and Substance Use (3 lessons)	
Students should be able to define the words	Qualifications Options Employment Law Safe working practices		Prevalence Excessive Coercion Consistently Contraception STIs Gender Identify LGBTQIA+	Consent Parenting Pornography Relationships Committed relationships Nurturing Commitment Female Genital Mutilation (FGM)	Substance Dependency Problematic Use Cessation Possession	Intent to supply Supply Depressants Stimulants Hallucinogens
Students should know	That GCSEs are level 2 qualifications and offer progression on to level 3 courses such as A levels, BTECs and T-levels – the UK qualification framework That students will complete the options process by January choosing their GCSE subjects How to use the Subject Library on Unifrog to find out about careers that relate to specific subjects Their personal skills, strengths and qualities and the importance of working on improving them Employment Law and safe working practices Rights and responsibilities in the workplace		Recognise the different types of families and values that exist and that we have an inclusive society with the right to be ourselves The roles and responsibilities of parents The nature and importance of stable long-term relationships The concept of positive sexual health How to manage risk and make safer choices How the media impacts on people's expectations of relationships, the impact of pornography on expectations and relationships The qualities of positive healthy relationships How to access contraception, the C card scheme. Contraception and STIs, how condoms work Sexual orientation and gender identity LGBTQIA+ Risks and facts associated with female genital mutilation (FGM), its status as a criminal act and strategies to safely access support for themselves or others who may be at risk		Explore different attitudes to drugs, their risks and effects Know which legal and illegal drugs are most used by young people The law in relation to drug use and the consequences of breaking the law Managing different types of influences The short and long-term effects of alcohol and cannabis use on individuals	
Students should be able to	Research options available after key stage 3 Use the Subject library on Unifrog to find out about 3 careers related to subjects that interest them most Identify and list personal strengths, skills and qualities as well as opportunities to improve them Describe rights and responsibilities of employers and employees in the workplace Use the Careers Pilot website to research options at 14+ and 16+		Describe the wide variety that exists in types of family units Discuss the importance of a committed relationship in order to bring up children Explain how to manage risks by having protected sex by using appropriate contraception State the age of consent and features of positive, healthy relationships Describe how to access contraception and health services Describe how condoms work and protect from STIs Read the Brook STI handout Use key terms for gender identity and sexual orientation		Describe the attitudes that different members of society have towards substances and drug use Identify the drugs used most commonly by young people Describe how the law classifies drugs into Class, A, Class B and Class C and the consequences for supply and possession Describe the short term and long-term effects of alcohol and cannabis on individuals Identify sources of help and support	

Torpoint Community College: **Curriculum Related Expectations: PSHEe (Wellbeing)** Year 9 (1lesson a fortnight)

Year 9	Mental health and wellbeing (4 lessons)	Finances (1 lesson)	Careers (1 lesson)
Students should be able to define the words	Mental wellbeing Photoediting Filtering Idealised Unachievable Body Image Social Media Influencer Self-harm	Debt Credit Interest rates Tax	Competencies Achievements Goals
Students should know	How the media can affect our own body image Strategies that help self-esteem How body image insecurities can affect both genders About the factors that contribute to young people joining gangs; the social, legal and physical consequences of gang behaviours Triggers for self-harming Where to find further help and support	Why we pay different taxes and how some taxes are deducted from earnings	Create a careers action plan or update profile and competencies on Unifrog
Students should be able to	Define Body Image Describe how perfect images portrayed in the media impact upon our self-esteem Identify strategies to help raise our self esteem Identify sources of further help and support Describe why a young person may join a gang and how this can lead to consequences	Give an example of a tax that we pay such as income tax or national insurance State reasons for paying tax	Add to competencies and personal profile on Unifrog

Section B

KEY STAGE 4CURRICULUM

KS4 English curriculum

All students in Year 10 and 11 study **AQA GCSE English Language** alongside **GCSE English Literature.** Both courses are 100% examination and are assessed at the end of the two-year course. Language Paper 1 is an exploration in creative reading and writing. Language Paper 2 is an examination of the writers' viewpoints and perspectives. The spoken language element is non-examined and includes presenting, responding to questions and use of standard English. The aim of the **GCSE English Literature** course is to continue to inspire, challenge and motivate every student to read high quality, rigorous texts

Year 10

4th September – 20th October	30th October – 19th December	4th January – 3rd March	4th March – 3rd May	7th May – 24th May	3rd June – 21st June	8th July – 23rd July
Creative reading and writing	A Christmas Carol	Macbeth	Anthology poetry	Spoken language endorsement	Revision for EoY test (ACC & Macbeth)	Revisit Blood Brothers

Year 11

September – October	November	December – January	February-March	March – end of course…
English language paper 1	English literature paper 2, section C – unseen poetry	English language paper 1 and Lit paper 2 revision	English language paper 2	Teachers to determine an appropriate schedule for revisiting the topics studied so far based on the needs of the class.

Exam board: AQA

GCSE English Language (AQA 8700)
Examination (100%)
Paper 1: *Explorations in Creative Reading and Writing*
50% of GCSE 1 hour 45 minutes
Paper 2: *Writers' Viewpoints and Perspectives*
50% of GCSE 1 hour 45 minutes

https://www.aqa.org.uk/subjects/english/gcse/english-language-8700/specification-at-a-glance

Exam board: AQA

English Literature 8702:
Non-exam assessment (NEA)
Component 1
Spoken language
GCSE English Literature (AQA 8702)
Examination (100%)
Paper 1: *Shakespeare and the 19th Century Novel*
40% of GCSE 1 hour 45 minutes
Paper 2: *Modern Texts and Poetry*
60% of GCSE 2 hours 15 minutes

https://www.aqa.org.uk/subjects/english/gcse/english-literature-8702/specification-at-a-glance

KS4 Maths curriculum

There are three written papers for students at the end of the course which address all of the areas of the maths curriculum. Two of these will be with a calculator, the other will be without a calculator. The marks on these equally weighted papers will combine to give an overall grade for the subject. Each exam paper will address number, algebra, ratio, proportion and rates of change, geometry and measures, statistics and probability as well as demonstrating their fluency, reasoning and problem solving skills.

There are regular assessments throughout the course from which the student can assess how well they are progressing, and which are used by staff to set targets for individuals.

For year 10

AUTUMN 2023	
Probability	Probability
Circles	Circle Theorems
HALF TERM	
Surface area and volume	Surface area and volume
Standard Form+ Powers	Similarity and Congruence
CHRISTMAS	
Compound measures	Compound measures
Timetables and distance-time graphs	Sine and Cosine rules
HALF TERM	
Quadratic functions, graphs and equations	Quadratic functions, graphs and equations
Pythagoras & Trigonometry Revision	Simultaneous Equations
EASTER	
Angle revision	Advanced graphs and functions
Angle Properties of Polygons	Transformations of functions
HALF TERM	
Vectors	Vectors
Scatter Graphs and Correlation	

There are two tiers of entry in the examinations:

Foundation Tier this leads to the award of a GCSE grade 1 to 5.

Higher Tier this leads to the award of a GCSE grade 4 to 9.

(1 is the lowest grade and 9 is the highest grade achievable at GCSE)

There is no controlled assessment (coursework) required for Maths GCSE

For year 11:
Foundation and Higher: Revision and Intervention of all topics covered in Y7 to 10 with a focus on those identified by mock exams and past paper revision according to each different teaching group.

KS4 Science curriculum

Combined Science Award

This leads to two GCSE Grades and is made up from Biology, Chemistry and Physics. A good pass (grade 5 or above) would provide an excellent basis for further study of Biology, Physics, Chemistry at 'A' level or BTEC Level 3 Science.

Separate Science Award

This leads to three GCSE Grades and is made up from Biology, Chemistry and Physics. Two thirds of the course matches that studied in the Combined Science Award then for each separate science extra material is studied. As the course is more demanding in terms of content size, separate scientists will have extra time in their timetable dedicated to science and this is the student's 4th option choice! A good pass would provide an excellent basis for further study of Biology, Physics and Chemistry at 'A' level.

	Biology	**Chemistry**	**Physics**
Year 10	Cell Biology Organisation Infection and Response Bioenergetics Energy Changes	Atomic Structure and The Periodic Table Bonding, Structures and Properties of Matter Quantitative Chemistry Chemical Changes	Energy Electricity Particle model of Matter Atomic Structure
Year 11	Homeostasis and Response Inheritance, Variation and Evolution Ecology	Rate and extent of chemical change Organic Chemistry Chemical Analysis Chemistry of the Atmosphere Using resources	Forces Waves Magnetism and Electromagnetism Space (Separate Science only)

KS4 PE curriculum

OCR Level 2 Cambridge Nationals in Sport Studies

Year 10	Autumn Term		Spring Term		Summer Term	
	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
Sports Studies	R184: Issues which affect participation in sport R185: Key components of performance R185: Applying practice methods to support improvement in a sporting activity Teaching content	**R184:** The implications of hosting a major sporting event for a city or country **R185:** Key components of performance **R185:** Applying practice methods to support improvement in a sporting activity Teaching content	**R184:** The role of sport in promoting values **R185:** Key components of performance **R185:** Applying practice methods to support improvement in a sporting activity Teaching content	**R184:** The role National Governing Bodies (NGBs) play in the development of their sport **R185:** Key components of performance **R185:** Applying practice methods to support improvement in a sporting activity **R187**: Provision for different types of outdoor and adventurous activities in the UK **R187**: Equipment, clothing and safety aspects of participating in outdoor and adventurous activities	**R184**: The use of technology in sport R187: Plan for and be able to participate in an outdoor and adventurous activity R187: Evaluate participation in an outdoor and adventurous activity	**R184:** Revision of TA1-5 Internal examination **R187: Plan for and be able to participate in an outdoor and adventurous activity** **R187: Evaluate participation in an outdoor and adventurous activity**
Sports Science	**R180** Different factors which influence the risk and severity of injury **R181** Components of fitness applied in sport	**R180** Warm up and cool down routines **R181** Principles of training in sport	**R180** Different types and causes of sporting injuries **R181** Organising and planning a fitness training programme	**R180** Reducing risk, treatment and rehabilitation of sports injuries and medical conditions **R181** Evaluate own performance in planning and delivery of a fitness training programme	**R180** Causes, symptoms and treatment of medical conditions **R181** NEA (working on)	**R180** Revision of TA1-5 Internal examination **R183** Nutrients needed for a healthy balanced nutrition plan **R181** (submit for moderation)

KS4 PE curriculum

OCR Level 2 Cambridge Nationals in Sport Studies

Year 11	Autumn Term		Spring Term		Summer Term
	Aut 1	Aut 2	Spr 1	Spr 2	
Sports Studies	R184: Exam revision of TA 1, 2 and 3 R185: Organising and planning a sports activity session R185: Leading a sports activity session	R184: Exam revision of TA 4 and 5 R185: Leading a sports activity session R185: Reviewing your own performance in planning and leading of a sports activity session	R184: External examination (practice sitting, no opportunity for late certification as all moderated units not completed. If you wish to use this for the actual final exam you would have needed to have all NEA moderated either before or in this session) R185: NEA Assessment (submit for moderation) R187 - NEA Assessment (prepare to resubmit for moderation in June series if required and wanting to sit exam, meeting terminal rule)	R184: Exam revision of TA 1- 5 R185 and R186/R187 - NEA Assessment (prepare to resubmit for moderation meeting terminal rule)	R184: Exam R185 and R186/R187: NEA resubmission opportunity if required R180 Revision of TA1-5 R180 Examination (final opportunity) R183 NEA (submit for moderation)
Spors Science	R180 Revision of TA1, 2 and 3 R182 or R183 optional NEA R182 The musculo-skeletal system and how the use of technology supports different types of sports and their movements R183 Applying differing dietary requirements to varying types of sporting activity	R180 Revision of TA4 and TA5 R183 Developing a balanced diet nutrition plan for a selected sporting activity	R180 External examination (practice sitting, no opportunity for late certification as all moderated units not completed. If you wish to use this for the actual final exam you would have needed to have all NEA moderated either before or in this session R183 How nutritional behaviours can be managed to improve sports performance R181 (resubmission for moderation if needed)	R180 Revision of TA1-5 R183 NEA (working on)	

KS4 PE curriculum

OCR Level 2 Cambridge Nationals in Sport Studies

Sports Studies	Sports Science
Examined assessment (40% of the course) R184: Contemporary issues in sport In this unit students will learn about a range of topical issues in sport, from barriers faced to completing sporting activities, to the promotion of values and ethical behaviour, and the roles of high-profile sporting events, national governing bodies and technology in addressing them.	Examined assessment (40% of the course) R180: Reducing the risk of sports injuries and dealing with common medical conditions By completing this unit students will be prepared to take part in physical activity in a way which minimises the risk of injuries occurring. It will also prepare them to know how to react to common injuries that can occur during sport and physical activity, and how to recognise the symptoms of some common medical conditions.
Mandatory Non-examined assessment (40% of the course) R185: Performance and leadership in sports activities In this unit students will learn how to develop your skills as both a performer, in two different sporting activities, and as a leader in one activity, where they will need to plan, deliver and review safe and effective sporting activity sessions. OCR-set assignment. 16-18 hours	Mandatory Non-examined assessment (40% of the course) R181: Applying the principles of training: fitness and how it affects skill performance By completing this unit, students will conduct a range of fitness tests, understand what they test and their advantages and disadvantages. They will also learn how to design, plan and evaluate a fitness training programme. Students will then interpret the data collected from these fitness tests and learn how best to feed this back. OCR-set assignment Approx. 16-18 hours
Optional (choice of 1 from 2) Non-examined assessment (20% of the course) R187: Increasing awareness of Outdoor and Adventurous Activities In this unit students will learn about local and national opportunities and how using the correct equipment, clothing, facilities and technology can help them benefit from and enjoy activities safely, before they plan, participate in and review safe and effective outdoor and adventurous activity sessions. OCR-set assignment 8 – 10 hours	Optional (choice of 1 from 2) Non-examined assessment (20% of the course) R183: Nutrition and sports performance By completing this unit students will gain understanding of healthy, balanced nutrition. They will consider the necessity of certain nutrients and their role in enabling effective performance in different sporting activities. The knowledge they gain will be used to produce an appropriate, effective nutrition plan for a performer. OCR-set assignment Approx. 8-10 hours

KS4 Geography curriculum

Geography is a fun and exciting subject which covers many of the key challenges faced by the world today. The course will provide you with the knowledge and understanding of the contemporary geographical issues and it allows us to appreciate and contrast the difference and similarities between people's views over the world, its environments, society and cultures.

Year 10

September-October	October-December	January-February	February-March	April-July
Living World	Physical Landscapes	Urban Issues & Challenges	Fieldwork	Resource Management

Year 11

September-December	January-February	February-March	April-May
Hazards	Changing Economic World	Revision & Pre-release	Revision & Pre-release

AQA GCSE Geography

8035

Units-

Paper 1
Living World
Physical Landscapes in the UK
Hazards

Paper 2
Urban Issues & Challenges
Resource Management
Changing Economic World

Paper 3
Pre-Release
Fieldwork

KS4 Spanish curriculum

Year 10

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Holidays and travel: Present tense, what you do, preferences, what you did, where you stayed. Social time: Family and friends: Describing people, relationships- marriage. Assessments: Vocab. test adjectives. 40 word writing	Studies and life at school: Subjects and teachers, describe your present and past schools. Free time: What you usually do, sports, what you have recently done. Assessments: 90 word writing. Vocab. test. Translation into English.	Social and global issues: healthy lifestyle, diet. Social media, technology, reading, cinema. Present continuous, perfect tense. Assessments: Vocab. test. Translation into Spanish- grammar.	Town and local area: Places and directions, features of a region, pros and cons of where you live. Assessments: reading and listening past paper questions.	Jobs and future plans: jobs, Work experience, applying for a summer job, gap year- conditional.	Mixture of topics: School rules and problems, family and friends, describe where you live- writing focus. Assessments: Writing and trans- home town. Reading and listening- home town, jobs. Special events: Typical foods, festivals, describing a special day (preterite).

Year 11

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Catch up from year 10: Jobs - applying for a job, future plans etc. Holidays: Reservations and problems- speaking focus. Giving an account of a holiday in the past- writing focus. The environment- listening/reading focus.	Weekly vocab. tests start. 10 words a week. Town and local area: shopping, describing a visit in the past- writing focus. Post 16 education. Christmas.	Mocks: w/c 8th Jan. Special events: Typical foods, festivals, describing a special day (preterite) Ordering in a restaurant- speaking focus.	Poverty/ homelessness- listening/reading focus. Speaking mocks: Date TBC.	Speaking exam. Window date: 2nd April- 17Th May? Speaking Exam:?	Exams: Tues 4th June R & L? Mon. 10th June Writing?

KS4 French curriculum

Year 10

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Family and friends: Describing people, relationships with family and friends, Marriage/partnership.	**Town and local area:** features of a region, pros and cons of where you live. What can you do in your area, what you did last weekend in your area. – Writing focus	**Describing my home:** Places and directions, rooms in house, bedroom. **Town and local area:** shopping, describing a visit in the past- writing focus.	**Daily routine:** what you normally do at home to help, chores, describe a typical day. **Free time:** What you usually do, sports, what you have recently done.	**Free time:** What you usually do, sports, what you have recently done. Cinema, Films, Music TV **Mocks: w/c**	**Technology:** Social media, technology **Social and global issues:** healthy lifestyle, diet.

Year 11

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Holidays and travel: Present tense, what you do, preferences, what you did, where you stayed. Giving an account of a holiday in the past- writing focus.	**Studies and life at school:** Subjects and teachers, describing the school and school day. School Rules, problems. **Post 16 education.** **Christmas.**	**Mocks: w/c …** **Jobs and future plans:** jobs, Work experience, applying for a summer job, gap year- conditional. Future plans **Ordering in a restaurant-** speaking focus.	**Holidays:** Reservations and problems- speaking focus. **Special events:** Typical foods, festivals, describing a special day (preterite). **Speaking mocks: TBC**	**Speaking Exam:** **TBC** **Poverty/ homelessness-** listening/reading focus. **The environment-** listening/reading focus.	**Exams:** **TBC R & L** **TBC Writing**

KS4 History curriculum

The GCSE course in History aims to give students a knowledge and understanding of the world in which they live and an awareness of the issues and challenges that face the modern world.

Paper 1 – Thematic Study and historical environment

- Crime and punishment in Britain, c1000–present and Whitechapel, c1870–c1900: crime, policing and the inner city.

Paper 2 – Period Study and British depth study

- Early Elizabethan England, 1558–88.
- Superpower relations and the Cold War, 1941–91.

Paper 3 – Modern depth study

- Weimar and Nazi Germany, 1918–39.

Year 10 Autumn and Spring	Year 10 Spring and Summer	Year 11 Autumn	Year 11 Spring
– Crime and Punishment, 1000-present, and Whitechapel	Early Elizabethan England 1558-1588	Weimar and Nazi Germany, 1919-1939	Superpower relations and the Cold War, 1941-91

AO1 Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.

AO2 Explain and analyse historical events and periods studied using secondorder1 historical concepts.

AO3 Analyse, evaluate and use sources (contemporary to the period) to make substantiated judgements, in the context of historical events studied.

AO4 Analyse, evaluate and make substantiated judgements about interpretations (including how and why interpretations may differ) in the context of historical events studied.

Link to Specification: https://qualifications.pearson.com/content/dam/pdf/GCSE/History/2016/specification-and-sample-assessments/gcse-9-1-history-specification.pdf

KS4 Media curriculum

GCSE Media Studies students analyse how media products like TV programmes and music videos use images, sounds, language, and representations to create meaning. They learn about the media industry and how the industry affects how media products are made. They investigate media audiences, exploring who are the people who watch, read and consume the products, and considering how different people might be affected by media products differently.

Autumn 1 Comp 1	Autumn 2 Comp 1	Spring 1 Comp 1	Spring 2 Comp 1	Summer 1 Comp 1	Summer 2 Comp 3
Introduction to Media Studies Advertising – language and representation - Quality Street - This Girl Can	Film - Industries and Audiences - The Man with the Golden Gun - No Time to Die - mini practical project	Magazines – language and representation - GQ - Pride - mini practical project	Video Games and Radio – Industries and audiences - Fortnight - The Archers	News – Media Language and Representation - The Sun - The Guardian	NEA – choose brief and begin coursework - magazines or - film marketing

Autumn 1 Comp 3	Autumn 2 Comp 2	Spring 1 Comp 2	Spring 2 Comp 1 and 2	Summer 1	Summer 2
. NEA – continue and complete coursework Begin TV Crime Drama - Luther viewing	TV Crime Drama – a 4 key concepts - Luther - Sweeney Todd	Music Video – all 4 key concepts - Taylor Swift - Bruno Mars -TLC	Complete Music videos Revision and exam practice	Revision and exam practice	

There is a significant amount of practical work where students create media products, such as: newspapers, magazines, advertisements or websites. In practical work, they apply what they've learned about the media in the creation of their own media products.

Assessment:

Eduqas GCSE Media Studies

Component 1: Written examination:

1 hour 30mins, 40% of qualification

Component 2: Written examination:

1 hour 30mins, 30% of qualification

Component 3: Non-exam assessment:

Media Production, 30% of qualification

KS4 PSHE curriculum

Year 10

Lesson	Topic	Lesson Focus
1	Mental health and emotional wellbeing	New Challenges
2		Reframing Negative Thinking
3		Recognising mental ill health and when to get help
4		Promoting emotional wellbeing
Half term		
5	Drug and Alcohol Education	Substance use and assessing risk
6		Substance use and managing influence
7		Help seeking and sources of support
Christmas		
8	RSE	Relationships RSE: Ground Rules and Consent
9		Positive online relationships
10		Long term commitments
Half term		
11	RSE	The legal status of marriage
12		Parenting
13		Working out relationships
Easter		
14	Living in the Wider World	Internet Citizens
15		Extremism and Radicalisation
16		Unifrog - personality quizzes
Half term		
17	Careers	Post 16 Options
18		Interview Skills (and CVs)
19		CV Writing

Year 11

Lesson	Topics	Lesson Focus
1	Careers	Managing Online Presence
2		Understanding the Workplace
Half term		
3	Careers	Finances and Consumer Rights
4		Careers - next steps and NCS
5		Careers - longer term plans
6	Health	Keeping yourself healthy
Christmas		
7	Health	Personal Safety and First Aid
8		Health Awareness - Managing Risks (Aesthetic procedures)
9		Health Awareness, Information and Services
Half term		
10	RSE	Fertility and routes to parenthood
11		Pregnancy outcomes
Easter		
12		Pregnancy choices
13		Relationship Abuse
14	Careers	Careers - online presence, updating Unifrog profile ready for year 12, updating CVs
Half Term		

KS4 Textiles curriculum

Year 10

Sept- October (half term)	October-December (Xmas)	January- February (half term)	March- April (Easter)	April-May (half term)	May-July (Summer)
Introduction to course and Design and Make project (using structure of NEA)	Practical element of the project +theory quizzes and homework tasks.	Theory weekly lessons based upon EDUQAS Specification.	Design and make task using NEA criteria and focussed skills (screen printing)	Practical element of the project +theory quizzes and homework tasks.	Begin GCSE NEA task set by EDUQAS on 1st June 2024. Mock GCSE paper. Theory work.

Year 11

Sept- October (half term)	October-December (Xmas)	January- February (half term)	March- April (Easter)	April-May (half term)	May-July (Summer)
GCSE NEA Task Worth 50% of the final grade. Theory quizzes and homework tasks, weekly support sessions after school.	Practical element of the project +theory quizzes and homework tasks.	Completion of NEA task by February half term. Mock examination.	Theory revision for final exam paper, worth 50% of the final grade.	Revision up until start of GCSE examination season.	Exam Season.

KS4 Food curriculum

The WJEC Eduqas GCSE in Food Preparation and Nutrition course aims to equip learners with the knowledge, understanding and skills required to be able to apply the principles of food science, nutrition and healthy eating, so that learners are able to prepare and cook healthy, nutritious and affordable meals, both for themselves and others.

Component 1: Principles of Food Preparation and Nutrition - Areas of Content:

Food Commodities, Principles of Nutrition, Diet and Good Health, The Science of Food, Where Food Comes From, Cooking and Food Preparation

Component 2: **Food Preparation and Nutrition in Action**

Non-examination assessment

50% of the qualification

The non-examination assessment is composed of two assessments that are set by WJEC. Learners will complete both assessments in the winter term of Year 11.

Assessment 1: The Food Investigation Assessment

15% of total qualification

A scientific food investigation which will assess the learner's knowledge, skills and understanding in relation to scientific principles underlying the preparation and cooking of food.

Assessment 2: The Food Preparation Assessment

35% of total qualification

Learners will be required to plan, prepare, cook and present a menu which assesses the learner's knowledge, skills and understanding in relation to the planning, preparation, cooking and presentation of food.

learners will:

- be able to demonstrate effective and safe cooking skills by planning, preparing and cooking a variety of food commodities whilst using different cooking techniques and equipment
- develop knowledge and understanding of the functional properties and chemical characteristics of food as well as a sound knowledge of the nutritional content of food and drinks
- understand the relationship between diet, nutrition and health, including the physiological and psychological effects of poor diet and health
- understand the economic, environmental, ethical and socio-cultural influences on food availability, production processes, diet and health choices
- demonstrate knowledge and understanding of functional and nutritional properties, sensory qualities and microbiological food safety considerations when preparing, processing, storing, cooking and serving food
- understand and explore a range of ingredients and processes from different culinary traditions (traditional British and international) to inspire new ideas or modify existing recipes.

KS4 Product Design curriculum

Year 10 Sept- October (half term)	October-December (Xmas)	January- February (half term)	March- April (Easter)	April-May (half term)	May-July (Summer)
Introduction to course. Students will practice and develop their Technical Drawing Skills – using the technical equipment and ensuring they understand the sequences. They will develop their Presentation Skills through this work.	Developing their Practical Skills. Using the NEA structure, they will respond to a Design Context and create a mini-Portfolio which will help them to understand how to construct a successful NEA folder but will also help them to develop knowledge and understanding of different manufacturing techniques(vacuum forming). Some theory lessons will also be added in along the way.	Developing their Practical Skills. Using the NEA structure, they will respond to a Design Context and create a second mini-Portfolio which will help them to understand how to construct a successful NEA folder but will also help them to develop knowledge and understanding of different manufacturing techniques (3D printing). Some theory lessons will also be added in along the way.	Developing their Practical Skills. Using the NEA structure, they will respond to a Design Context and create a second mini-Portfolio which will help them to understand how to construct a successful NEA folder but will also help them to develop knowledge and understanding of different manufacturing techniques (laser cutting). Some theory lessons will also be added in along the way.	Theory in preparation for Mock exam.	Begin GCSE NEA task set by EDUQAS on 1st June 2024. Mock GCSE paper. Theory work.

Year 11 Sept- October (half term)	October-December (Xmas)	January- February (half term)	March- April (Easter)	April-May (half term)	May-July (Summer)
GCSE NEA Task Worth 50% of the final grade. Theory quizzes and homework tasks, weekly support sessions after school.	Practical element of the project +theory quizzes and homework tasks.	Completion of NEA task by February half term. Mock examination.	Theory revision for final exam paper, worth 50% of the final grade.	Revision up until start of GCSE examination season.	Exam Season.

KS4 Drama curriculum

This is a two-year course leading to GCSE. It aims to develop imaginative, creative and social skills, increase confidence in communication and develop an interest in, and an understanding and knowledge of, Drama and the theatre through practical and written communication.

Assessment

The examination for Drama is divided into 3 components.

Component 1: Understanding drama

40% of the qualification – 80 marks

There are two areas of study for this component.

Area of study 1- Set play

Students must study and explore practically one set play. The exam will also include one compulsory short answer question for all students linking design and context and/or theatrical conventions.

Area of study 2- Live theatre production

Students must learn how to analyse and evaluate the work of live theatre makers. Students should also carry out background research into the production. Students will see one performance that will enable them to access the exam questions in full.

KS4 Computing curriculum

GCSE Computing will give students a real, in-depth understanding of how computer technology works. Students will no doubt be familiar with the use of computers and other related technology. However, the course will give them an insight into what goes on 'behind the scenes', including computer programming, which many students will find challenging and exciting.

Subject content

- Fundamentals of algorithms
- Programming
- Fundamentals of data representation
- Computer systems
- Fundamentals of computer networks
- Cyber security
- Relational databases and structured query language (SQL)
- Ethical, legal and environmental impacts of digital technology on wider society, including issues of privacy

Link to specification: AQA | GCSE | Computer Science | Specification at a glance

Year 10			
3.1 Fundamentals of algorithms	3.2 Programming	3.3 Data representation	3.4 Computer Systems
Year 11			
3.5 Fundamentals of networks	3.6 Cyber security	3.7 Cyber security	3.8Ethical, legal, environmental impacts

Paper 1: Computational thinking and programming skills

What's assessed: Computational thinking, code tracing, problem-solving, programming concepts including the design of effective algorithms and the designing, writing, testing and refining of code

How its assessed:

Written exam : 2 hours

90 marks

50% of GCSE

Questions: A mix of multiple choice, short answer and longer answer questions assessing programming, practical problem-solving and computational thinking skills.

Paper 2: Computing Concepts

What's assessed: based on the theoretical knowledge from units 3-8

How its assessed:

- Written exam : 1 hour 45 minutes
- 90 marks
- 50% of GCSE

Questions: A mix of multiple choice, short answer, longer answer and extended response questions assessing SQL programming skills and theoretical knowledge..

KS4 Art and Design curriculum

YEAR 10 Sept- October (half term)	October-December (Xmas)	January- February (half term)	March- April (Easter)	April-May (half term)	May-July (Summer)
Introduction to course. Explanation of the four Assessment Criteria. Students will explore a wide variety of media, techniques and processes. They will ensure that they can use Contextual work effectively to inspire and inform their own work. They will develop their written/analytical skills to enable them to evaluate their own work and any Contextual work they have selected.	Students will continue to explore a wide variety of media, techniques and processes. They will ensure that they can use Contextual work effectively to inspire and inform their own work. They will develop their written/analytical skills to enable them to evaluate their own work and any Contextual work they have selected.	Students will be introduced to a selection of Themes. They will select one and this will form the basis of their Portfolio (60% of their final Grade). They will continue to develop their practical/written skills. All their work needs to relate to their starting Theme. They will focus on Transcriptions/Analysis initially. The work they produce needs to provide evidence for the four Assessment Objectives.	Students will continue to develop their Portfolio work. They will use their Contextual work to start to inform their 'journey'. Collecting primary and secondary imagery and using this to explore media, techniques and processes.	Students will continue to develop their Portfolio work. They will use their Contextual work to start to inform their 'journey'. Collecting primary and secondary imagery and using this to explore media, techniques and processes.	Students will continue to develop their Portfolio work. They will use their Contextual work to start to inform their 'journey'. Collecting primary and secondary imagery and using this to explore media, techniques and processes.

Year 11 Sept- October (half term)	October-December (Xmas)	January- February (half term)	March- April (Easter)	April-May (half term)	May-July (Summer)
Students will continue to work on their Portfolio. The work they produce needs to provide evidence for the four Assessment Objectives.	They will be focused on developing an idea for their Final Piece. To be completed in a 10-hour Mock Exam towards the end of December. Portfolio work will be handed in and marked as completed.	Portfolio mark (Mock Exam mark) is given to students at the beginning of term. Set Task Exam Paper is handed out to students. Students select their new theme from the 5 provided by the exam board. They then commence their response – constructing their Set Task Unit in a similar way to their Portfolio Unit.	Continue with Set Task Prep. 10 Hour Final Exam will be towards the end of March. Once the Exam starts no work can leave the room and no work can be added to their folders.	Students will prepare work for Exhibition. Art staff will mark work and submit to Exam board. Moderation will take place before half term. Students will use their Art lessons to revise for other Subjects.	Study Leave