Key Stage 3 curriculum map 2026/2027

Click a subject title to view the detailed Curriculum information for that subject.

English	R.E	Art
Maths	Computer science	Design Technology
Science	Geography	Music
P.E. Core	History	Performing Arts
Personal Development	MFL (French and Spanish)	

Subject: English

Curriculum statement:

At Etonbury Academy, we are passionate about extending students' knowledge of literature and exploring how it shapes the world they live in. By exposing all our students to a broad and challenging curriculum, we aim to **create proficient readers, eloquent writers and articulate speakers** who will leave us as thoughtful, independent and empowered members of society.

- Students will explore a range of poetry, prose and non-fiction writing, studying both classic and modern literature. Students will develop core, portable knowledge from the first term of year 7, gaining skills required to be proficient and critical consumers of literature.
- Writing is interwoven into termly schemes of work: students draw on the work of experienced writers as they learn to become expressive, creative and precise in the written word. By continually focusing on the writing process (planning, drafting, editing and proof-reading), students will become confident in crafting writing for specific purposes and effect.
- We are committed to developing students' oracy skills through discussion, debate and individual presentations. Students will use the plethora of contemporary debates and issues from their study to spark their intellectual curiosity and understand the importance of language to empower.

Year 7 end of year goals:

Stories Matter

Throughout Year 7, students will undertake three units that create the bedrock of their future English study. The year 7 journey will allow students to encounter powerful stories and gain a **foundational understanding of core concepts** and knowledge to help them unlock not only literature, but the world around them. Students will gain an understanding of narrative structure through study and application of **Freytag's Pyramid** and the Hero's Journey, use their knowledge of **narrative voice and perspective** to consider how perspective shapes meaning and explore how writers employ and subvert core **character archetypes** in their work. Students will also be encouraged to think like a literary critic from term 1 and will employ their **feminist critic** glasses to track the presentation of female characters they encounter across the year.

Term	**Topic title(s) and overview**	**Knowledge**	**Skills**	**Assessment**	**Wider learning (Equality and diversity, SMSC, cultural capital)**
Autumn	**'Beginnings and Journeys'** In this first unit, students will explore some fascinating Greek, Norse and biblical stories to help them navigate not only their future literature study, but also to engage with the myriad of allusions that can be found in everyday existence. Students will focus on developing an understanding of core character archetypes and apply these to the myths they study in order to begin viewing characters as constructions right from the beginning of their secondary journey. Students will also be given the opportunity to use these myths as a source of inspiration for their own writing and be introduced to the core concepts of narrative structure, voice and perspective in preparation for term 2.	Students will know: ● A range of myths from Greek, Norse mythology in addition to extracts from Biblical verses and modern interpretations of these myths ● Three most common types of myth (aetiological, historical psychological) ● What an archetype is and why these are used in literature ● What makes an archetypal hero ● What makes an archetypal villain ● Some of the female archetypes used in literature (the temptress, villainous, angelic and fallen woman) ● What narrative voice and perspective are and their effects ● The hero's journey	**READING SKILLS** Students will study: ● Inference skills ● Character archetypes ● Fretag's Pyramid ● Narrative voice and perspective ● Critical perspective - the feminist lens ● Learning from stories (morals) **WRITING SKILLS** Students will study: ● Creating a topic sentence ● Embedding quotations ● Narrative voice and perspective changes ● Using main and subordinate clauses	Students will receive regular formative feedback throughout their lessons (self, peer, verbal and live). **Final assessment**: MCQ questions on core knowledge from across the unit Reading assessment, focusing on short answer inference and creation of topic sentences/ paragraph.	Recommended reading for this unit. Morality Seven Deadly Sins/ Seven Virtues Exploring and understanding the impact of mythology on literature and British society.

		• Freytag's Pyramid as a method of structuring a narrative (including exposition, inciting incident, rising action, climax, falling action and denouement) • What a main and subordinate clause is			
Spring	**'To a great mind, nothing is little'** In this second unit, students will explore a range of texts with the concept of morality at the forefront of their mind: a core concept that underpins a plethora of literature study. Year 7 will begin by studying perhaps the most famous detective of all time: Sherlock Holmes, taking on the role of the detective, in their attempt to solve the mystery of 'The Speckled Band'. Building on their study from term 1, students will learn how to manipulate narrative structure, voice and perspective by following the four-step writing process required to become a considered writer.	Students will know: • The plot, setting and key characters in Holmes 'The Speckled Band' • The advantages and disadvantages of different types of narrative voice • What Freytag's Pyramid is and how this is used to structure narratives • The different types of conflict in narrative (character vs.) and why conflict is essential to narratives • Christopher Booker's Seven Basic Plots • The key features of detective fiction and how/why genre	**READING SKILLS** Students will study: • Fretag's Pyramid • The role of conflict in narrative • Narrative perspective • Female archetypes • What makes an antagonist • The morality tale • Understanding poetry **WRITING SKILLS** Students will study: • Analysing the impact of individual words • Using specific nouns to create character • Structuring a story	Students will receive regular formative feedback throughout their lessons (self, peer, verbal and live). **Final assessment**: MCQ questions on core knowledge from across the unit Writing assessment: creating a final draft of their short story.	Recommended reading for this unit. Morality and role of the detective

		changes and develops over time • How and why Doyle uses character archetypes (specifically the damsel in distress and villain) • The significance of setting in a narrative • The four-step writing process • Character types (flat, round, static, dynamic)	• Varied sentence structures		
Summer	**'What's love got to do with it?'** Students will study Shakespeare's 'Much Ado About Nothing' as their core text in the summer term, through the lens of romantic comedy and use their understanding of the conventions of this genre to make predictions about the play. Students will continue to develop an appreciation of how literature directly connects to the human experience and situations we may have, or will encounter in our lives: power, family drama, relationships, love and feuds, no matter when	Students will know: • The plot, character and setting of 'Much Ado About Nothing' • That Shakespeare was a Renaissance writer (modern English period) • The key conventions of a Shakespearean comedy • The key features of scripts for plays • How Shakespeare uses narrative conflict • The context of Elizabethan England (specifically the patriarchal society)	**READING SKILLS** Students will study: • What makes a comedy • Understanding historical context • Exploring character development • How writers build a power dynamic • The importance of staging • The portrayal of women in literature • Shakespeare's use of archetypes **WRITING SKILLS**	Students will receive regular formative feedback throughout their lessons (self, peer, verbal and live). **Final assessment**: MCQ questions on core knowledge from across the unit Reading assessment: the presentation of Hero and Beatrice. Writing: creation of a newspaper report on the shaming of Hero.	Recommended reading for this unit Elizabethan society The role of the genders and the impact of patriarchal society The impact and importance of journalism in society. Links to study of Elizabeth I in History.

	it was first written or performed. Throughout the year, students have drawn on the literary criticism of feminism and again, they will be encouraged to put on their 'feminist glasses' to view and critique the presentation of women. As students begin to reflect on writers' own perspectives in non-fiction texts, their creative writing towards the end of the unit will focus on 'writing like a journalist' where they explore how to use a range of methods to successfully convey their own viewpoint on a topic.	• Shakespeare's use of poetry and prose • Shakespeare's manipulation of character archetypes • How staging can be used to influence the audience • The importance of journalism and the core features of article writing.	Students will study: • The structure of an article • Creating headlines • Creating introductions • Using direct and reported speech		

Year 8 end of year goals:

Preparing for Tragedy

Students' Year 8 English journey will be underpinned by the core concept of tragedy: a genre that has a long tradition in literature. The core texts that students study across the year will follow **flawed characters** and examine the interplay between who might be seen as victims and villains in addition to tracking the importance of literary **conflict in texts**. Students will build on the core, foundational concepts and knowledge from last year and begin to think a little more deeply about texts as being vehicles for wider ideas. Across this year, students will develop their ability to unpick the how when considering literary choices and become more confident in **exploring specific choices made by writers** in addition to viewing texts through a **didactic lens**. Students will draw on their genre study from Year 7 to explore the **Gothic movement** and gain an understanding of how powerful genres influence modern texts through close study of Susan Hill's 'The Woman in Black', consider how novellas can be used as **social and political commentaries** through Orwell's 'Animal Farm' and finish the year with a close study of **Shakespeare's tragedy** 'Romeo and Juliet'.

Term	**Topic title(s) and overview**	**Knowledge**	**Skills**	**Assessment**	**Wider learning (Equality and diversity, SMSC, cultural capital)**
Autumn	**The Gothic** Gothic fiction has intrigued and unsettled readers for more than two centuries and has become a staple of the academic study of literature. In this unit, students will learn about the core principles and tropes of the Gothic genre before focusing on The Woman in Black as the primary novel, a text that draws on many of these conventions, in order to reflect	Students will know: ● The key characters, plot and setting of 'The Woman in Black' ● That Gothic literature is a genre that covers horror, deth, the supernatural and, at times, romance. The Gothic was derived from Walpole's 'The Castle of Otranto' and developed with texts such as 'Mysteries of	**READING SKILLS** Students will study: ● Conventions of the Gothic genre ● Analysis of setting and weather ● Symbolism ● Context - treatment of women (19th Century) ● Flat and round characters ● Morality	Students will receive regular formative feedback throughout their lessons (self, peer, verbal and live). **Final assessment**: MCQ questions on core knowledge from across the unit Writing assessment: students will apply the methods learnt across the unit to their own Gothic inspired setting.	Morality Characters and events as reflecting the human condition Treatment of women

	on the longevity and influence of this genre as well as developing a wider understanding of how social and historical context can shape literary movements. Students' exploration and analysis of characterisation and setting will equip them with skills to apply to their own writing craft.	Udolpho', 'Wuthering Heights' and 'The Fall of the House of Usher'. The genre has had a lasting impact on English literature, influencing modern texts such as 'The Woman in Black': a pastiche to the genre ● Gothic conventions and tropes consist of evoking mystery and fear, emotional distress, the supernatural and sense of abandonment and entrapment among others ● That characters have functions in narratives (including flat/ round/ dynamic and static and now considering dramatic/ narrative and symbolic functions) and that there are specific character functions and archetypes to be found within the Gothic genre ● That symbolism can be used to create	● Using inference to find meaning in poetry **WRITING SKILLS** Students will study: ● Authorial verbs ● Use of setting ● Using adjectives to personify ● Using nouns and verbs to create character		

		cohesion across a text and are used to create atmosphere in genre (specifically hell and fog) • That texts are created for didactic purposes as well as that of entertainment			
Spring	**'Some are more equal than others'** Students' second module of the year will tackle another giant in the literary genre canon: dystopian fiction. Through close study of Orwell's 'Animal Farm' students will gain an appreciation of how genre can be used to provide graphic warnings of societal situations. In addition, students will develop an understanding of the impact that a specific form can have on a writer's message by evaluating Orwell's use of a fable and recognise how showing human values through animal characters allow readers to examine their behaviour from a distanced perspective. In a text	Students know: • The plot, characters and setting of 'Animal Farm' • Rhetoric is a toolkit for manipulating readers or listeners • Aristotle and Cicero were responsible for laying down the foundations of rhetoric • The Aristotelian triad of ethos, pathos and logos • Cicero's arrangement of rhetoric • How writers use symbolism • What makes an allegory	**READING SKILLS** Students will study: • Features of fables and allegories • Historical context - tyranny • Symbolism • Rhetoric • Writing and poetry as propaganda • Anaphora **WRITING SKILLS** Students will study: • Using adverbs in academic writing • Using adverbs for modality in academic writing	Students will receive regular formative feedback throughout their lessons (self, peer, verbal and live). **Final assessment**: MCQ questions on core knowledge from across the unit Reading assessment: students will write an extended piece in response to their literature text, 'Animal Farm'. Writing/ S&L: write and deliver their own speech.	Recommended reads for this unit. Impact of power and abuse of power in society. Injustice and manipulation. Links to WW1 poetry.

	rich with rhetoric, students will develop their understanding of the core principles of persuasive writing and use this knowledge when crafting their own speech.		• Speech writing using effective adjectives		
Summer	**'I am Fortune's Fool'** In students' final unit in year 8, they will meet the genre of tragedy through close study of Shakespeare's 'Romeo and Juliet'. Students will develop an understanding of the core principles of tragedy and use these conventions to track the development of the tragic heroes. Students will also draw on their work from comedy last year, to gain an appreciation of Shakespeare as a forward thinking writer who fused genres in order to entertain. Students will examine the use of conflict through literature, not only through their study of the play, but also through short stories and consolidate their understanding of narrative structure.	Students know: • The plot, characters and setting of 'Romeo and Juliet' • The features of a Shakespearean tragedy • The context of the play (including the patriarchy and role of women in Elizabethan England) • The structural choices playwrights make (including soliloquies and time) • How writers can use stagecraft for effect • How writers can use both character and plot to drive conflict and create pace	**READING SKILLS** Students will study: • The function of a prologue • Features of a sonnet • The importance of names • Features of a soliloquy • Stagecraft • Shaekspeare's use of imagery • Symbolism **WRITING SKILLS** Students will study: • Summarising key information • Developing analysis (because, but, so) • Responding to a statement • Using symbolism in your own writing	Students will receive regular formative feedback throughout their lessons (self, peer, verbal and live). MCQ questions on core knowledge from across the unit Reading assessment: writing about Romeo's feelings on Juliet from a selected scene.	Patriarchal society Conflict in families and society The role of power

Year 9 end of year goals:

Writers with a Voice: People, Places, Protest and Politics

As students' journey in literature continues, Year 9 will encounter writing which challenges some of the foundational concepts studied in Years 7 and 8. Students will **deepen their understanding** of how texts are used as a vehicle for conveying writers' ideas and perspectives and begin to **evaluate the effectiveness of both texts and writers**. Students will now draw on their knowledge of the **what and how to begin considering the why:** the authorial intent behind texts. Through study of 'The Blue Book of Nebo'', the RSC's play adaptation of Blackman's 'Noughts and 'Crosses' and a collection of protest poetry, students will gain an appreciation of how **writers can fight injustice, give voices to those less powerful and encourage us to reflect on the past, enabling us to look forward to a better future.** Ultimately, our students will learn that, **through language, comes power** and their study of how writers effectively communicate their ideas on people, politics and places will empower them to express their own points of view in their final **speech writing** masterclass at the end of the year.

Term	**Topic title(s) and overview**	**Knowledge**	**Skills**	**Assessment**	**Wider learning (Equality and diversity, SMSC, cultural capital)**
Autumn	**Telling our Truths in Different Ways** Through studying term 1's core text, 'The Blue Book of Nebo'', students will be introduced to dystopian literature. They will consider how many writers use fiction as a way to challenge our perspectives and warn of complacency. Students will also consider how texts can be classed as didactic - a concept that will support their study of GCSE Literature texts.	• Key characters, plot and setting of ''The Blue Book of Nebo' • What dystopian literature is and key features of this genre • How texts can be seen as didactic • How writers craft their language to allow readers to make inferences	• Explain the effect of dual narrative • Respond to a statement about a text • Make inferences • Define the term, 'dystopian' • Comment on the function of dystopian literature • Engage with challenging vocabulary • Use adjectives to develop personification	Students will receive regular formative feedback throughout their lessons (self, peer, verbal and live). **Final assessment**: MCQ questions on core knowledge from across the unit Extended creative writing response with a focus on engaging language and use of structural features.	• Extend students' range of reading through the text and a range of poems / short stories • Consider the importance of society and how our own society shapes who we are • Explore the complexity of parent / child relationships • Consider how grief can impact us and how

		• The importance of narrative perspective and what impact a dual narrative can have	• Use prepositional phrases to structure creative writing • Use authorial verbs to develop the use of what / how / why • Analyse language using because / but / so • Write about how texts are structured		different people deal with this emotion
Spring	**There is no truth, only perspectives** In the second unit of Year 9, students will explore how attitudes across time impact our thoughts and behaviour today. Through close study of Dominic Cook's adaptation of Malorie Blackman's 'Noughts and Crosses' students will be encouraged to engage with emotive issues and reflect on how different perspectives can affect our perceptions of race, power and truth. The choice of this modern play and supporting extracts and poems will allow students to engage with a range of inequalities in society including education, race, health, the justice system, employment and access to	**Contextual knowledge (how the text is influenced by a range of inequalities in society including):** • Little Rock • IRA • Civil Rights Movement **Core knowledge:** • Story theatre conventions and effect • Epic theatre conventions and effect • Tropes of dystopian fiction • Revisiting nomenclature and mythological allusions • Narrative and dramatic function of characters & characters as being catalysts to action • Conventions of a play • The form of a play and how this alters the	**READING SKILLS** Students will study: • Dystopian fiction • Use of stage directions • Journalistic writing • Texts in performance • Writing to influence viewpoint **WRITING SKILLS** Students will study: • Writing in response to a critical statement • Journalistic writing	Students will receive regular formative feedback throughout their lessons (self, peer, verbal and live). **Final assessment**: MCQ questions on cumulative core knowledge from across terms 1 and 2. Writing based assessment (point of view article on the death penalty)	• Morality debates linked to capital punishment • Perception and perspectives of society • Widen knowledge of key events in history that has led to a range of inequalities: IRA, Civil Rights Movement, Little Rock • Racism and prejudice • Mental illness and trauma

	opportunity and compare this text with Steinbeck's portrayal of segregation and marginalisation in order to evaluate the perspectives and limitations of writers. By the end of the unit, we will encourage students to reflect on how the power of human connection can overcome injustice and oppression.	message and allows for interpretation (thinking like a playwright - physical and vocal impact etc.) & the impact of stage directions ● Impact of stagecraft ● Revisiting and revising use of monologue and soliloquy ● Sonnet form ● Letter conventions			
Summer 1	**'A word after a word after a word is power'** **Power & Protest Poetry** By undertaking study of this core literary movement, students will appreciate and articulate how the Romantics fought industrialisation and used poetry to incite change. Through a collection of poems, students will gain an understanding of how the Romantics explored ideas about youth and innocence, nature, identity and the self and, most importantly, protest and rebellion. Towards the end of the unit, students will reflect on modern protest texts and	● The Peterloo Massacre ● The French Revolution ● The Industrial Revolution ● John Locke and The Tabula Rasa (blank slate) ● Abolitionism ● The sublime ● Poetic techniques specifically: metre, volta, semantic field, tone, stanza, rhyme, enjambment, caesura & couplet ● Children as symbols of innocence, purity and restoration (The Idealised Child)	Poetry annotation Comparative poetry skills Language and structural analysis Continuing to develop academic writing skills.	Students will receive regular formative feedback throughout their lessons (self, peer, verbal and live). **Final assessment**: MCQ questions on cumulative core knowledge from across term 1 , 2 and 3.1. How do poets present a need for change in two of the poems you have studied?	● Ideas about revolution and equality in society (specifically focused on poverty, industrialisation and abolitionism) ● Social upheaval (corruption of the monarchy, institutions and childhood innocence)

	apply their knowledge of poetry to their own protest poem.				
Summer 2	**'A word after a word after a word is power'** **Speech writing** Throughout their Year 9 journey, students have explored the power of the written word to convey writers' ideas and thoughts. In this final unit, students will draw on this knowledge, in addition to their prior curriculum work on rhetoric, to find their own voice. Students will explore some of the greatest speeches of our time and analyse the structure, language and tone to help understand how to successfully articulate their own point of view. Students will then be encouraged to research a topic for change and experiment with methods of persuasion to successfully convey their own perspective before ultimately creating a presentation of their choice.	• The art of rhetoric (ethos, logos and pathos) • Different ways to create effective openings • Knowledge of structure and pacing • Anticipation and preparation for potential questioning	Rhetoric and persuasive writing skills Research skills Articulating point of view	**Final assessment**: A presentation and speech for the NEA in Spoken Language for GCSE.	Resilience International Women's Day and Equal Rights

Subject: Maths

Curriculum statement:

At Etonbury we recognise that the application of mathematics is a fundamental life skill required for everyday usage as well as a vast majority of career pathways for our students. It is therefore our intention to provide a high-quality mathematical education that will ensure individuals are numerate, confident and well equipped for each stage of their learning journey. Through quality first teaching and the delivery of maths for mastery curriculum, we aim to foster both enquiry and curiosity, developing an overall experience which is accessible for all students.

We aim for all students to:

- Become fluent in the fundamentals of mathematics so that they can develop conceptual understanding and the ability to recall and apply knowledge rapidly and accurately to a variety of complex problems over time.
- Reason mathematically by following a line of enquiry, conjecturing relationships and generalisations, developing an argument and justifications or proof using mathematical language confidently.
- Begin to solve problems by applying their mathematical knowledge to a variety of routine and non -routine problems with increasing sophistication, including breaking problems down into a series of manageable steps and links to real-life scenarios where these problems may arise.
- Have an appreciation of number operations which enables a range of both mental and written calculation procedures to be performed efficiently in order to be successful in the everyday usage of mathematics.
- Foster a positive attitude towards the learning of mathematics, recognising its creativity and the relevance encouraging individuals to reach their full potential and career goals.

Year 7 end of year goals:

The year 7 curriculum coverage provides consistency and progression in the teaching of maths for mastery. We provide a cumulative curriculum so that once a topic is covered, it is met many times again in other related contexts. In year 7 we teach in blocks so that students begin to further their application of the key number skills to a range of complex problems, making clear links with their algebraic thinking and begin to strengthen their deeper understanding of the reasoning skills where they begin to explore proofs in geometry. The year 7 lessons are planned to provide plenty of opportunities to use concrete objects and manipulatives to assist in the progression of the concepts taught. Alongside this, students are encouraged to use pictorial representatives, particularly during their algebraic thinking stages and the application of solving complex problems.

Term	Topic title(s) and overview	Knowledge	Skills	Assessment	Wider learning (Equality and diversity, SMSC, cultural capital)
Autumn 1	**Algebraic Thinking** ● **Sequences** ● **Algebraic notation and substitution** ● **Expressions and equations**	● Describe and continue a sequence given diagrammatically. ● Predict and check the next term(s) of a sequence. ● Represent sequences in tabular and graphical forms. ● Recognise the difference between linear and non-linear sequences.	● Move freely between different numerical, algebraic, graphical and diagrammatic representations ● Make and test conjectures about patterns and relationships ● Use a calculator and other technologies to calculate results accurately and interpret appropriately		● Development of speaking and listening ● Sharing ideas through question and answering sessions ● Addressing misconceptions and making students aware that making mistakes is an integral part of the mathematical learning process ● Clear links to careers for each objective

		• Continue numerical linear and non-linear sequences. • Explain the term-to-term rule of numerical sequences in words • Given a numerical input, find the output of a single function machine. • Use inverse operations to find the input given the output. • Find the function machine given a simple expression. • Substitute values into single operation expressions. • Find numerical inputs and outputs for a series of two function machines. • Find the function machines given a two-step expression. • Substitute values into two-step expressions. • Represent one- and two-step functions graphically. • Understand the meaning of equality.	• Use algebra to generalise the structure of arithmetic • Model situations by expressing them in algebraic form • Confidently use the algebraic shorthand for notation.		• Using and applying the concepts taught to real life scenarios as part of cultural capital awareness

		• Understand and use fact families, numerically and algebraically. • Solve one-step linear equations involving +/− ×/÷ using inverse operations. • Understand the meaning of like and unlike terms.			
Autumn 2	**<u>Number and Statistics</u>** • **Place value, ordering and rounding** • **Four operations** • **Averages and range** • **Rounding and estimations**	• Recognise the place value of any number in an integer up to one billion. • Understand and write integers up to one billion in words and figures. • Work out intervals on a number line and position integers. • Round integers to the nearest power of ten. • Compare two numbers using =, ≠, , ≤, ≥ • Round to decimal places.	• Consolidate understanding of the number system. • Understand and use place value for decimals. • Order both positive and decimal numbers. • Select and use appropriate calculation strategies. • Use the four operations both mental and written. • Use the inverse operation to support written recordings.	Use of age related AQA all about maths year 7 summative assessments Term 1 Non calculator paper	• Development of speaking and listening • Sharing ideas through question and answering sessions • Addressing misconceptions and making students aware that making mistakes is an integral part of the mathematical learning process • Clear links to careers for each objective • Using and applying the concepts taught to real life scenarios as part

		• Writing numbers greater than 1 in standard form. • Working with negative powers of 10. • Writing numbers between 0 and 1 in standard form. • Find the mode, median, mean and the range of a set of numbers. • Estimate the answer to a calculation. Understand and use error interval notation. • Round to significant figures.	• Substitute in expressions. • Understand and apply the concepts associated with the key vocabulary. • Consolidate numerical capabilities when extending understanding of the number system. • Select appropriate strategies when solving increasingly complex problems. • Use and apply the inverse of the four operations to check written and mental calculations. • Use a calculator and other manipulatives to reach answers with accuracy. • Round numbers and measure to an appropriate degree of accuracy. • Use approximation through rounding to estimate calculations. • Use a calculator and other technologies to		of cultural capital awareness.

			calculate results accurately and then interpret them appropriately.		
Spring 1	**<u>Statistics and Number</u>** ● **Graphing data** ● **Fractions, decimals and percentages.**	● Draw and interpret pictograms, bar charts and vertical line charts and pie charts. ● Draw and interpret scatter diagrams. ● Draw and interpret time series graphs. ● Convert between fractions and decimals – tenths, fifths, quarters, eighths, hundredths and thousandths. ● Understand the meaning of percentage using a hundred square. ● Convert fluently between simple fractions, decimals and percentages. ● Use and interpret pie charts. ● Understand fractions as division. ● Explore fractions above one, decimals and percentages.	● Describe, interpret and compare observed distributions of a single variable through appropriate graphical representations involving discrete, continuous and grouped data. ● Construct and interpret appropriate tables, charts and diagrams for categorical data, grouped and ungrouped numerical data. ● Work interchangeably with terminating decimals and equivalent fractions. ● Move freely between fractions, percentages and decimals using a range of representations.		● Development of speaking and listening ● Sharing ideas through question and answering sessions ● Addressing misconceptions and making students aware that making mistakes is an integral part of the mathematical learning process ● Clear links to careers for each objective ● Using and applying the concepts taught to real life scenarios as part of cultural capital awareness

			• Extend understanding of percentages greater than 100%. • Compare quantities using fractions, decimals and percentages. .		
Spring 2	**<u>Number</u>** • **Directed numbers** • **Fractions and percentages of amounts** **<u>Geometry and measures</u>** • **Perimeter and area**	• Understand and use representations of directed numbers. • Order directed numbers using lines and appropriate symbols. • Add and subtract directed numbers. • Multiplication and division of directed numbers. • Use a calculator for directed number calculations. • Evaluate algebraic expressions with directed number. • Use order of operations with directed numbers. • Find a fraction of a given amount.	• Select and use appropriate calculation strategies. • Use the four operations both mental and written. • Use the inverse operation to support written recordings. • Move freely between fractions, decimals and percentages when solving problems associated with the four operations. • Make links to algebraic notation and fractions. • Interpret fractions and percentages as operators. • Define percentages as parts of a whole. • Derive and apply formulae to calculate and solve problems	Use of age related AQA all about maths year 7 summative assessments Term 2 Non calculator paper	• Development of speaking and listening • Sharing ideas through question and answering sessions • Addressing misconceptions and making students aware that making mistakes is an integral part of the mathematical learning process • Clear links to careers for each objective • Using and applying the concepts taught to real life scenarios as part of cultural capital awareness

		• Use a given fraction to find the whole and/or other fractions. • Find a percentage of a given amount using mental methods. • Find a percentage of a given amount using a calculator. • Convert between decimals and percentages greater than 100% Percentage decrease with a multiplier Calculate percentage increase and decrease using a multiplier. • Calculate the area of triangles, rectangles, parallelograms and trapezium. • Calculate the perimeter and area of compound shapes.	involving area and perimeter of a rectangle, triangle, parallelogram and trapezium.		
Summer 1	**<u>Ratio, proportion and rates of change</u>** • **Speed distance and time**	• Convert between milliseconds, seconds, minutes and hours. • Convert between hours, days and years.	• Move freely between different measures of time and to convert them accurately.		• Development of speaking and listening • Sharing ideas through question and answering sessions

	<u>Number</u> ● **Properties of number**	● Calculate fraction of time. ● Solve problems with tables, timetables and calendars. ● Solve problems with speed, distance and time. ● Draw and interpret distance time graphs. ● Calculate speed from distance time graphs. ● Find and use multiples, factors, primes and triangular numbers ● Find HCF and LCM. ● Write a number as a product of its prime factors. ● Use a Venn diagram to calculate the HCF and LCM. ● Make and test conjectures. ● Use counterexamples to disprove a conjecture.	● Use compound units such as speed to solve problems. ● Use the concept of the vocabulary of prime numbers, factors, multiples when deriving proofs. ● Begin to provide reasoning in number and algebraic form more freely. ● Make and test conjectures about patterns and relationships by looking for proofs and counter examples.		● Addressing misconceptions and making students aware that making mistakes is an integral part of the mathematical learning process ● Clear links to careers for each objective ● Using and applying the concepts taught to real life scenarios as part of cultural capital awareness
Summer 2	**<u>Number</u>** ● **Add and subtract fractions**	● Understand representations of fractions.	● Use the probability scale confidently and interchange between	Use of age related AQA all about maths year 7 summative assessments	● Development of speaking and listening

	<u>Geometry and measures</u> ● **Angles and polygons**	● Convert between mixed numbers and fractions. ● Add and subtract unit fractions with the same denominator. ● Add and subtract fractions with the same denominator. ● Understand and use equivalent fractions. ● Add and subtract fractions with any denominator. ● Add and subtract improper fractions and mixed numbers. ● Fractional Thinking Use fractions in algebraic contexts. ● Add and subtract simple algebraic fractions ● Understand and use letter and labelling conventions including those for geometric figures. ● Draw and measure line segments including geometric figures. ● Understand angles as a measure of turn.	the use of vocabulary and fractions/decimals and percentages. ● Move freely between fractions, decimals and percentages when solving problems associated with the four operations. ● Make links to algebraic notation and fractions. ● Use the appropriate equipment such as a protractor and a compass. ● Draw and measure angles. ● Begin to reason deductively in geometry. ● Clearly recognise the differences between perpendicular and parallel lines. ● Using the appropriate tools, such as a compass, protractor, ruler to construct bisectors. ● Recall and illustrate all properties of 2-d shapes, triangles and quadrilaterals.	Term 3 Calculator paper	● Sharing ideas through question and answering sessions ● Addressing misconceptions and making students aware that making mistakes is an integral part of the mathematical learning process ● Clear links to careers for each objective ● Using and applying the concepts taught to real life scenarios as part of cultural capital awareness

		• Classify angles Measure angles up to 180°. • Draw angles up to 180,° angles between 180° and 360°. • Identify perpendicular and parallel lines. • Recognise types of triangles and quadrilaterals. • Identify polygons up to a decagon. • Construct triangles using SSS, SAS and ASA. • Construct more complex polygons. • Understand and use the sum of angles at a point, straight line, vertically opposite angles and angles in a triangle. • Know and apply the sum of angles in a quadrilateral. • Find and use the angle sum of any polygon Investigate angles in parallel lines. • Understand and use parallel line angle rules.	• Use and apply the angle facts on a straight line, about a point, in a triangle and in a quadrilateral. • Have a clear understanding of the all angle types when solving complexed angles reasoning questions.		

		• Use known facts to obtain simple proofs.			

Year 8 end of year goals:

The year 8 curriculum coverage provides consistency and progression in the teaching of maths for mastery. We provide a cumulative curriculum so that once a topic is covered, it is met many times again in other related contexts. In year 8 we develop and strengthen key calculator skills throughout the whole year. The teaching blocks consist of depth and understanding in proportional reasoning and a variation of representations, both algebraically and graphically. Students will build core understanding of their algebraic thinking and will further deepen their techniques by solving a range of complex equations. The year 8 students will continue to practise developing their number and geometric skills which will enable them to draw upon a range of reasoning skills when asked to make justifications. Throughout year 8, students will continue to be given opportunities to use concrete objects and manipulatives to assist in the progression of the concepts taught.

Term	Topic title(s) and overview	Knowledge	Skills	Assessment	Wider learning (Equality and diversity, SMSC, cultural capital)
Autumn 1	**Ratio, proportion and rates of change** ● **Ratio** ● **Proportional and scale** **Algebra** ● **Algebraic manipulation**	● Understand the meaning and representation of ratio ● Understand and use ratio notation Solve problems involving ratios of the form 1 : n (or n : 1) ● Solve proportional problems involving the ratio m : n ● Divide a value into a given ratio Express ratios in their simplest integer form	● Make connections between number calculations and their algebraic and graphical representations. ● Use scale factors, scale diagrams and maps. ● Understand that a multiplicative relationship between two quantities can be expressed as a ratio or a fraction.		● Development of speaking and listening ● Sharing ideas through question and answering sessions ● Addressing misconceptions and making students aware that making mistakes is an integral part of the mathematical learning process ● Clear links to careers for each objective

		• Compare ratios and related fractions Understand π as the ratio between diameter and circumference • Understand gradient of a line as a ratio • Solve problems involving direct proportion • Explore conversion graphs Convert between currencies • Explore direct proportion graphs • Explore relationships between similar shapes • Understand scale factors as multiplicative representations • Draw and interpret scale diagrams • Interpret maps using scale factors and ratios. • Form algebraic expressions. • Multiply out a single bracket. • Factorise into a single bracket.	• Interpret when the structure of a numerical problem requires additive or multiplicative or proportional reasoning. • Move freely between different numerical, algebraic, graphical and diagrammatic representations. • Identify variables and express relationships between variables algebraically. • Model situations mathematically. • Substitute numerical values into formulae and expressions.		• Using and applying the concepts taught to real life scenarios as part of cultural capital awareness

		• Expand multiple single brackets and simplify. • Expand a pair of binomials.			
Autumn 2	**<u>Algebra</u>** • **Coordinates and graphs** **<u>Number</u>** • **Multiply and divide fractions** **<u>Geometry and measures</u>** • **Symmetry and reflection**	• Recognise and use the line $y = x$ • Recognise and use lines of the form $y = kx$ Link $y = kx$ to direct proportion problems • Explore the gradient of the line $\boldsymbol{y = kx}$ • Recognise and use lines of the form $y = x + a$ • Explore graphs with negative gradient ($y = -kx$, $y = a - x$, $x + y = a$) • Plot graphs of the form $y = mx + C$ • Draw quadratic graphs. • Represent multiplication of fractions. • Multiply a fraction by an integer. • Find the product of a pair of unit fractions.	• Move freely between different numerical, algebraic, graphical and diagrammatic representations • Develop algebraic and graphical fluency, including linear functions • Make connections between number calculations and their algebraic and graphical representations • Substitute numerical values into formulae and expressions • Recognise, sketch and produce linear graphs. • Use the four operations, including formal written methods, applied to integers, decimals, proper and improper	Use of age related AQA all about maths year 8 summative assessments Term 1 Calculator paper	• Development of speaking and listening • Sharing ideas through question and answering sessions • Addressing misconceptions and making students aware that making mistakes is an integral part of the mathematical learning process • Clear links to careers for each objective • Using and applying the concepts taught to real life scenarios as part of cultural capital awareness

		Find the product of a pair of any fractions. ● Divide an integer by a fraction. ● Divide a fraction by a unit fraction. ● Understand and use the reciprocal. ● Divide any pair of fractions. ● Multiply and divide improper and mixed fractions. ● Multiply and divide algebraic fractions. ● Recognise line symmetry. ● Reflect a shape in a horizontal, vertical and diagonal line. ● Describe a reflection.	fractions and mixed numbers, all both positive and negative.		
Spring 1	**<u>Geometry and measures</u>** ● **Area, volume and density** **<u>Algebra</u>** ● **Equations and inequalities**	● Calculate the area of a 2-D shape, including compound shapes. ● Calculate using the order of operations. ● Covert metric measures of length, mass and capacity. ● Convert metric units of area and volume.	● Derive and apply formulae to calculate and solve problems involving area and perimeter of a rectangle, triangle, parallelogram and trapezium. ● Solve problems with composite shapes including circles.		● Development of speaking and listening ● Sharing ideas through question and answering sessions ● Addressing misconceptions and making students aware that making mistakes is an integral part of the

	<u>Number</u> ● **Percentages**	● Solve problems with density, mass and volume. ● Solve equations, including brackets. ● Form and solve inequalities. ● Solve equations and inequalities with unknowns on both sides. ● Form and solve equations and inequalities with unknowns on both sides. ● Identify and use formulae, expressions, identities and equations ● Convert between decimals and percentages greater than 100%. ● Calculate percentage of an amount with and without a calculator. ● Calculate percentage increase and decrease using a multiplier. ● Express one number as a fraction or a	● Change freely between standard units for time, length, area, volume and capacity. ● Use compound units such as density to solve problems. ● Identify variables and express relationships between variables algebraically. ● Model situations mathematically. ● Substitute numerical values into formulae and expressions. ● Understand and use the concepts and vocabulary of expressions, equations, inequalities, terms and factors. ● Simplify and manipulate algebraic expressions to maintain equivalence by: ● Collecting like term ● Multiplying a single term over a bracket ● Taking out common factors		mathematical learning process ● Clear links to careers for each objective ● Using and applying the concepts taught to real life scenarios as part of cultural capital awareness

		percentage of another without a calculator. ● Express one number as a fraction or a percentage of another using calculator methods. ● Work with percentage change. ● Choose appropriate methods to solve percentage problems. ● Find the original amount given the percentage less than or greater than 100%.	● Begin to model situations mathematically and express the results using a range of formal mathematical representations. ● Interpret fractions and percentages as operators. ● Define percentages as parts of a whole. ● Using calculators efficiently to solve problems.		
Spring 2	**<u>Number</u>** ● **Standard form** **<u>Statistics</u>** ● **Interpret and represent data**	● Work with numbers between 0 and 1 in standard form. ● Compare and order numbers in standard form. ● Mentally calculate with numbers in standard form. ● Add and subtract numbers in standard form. ● Multiply and divide numbers in standard form.	● Use integers, powers and associated real roots, recognise powers of 2,3 4,5 and distinguish between exact representations of roots and their decimal approximations. ● Use a calculator and other technologies to calculate results accurately and then interpret them appropriately.	Use of age related AQA all about maths year 8 summative assessments Term 2 Calculator paper	● Development of speaking and listening ● Sharing ideas through question and answering sessions ● Addressing misconceptions and making students aware that making mistakes is an integral part of the mathematical learning process ● Clear links to careers for each objective

		• Use a calculator to work with numbers in standard form. • Understand and use negative and fractional indices. • Represent and interpret grouped quantitative data. • Find and interpret the range. • Compare distributions using charts Identify misleading graphs. • Understand and use the mean, median and mode. • Choose the most appropriate average Find the mean from an ungrouped and grouped frequency table. • Compare distributions using averages and the range.	• Describe, interpret and compare observed distributions of a single variable through appropriate graphical representations involving discrete, continuous and grouped data. • Construct and interpret appropriate tables, charts and diagrams for categorical data, grouped and ungrouped numerical data.		• Using and applying the concepts taught to real life scenarios as part of cultural capital awareness
Summer 1	**<u>Geometry and measures</u>** • **Angles in parallel lines and polygons** **<u>Probability</u>**	• Understand and use basic angles, rules and notation. • Investigate angles between parallel lines and the transversal	· Apply the properties of angles about a point, on a straight line and vertically opposite angles		• Development of speaking and listening • Sharing ideas through question and answering sessions

	• **Tables and probability**	• Identify and calculate with alternate, corresponding angles, vertically opposite and co-interior angles. • Solve complex problems with parallel line angles. • Construct triangles and special quadrilaterals. • Understand and use the properties of diagonals of quadrilaterals. • Understand and use the sum of interior and exterior angles of any polygon. • Construct an angle bisector and a perpendicular bisector of a line segment. • Construct sample spaces for 1 or more events. • Find probabilities from a sample space, two -way tables, frequency trees and Venn diagrams. • Use the product rule for finding the total	• Understand and use the relationship between parallel lines and alternate and corresponding angles. • Derive and use the sum of angles in a triangle and use it to deduce the sum of angles in polygons. • Use standard conventions for labelling the sides and angles of triangle ABC. • Derive and illustrate properties of triangles, quadrilaterals and circles using appropriate language and technologies. • Record, describe and analyse the frequency of outcomes of simple probability experiments involving randomness, fairness, equally and unequally likely outcomes using appropriate language and the 0-1 probability scale.		• Addressing misconceptions and making students aware that making mistakes is an integral part of the mathematical learning process • Clear links to careers for each objective • Using and applying the concepts taught to real life scenarios as part of cultural capital awareness

		number of possible outcomes.	• Use language and properties precisely to analyse probability and statistics.		
Summer 2	**<u>Geometry and measures</u>** • **Circles** **<u>Statistics</u>** • **Graphs and charts** **<u>Algebra</u>** • **Sequences**	• Calculate the area and circumference of a circle and parts of a circle with and without a calculator. • To understand PI as a ratio. • To find the perimeter of compound shapes involving circles. • Draw and interpret pictograms, bar charts and vertical line charts and pie charts. • Represent and interpret grouped quantitative data. • Find and interpret the range. • Compare distributions using charts Identify misleading graphs. • Generate sequences given a rule in words.	• Solve problems with composite shapes including circles. • Describe, interpret and compare observed distributions of a single variable through appropriate graphical representations involving discrete, continuous and grouped data. • Construct and interpret appropriate tables, charts and diagrams for categorical data, grouped and ungrouped numerical data. • Recognise arithmetic and geometric sequences and find the nth term. • Use and interpret algebraic notation.	Use of age related AQA all about maths year 8 summative assessments Term 3 Calculator paper	• Development of speaking and listening • Sharing ideas through question and answering sessions • Addressing misconceptions and making students aware that making mistakes is an integral part of the mathematical learning process • Clear links to careers for each objective • Using and applying the concepts taught to real life scenarios as part of cultural capital awareness

		• Generate sequences given a simple algebraic rule. • Generate sequences given a complex algebraic rule. • Find the rule for the nth term of a linear sequence.	• Begin to model situations mathematically and express the results using a range of formal mathematical representations. .		

Year 9 end of year goals:

The Year 9 curriculum allows students to revisit topics taught in year 7 and 8 as well as building new content to extend their knowledge in preparation for key stage 4. The teaching blocks are designed to strengthen core reasoning skills in algebra, number, geometry and proportion. Throughout year 9, students will be able to successfully relate to the application and relevance of their number skills, making clear links in financial contexts to taxes and wages. Students will also be provided opportunities to test conjectures, identifying whether statements are true or false with clear reasoning and counterexamples. Year 9 students will continue to be given opportunities to use concrete objects and manipulatives to assist in the progression of the concepts taught.

Term	Topic title(s) and overview	Knowledge	Skills	Assessment	Wider learning (Equality and diversity, SMSC, cultural capital)
Autumn 1	**Number** ● **Properties of number** ● **Percentages** **Geometry and measures** ● **Area and volume**	● Integers, real and rational numbers. ● Understand and use surds. ● Work with directed numbers. ● Solve problems with integers and decimals. ● Find the HCF and LCM Adding and subtracting fractions. ● Multiplying and dividing fractions. ● Solving problems with fractions. ● Numbers in standard form.	● Use four operations, including formal written methods, applied to integers, decimals, proper and improper fractions, and mixed numbers, all both positive and negative. ● Use the concepts and vocabulary of prime numbers, factors (or divisors), multiples, common factors, highest common factor, lowest common multiple, prime factorisation and the		● Development of speaking and listening ● Sharing ideas through question and answering sessions ● Addressing misconceptions and making students aware that making mistakes is an integral part of the mathematical learning process ● Clear links to careers for each objective ● Using and applying the concepts taught to real life scenarios as part

		• Use the equivalence of fractions, decimals and percentages. • Calculate percentage increase and decrease Express a change as a percentage. • Solve 'reverse' percentage problems. • Recognise and solve percentage problems with and without a calculator. • Solve problems with repeated percentage change. • Calculate simple and compound interest. • Know names of 2-D and 3-D shapes and recognise prisms. • Calculate the area of 2-D shapes including circles. • Accurate nets of cuboids and other 3-D shapes Sketch and recognise nets of cuboids and other 3-D shapes. • Find area of 2-D shapes Surface area of cubes and cuboids including triangular prisms and cylinders.	unique factorisation property. • Appreciate the infinite nature of the sets of real and rational numbers. • Interpret fractions and percentages as operators. • Solve problems by changing between fractions, decimals and percentages for financial mathematics questions. • Use language and properties precisely to analyse numbers, algebraic expressions, 2-D and 3-D shapes. • Use the properties of faces, surfaces, edges and vertices of cubes, cuboids, prisms, cylinders, cones and spheres to solve problems in 3-D • Derive and apply formulae to calculate and solve problems involving area and perimeter of rectangles, triangles, parallelograms,		of cultural capital awareness

		• Volume of cubes and cuboids, other 3-D shapes – prisms , cylinders cones, pyramids and spheres. • Convert metric units for area and volume.	trapeziums and circles.		
Autumn 2	**<u>Algebra</u>** • **Equations, inequalities and formulae** • **Simultaneous equations** **<u>Number</u>** • **Fractions** • **Standard form**	• Solve one- and two-step equations and inequalities, including those with brackets. • Inequalities with negative numbers. • Solve equations with unknowns on both sides. • Solve inequalities with unknowns on both sides. • Substituting into formulae and equations Rearrange formulae (one-step) and (two step). • Solve simultaneous equations by no and adjusting and by adjusting. • Solve simultaneous equations by substitution and graphically.	• Move freely between different numerical, algebraic, graphical and diagrammatic representations, e.g equations and graphs. • Use algebraic methods to solve linear equations in one variable, including all forms that require rearrangement. • Models solutions or procedures by translating them into algebraic expressions or formulae, and by using graphs. • Make and test conjectures about patterns and relationships; look for proofs and counterexamples.	Use of age related AQA all about maths year 9 summative assessments Term 1 Non- calculator paper	• Development of speaking and listening • Sharing ideas through question and answering sessions • Addressing misconceptions and making students aware that making mistakes is an integral part of the mathematical learning process • Clear links to careers for each objective • Using and applying the concepts taught to real life scenarios as part of cultural capital awareness

		• Four operations with fractions. • Solving problems with fractions. • Compare and order numbers in standard form. • +, - , x and ÷ numbers in standard form.	• Appreciate the infinite nature of the sets of real and rational numbers. • Interpret fractions and percentages as operators.		
Spring 1	**<u>Number</u>** • **Maths and money** **<u>Algebra</u>** • **Straight line graphs** **<u>Geometry and measures</u>** • **Constructions and congruence**	• Solve problems with bills and bank statements Calculate simple interest Calculate compound interest. • Solve problems with Value Added Tax. • Calculate wages and taxes Solve problems with exchange rates. • Solve unit pricing problems. • Solve problems with financial maths on bank accounts, budgeting, investing, loans, insurance and jobs.	• Use four operations, including formal written methods, applied to integers, decimals, proper and improper fractions, and mixed numbers, all both positive and negative. • Interpret fractions and percentages as operators. • Solve problems by changing between fractions, decimals and percentages for financial mathematics questions.		• Development of speaking and listening • Sharing ideas through question and answering sessions • Addressing misconceptions and making students aware that making mistakes is an integral part of the mathematical learning process • Clear links to careers for each objective • Using and applying the concepts taught to real life scenarios as part

		• Lines parallel to the axes, $y = x$ and $y = -x$ Compare gradients and intercepts Understand and use $y = mx + c$. • Write an equation in the form $\boldsymbol{y = mx + c}$ Find the equation of a line from a graph Interpret gradient and intercepts of real-life graphs. • Draw and measure angles. • Construct and interpret scale drawings, Locus of distance from a point , distance from a straight line/shape and equidistant from two points. • Construct a perpendicular bisector, a perpendicular from a point and an angle bisector. • Construct a Locus of distance from two lines. • Construct all triangles from given information. • Identify and explore congruent figures and triangles.	• Linking the concepts of percentages to real life scenarios. • Develop algebraic and graphical fluency, including linear and simple quadratic functions. • Recognise, sketch and produce graphs of linear and quadratic functions of one variable with appropriate scaling, using equations in x and y and the cartesian plane. • Use linear and quadratic graphs to estimate values of y for given values of x and vice versa and to find appropriate solutions for simultaneous equations. • Move freely between different numerical, algebraic, graphical and diagrammatic representations, e.g equations and graphs. • Draw and measure line segments and		of cultural capital awareness

			angles in geometric figures. ● Derive and use the standard ruler and compass constructions. ● Describe, sketch and draw using conventional terms and notation points, lines, parallel lines, perpendicular lines, right angles, regular polygons and other polygons that are reflective and rotationally symmetric.		
Spring 2	**<u>Geometry and measures</u>** ● **Similarity** ● **Pythagoras** ● **Trigonometry**	● Recognise enlargement and similarity. ● Enlarge a shape by a positive integer scale factor. ● Enlarge a shape by a positive integer scale factor from a point. ● Enlarge a shape by a positive fractional scale factor. ● Enlarge a shape by a negative scale factor.	● Develop mathematical knowledge through solving problems and evaluating the outcomes, including multi-step problems. ● Use and apply the Pythagoras Theorem to obtain simple proofs. ● Begin to model solutions mathematically and express the result	Use of age related AQA all about maths year 9 summative assessments Term 2 Calculator paper	● Development of speaking and listening ● Sharing ideas through question and answering sessions ● Addressing misconceptions and making students aware that making mistakes is an integral part of the mathematical learning process

		• Work out missing sides and angles in a pair of given similar shapes. • Solve problems with similar triangles. • Explore ratios in right-angled triangles. • Calculate missing sides in right-angled triangles. • Use Pythagoras theorem on coordinate axes. • Explore proofs of Pythagoras' theorem. • Use Pythagoras' theorem in 3-D shapes. • Identify hypotenuse, opposite and adjacent sides. • Using tan, cos and sin to calculate missing sides and angles, • Using trigonometry in 3-D shapes.	using a range of formal mathematical representations. • Using the trigonometric functions on the scientific calculator. • Using the formula triangle or rearrangement to calculate which trig ratio to use to find missing lengths and angles.		• Clear links to careers for each objective • Using and applying the concepts taught to real life scenarios as part of cultural capital awareness
Summer 1	**<u>Algebra</u>** • **Algebraic manipulation** • **Non-linear graphs**	• Expand single and double brackets and simplify. • Use identities.	• Move freely between different numerical, algebraic, graphical and diagrammatic		• Development of speaking and listening • Sharing ideas through question and answering sessions

	<u>Probability</u> • **Probability**	• Factorise into a single bracket and quadratic expressions. • Solve quadratic equations. • Expand triple brackets. • Draw and interpret quadratic graphs. • Interpret reciprocal and exponential graphs. • Draw and interpret cubic graphs. • Interpret roots, intercepts and turning points. • Single event probability Relative frequency – include convergence. • Expected outcomes Independent events. • Use tree diagrams. • Use tree diagrams to solve 'without replacement' problems. • Use diagrams to work out probabilities. • Find probabilities from Venn diagrams.	representations, e.g equations and graphs. • Use algebraic methods to factorise expressions, including all forms that require rearrangement. • Models solutions or procedures by translating them into algebraic expressions or formulae, and by using graphs. • Recognise, sketch and produce graphs of linear and quadratic functions of one variable with appropriate scaling, using equations in x and y and the cartesian plane. • Use linear and quadratic graphs to estimate values of y for given values of x and vice versa and to find appropriate solutions for simultaneous equations.		• Addressing misconceptions and making students aware that making mistakes is an integral part of the mathematical learning process • Clear links to careers for each objective • Using and applying the concepts taught to real life scenarios as part of cultural capital awareness

			• Understand that the probabilities of all possible outcomes sum to 1. • Enumerate sets and unions/intersections of sets systematically, using tables, grids and Venn diagrams.		

Summer 2	**<u>Geometry and measures</u>** ● **Transformations** **<u>Ratio, proportion and rates of change</u>** ● **Ratio and proportion** ● **Rates**	● Enlarge a shape from a point using a positive and negative scale factor. ● Identify the order of rotational symmetry of a shape. ● Compare and contrast rotational symmetry with line symmetry. ● Rotate a shape about a point on a shape. ● Rotate a shape about a point not on a shape. ● Translate points and shapes by a given vector. ● Compare rotation and reflection of shapes. ● Find the result of a series of transformations. ● Solve problems with direct proportion. ● Direct proportion and conversion graphs. ● Solve problems with inverse proportion. ● Graphs of inverse relationships. ● Solve ratio problems given the whole or a part.	● Identify properties of and describe the results of translation, rotation and reflection applied to given figures. ● Understand that a multiplicative relationship between two quantities can be expressed as a fraction or a ratio. ● Recognise, sketch and produce direct and inverse proportion graphs. ● Change freely between standard units for time, length, area, volume and capacity. ● Use compound units such as speed, unit pricing and density to solve problems.	Use of age related AQA all about maths year 9 summative assessments Term 3 Calculator paper	● Development of speaking and listening ● Sharing ideas through question and answering sessions ● Addressing misconceptions and making students aware that making mistakes is an integral part of the mathematical learning process ● Clear links to careers for each objective ● Using and applying the concepts taught to real life scenarios as part of cultural capital awareness

		• Solve ‘best buy’ problems Solve problems ratio and algebra. • Solve speed, distance and time problems with and without a calculator. • Construct and interpret distance/time graphs. • Solve problems with density, mass and volume. • Solve flow problems and their graphs. • Rates of change and their units. • Convert compound units.			

Subject: Science

Curriculum statement:

At Etonbury the Science faculty aims to equip students with the scientific knowledge required to understand the uses and implications of science, today and for the future. We aim to develop understanding of the nature, processes and methods of science through different types of enquiries that help students to answer scientific questions about the world around them.

Our learner's develop scientific knowledge and conceptual understanding through the specific disciplines of;

- Biology- microbial, plant and animal processes and systems , their interactions with each other and their environment.
- Chemistry - foundations in chemistry, physical, analysis, inorganic and organic chemistry.
- Physics - foundations of physics, the universe, mechanics, electricity, waves, fields, particles and nuclear physics.

Learning is carefully sequenced to enable students to build on existing knowledge, deepen their understanding of scientific processes and develop critical evaluation and application skills. Teaching aims to promote enthusiasm for science by incorporating a range of practical skills**.** This gives students hands-on experience to test theories, make observations, collect and analyse data and practise using laboratory resources safely.

The Science faculty has an ambitious and varied KS3, KS4 curriculum.

1. Provide substantive and disciplinary knowledge which will enable pupils to be informed about how science underpins their everyday lives.
2. Emphasises academic core knowledge and skills, with accompanying breadth of opportunity.
3. The faculty uses varied, engaging and accessible resources to promote curiosity and involvement in learning.
4. Homework is purposeful and enables pupils to reinforce understanding enabling staff to identify and address misconceptions.
5. Day and residential trips have a direct link to learning and enhances pupils' science capital, enthusiasm for science and promotes STEM careers.
6. There is a strong emphasis on the wider curriculum, developing 'cultural capital' and skills.
7. Provide opportunities for pupils to complete hands-on practical activities in lessons to deepen their scientific understanding, develop team working and transferable skills.

Year 7 end of year goals:

By the end of Year 7, students will have developed their experimental skills, including recording and analysis of data, graph plotting and drawing conclusions from their own experiments. Students will have been introduced to fundamental science topics such as cells, digestion, photosynthesis and ecology (Biology), forces and space (Physics) and particles and elements (Chemistry). This set up allows students to develop their understanding of all the sciences across the year along with many opportunities to apply what they have been taught, such as what cells are made of and how forces interact, to in class and homework tasks with end of topic tests to check understanding. Practical experiments and demonstrations are used throughout the course to test scientific concepts and allow students to test theories and hypotheses for themselves to develop their own scientific inquiry.

Term	Topic title(s) and overview	Knowledge	Skills	Assessment	Wider learning (Equality and diversity, SMSC, cultural capital)
Autumn 1	**Becoming a scientist** **B1 Cells**	• Health and safety rules for staying safe in the science lab • The names of different pieces of science equipment. • Cells as the fundamental unit of living organisms, including how to observe, interpret and record cell structure using a light microscope. • The functions of the cell wall, cell membrane, cytoplasm,	• Pay attention to objectivity and concern for accuracy, precision, repeatability and reproducibility • Evaluate risks • Ask questions and develop a line of enquiry based on observations of the real world, alongside prior knowledge and experience. • Make predictions using scientific knowledge and understanding. • Select, plan and carry out the most appropriate types of scientific enquiries to test predictions, including identifying	End of topic tests	• Development of oracy and listening skills. • Links to careers from the information being covered. • Applying the concepts being taught to real life scenarios as part of cultural capital awareness. • Showing sensitivity and emphasising an acceptance of different viewpoints when

		nucleus, vacuole, mitochondria and chloroplasts. ● The similarities and differences between plant and animal cells. ● The role of diffusion in the movement of materials in and between cells. ● Structural adaptations of some unicellular organisms. ● The hierarchical organisation of multicellular organisms: from cells to tissues to organs to systems to organisms. ● The structure and functions of the human skeleton, to include support, protection, movement and making blood cells. ● Biomechanics – the interaction between skeleton and muscles. ● The function of muscles and examples of antagonistic muscles	independent, dependent and control variables. ● Use appropriate techniques, apparatus, and materials during fieldwork and laboratory work, paying attention to health and safety. ● Make and record observations and measurements using a range of methods for different investigations; and evaluate the reliability of methods and suggest possible improvements. ● Apply sampling techniques ● Apply mathematical concepts and calculate results ● Present observations and data using appropriate methods, including tables and graphs. ● Interpret observations and data, including identifying patterns and using observations, measurements and data to draw conclusions ● Present reasoned explanations, including explaining data in relation to predictions and hypotheses. ● Evaluate data, showing awareness of potential sources of random and systematic error ● Identify further questions arising from their results.		Science and Religion may disagree. ● Addressing misconceptions and making students aware that making mistakes is an integral part of the learning process.

			• Understand and use SI units and IUPAC (International Union of Pure and Applied Chemistry) chemical nomenclature • Use and derive simple equations and carry out appropriate calculations. • Undertake basic data analysis including simple statistical techniques		
Autumn 2	**C1 Particles**	• The properties of the different states of matter in terms of the particle model, including gas pressure. • Changes of state in terms of the particle model. • Changes with temperature in motion and spacing of particles. • Internal energy stored in materials. • Mixtures, including dissolving. • Diffusion in terms of the particle model. • Diffusion in liquids and gases driven by differences in concentration and temperature. • Simple techniques for separating mixtures: filtration, evaporation, distillation and chromatography	• Pay attention to objectivity and concern for accuracy, precision, repeatability and reproducibility • Evaluate risks • Ask questions and develop a line of enquiry based on observations of the real world, alongside prior knowledge and experience. • Make predictions using scientific knowledge and understanding. • Select, plan and carry out the most appropriate types of scientific enquiries to test predictions, including identifying independent, dependent and control variables. • Use appropriate techniques, apparatus, and materials during fieldwork and laboratory work, paying attention to health and safety. • Make and record observations and measurements using a range	End of topic tests	• Development of oracy and listening skills. • Links to careers from the information being covered. • Applying the concepts being taught to real life scenarios as part of cultural capital awareness. • Showing sensitivity and emphasising an acceptance of different viewpoints when Science and Religion may disagree. • Addressing misconceptions and making students aware that making mistakes is an integral

	P1 Forces and motion	• Forces as pushes or pulls, arising from the interaction between 2 objects • Opposing forces and equilibrium: weight held by stretched spring or supported on a compressed surface. • Forces associated with deforming objects; stretching and squashing. • Forces being needed to cause objects to stop or start moving, or to change their speed or direction of motion. • gravity force, weight = mass x gravitational field strength (g), on Earth g=10 N/kg • Speed and the quantitative relationship between average speed, distance and time (speed = distance ÷ time) • The representation of a journey on a distance-time graph • Relative motion: trains and cars passing one another.	of methods for different investigations; and evaluate the reliability of methods and suggest possible improvements. • Apply sampling techniques • Apply mathematical concepts and calculate results • Present observations and data using appropriate methods, including tables and graphs. • Interpret observations and data, including identifying patterns and using observations, measurements and data to draw conclusions • Present reasoned explanations, including explaining data in relation to predictions and hypotheses. • Evaluate data, showing awareness of potential sources of random and systematic error • Identify further questions arising from their results. • Understand and use SI units and IUPAC (International Union of Pure and Applied Chemistry) chemical nomenclature • Use and derive simple equations and carry out appropriate calculations. • Undertake basic data analysis including simple statistical techniques		part of the learning process.

Spring 1	**B2 Diet and Digestion** **C2 Elements and Compounds**	• The content of a healthy human diet: carbohydrates, lipids (fats and oils), proteins, vitamins, minerals, dietary fibre and water, and why each is needed. • Calculations of energy requirements in a healthy daily diet. • The consequences of imbalances in the diet, including obesity, starvation and deficiency diseases. • The tissues and organs of the human digestive system, including adaptations to function and how the digestive system digests food (enzymes simply as biological catalysts). • The importance of bacteria in the human digestive system. • The effects of recreational drugs (including substance misuse) on behaviour, health and life processes. • Differences between atoms, elements and compounds. • Chemical symbols and formulae for elements and compounds. • Changes of state and chemical reactions	• Pay attention to objectivity and concern for accuracy, precision, repeatability and reproducibility • Evaluate risks • Ask questions and develop a line of enquiry based on observations of the real world, alongside prior knowledge and experience. • Make predictions using scientific knowledge and understanding. • Select, plan and carry out the most appropriate types of scientific enquiries to test predictions, including identifying independent, dependent and control variables. • Use appropriate techniques, apparatus, and materials during fieldwork and laboratory work, paying attention to health and safety. • Make and record observations and measurements using a range of methods for different investigations; and evaluate the reliability of methods and suggest possible improvements. • Apply sampling techniques • Apply mathematical concepts and calculate results • Present observations and data using appropriate methods, including tables and graphs.	End of topic tests	• Development of oracy and listening skills. • Links to careers from the information being covered. • Applying the concepts being taught to real life scenarios as part of cultural capital awareness. • Showing sensitivity and emphasising an acceptance of different viewpoints when Science and Religion may disagree. • Addressing misconceptions and making students aware that making mistakes is an integral part of the learning process.

		• The difference between chemical and physical changes.	• Interpret observations and data, including identifying patterns and using observations, measurements and data to draw conclusions • Present reasoned explanations, including explaining data in relation to predictions and hypotheses. • Evaluate data, showing awareness of potential sources of random and systematic error • Identify further questions arising from their results. • Understand and use SI units and IUPAC (International Union of Pure and Applied Chemistry) chemical nomenclature • Use and derive simple equations and carry out appropriate calculations. • Undertake basic data analysis including simple statistical techniques		
Spring 2	**C2 Elements and Compounds (continued)** **P2 Moments and Pressure**	• The concept of a pure substance • Conservation of mass • Writing and balancing equations • A moment as the turning effect of a force, and how to calculate moments using the equation moment = force x distance. • Atmospheric pressure, decreases with increase of height as weight of air above decreases with height. • Pressure in liquids, increasing with depth; upthrust effects and floating and sinking. • Pressure measured by ratio of force over area – acting normal to any surface.		End of topic tests	• Development of oracy and listening skills. • Links to careers from the information being covered. • Applying the concepts being taught to real life scenarios as part of cultural capital awareness. • Showing sensitivity and emphasising an acceptance of different viewpoints when Science and Religion may disagree. • Addressing misconceptions and making students aware that making mistakes is an integral part of the learning process.

Summer 1	**B3 Plant Biology**	• The reactants in, and products of, photosynthesis. • The dependence of almost all life on Earth on the ability of photosynthetic organisms 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 interdependence of organisms in an ecosystem, including food webs and insect pollinated crops • The importance of plant reproduction through insect pollination in human food security • How organisms affect, and are affected by, their environment, including the accumulation of toxic materials. • Reproduction in plants, including flower structure, wind and insect pollination, fertilisation, seed and fruit formation and dispersal, including quantitative investigation of some dispersal mechanisms.	• Pay attention to objectivity and concern for accuracy, precision, repeatability and reproducibility • Evaluate risks • Ask questions and develop a line of enquiry based on observations of the real world, alongside prior knowledge and experience. • Make predictions using scientific knowledge and understanding. • Select, plan and carry out the most appropriate types of scientific enquiries to test predictions, including identifying independent, dependent and control variables. • Use appropriate techniques, apparatus, and materials during fieldwork and laboratory work, paying attention to health and safety. • Make and record observations and measurements using a range of methods for different investigations; and evaluate the reliability of methods and suggest possible improvements. • Apply sampling techniques • Apply mathematical concepts and calculate results	End of topic tests	• Development of oracy and listening skills. • Links to careers from the information being covered. • Applying the concepts being taught to real life scenarios as part of cultural capital awareness. • Showing sensitivity and emphasising an acceptance of different viewpoints when Science and Religion may disagree. • Addressing misconceptions and making students aware that making mistakes is an integral part of the learning process.

Summer 2	**C3 Acids & Alkalis** **P3 Space**	• Chemical reactions as the rearrangement of atoms. • Representing chemical reactions using formulae and using equations. • Defining acids and alkalis in terms of neutralisation reactions. • The pH scale for measuring acidity/alkalinity; and indicators. • Reactions of acids with metals to produce a salt plus hydrogen. • Reactions of acids with alkalis to produce a salt plus water. • Gravity force, weight = mass x gravitational field strength (g), on Earth g=10 N/kg, different on other planets and stars; gravity forces between Earth and Moon, and between Earth and sun. • Our sun as a star, other stars in our galaxy, other galaxies. • The seasons and the Earth's tilt, day length at different times of year, in different hemispheres.	• Present observations and data using appropriate methods, including tables and graphs. • Interpret observations and data, including identifying patterns and using observations, measurements and data to draw conclusions • Present reasoned explanations, including explaining data in relation to predictions and hypotheses. • Evaluate data, showing awareness of potential sources of random and systematic error • Identify further questions arising from their results. • Understand and use SI units and IUPAC (International Union of Pure and Applied Chemistry) chemical nomenclature • Use and derive simple equations and carry out appropriate calculations. • Undertake basic data analysis including simple statistical techniques	End of topic tests	• Development of oracy and listening skills. • Links to careers from the information being covered. • Applying the concepts being taught to real life scenarios as part of cultural capital awareness. • Showing sensitivity and emphasising an acceptance of different viewpoints when Science and Religion may disagree. • Addressing misconceptions and making students aware that making mistakes is an integral part of the learning process.

		• The light year as a unit of astronomical distance.			

Year 8 end of year goals:

By the end of Year 8, students will continue to develop their experimental and mathematical skills to manipulate data and complete calculations to work out missing values by using an equation. Students will have been introduced to new science topics such as respiration and nutrition (Biology), the universe and electricity and magnetism (Physics) and periodic table and chemical reactions (Chemistry). In addition, topics covered in Year 7 such as Particles, Elements and Compounds are built upon to gain an understanding of how elements and compounds react and how to predict their products, as well as types of energy built upon in Electricity and cells leading into respiration. Students will have the opportunity to apply their knowledge and skills to a range of questions and situations, including during practical experiments, where students continue to practise skills such as recording of data and experimental set up of equipment. End of topic tests will be used to assess understanding at the end of a unit and feedback provided to each student.

Term	Topic title(s) and overview	Knowledge	Skills	Assessment	Wider learning (Equality and diversity, SMSC, cultural capital)
Autumn 1	**B4 Human Biology**	• the structure and functions of the gas exchange system in humans, including adaptations to function • the mechanism of breathing to move air in and out of the lungs, using a pressure model to explain the movement of gases, including simple measurements of lung volume • the impact of exercise, asthma and smoking on the human gas exchange system	• Pay attention to objectivity and concern for accuracy, precision, repeatability and reproducibility • Evaluate risks • Ask questions and develop a line of enquiry based on observations of the real world, alongside prior knowledge and experience. • Make predictions using scientific knowledge and understanding. • Select, plan and carry out the most appropriate types of scientific enquiries to test	End of topic tests	• Development of oracy and listening skills. • Links to careers from the information being covered. • Applying the concepts being taught to real life scenarios as part of cultural capital awareness. • Showing sensitivity and emphasising an acceptance of different viewpoints when Science and Religion may disagree. • Addressing misconceptions and making students aware that making mistakes is an

		• reproduction in humans (as an example of a mammal), including the structure and function of the male and female reproductive systems, menstrual cycle (without details of hormones), gametes, fertilisation, gestation and birth, to include the effect of maternal lifestyle on the foetus through the placenta • 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	predictions, including identifying independent, dependent and control variables. • Use appropriate techniques, apparatus, and materials during fieldwork and laboratory work, paying attention to health and safety. • Make and record observations and measurements using a range of methods for different investigations; and evaluate the reliability of methods and suggest possible improvements. • Apply sampling techniques • Apply mathematical concepts and calculate results • Present observations and data using appropriate methods, including tables and graphs. • Interpret observations and data, including identifying patterns and using observations, measurements and data to draw conclusions		integral part of the learning process.
Autumn 2	**C4 Chemical reactions**	• the properties of metals and non-metals • the chemical properties of metal		End of topic tests	• Development of oracy and listening skills. • Links to careers from the information being covered. • Applying the concepts being taught to real life scenarios as

	P4 Electricity and Magnetism	and non-metal oxides with respect to acidity. ● Combustion, thermal decomposition, oxidation and displacement reactions. ● What catalysts do. ● energy changes on changes of state ● Exothermic and endothermic chemical reactions. ● The order of metals and carbon in the reactivity series. ● The use of carbon in obtaining metals from metal oxides. ● Properties of ceramics, polymers and composites. ● electric current, measured in amperes, in circuits, series and parallel circuits, currents add where branches meet and current as flow of charge	● Present reasoned explanations, including explaining data in relation to predictions and hypotheses. ● Evaluate data, showing awareness of potential sources of random and systematic error ● Identify further questions arising from their results. ● Understand and use SI units and IUPAC (International Union of Pure and Applied Chemistry) chemical nomenclature ● Use and derive simple equations and carry out appropriate calculations. ● Undertake basic data analysis including simple statistical techniques		part of cultural capital awareness. ● Showing sensitivity and emphasising an acceptance of different viewpoints when Science and Religion may disagree. ● Addressing misconceptions and making students aware that making mistakes is an integral part of the learning process.

		• potential difference, measured in volts, battery and bulb ratings; resistance, measured in ohms, as the ratio of potential difference (p.d.) to current • differences in resistance between conducting and insulating components (quantitative). • 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 • magnetic poles, attraction and repulsion • magnetic fields by plotting with compass, representation by field lines			

		• Earth's magnetism, compass and navigation • the magnetic effect of a current, electromagnets, D.C. motors (principles only). between objects not in contact.			
Spring 1	**B5 Genetics and Evolution**	• Heredity as the process by which genetic information is transmitted from one generation to the next • a simple model of chromosomes, genes and DNA in heredity, including the part played by Watson, Crick, Wilkins and Franklin in the development of the DNA model • differences between species • the variation between individuals within a species being continuous or discontinuous, to	• Pay attention to objectivity and concern for accuracy, precision, repeatability and reproducibility • Evaluate risks • Ask questions and develop a line of enquiry based on observations of the real world, alongside prior knowledge and experience. • Make predictions using scientific knowledge and understanding. • Select, plan and carry out the most appropriate types of scientific enquiries to test predictions, including identifying independent,	End of topic tests	• Development of oracy and listening skills. • Links to careers from the information being covered. • Applying the concepts being taught to real life scenarios as part of cultural capital awareness. • Showing sensitivity and emphasising an acceptance of different viewpoints when Science and Religion may disagree. • Addressing misconceptions and making students aware that making mistakes is an integral part of the learning process.

	C5 Earth and Atmosphere	include measurement and graphical representation of variation ● the variation between species and between individuals of the same species means some organisms compete more successfully, which can drive natural selection ● changes in the environment may leave individuals within a species, and some entire species, less well adapted to compete successfully and reproduce, which in turn may lead to extinction ● the importance of maintaining biodiversity and the use of gene banks to preserve hereditary material. ● the composition and structure of the Earth ● the rock cycle and the formation of igneous, sedimentary and metamorphic rocks	dependent and control variables. ● Use appropriate techniques, apparatus, and materials during fieldwork and laboratory work, paying attention to health and safety. ● Make and record observations and measurements using a range of methods for different investigations; and evaluate the reliability of methods and suggest possible improvements. ● Apply sampling techniques ● Apply mathematical concepts and calculate results ● Present observations and data using appropriate methods, including tables and graphs. ● Interpret observations and data, including identifying patterns and using observations, measurements and data to draw conclusions ● Present reasoned explanations, including explaining data in relation		

		• the composition of and evolution of the atmosphere • the carbon cycle	to predictions and hypotheses. • Evaluate data, showing awareness of potential sources of random and systematic error • Identify further questions arising from their results. • Understand and use SI units and IUPAC (International Union of Pure and Applied Chemistry) chemical nomenclature • Use and derive simple equations and carry out appropriate calculations. • Undertake basic data analysis including simple statistical techniques		
Spring 2	**C5 Earth and Atmosphere** **P5 Waves (light)**	• Earth as a source of limited resources and the efficacy of recycling • the production of carbon dioxide by human activity and the impact on climate. • the use of carbon in obtaining metals from metal oxides • 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. • Use of ray model to explain imaging in mirrors, the pinhole camera, the refraction of light and action of		End of topic tests	• Development of oracy and listening skills. • Links to careers from the information being covered. • Applying the concepts being taught to real life scenarios as part of cultural capital awareness. • Showing sensitivity and emphasising an acceptance of different viewpoints when Science and Religion may disagree. • Addressing misconceptions and making students aware that making mistakes is an integral part of the learning process.

		convex lens in focusing; the human eye. ● Light transferring energy from source to absorber, leading to chemical and electrical effects; photosensitive material in the retina and in cameras. ● Colours and the different frequencies of light, white light and prisms,; differential colour effects in absorption and diffuse reflection.			
Summer 1	**P5 Waves (sound)**	● Frequencies of sound waves, measured in hertz (Hz); echoes, reflection and absorption of sound. ● Sound needs a medium to travel, the speed of sound in air, in water, in solids. ● Sound produced by vibrations of objects, in loudspeakers, detected by their	● Pay attention to objectivity and concern for accuracy, precision, repeatability and reproducibility ● Evaluate risks ● Ask questions and develop a line of enquiry based on observations of the real world, alongside prior knowledge and experience. ● Make predictions using scientific knowledge and understanding. ● Select, plan and carry out the most appropriate	End of topic tests	● Development of oracy and listening skills. ● Links to careers from the information being covered. ● Applying the concepts being taught to real life scenarios as part of cultural capital awareness. ● Showing sensitivity and emphasising an acceptance of different viewpoints when Science and Religion may disagree. ● Addressing misconceptions and making students aware that making mistakes is an

	C6 Periodic Table	effects on microphone diaphragm and the ear drum; sound waves are longitudinal. ● The auditory range of humans and animals. ● Pressure waves transferring energy; use for cleaning and physiotherapy by ultrasound; waves transferring information for conversion to electrical signals by microphone. ● Waves on water as undulations which travel through water with transverse motion; these waves can be reflected, and add or cancel – superposition. ● the varying physical and chemical properties of different elements ● the principles underpinning the	types of scientific enquiries to test predictions, including identifying independent, dependent and control variables. ● Use appropriate techniques, apparatus, and materials during fieldwork and laboratory work, paying attention to health and safety. ● Make and record observations and measurements using a range of methods for different investigations; and evaluate the reliability of methods and suggest possible improvements. ● Apply sampling techniques ● Apply mathematical concepts and calculate results ● Present observations and data using appropriate methods, including tables and graphs. ● Interpret observations and data, including identifying patterns and using observations,		integral part of the learning process.

		Mendeleev Periodic Table ● the Periodic Table: periods and groups; metals and non-metals ● how patterns in reactions can be predicted with reference to the Periodic Table	measurements and data to draw conclusions ● Present reasoned explanations, including explaining data in relation to predictions and hypotheses. ● Evaluate data, showing awareness of potential sources of random and systematic error ● Identify further questions arising from their results. ● Understand and use SI units and IUPAC (International Union of Pure and Applied Chemistry) chemical nomenclature ● Use and derive simple equations and carry out appropriate calculations. ● Undertake basic data analysis including simple statistical techniques		
Summer 2	**P6 Energy**	● comparing power ratings of appliances in watts (W, kW) ● comparing amounts of energy transferred (J, kJ, kW hour) ● domestic fuel bills, fuel use and costs ● fuels and energy resources. ● heating and thermal equilibrium: temperature difference between two objects leading to energy transfer from the hotter to the cooler one, through contact (conduction) or radiation; such transfers tending to		End of topic tests	● Development of oracy and listening skills. ● Links to careers from the information covered. ● Applying concepts taught to real life scenarios as part of cultural capital awareness. ● Showing sensitivity and emphasising an acceptance of different viewpoints when Science and Religion may disagree. ● Addressing misconceptions and making students aware that making mistakes is an integral part of the learning process.

		reduce the temperature difference: use of insulators ● other processes that involve energy transfer: changing motion, dropping an object, completing an electrical circuit, stretching a spring, metabolism of food, burning fuels. ● energy as a quantity that can be quantified and calculated; the total energy has the same value before and after a change ● comparing the starting with the final conditions of a system and describing increases and decreases in the amounts of energy associated with movements, temperatures, changes in positions in a field, in elastic distortions and in chemical compositions			

		• using physical processes and mechanisms, rather than energy, to explain the intermediate steps that bring about such changes.			

Year 9 end of year goals:

By the end of Year 9, students will advance their understanding of key scientific concepts and knowledge covered throughout Years 7 and 8 to build on a deeper understanding required at GCSE level. This will include topics such as cells and respiration (Biology), particles and the particle model (Chemistry and Physics) and forces (Physics). A range of problems will be completed in both class and homework to allow students to develop their ability to lay out and answer longer questions. Students will undergo key practicals in all sciences (PAGs B1, B2, B4, B5, B8, C3, P3) with a detailed focus on experimental methodology, including choice of equipment, steps taken in the method and the variables used. These experiments range from separating substances from mixtures using different techniques (Chemistry), investigating motion of objects (Physics) and determining which factors may limit the rate of photosynthesis. Assessment will continue in the form of exam style questions at the end of the topic test once a unit is finished, similar to those on a GCSE science paper.

Term	Topic title(s) and overview	Knowledge	Skills	Assessment	Wider learning (Equality and diversity, SMSC, cultural capital)
Autumn 1	**Biology** ● B1.1 Cell Structures ● B1.2 What happens in cells **Chemistry** ● C1.1 The particle model ● C1.2 Atomic structure	**Biology** B1.1.1 Plant and animal cells B1.1.2 Bacterial cells B1.1.3 Light microscopes B1.1.4 Electron microscopes PAG - B1 Microscopy B1.2.1 DNA B1.2.2 Protein synthesis (Triple science content) B1.2.3 Enzymes B1.2.4 Enzyme reactions PAG - B4 Enzymes **Chemistry** C1.1.1 Introducing particles C1.1.2 Chemical and physical changes	● Using a variety of concepts and models to develop scientific explanations and understanding ● Evaluating associated personal, social, economic and environmental implications; and making decisions based on the evaluation of evidence and arguments ● Evaluating risks both in practical science and the	Exam style questions, PAG B1 Microscopy, PAG B4 Enzymes,	● Development of oracy and listening skills. ● Links to careers from the information being covered. ● Applying the concepts being taught to real life scenarios as part of cultural capital awareness. ● Showing sensitivity and emphasising an acceptance of different viewpoints when Science and Religion may disagree. ● Addressing misconceptions and making students aware that making mistakes is an

		C1.1.2 Limitations of the particle model C1.2.1 Atomic Structure C1.2.2 Isotopes C1.2.3 Developing the atomic model	wider societal context, including perception of risk. ● Recognising the importance of peer review of results and of communication of results to a range of audiences. ● Using scientific theories and explanations to develop hypotheses ● Planning experiments to make observations, test hypotheses or explore phenomena ● Applying a knowledge of a range of techniques, apparatus, and materials to select those appropriate both for fieldwork and for experiments ● Carrying out experiments appropriately, having due regard to the correct manipulation of apparatus, the accuracy of measurements and health and safety considerations		integral part of the learning process.
Autumn 2	**<u>Physics</u>** ● P.1.1 The particle model ● P1.2 Changes of state ● P1.3 Pressure **<u>Biology</u>** ● B1.3 Respiration	**<u>Physics</u>** 1.1.1&2 The model of the atom 1.2.1 Density 1.2.2 Energy and temperature 1.2.3 Specific heat capacity 1.2.4 Specific latent heat 1.3.1 Gas pressure & temp 1.3.2 Pressure & Volume T 1.3.3 Atmospheric pressure T 1.3.4 Liquid pressure T 1.3.5 Floating and sinking T **<u>Biology</u>** 1.3.1 Carbs, Proteins & Lipids 1.3.2 Aerobic 1.3.3 Anaerobic PAG B2 Testing for Biological molecules	Summative test Exam style questions, PAG B2 Testing for Biological molecules	● Development of oracy and listening skills. ● Links to careers from the information being covered. ● Applying the concepts being taught to real life scenarios as part of cultural capital awareness. ● Showing sensitivity and emphasising an acceptance of different viewpoints when Science and Religion may disagree. ● Addressing misconceptions and making students aware that making mistakes is an integral part of the learning process.
Spring 1	**<u>Biology</u>**	**<u>Biology</u>** 1.4.1 Photosynthesis 1.4.2 Photo experiments 1.4.3 Factors affecting	Exam style questions,	● Development of oracy and listening skills.

	• B1.4 Respiration **<u>Chemistry</u>** • C2.1 Purity & Separating mixtures.	photosynthesis 1.4.4 Interaction of limiting factors. PAG B5 - Photosynthesis **<u>Chemistry</u>** 2.1.1 Relative formula mass 2.1.2 Empirical formula 2.1.3.Pure and impure substances 2.1.4 Filtration & Crystallisation 2.1.5 Distillation 2.1.6 Chromatography 2.1.7 Purification and checking purity PAG C3 - Separation techniques	• Recognising when to apply a knowledge of sampling techniques to ensure any samples collected are representative • Making and recording observations and measurements using a range of apparatus and methods • Evaluating methods and suggesting possible improvements and further investigations. • Applying the cycle of collecting, presenting and analysing data, including: • Presenting observations and other data using appropriate methods • Translating data from one form to another • Carrying out and representing mathematical and statistical analysis • Representing distributions of results and making estimations of uncertainty	PAG B5 Photosynthesis PAG C3 Separation techniques	• Links to careers from the information being covered. • Applying the concepts being taught to real life scenarios as part of cultural capital awareness. • Showing sensitivity and emphasising an acceptance of different viewpoints when Science and Religion may disagree. • Addressing misconceptions and making students aware that making mistakes is an integral part of the learning process.
Spring 2	**<u>Physics</u>** • P2.1 Motion • P2.2 Newton's Law	**<u>Physics</u>** 2.1.1 Distance, time & speed 2.1.2 Vectors & Scalars 2.1.3 Acceleration 2.1.4 Distance - Time graphs 2.1.5 Velocity time graphs 2.1.6 Equations motion and KE PAG P3 - Motion 2.2.1 Forces and interactions 2.2.2 Free body diagrams 2.2.3 Newton's First Law 2.2.4 Newton's second law 2.2.5 Everyday forces 2.2.6 Momentum 2.2.7 Work and power		Exam style questions, PAG P3 motion	• Development of oracy and listening skills. • Links to careers from the information being covered. • Applying the concepts being taught to real life scenarios as part of cultural capital awareness. • Showing sensitivity and emphasising an acceptance of different viewpoints when Science and Religion may disagree.

			• Interpreting observations and other data, including identifying patterns and trends, making inferences and drawing conclusions • Presenting reasoned explanations, including relating data to hypotheses • Being objective, evaluating data in terms of accuracy, precision, repeatability and reproducibility and identifying potential sources of random and systematic error • Communicating the scientific rationale for investigations, including the methods used, the findings and reasoned conclusions, using paper-based and electronic reports and presentations. • Using SI units and IUPAC chemical nomenclature unless inappropriate		• Addressing misconceptions and making students aware that making mistakes is an integral part of the learning process.
Summer 1	Biology • B2.1 Supplying the cell	<u>Biology</u> 2.1.1 Diffusion 2.1.2 Osmosis PAG B8 - Osmosis 2.1.3 Active transport 2.1.4 Mitosis 2.1.5 Cell Differentiation 2.1.6 Stem cells		Summative test Exam style questions, PAG B8 Osmosis	• Development of oracy and listening skills. • Links to careers from the information being covered. • Applying the concepts being taught to real life scenarios as part of cultural capital awareness. • Showing sensitivity and emphasising an acceptance of different viewpoints when Science and Religion may disagree. • Addressing misconceptions and making students aware that making mistakes is an integral part of the learning process.
Summer 2	**<u>Chemistry</u>** • C2.2 Bonding	**<u>Chemistry</u>** 2.2.1 Metals and non-metals 2.2.2 Electronic structures 2.2.3 Forming ions 2.2.4 Ionic compounds		Exam style questions,	• Development of oracy and listening skills.

	Physics ● P2.3 Forces in action **Biology** ● B2.2 The challenges of size	2.2.5 Simple molecules 2.2.6 Giant covalent structures **Physics** 2.3.1 Stretching springs 2.3.2 Stretching materials and storing energy 2.3.3 Gravitational field and Potential energy. 2.3.4 Turning forces T 2.3.5 Simple machines T 2.3.6 Hydraulics T **Biology** 2.2.1 Exchange & Transport 2.2.2 Circulatory system 2.2.3 Heart & Blood Heart & lung dissection 2.2.4 Plant transport 2.2.5 Transpiration stream 2.2.6 Factors affecting transpiration	● Using prefixes and powers of ten for orders of magnitude (e.g. tera, giga, mega, kilo, centi, milli, micro and nano) ● Interconverting units ● Using an appropriate number of significant figures in calculations		● Links to careers from the information being covered. ● Applying the concepts being taught to real life scenarios as part of cultural capital awareness. ● Showing sensitivity and emphasising an acceptance of different viewpoints when Science and Religion may disagree. ● Addressing misconceptions and making students aware that making mistakes is an integral part of the learning process.

Subject: P.E. Core

Curriculum statement:

Etonbury Academy believes that Physical Education and school sport contributes to the totality of the educational experience of pupils. Physical, personal, social, moral, spiritually, culturally and emotional development are enhanced by the movement experiences that make up our broad and balanced Physical Education curriculum. In addition, expression, communication, appreciation and understanding are developed. Physical Education provides a range of experiences that form the basis for lifelong sporting and recreational activity which inspires all pupils to succeed and excel in competitive sports and other physically demanding activities. It should provide opportunities for pupils to become physically confident and develop reliance in a way which supports their health, fitness, mental health and well-being. Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect. Students will be introduced to subject specific language that will develop their dialect in PE lessons, promoting high standards in their spoken literacy when giving feedback during plenary sessions and when analysing performances. Students' written literacy skills will be developed for exam preparation (GCSE PE/BTEC Sport) and written coursework. Structured work in Physical Education and games should develop from the way in which many pupils enjoy exploring their own environment and their own physical abilities through practical work.

Throughout the whole school we offer a PE curriculum appropriate to all pupils; our curriculum is delivered in an inclusive manner. Pupils are provided with a balance of individual, group and team activities some of which are competitive. We promote the impact that Physical activity can have on a pupils mental health and well-being. Pupils have access to a highly differentiated revised curriculum linked to games, gymnastic activities, dance and trampoline, athletic activities, outdoor activities and health related fitness. This range of experiences is intended to provide for pupils' increasing self confidence in their ability and increase understanding of the importance of a healthy lifestyle. It allows for them to develop as part of a team, learning how to communicate with others and work together. It allows them to cope with disappointments, being able to communicate in an appropriate manner and adhere to the rules. The emphasis is upon providing a supportive learning environment that encourages maximum participation and rewards endeavour while remaining sympathetic to pupils physical needs and degree of learning. For students in KS4 there is the opportunity to be entered for external accreditation in Edexcel. Pupils have access to out-of-school competitions. Some pupils access inclusive events such as Boccia, frisbee etc. School sport is very strong in Bedfordshire and competitions comprise of cross country, football, indoor dance, athletics, table cricket, basketball, netball and others.

Year 7 end of year goals:

In year 7 we aim to introduce our students to a wide range of Sports and Physical Activities including Autumn Term: Football, Netball/Handball, Basketball and Gymnastics/Dance. Spring Term: Badminton, Rugby, Table Tennis and Hockey. Summer Term: Rounders, Athletics, Cricket and Volleyball. In Year 7 the curriculum is on the whole skills based, alongside providing opportunities for pupils to become physically confident and develop reliance in a way which supports their health, fitness, mental health and well-being.

Term	Topic title(s) and overview	Knowledge	Skills	Assessment	Wider learning (Equality and diversity, SMSC, cultural capital)
Autumn	***Football*** - Passing - Dribbling - Shooting - Defending - Positioning - Rules	***Football*** - Short and long passing techniques - Dribbling techniques - Shooting techniques - Defensive position, how and when to tackle - Positions on a football pitch - Key rules of football	***Football*** - Passing techniques including; laces, inside and outside of boot, - Dribbling techniques, use of both feet, close control and control at speed, - Shooting techniques, how to develop power and accuracy, - Body shape for defending, shielding players, - The role of an official ***Gymnastics***	***All practical PE assessments are made through:*** - Verbal feedback communicated through question and answering - Use of peer and self feedback, - Verbal teacher feedback in lessons, - Use of inter-house competitions to assess students abilities in competitive environments.	***All practical PE lessons promote wider learning in the following ways:*** - Communication skills, - Teamwork - Social skills, - Leadership, - Understanding the human body and how sport affects this, - How to cope with losing, - Resilience skills

	Gymnastics - Travel movements - Rolls - Balances - Sequences ***Dance*** - Actions	***Gymnastics*** - Body tension, - Aesthetics, - Counter balance, - Extension, - Shapes, - Travel methods, - How to link travel movements and balances ***Dance***	- How to keep core strength when holding body shape, - The importance of aesthetics and presentation in performance, - How to use body weight and positioning to allow for counter balance, - How to extend parts of the body effectively, - Types of shapes that can be held both in stationary positions and whilst travelling, - Effective modes of travel, - Linking travel and balances to create smooth transitions leading to short sequences ***Dance*** **-Examples of Actions**		

	- Space - Dynamics - Relationships - Transitions - Contact ***<u>Basketball</u>*** - Dribbling, - Passing, - Shooting, - Defensive techniques, - Rules of basketball.	- Describe examples of Actions - Describe examples of Space - Describe examples of Dynamics - Describe examples of Relationships - Describe examples of effective transitions - Describe examples of contact ***<u>Basketball</u>*** - Dribbling techniques, - Passing techniques, - Shooting techniques in controlled environments, - Body position for effective defending, - Key rules of basketball	- Perform examples of Space - Perform examples of Dynamics - Perform examples of Relationships - Perform examples of effective transitions - Perform examples of contact ***<u>Basketball</u>*** - Dribbling techniques, including close control and dribbling at speed, - Passing techniques including, chest, bounce and shoulder passes, - Shooting technique without defensive pressure, focussed on routine, - Body positioning, how to defend against dribbling and passing, - How to officiate basketball.		

	Netball - Passing - Shooting - Footwork - Positioning - Defensive technique - Rules ***Handball -*** - Passing - Shooting - Dribbling - Defending - Rules	***Netball*** - Passing techniques, - Shooting techniques, - How to use footwork, - Defensive positioning, - Key rules of netball ***Handball -*** - Passing techniques, - Shooting techniques, - Dribbling techniques, - Defensive tactics - Key rules of handball	***Netball*** - Passing techniques, including, chest, bounce and shoulder passes, - Shooting techniques, in isolation and non competitive environments, focus on shooting routine, - Rules on footwork, - Effective defensive positioning including how to effectively intercept the ball, - How to officiate in netball. ***Handball -*** - Pass techniques including, bounce and shoulder passe, - Shooting technique, how to develop power and accuracy, - Dribbling technique, under control and at speed, - Defensive tactics, formations, how to		

			defend effectively as a team unit, - How to officiate in handball		
Spring	***<u>Table Tennis</u>* -** - Forehand shots - Backhand shots - Grip - Scoring - Rules ***Rugby* -** - Tackling technique, - Running with the ball, - Passing technique, - Attacking and defensive lines, - Key rules	***<u>Table Tennis</u>* -** - Forehand technique, - Backhand technique, - Grip styles, - How to keep score, - Key rules of table tennis ***Rugby* -** - Tackling techniques, focus on safety, - Passing techniques, - Attacking and defensive lines for effective team play, - Key rules of rugby.	***<u>Table Tennis -</u>*** - Forehand & backhand technique, how to control the direction of the ball to move opposing players, - How to grip the bat to allow for consistent shots, - Rules for scoring, - Rules for winning points ***Rugby* -** - Tackling techniques, how to tackle safely in isolation and competitive environments, - How to pass in game situations using correct technique,	**<u>See above</u>**	**<u>See above</u>**

	Hockey - - Passing - Shooting - Dribbling - Defending - Rules - Attacking and defensive techniques - Key rules **Badminton -** - Grip - Court Lines - Serving - Clears, Smashes, Drives, Drops - Rules	***Hockey -*** - Passing techniques, - Shooting techniques, - Dribbling techniques, - Defensive tactics - Key rules of Hockey **Badminton -** - Forehand Serve - Backhand Serve - Forehand Grip - Backhand Grip - Overhead clear - Smash Shot - The lob - Drop Shot	- Attacking and defensive lines, how to structure effective team play, - Understanding and applying rules in game situations. ***Hockey -*** - Pass techniques including push, slap, hit. - Shooting technique, how to develop power and accuracy, - Dribbling technique, under control and at speed, - Defensive tactics, formations, how to defend effectively as a team unit, - How to officiate in hockey **Badminton -** - The role of an official - Serving techniques, how to serve in		

	- Attacking and defensive techniques	- Clears, Smashes, Drives, Drops - Rules - Attacking and defensive technique	isolation and competitive environments, - How to rally in a practice and play in game situations using correct technique, - How to demonstrate effective team play, - Understanding and applying rules in game situations.		
Summer	***<u>Cricket</u>* -** - Fielding techniques, catching, throwing, - Bowling technique, - Batting techniques, - Key rules ***Volleyball* -** - Dig shot, - Set shot, - Spike shot,	***<u>Cricket</u>* -** - Catching techniques, - Throwing techniques, - Bowing technique, - Batting grip and stance, - Key rules of cricket ***Volleyball* -** - Dig shot technique, - Set shot technique, - Spike shot technique,	***<u>Cricket</u>* -** - How to catch the ball when it is above and below the shoulder height, - Throwing techniques, underarm and overarm, - Bowling technique, focus on grip of the ball and keeping arm straight, - Understanding and applying rules of cricket. ***Volleyball* -** - Dig shot used in isolation,	**<u>See above</u>**	**<u>See above</u>**

	- Key rules ***Athletics -*** - *Sprint Starts* - *Quoit Throw* - *Shot Putt* - *Javelin* - *Long and Triple Jump* - *100m, 200m, 800m and 1500m* - *Relay* ***Rounders -*** - Throwing and catching - Batting - Bowling - Fielding - Backstop - Placement - Rules of rounders	- Key rules of volleyball ***Athletics -*** - *Sprint Start technique* - *Quoit Throw technique* - *Shot Putt technique* - *Javelin technique* - *Long and Triple Jump technique* - *100m, 200m, 800m and 1500m technique* - *Relay technique* ***Rounders -*** - Catching techniques, - Throwing techniques, - Bowing technique, - Batting grip and stance, - Key rules of rounders	- Set shot used in isolation, - Spike shot used in isolation, - Application with some consistency in gameplay, - Understanding and applying the key rules of volleyball ***Athletics -*** - *Officiating, coaching and timing* - *Sprint Start technique in isolation* - *Quoit Throw technique in isolation* - *Shot Putt technique in isolation* - *Javelin technique in isolation* - *Long and Triple Jump technique in isolation* - *100m, 200m, 800m and 1500m technique in isolation* - *Relay technique in isolation* - Understanding and applying rules of each event.		

			Rounders - - How to catch the ball when it is above and below the shoulder height, - Throwing techniques, underarm and overarm, - Bowling technique, focus on grip of the ball and keeping arm straight, - Understanding and applying rules of rounders.		

Year 8 end of year goals:

In year 8 we aim to embed and develop the skills learnt in year 7 by re-introducing our students to a wide range of Sports and Physical Activities including Autumn Term: Football, Netball/Handball, Basketball and Gymnastics/Dance. Spring Term: Badminton, Rugby, Table Tennis and Hockey. Summer Term: Rounders, Athletics, Cricket and Volleyball. In Year 8 the curriculum has a focus on embedding the skills previously learnt, moving from isolated practices to adding competitive elements, alongside providing opportunities for pupils to become physically confident and develop reliance in a way which supports their health, fitness, mental health and well-being.

Term	**Topic title(s) and overview**	**Knowledge**	**Skills**	**Assessment**	**Wider learning (Equality and diversity, SMSC, cultural capital)**
Autumn	***Football*** **-** - Passing - Dribbling - Shooting - Defending - Positioning - Rules - Peer assessment	***Football*** **-** - Short and long passing techniques - Dribbling techniques - Shooting techniques - Defensive position, how and when to tackle - Positions on a football pitch - Key rules of football - Application of skills in competitive environments, - Ability to improve others performance through feedback, - Development of tactical understanding	***Football*** **-** - Re-cap of skills learned in year 7, - Application of skills into competitive and conditioned environments, - Assessment of others performance, feedback to improve performance ***Gymnastics*** **-**	***All practical PE assessments are made through:*** - Verbal feedback communicated through question and answering - Use of peer and self feedback, - Verbal teacher feedback in lessons, - Use of inter-house competitions to assess	***All practical PE lessons promote wider learning in the following ways:*** - Communication skills, - Teamwork - Social skills, - Leadership, - Understanding the human body and how sport affects this, - How to cope with losing, - Resilience skills

	Gymnastics **-** - Travel movements - Rolls - More complex (bigger group size) balances - Sequences - Jumps ***Dance -*** - Actions - Space - Dynamics - Relationships - Transitions - Contact	***Gymnastics*** **-** - Body tension, - Aesthetics, - Counter balance, - Extension, - Shapes, - Travel methods, - How to link travel movements and balances - ***Dance -*** - Describe examples of Actions - Describe examples of Space - Describe examples of Dynamics	- How to keep core strength when holding body shape, - The importance of aesthetics and presentation in performance, - How to use body weight and positioning to allow for counter balance, - How to extend parts of the body effectively, - Types of shapes that can be held both in stationary positions and whilst travelling, - Effective modes of travel, - Linking travel and balances to create smooth transitions leading to short sequences ***Dance -*** - Perform examples of Space - Perform examples of Dynamics - Perform examples of Relationships - Perform examples of effective transitions - Perform examples of contact - Demonstrate choreographic devices - Demonstrate effective processes of ‘choreographic processes’	students abilities in competitive environments.	

	- Choreographic Devices - Choreographic Processes ***<u>Basketball</u>* -** - Dribbling, - Passing, - Shooting, - Defensive techniques, - Rules of basketball, - Use of peer assessment	- Describe examples of Relationships - Describe examples of effective transitions - Describe examples of contact - Describe examples of Actions - Describe example choreographic Devices - Describe example choreographic Processes ***<u>Basketball</u>* -** - Dribbling techniques, - Passing techniques, - Shooting techniques in controlled environments, - Body position for effective defending, - Key rules of basketball - Use of peer assessment to improve peers performances,	***<u>Basketball</u>* -** - Skills from year 7 re-capped, - Focus on the ability to use these skills in competitive environments, - Further understanding of the game to develop appropriate tactical decisions, - Use of knowledge of skills and techniques to improve peers performances ***<u>Netball -</u>*** - Skills from year 7 re-capped, - Focus on the ability to use these skills in competitive environments, - Further understanding of the game to develop appropriate tactical decisions, - Use of knowledge of skills and techniques to improve peers performances		

	Netball - - Footwork, - Passing, - Shooting, - Defensive techniques, - Rules of netball, - Use of peer assessment ***Handball -*** - Passing - Shooting - Dribbling - Defending - Rules,	- Development of tactical understanding ***Netball -*** - Footwork techniques, - Passing techniques, - Shooting techniques in controlled environments, - Body position for effective defending, - Key rules of netball - Use of peer assessment to improve peers performances, - Development of tactical understanding ***Handball -*** - Passing techniques,	***Handball -*** - Skills from year 7 re-capped, - Focus on the ability to use skills in competitive environments, - Deeper understanding of tactics to allow students to make appropriate decisions in game situations, - Use of knowledge of skills and techniques to improvise peers performances		

	- Use of peer assessment	- Shooting techniques, - Dribbling techniques, - Defensive tactics - Key rules of handball, - Developing tactical understanding, - Use of peer assessment to improve performances			
Spring	**Table Tennis -** - Forehand - Backhand - Serving - Singles and doubles rules - Shot selection **Rugby -** - Passing, - Running with the ball,	**Table Tennis -** - Re-cap skills from year 7 - Forehand shot technique, application of one type of spin - backhand shot technique, application of one type of spin - Serving technique and rules - Understanding of singles and doubles rules and how to officiate, including scorekeeping - Use of appropriate shot selection in competitive situations. **Rugby -**	**Table Tennis -** - Skills are recapped from year 7, - Focus on the ability to use forehand and backhand techniques in rally situations to win points, - Application and use of a type of spin on shot selection, - Understanding and applying the rules and technique for serving - Being able to officiate table tennis matches, using the scoring system accurately **Rugby -** - Appropriate passing technique used in game situations, - Knowledge of when to run with the ball, - Knowledge of rules and when to set up scrums		

	- 3 man scrums - Tackle technique, - Rucking, - Attacking and defensive lines, - Rules of rugby **Hockey -** - Passing - Shooting - Dribbling - Defending - Rules - Attacking and defensive techniques **Badminton -** - Grip - Court Lines - Serving - Clears, Smashes, Drives, Drops - Rules	- Use of passing techniques, - How to run with the ball to maintain possession, - When and how to set up a 3 man scrum, knowledge of positions, - Safe tackle technique, - Application of attacking and defensive lines, - Accurate knowledge when officiating a rugby game **Hockey -** - Key rules - Passing techniques, - Shooting techniques, - Dribbling techniques, - Defensive tactics - Key rules of Hockey - Developing tactical understanding, - Use of peer assessment to improve performances	- Application of safe tackling technique, - Using attacking and defensive lines in games, - Officiating rugby matches **Hockey -** - Skills from year 7 re-capped, - Focus on the ability to use these skills in competitive environments, - Further understanding of the game to develop appropriate tactical decisions, - Use of knowledge of skills and techniques to improve peers performances **Badminton -** - Skills from year 7 re-capped, - Focus on the ability to use these skills in competitive environments, - Further understanding of the game to develop appropriate tactical decisions, - Use of knowledge of skills and techniques to improve peers performances		

	- Attacking and defensive techniques	**Badminton -** - Forehand Serve - Backhand Serve - Forehand Grip - Backhand Grip - Overhead clear - Smash Shot - The lob - Drop Shot - Clears, Smashes, Drives, Drops - Rules - Attacking and defensive technique			
Summer	***<u>Cricket -</u>*** - Front foot shots - Back foot shots - Bowling technique, - Fielding techniques, - Rules and scoring -	***<u>Cricket -</u>*** - Forward defensive and forward offensive shots, - Back Foot defensive and offensive shots, - Use of long barrier, overarm throws, underarm throws, - Good use of overarm bowling technique, - Understanding the rules and how to score.	***<u>Cricket -</u>*** - Use of appropriate batting techniques when facing overarm deliveries, - Use of appropriate fielding techniques at correct times in game situations, - Consistent use of overarm bowling technique, - Application and knowledge of rules and scoring		

	Volleyball - - Dig shot, - Spike shot, - Serve, - Set shot, - Rules and scorekeeping, **Athletics -** - *Sprint Starts* - *Quoit Throw* - *Shot Putt* - *Javelin* - *Long and Triple Jump* - *100m, 200m, 800m and 1500m* - *Relay* **Rounders -**	***Volleyball -*** - Use of dig shot technique, - Use spike shot technique, - Use of set shot technique, - Serving technique applied consistently, - Keeping score accurately and applying the rules consistently **Athletics -**	***Volleyball -*** - Shot selection, using the appropriate technique at the correct times in game situations, - Use of overarm serve technique consistently, - Being able to keep score accurately and use serve rotations when necessary. **Athletics -** - *Officiating, coaching and timing* - *Sprint Start technique in isolation and competitive situations* - *Quoit Throw technique in isolation and competitive situations* - *Shot Putt technique in isolation and competitive situations* - *Javelin technique in isolation and competitive situations*		

	- Throwing and catching - Batting - Bowling - Fielding - Backstop - Placement - Rules of rounders	- *Sprint Start technique* - *Quoit Throw technique* - *Shot Putt technique* - *Javelin technique* - *Long and Triple Jump technique* - *100m, 200m, 800m and 1500m technique* - *Relay technique* **Rounders -** - Catching techniques, - Throwing techniques, - Bowing technique, - Batting grip and stance, - Key rules of rounders	- *Long and Triple Jump technique in isolation and competitive situations* - *100m, 200m, 800m and 1500m technique in isolation and competitive situations* - *Relay technique in isolation and competitive situations* - Understanding and applying rules of each event. **Rounders -** - Skills from year 7 re-capped, - Focus on the ability to use these skills in competitive environments, - Further understanding of the game to develop appropriate tactical decisions, - Use of knowledge of skills and techniques to improve peers performances - Demonstrating the important and ability of placement of the ball - Understanding and applying rules of rounders.		

Year 9 end of year goals:

In year 9 we aim to apply all knowledge and understanding to continue to embed and develop the skills learnt in year 7 and 8 by re-introducing our students to a wide range of Sports and Physical Activities including Autumn Term: Football, Netball/Handball, Basketball, Gymnastics/Dance. Spring Term: Badminton, Rugby, Table Tennis and Hockey. Summer Term: Rounders, Athletics, Cricket and Volleyball. In Year 9 the curriculum has a focus on leadership and ensuring students know 'why' and 'when' each skill must be appropriately selected and 'how' to incorporate each individuals strengths, alongside providing opportunities for pupils to become physically confident and develop reliance in a way which supports their health, fitness, mental health and well-being.

Term	Topic title(s) and overview	Knowledge	Skills	Assessment	Wider learning (Equality and diversity, SMSC, cultural capital)
Autumn	- ***Football*** - Passing, - Shooting, - Dribbling, - Formations, - Rules, - Leadership, - Peer assessment ***Netball*** - Footwork, - Passing, - Shooting, - Defensive techniques, - Rules of netball, - Use of peer assessment	***Football*** - Passing techniques, - Shooting techniques, - Dribbling techniques, - Using appropriate formations in game situations, adapting formation for the position of the game, - Application of rules, officiating matches, - Leading teams in warm-up and drills, - Being able to assess accurately. ***Netball***	***Football*** - Skills from year 7 and 8 re-capped, - Focus on the ability to use these skills in competitive environments, - Further understanding of the game to develop appropriate tactical decisions, - Use of knowledge of skills and techniques to improve peers performances ***Netball***	**All practical PE assessments are made through:** - Verbal feedback communicated through question and answering - Use of peer and self feedback, - Verbal teacher feedback in lessons, - Use of inter-house competitions to assess students abilities in competitive environments.	**All practical PE lessons promote wider learning in the following ways:** - Communication skills, - Teamwork - Social skills, - Leadership, - Understanding the human body and how sport affects this, - How to cope with losing, - Resilience skills

	- Leadership - ***Handball*** - Passing, - Shooting, - Dribbling, - Defensive tactics, - Rules, - Tactics, - Leadership, - Peer Assessment	- Footwork techniques, - Passing techniques, - Shooting techniques in controlled environments, - Body position for effective defending, - Key rules of netball - Use of peer assessment to improve peers performances, - Development of tactical understanding - Know the timings- where and when we perform each skill - ***Handball*** - Passing technique, including, overarm, bounce and underarm, - Use of shooting technique, including, jump shots - Use of dribbling technique, - Use of defensive tactics, including formations and body position,	- Skills from year 7 and 8 re-capped, - Focus on the ability to use these skills in competitive environments, - Further understanding of the game to develop appropriate tactical decisions, - Use of knowledge of skills and techniques to improve peers performances - ***Handball*** - Skills from year 7 and 8 re-capped, - Focus on the ability to use these skills in competitive environments, - Further understanding of the game to develop appropriate tactical decisions, - Use of knowledge of skills and techniques to improve peers performances	- - Opportunities for leadership in small groups - Demonstrate effective use of timings- where and when we perform each skill -	

	- ***Basketball*** - Passing, - Shooting, - Dribbling, - Defensive tactics, - Rules, - Tactics, - Leadership, - Peer assessment - **Gymnastics** - Travel movements	- Application of rules through officiating, - Leadership roles, leading warm-ups and drills, - Use of accurate peer assessment of the above techniques. - ***Basketball*** - Use of passing techniques, including, bounce, shoulder and chest, - Use of a range of shooting techniques, including, set shot, jump shot and lay-ups, - Application of correct defensive body set ups and tactics, zonal and man-to-man, - Application of appropriate tactics, - Leadership roles, leading warm-ups and drills, - Use of accurate peer assessment on the above techniques. - - **Gymnastics**	- ***Basketball*** - Skills from year 7 and 8 re-capped, - Focus on the ability to use these skills in competitive environments, - Further understanding of the game to develop appropriate tactical decisions, - Use of knowledge of skills and techniques to improve peers performances - **Gymnastics**		

	- Rolls - More complex (bigger group size) balances - Sequences - Jumps - Vaulting - Springboard/Trampette work - Leadership ***Dance*** - Actions - Space - Dynamics - Relationships - Transitions - Contact	- Body tension, - Aesthetics, - Counter balance, - Extension, - Shapes, - Travel methods, - How to link travel movements and balances ***Dance*** - Describe examples of Actions	- How to keep core strength when holding body shape, - The importance of aesthetics and presentation in performance, - How to use body weight and positioning to allow for counter balance, - How to extend parts of the body effectively, - Types of shapes that can be held both in stationary positions and whilst travelling, - Effective modes of travel, - Linking travel and balances to create smooth transitions leading to short sequences ***Dance***		

	- Choreographic Devices - Choreographic Processes - Choreography/ Performance - Structure - Stimulus work - Leadership	- Describe examples of Space - Describe examples of Dynamics - Describe examples of Relationships - Describe examples of effective transitions - Describe examples of contact - Describe examples of Actions - Describe example choreographic Devices - Describe example choreographic Processes - Know the difference between stimulus and intention	- Perform examples of Space - Perform examples of Dynamics - Perform examples of Relationships - Perform examples of effective transitions - Perform examples of contact - Demonstrate choreographic devices - Demonstrate effective processes of 'choreographic processes' - Show effective choreography/ performance - Choreograph with structure - Stimulus work		
Spring	***Table Tennis -*** - Forehand, - Backhand, - Serving, - Rules and scoring, - Leadership, - Peer assessment.	***Table Tennis -*** - Using a combination of forehand and backhand shots in competitive situations, - Use of serves, applying a range of spin,	***Table Tennis -*** - Skills from year 7 and 8 re-capped, - Focus on the ability to use these skills in competitive environments, - Further understanding of the game to develop	***See above***	***See above***

	Rugby - - Tackling techniques, - Passing techniques, - Running with the ball, - Rules and tactics, - Scrums, - Line-outs, - Leadership, - Peer assessment.	- To officiate using the correct rules and scoring, - To lead warm-up and drills, - To assess peers on the above techniques. ***Rugby -*** - To use a safe and appropriate tackling technique, - Using a range of passing techniques, including, pop passes and passing techniques, - To be able to effectively run with the ball and find space on the pitch, - To apply appropriate rules and tactics in game situations, - To understand why scrums are given and how to set them up,	appropriate tactical decisions, - Use of knowledge of skills and techniques to improve peers performances - Leadership of activities in small groups - Demonstrate effective use of timings- where and when we perform each skill ***Rugby -*** - Skills from year 7 and 8 re-capped, - Focus on the ability to use these skills in competitive environments, - Further understanding of the game to develop appropriate tactical decisions, - Use of knowledge of skills and techniques to improve peers performances		

	Hockey - - Passing - Shooting - Dribbling - Defending - Rules - Attacking and defensive techniques - Key rules - Leadership ***Badminton -*** - Grip	- To understand why line-outs happen and how to set them up, - To lead groups in warm-ups and drills, - To peer assess on the above techniques. ***Hockey -*** - Passing techniques, - Shooting techniques, - Dribbling techniques, - Defensive tactics - Key rules of Hockey - Developing tactical understanding, - Use of peer assessment to improve performances - Know the timings- where and when we perform each skill ***Badminton -***	***Hockey -*** - Skills from year 7 re-capped, - Focus on the ability to use these skills in competitive environments, - Further understanding of the game to develop appropriate tactical decisions, - Use of knowledge of skills and techniques to improve peers performances - Leadership of activities in small groups - Demonstrate effective use of timings- where and when we perform each skill ***Badminton -*** - Skills from year 7 and 8 re-capped, - Focus on the ability to use these skills in		

	- Court Lines - Serving - Clears, Smashes, Drives, Drops - Rules - Attacking and defensive techniques	- Forehand Serve - Backhand Serve - Forehand Grip - Backhand Grip - Overhead clear - Smash Shot - The lob - Drop Shot - Clears, Smashes, Drives, Drops - Rules - Attacking and defensive technique - Know the timings- where and when we perform each skill -	competitive environments, - Further understanding of the game to develop appropriate tactical decisions, - Use of knowledge of skills and techniques to improve peers performances - Leadership of activities in small groups - Demonstrate effective use of timings- where and when we perform each skill		
Summer	***Cricket -*** - Front foot shots, - Back foot shots, - Bowling techniques, - Fielding techniques and tactics, - Rules, - Leadership, - Peer assessment	***Cricket -*** - To use a range of front foot shots in appropriate situations, - To use a range of back foot shots in appropriate situations, - To use accurate bowling technique, including, spin or swing where appropriate,	***Cricket -*** - Skills from year 7 and 8 re-capped, - Focus on the ability to use these skills in competitive environments, - Further understanding of the game to develop appropriate tactical decisions, - Use of knowledge of skills and techniques	***See above***	***See above***

	Volleyball - - Spike shot, - Dig shot, - Set shot, - Serve, - Tactics, - Leadership, - Peer assessment ***Athletics -*** - *Sprint Starts* - *Quoit Throw* - *Shot Putt* - *Javelin* - *Long and Triple Jump* - *100m, 200m, 800m and 1500m* - *Relay*	- Use a range of fielding techniques, and know the positions used, - To understand the rules associated with cricket, - To lead groups in warm-ups and drills, - To assess students in the above techniques. ***Volleyball -*** - To apply an array of shot techniques at appropriate times in game situations, - To use overarm service to win points, - To be able to use tactics effectively to win points, - To lead groups in warm up and drills, - To assess students in the above skills. ***Athletics -*** - *Sprint Start technique* - *Quoit Throw technique* - *Shot Putt technique* - *Javelin technique* - *Long and Triple Jump technique*	to improve peers performances ***Volleyball -*** - Skills from year 7 and 8 re-capped, - Focus on the ability to use these skills in competitive environments, - Further understanding of the game to develop appropriate tactical decisions, - Use of knowledge of skills and techniques to improve peers performances ***Athletics -*** - Skills from year 7 and 8 re-capped, - Focus on the ability to use these skills in		

	Rounders - - Throwing and catching - Batting - Bowling - Fielding - Backstop - Placement - Rules of rounders	- *100m, 200m, 800m and 1500m technique* - *Relay technique* ***Rounders -*** - Catching techniques, - Throwing techniques, - Bowing technique, - Batting grip and stance, - Key rules of rounders	competitive environments, - Further understanding of the game to develop appropriate tactical decisions, - Use of knowledge of skills and techniques to improve peers performances ***Rounders -*** - Skills from year 7 and 8 re-capped, - Focus on the ability to use these skills in competitive environments, - Further understanding of the game to develop appropriate tactical decisions, - Use of knowledge of skills and techniques to improve peers performances - Leadership of activities in small groups - Demonstrate effective use of timings- where		

			and when we perform each skill		

Subject: Personal Development

Curriculum statement:

The delivery of Personal Development has been introduced to ensure that each student has access to a planned programme of learning where they will gain the knowledge, understanding and skills needed to lead confident, healthy and independent lives. Students need to be prepared and taught how to make good choices while playing an active role in society. ETA students are given the skills to and knowledge to stay healthy, safe and prepared for life – and work – in modern Britain.

Year 7 end of year goals are to:

- Gain knowledge and understanding of relationships and the emotions they can bring.
- Evaluate peer pressure, appearance ideals and media influence.
- Explore & understand our British values.
- Recognise human rights within society.
- Gain knowledge of business & enterprise.
- Create a product and business idea.
- Pitch a business idea.

Term	Topic title(s) and overview	Knowledge & Skills	Assessment	Wider learning (Equality and diversity, SMSC, cultural capital)
Autumn	Relationships	• Introduction to PD • Positive qualities • Friendships • Coping with feelings • Regret • Appearance ideals		

		• Social media • Gender stereotypes		
Spring	Wider world	• Rules & Fairness • Democracy • Individual differences • Tolerance • Rule of Law		
Summer	Health and Wellbeing	• Becoming an entrepreneur • Idea/ design • Costs • Profit • Pitch • Presentations		

Year 8 end of year goals:

- Gain knowledge and understanding of relationships and the emotions they can bring.
- Evaluate peer pressure and bullying.
- Recognise people's different attitudes towards sex and the benefits of delaying sexual relationships.
- Gain knowledge and understanding of the different contraception choices.
- Recognise the different effects drugs and alcohol can have on the body.
- Explore & understand exploitation, grooming, county lines, consent, sexting & knife crime.
- Understand the laws surrounding the above issues.

Term	Topic title(s) and overview	Knowledge & Skills	Assessment	Wider learning (Equality and diversity, SMSC, cultural capital)
Autumn	Relationships	• Introduction to PD • Good / Bad relationships • Bullying or banter • Bereavement • Attitudes towards sex • Delaying sex • Contraception		
Spring	Wider world	• Consent • Gender equality • Positive masculine qualities • Sexting • County Lines • Antisocial behaviour knife crime		
Summer	Health and Wellbeing	• Drug & alcohol effects • Alcohol misuse • Drugs risks		

		• Drug effects • Asserting control		

Year 9 end of year goals:

- Gain knowledge and understanding of relationships and the emotions they can bring.
- Evaluate peer pressure and bullying.
- Recognise people's different attitudes towards sex and the benefits of delaying sexual relationships.
- Gain knowledge and understanding of the different contraception choices.
- Recognise the different effects drugs and alcohol can have on the body.
- Explore & understand exploitation, grooming, county lines, consent, sexting & knife crime.
- Understand the laws surrounding the above issues.

Term	Topic title(s) and overview	Knowledge & Skills	Assessment	Wider learning (Equality and diversity, SMSC, cultural capital)
Autumn	Relationships	• Antisocial behaviour • Conflict management • Sexting • Myths & reality of Pornography • Pornography stereotypes • Child exploitation		
Spring	Wider world	• Parliament • Political parties & voting • Criminal justice system • Youth justice system • Money laundering		
Summer	Health and Wellbeing	• Digital footprint • Screen time • Smoking & vaping • Privilege • 1st aid		

		• CPR		

Subject: **Computer science**

Curriculum statement:

Year 7 end of year goals:

- To give students a strong understanding of E-safety and how to stay safe while using computers both in school and at home
- To develop key IT skills - Word processing (google docs), spreadsheets (google sheets), presentations (google slides)
- To introduce text based computer programming using small basic

Term	Topic title(s) and overview	Knowledge	Skills	Assessment	Wider learning (Equality and diversity, SMSC, cultural capital)
Autumn 1	**E-Safety** An introduction to the computer network at Etonbury, how to use it, and how to stay safe online.	**Students will know** The rules of the school network and how to use it. How to stay safe online: Online safety, inappropriate content, oversharing, Social Media, Fake news, Cyberbullying, cyber security	**Students will be able to** Use the school network, have a secure password, and access to their area. Demonstrate their ability to stay safe online, creating a presentation outlining the dangers and how to avoid them	The presentation they create will be assessed at the end of the topic	E-safety is a very important topic today as students spend lots of their time online. We will highlight the potential dangers that they may face and how to stay safe and avoid them.
Autumn 2	**Computer Programming 1** An introduction to text based computer programming using Small Basic. Students will create small programs using selection statements.	**Students will know** What a variable is, and how they can be used to store data in a program.	**Students will be able to** Write simple algorithms in Small Basic using selection statements.	Students will be assessed on their final project which will be to create an interactive quiz program.	Computer programming is a key skill in the world of IT today. This will be the student's first introduction to text based programming languages.

		What a selection statement is, and how they can be used to control the flow of a program.	How to create conditions which are used to decide what the computer does next.		
Spring 1	**Google project** An introduction to word processing, spreadsheets, powerpoint and forms by using Google applications. They will complete various tasks for a theme park, including financial records, adverts and formal letters asking for additional funding.	**Students will know** How to correctly use the keyboard efficiently. How to format documents for different audiences, for example a formal letter. The basics of spreadsheets - completing simple calculations. Completing and editing slides.	**Students will be able to** Use the keyboard efficiently. Format documents professionally within the Google applications. Create a feedback review form and peer review others work.	Students will create a portfolio of work which will be assessed and reviewed.	Students will need to create work in Google Docs, sheets, slides and forms throughout their time at Etonbury in all subjects. This will improve their work across the curriculum.
Spring 2	**Spreadsheets 1** An introduction to spreadsheets using Google Sheets. We look at formatting, formulas, functions, graphs, and charts.	**Students will know** How to use spreadsheets effectively to display data and make calculations. Students will understand how to create and use a spreadsheet model. Students will know how to create formulas, functions, charts, and graphs.	**Students will be able to** Create and use a spreadsheet model using formulas and functions. Display data effectively using formatting, graphs, and charts.	Students will create a variety of spreadsheets throughout the unit, each of which will be assessed to give a final grade.	Spreadsheets are a useful tool in many professions as well as day to day life. Being able to use them to manipulate data is an incredibly useful skill.

Summer 1	**App Design 1** Students will use a program called App Lab. They will look into issues within the local community and see how they can create an app to affect social change. Students can download the app onto their phone at the end of the project.	**Students will know** What an app is, how they can interact with an app. Students will know what can make an app successful and how to ensure younger audiences are engaged with them.	**Students will be able to** Create an app. Use block code to ensure their app is functional. Students will be able to create user-friendly user interfaces and ensure their app is accessible. Students will be able to understand what social change is and how technology can support it.	Students will be accessed with the quality of their app. Looking at whether it met their specific requirements and whether it functions correctly.	Learning to build an app and how to make it user friendly will allow students to gain planning and designing skills which could help them in future. They will potentially enjoy the project and might want students to look further into careers for app building.
Summer 2	**Graphic Design 1** Students will complete a design project marketing a band. They will create logos, edit photos, and create marketing materials	**Students will know** The basics of graphic design. What makes a good logo? How to make good design choices when it comes to fonts, colours, and formatting.	**Students will be able to** Create logos, edit photos, and create marketing material using simple Google suite programs.	Students create a variety of material to promote their band. This will be assessed at the end of the unit.	Graphic design is not a part of the GCSE Computer Science but is part of the BTEC ICT course. These skills also feed into many different subjects. For example, Media and Photography.

Year 8 end of year goals:

- To develop students' programming skills moving from small basic to python.
- To work on more advanced IT skills - more complex spreadsheets and databases
- To develop graphic design skills, introducing Adobe Photoshop

Term	Topic title(s) and overview	Knowledge	Skills	Assessment	Wider learning (Equality and diversity, SMSC, cultural capital)
Autumn 1	**Input and Output** Focusing on the structure of computers and how we interact with them and they with us. Students discover the input-process-output model and develop an understanding how this is used in the majority of electronic devices.	**Students will know** That we use specific items to interact with computers i.e. mouse, keyboard. They will know a computer is able to interact with a user i.e. with monitors, printers. They will know some inputs and outputs they use every day.	**Students will be able to** Specify particular input and output devices. They will be able to recognise automatic devices and how input and output links to computers and the wider devices we use. They will understand what embedded systems are and how they work.	Google form assessment.	Understand that computers are in lots of electronic devices for example fridges, cars, washing machines, and how the input-process-output model is used in these devices.
Autumn 2	**Computer Programming 2** Students build on the programming skills from year 7 creating small programs with selection statements in python	**Students will know** Different data types and how they differ, which ones are most suitable What a selection statement is and how they can be used to control the flow of a program.	**Students will be able to** Write simple algorithms in python using selection statements. How to create conditions which are used to decide what the computer does next.	Students will be assessed on a variety of programs which they will create over the half term.	Computer programming is a key skill in the world of IT today. This will build on the students' introduction to text based programming languages.

Spring 1	**Databases** An introduction to databases using Microsoft Access. Students will build small databases and write queries to search for data.	**Students will know** How data is stored in tables with records and fields. Tables can be searched using queries. That tables can be linked together to form relational databases	**Students will be able to** Create a table to store data. Add and delete data from a table. Create forms to make this easier. Create queries to search for certain data, using multiple criteria.	Students will complete practical tasks at various points throughout. These will be assessed to give an overall grade.	Databases are at the heart of most computer systems. They also feature in the GCSE Computer Science course. This is a very important topic for any computer scientist to study.
Spring 2	**Spreadsheets 2** Students will create spreadsheet models using Google Sheets. We look at more advanced formatting, formulas, functions, graphs, and charts.	**Students will know** How to use spreadsheets effectively to display data and make calculations. Students will understand how to create and use a spreadsheet model. Students will know how to create formulas, functions, charts, and graphs.	**Students will be able to** Create and use a spreadsheet model using formulas and functions. Display data effectively using formatting, graphs, and charts.	Students will create a variety of spreadsheets throughout the unit, each of which will be assessed to give a final grade.	Spreadsheets are a useful tool in many professions as well as day to day life. Being able to use them to manipulate data is an incredibly useful skill.
Summer 1	**App Design 2** Students will use a program called App Lab. They will look at creating games. They will need to plan and follow a brief of the requirements for the	**Students will know** The basics of creating an app from year 7. They will know how to create a user interface and some of the basics of block coding.	**Students will be able to** Create an app. Use block code to ensure their app is functional.	Students will be accessed with the quality of their app. Looking at whether it met their specific requirements and whether it functions correctly.	Learning to build an app and how to make it user friendly will allow students to gain planning and designing skills which could help them in future. They will potentially

	game to be successful. Students can download the app onto their phone at the end of the project.	Students will be able to design simple code to ensure the app works.	The app will use some complex functions like If statements, while loops and for loops.		enjoy the project and might want students to look further into careers for app building.
Summer 2	**Graphic Design** Students will be introduced to Adobe Photoshop where they will create a variety of different products and look at design choices for different audiences	**Students will know** How to use basic tools and functions in Photoshop. They will have an understanding of design choices and what effect they have on a design.	**Students will be able to** Manipulate images in photoshop using adjustments and other effects. Build up layers in photoshop to create complete designs using images, shapes, and text. Make good design choices.	Students will create a number of adverts over a series of lessons which will form their main assessment for this module.	Students will learn about how images can be edited or 'photoshopped'. This will teach valuable lessons about how much you can trust images in modern media.

Year 9 end of year goals:

- Develop python programming skills, to prepare for the GCSE course
- To cover some Computer Science theory such as binary, and cyber security
- To work on graphic design skills and develop skills in photoshop in preparation for Btec ICT, media and photography GCSE courses

Term	Topic title(s) and overview	Knowledge	Skills	Assessment	Wider learning (Equality and diversity, SMSC, cultural capital)
Autumn 1	**Data Representation** We will build on students' knowledge of binary from year 7. We will introduce binary arithmetic and hexadecimal numbers. We will also introduce logic gates.	**Students will know** How numbers can be written as 1s and 0s. How to add up binary numbers. How hexadecimal numbers work How logic gates are used to create circuits in a computer	**Students will be able to** Convert numbers from decimal to binary to hexadecimal and back. Add up binary numbers Complete truth tables for simple logic circuits.	Students will complete a test towards the end of the module which will inform their grade	**Data Representation** We will build on students' knowledge of binary from year 7. We will introduce binary arithmetic and hexadecimal numbers. We will also introduce logic gates.
Autumn 2	**Computer Programming 4** Students will create Windows Form Applications for the first time. These enable students to use textboxes, picture boxes and buttons to create simple	**Students will know** About objects and properties and how to manipulate them to create interactive forms.	**Students will be able to** They will be able to use the programming techniques they have covered in small basic to create more complicated form applications.	Students will work on a larger project over a number of lessons, this will be assessed.	

	computer games and other useful programs.		Create simple computer games such as noughts and crosses, and eventually games with moving objects.		
Spring 1	**Graphic Design** Students will build on their Photoshop skills creating professional designs for a variety of professional audiences. They will create marketing material and adverts using images, shapes, and text.	**Students will know** How to make choices about fonts, colours, images, arrangement and composition to create professional looking designs that are suited to the audience.	**Students will be able to** Manipulate layers and text to create a variety of different designs. How to use masks to cut out various shapes.	Students will create a digital advert for a food festival which will be assessed.	Students will need to be aware of different audiences and look at the sort of media that is targeted to them. Why do we see specific design tropes for products aimed at specific audiences? Products aimed at men/women, rich/poor, different cultures…
Spring 2	**Computer Programming 5** Students will build on their coding skills within python. Iteration statements will be introduced for the first time	**Students will know** What iteration statements are and how they can be used. The difference between definite and indefinite iteration, and when each should be used.	**Students will be able to** Write definite and indefinite iteration statements . Use while loops to create validation checks, and for loops to solve mathematical problems.	Students will complete practical assessments at various points throughout the module.	Computer programming is a key skill in the world of IT today. This module really prepares students for the programming element of the GCSE.
Summer 1	**Cyber Security & The Impact of Technology**	**Students will know** Different types of malware and how to avoid it.	**Students will be able to**	Students will write longer form answers to exam style questions on various topics.	Modern technology has changed the world forever. It is constantly evolving, and not every impact of it seems to be

	An introduction to the fundamentals of cyber security. What risks are present when connecting to the internet and what can we do to minimise them? An introduction to the environmental, legal, and ethical impacts on society. We will look at privacy in terms of big data, how much data do we share? We will discuss the GDPR regulations. We will discuss the environmental impacts of computing.	What puts your computer at risk and what methods are there to reduce the risks. About the big data discussion. What is covered by GDPR.	Keep their computers more secure and avoid malware and other cyber security attacks. Discuss environmental, ethical, and legal impacts of modern technology.	These will be marked and used to form a grade.	positive. Students will develop an appreciation of the advances we have made but also the potential risks related to technology and the challenges we will face in the future.
Summer 2	**Graphic Design** Students will create a magazine using Photoshop and will also have an introduction to Adobe InDesign.	**Students will know** How to use more advanced features of photoshop which improve workflow and consistency. Why people may choose to use InDesign for projects over Photoshop.	**Students will be able to** Use more advanced features to create a magazine layout. This project will pull together all of the graphic design skills students have learnt at KS3.	Students will create a magazine which will be assessed at the end of the module.	These graphic design modules will develop incredibly useful skills on industry standard software. This prepares students very well for media and photography GCSE courses but also for an infinite number of careers in the world of graphic design.

Subject: Geography

Curriculum statement:

In Geography, our intent is for the curriculum to promote a curiosity about the world for our learners - we aim to create the very best geographers. We study Geography because it is a multifaceted discipline that combines the analysis of social questions, environmental issues, and modern real-world solutions. Geographers investigate interactions between the human and physical environments such as the causes and impacts of climate change. We equip learners with empathy for other cultures through the study of real-world examples. Using practical fieldwork and research skills, we investigate problems on a variety of scales from local (food banks) to global (water shortages). We challenge students to think, act and speak like those working in the field would. We do this by quality first teaching which ensures students understand geographical principles and can apply them in a variety of familiar and unfamiliar contexts from around the world. We teach content in its totality and constantly vary topics between human and physical geography to provide a varied and balanced appreciation of the ideas, skills and topics in this discipline.

Geography seeks to develop a sense of place and helps students make sense of their surroundings and to gain a better appreciation and understanding of the variety of physical and human conditions on the Earth's surface. The subject extends students' interest and knowledge beyond their immediate experiences, using images and information to help them interpret the people and concepts that they acquire from media, internet and textbooks. Geography develops major skill areas: Map and fieldwork skills; cross-curricular skills such as ICT, Literacy and Numeracy; as well as an increasing awareness of the world around us and the idea of sustainability. We want students to become global citizens and show a keen awareness of the geography around them. Geography is everywhere and students at ETA develop a keen awareness and appreciation of the geography around them.

Year 7 end of year goals:

Year 7 introduces the students to a range of real world geographical issues. Students will follow a sequence of enquiry whilst investigating physical and human geography in the UK alongside a continent study of Africa. Students will be introduced to geographical skills including grid references, measuring distance and using scale. These tools are essential skills within geography used throughout KS3 and KS4. Year 7 geography provides many of the building blocks which students will continue to develop over the next three years via analysis, decision making and evaluation skills.

Term	Topic title(s) and overview	Knowledge	Skills	Assessment	Wider learning (Equality and diversity, SMSC, cultural capital)
Autumn 1	**How does the UK link to the wider world?** Students will gain an understanding and appreciation of democracy and global influence. Students will continue to develop as global citizens who can then take a valuable role in society. The topic also develops student awareness of current affairs.	**How does the UK link to the wider world?** Where is England? (locations on a variety of scales) What are the major landmarks in Great Britain? (human & physical) Where do people in the UK live? (population distribution and density) How are cities in the UK changing? (urbanisation and migration) How has the economy of the UK changed? (industry sectors and development) How does the UK link with the EU? (history and membership) Was the EU a blessing or a curse? (positives and negatives of EU membership/post Brexit UK) Why do people migrate to the UK? (push and pull factors)	Location knowledge and mapping Choropleth mapping Push and pull factors Decision making exercise Debating Analysis and Evaluation	‘The UK was right to leave the European Union’ To what extent do you agree with this statement UK knowledge recall assessment (short answer questions)	Geopolitics Current Affairs and Issues Equality and Diversity

		What global links does the UK have? (globalisation)			
Autumn 2 **Spring 1**	**What are the opportunities and challenges in Africa?** Building on their understanding of UK links with the wider world, students are introduced to the historical concept of colonialism. This enables us to address common misconceptions by discussing the wealth of resources available across the continent of Africa. Students are introduced to global climate biomes, population pyramids and shanty towns in a diverse topic.	**What are the opportunities and challenges in Africa?** What is the physical landscape of Africa like? (deserts, mountains, lakes) How has Africa's past shaped it's present (colonialism) How developed are African countries (development indicators, LICs, NEEs and HICs) What is the pattern of climate and biomes across Africa? (climate graphs and rainfall patterns) Where are the rich and poor countries of the world? (causes of the development gap) What are the opportunities and challenges of population change? (rural to urban migration) Is there a future for the Sahel? (desertification) What are the opportunities and challenges of urbanisation in Africa? (living conditions in shanty towns)	Mapping physical geography features Climate graphs Development indicators Decision making exercises Debating Research Analysis and evaluation	'Colonialism laid the building blocks of the genocide in Rwanda' To what extent do you agree with this statement? Africa knowledge recall assessment (short answer questions)	Geopolitics Current Affairs and Issues Equality and Diversity Human Rights Sustainability
Spring 2	**Why are rivers important?** Students consider their responsibility as global citizens to ensure river resources remain unpolluted and evenly distributed	**Why are rivers important?** What is the water cycle? (processes of water movement and change of state) How does water get from the source to the mouth? (long and cross profiles)	Physical processes Landform formation Modelling	Rivers knowledge recall assessment (short answer questions) 'Humans are responsible for flooding?'	Fieldwork opportunities in the local area - developing practical skills

	for global populations to access. Students are introduced to key physical processes including erosion, transportation and deposition which are embedded into physical geography within Years 8 and 9.	How do rivers change from source to mouth? (erosion and transportation) How do rivers shape the land? (formation of features) Why do rivers flood? (natural and human causes) How can we manage floods? (soft and hard engineering) How do LICs and HICs cope with floods? (case study examples) Fieldwork opportunity in school grounds/Etonbury Woods	Sketching and annotating Case Study examples Analysis and evaluation	To what extent do you agree with this statement?	Learning outside the classroom
Summer 1	**What challenges and opportunities arise from global issues?** The topic tackles human impacts on society via health, crime and conflict geography alongside human impacts on the environment via climate change, plastic oceans and Antarctica. Developing their responsibility as a global citizen, and their understanding of the scale of the impact of humanity on the environment. Introducing the key concept of sustainability which underpins many topics in Geography. In all topic's students will collect data and communicate findings in different ways; sketches, maps, graphs and writing at length. Fieldwork skills will be developed	**What challenges and opportunities arise from Global Issues? (Human)** Where is world conflict? (mapping distribution) What is organised crime? (case study example in the Amazon rainforest? What is modern day piracy? (cause study example of Somalia) What is Dark Tourism? (positives and negatives of the industry) Where are diseases found? (mapping distribution) What happened with Coronavirus? (decision making exercise) Why is Malaria wreaking havoc in Africa? **What challenges and opportunities arise from Global Issues? (Physical)** What is the evidence for climate change? (historical evidence and the greenhouse effect) What are the effects of climate change? (global impacts) How does plastic impact upon the environment? (decomposition times)	Enquiry process Mapping distributions Case Study examples Research Debating Analysis and evaluation	Human and physical global issues knowledge recall assessments (short answer questions)	Current Affairs Global Issues and Challenges

Summer 2	by carrying out an OS map activity within Stotfold town centre, infiltration investigation around the school site and rivers investigation within Etonbury Woods.	Why is it important to solve plastic problems? (plastic in the oceans) What are the threats to Wilderness areas? What could happen to Antarctica? (Antarctic Treaty) How can a single locust cause a plague? How can earthquakes create disease?			

Year 8 end of year goals:

Year 8 geography again splits evenly between human and physical geography. Students will be able to describe and explain difficult physical processes and the formation of geographical landforms in both coastal and glacial landscapes. They will be introduced to the concept of high and low income countries and investigate the reasons by differing stages of development around the world. A further continent study of Asia will take place alongside an investigation into the causes, impacts and management of geological hazards following the sequence of enquiry. Students will further develop their decision making skills through analysis and evaluation.

Term	Topic title(s) and overview	Knowledge	Skills	Assessment	Wider learning (Equality and diversity, SMSC, cultural capital)
Autumn 1	**Is the world a dangerous place?** The topic considers different geological hazards and the threats they create. Students will investigate the importance of wealth, magnitude frequency, population density and resilience. Tectonic hazard case studies are used to discover the varying impacts and responses to earthquakes and volcanoes. Building on concepts introduced via global issues in Year 7 such as the links between earthquakes and disease.	**Is the world a dangerous place?** What's happening beneath our feet? (layers of the earth) What happens at plate boundaries? (constructive, destructive, collision and conservative) What do we know about earthquakes? (causes and impacts) How can we respond to earthquakes? (earthquake proof buildings) Why do Tsunamis occur? (Japan case studies) What do we know about volcanoes? (Iceland case study) Why do people live in dangerous areas? (costs and benefits)	Sketching and annotating Case study examples Decision making exercise Analysis and evaluation	What were the causes, effects and responses of the Haiti Earthquake? Hazards knowledge recall assessment (short answer questions)	Global Issues and challenges Current Affairs Global Development
Autumn 2	**What happens when the land meets the sea?**	**What happens when the land meets the sea?**	Physical processes	Explain the formation of a cave, arch, stack and stump.	Learning outside the classroom

	This topic further inspires awe and wonder in the world of coastal processes. Building on key concepts introduced via rivers in Year 7 such as erosion and deposition. Students gain further understanding of the formation of physical features and create an understanding of how humans can protect coastal environments via hard and soft engineering linking again with climate change and global issues.	What happens when the land meets the sea? (introducing coastal landscapes) What shapes our coastline? (erosion and transportation) What forms of erosion take place at the coast? (formation of erosional landforms) How does transportation and deposition change coastal landscapes? (formation of depositional landforms) What defences can be used to protect the coast? (hard and soft engineering? What are the threats to the coastline? (coastal flooding and erosion case study) How important is tourism to North Norfolk? (Hunstanton case study)	Landform formation Modelling Sketching and annotating Case Study examples Decision making exercise Analysis and evaluation	Coasts knowledge recall assessment (short answer questions)	Current Affairs and Issues Sustainability
Spring 1	**What is the economy and industry?** Economic geography provides students with an opportunity to make multiple cross curricular links within a topic which emphasises the value of Geography as a subject. Further developing an understanding of current affairs and global development via real world examples; students will consider change within the UK and further	**What is economy and industry?** What is the economy like? (different industry sectors) Are TNCs a help or a hindrance? (pros and cons of industry) Where is the best place to site a factory? (decision making exercise) What is the Clark Fisher Model? (stages of development) Why is globalisation accelerating? (development changes) How does globalisation change culture? (global brands) How globalised are you? (the impact of globalisation on our lives)	Decision making exercises Industry sectors Debating Research Analysis and evaluation	Why is manufacturing all about choosing the right site? Economy and industry knowledge recall assessment (short answer questions)	Globalisation Homogenisation Human Rights Equality and Diversity Global Issues and challenges Global Development

	afield over differing spatial scales.				
Spring 2	**What is development?** This topic allows students to study patterns of development over different spatial scales. Measuring economic, social and political factors to understand the human and physical geographical causes and consequences of varying levels of global development.	**What is development?** What is development? (development indicators) How can we measure development? (comparison of HIC/NEE/LIC) How do countries differ around the world? (differing rates of development) What is the Brandt line? (North/South divide) How is India developing? (the gap between rich and poor) What is life like in undeveloped countries? (slums investigation) How could slums be developed? (decision making exercise) The Trade Game	Decision making exercises Development indicators Causes, impacts and solutions to the development gap Debating Research Analysis and evaluation	'Countries are either rich or poor' To what extent do you agree with this statement? Development knowledge recall assessment (short answer questions)	Globalisation Homogenisation Human Rights Equality and Diversity Global Issues and challenges Global Development
Summer 1	**How is Asia being transformed?** Asia is the largest of the world's continents, and home to the world's oldest civilizations. Students will develop an understanding of how India is a globally significant place and home to a diverse range of landscapes and environments building on the previous country's case studies. Students will tackle misconceptions of India, China, Afghanistan and Japan when improving	**How is Asia being transformed?** What is Asia's population like? (challenges of population growth) How does Japan compare to Afghanistan (HIC vs. LIC comparison) Where are Asia's megacities? (growth of NEEs) What is Tokyo like? (urban growth and change) What is it like to work in a sweatshop? (the pros and cons of TNCs) Why is Thailand a popular tourist destination? (development of the tourist industry)	Decision making exercises Debating Research Analysis and evaluation	Asia knowledge recall assessment (short answer questions) 'Asia is the most hazardous area in the world' To what extent do you agree with this statement?	Current Affairs and Issues Human Rights Equality and Diversity Global Issues and challenges Global Development

	knowledge of physical features, biomes and population management.	How hazardous is Asia? (tropical storms, flooding, tectonics)			
Summer 2	**How does ice change the landscape?** This topic provides an opportunity to study a concept beyond the local area to inspire awe and wonder. Building on the key geographical processes of coasts and rivers from Year 7 and 8, glaciers are also a key indicator of climate change. In all topics students will collect data and communicate findings in different ways; sketches, maps, graphs and writing at length.	**How does ice change the landscape?** How does ice change the world? (what is a glacier?) How do glaciers change a landscape? (erosional processes) How are landscapes shaped by glacial deposition? (depositional landforms) Why are avalanches so destructive? (causes and effects) How do we know the Lake District was glaciated? (past glaciated environments) How did Snowdonia become a glaciated landscape? (glacier formation) How do people use glaciated landscapes? (tourism) How can we manage glaciated landscapes? (strategies and decision-making exercise) How are glaciated landscapes impacted by climate change? (future for glaciated landscapes)	Physical processes Landform formation Modelling Sketching and annotating Case Study examples Decision making exercise Analysis and evaluation	Explain the formation of a corrie.. Glaciers knowledge recall assessment (short answer questions)	Learning outside the classroom Current Affairs and Issues Sustainability

Year 9 end of year goals:

Year 9 provides the students with an opportunity to design and create their own geographical enquiries building on skills developed in Year 7 and 8. Students will be exposed to a range of current geographical issues from around the world including within Russia and the Middle East. Alongside this, they will study current global issues surrounding resource management and climatic change. This year focuses on politics, people and places and students will be introduced to a range that are influenced by social and historical context. Students will continue to develop skills in analysis, data presentation and evaluation in preparation for KS4.

Term	Topic title(s) and overview	Knowledge	Skills	Assessment	Wider learning (Equality and diversity, SMSC, cultural capital)
Autumn 1	**What is weather and climate?** Discussion of changing global weather and climate patterns surrounds our students in the news. As international awareness of global climate change increases we need to consider the impacts this may have on our future. The topic builds on student understanding of global issues and hazards whilst considering the causes of day to day weather conditions in the UK.	**What is weather and climate?** What is weather? (day to day conditions) What is climate? (average conditions) How and why does climate vary? (global climate zones) Why does it rain? (relief, convection and frontal rainfall) What was the Beast from the East? (impacts of snow storms) What were the causes and impacts of Storm Desmond? (extreme weather in the UK) What are wildfires? (Australia case study) How do tropical storms vary in HIC and LIC? (Typhoon Haiyan vs Hurricane Katrina) Microclimate enquiry in the school grounds.	Primary Data Collection Method Design Data Presentation Research Case Study Examples	Weather and climate knowledge recall (short answer questions) 'Hurricane Katrina was more devastating than Typhoon Haiyan' To what extent do you agree with this statement?	Fieldwork opportunities in the local area Current Affairs and Issues Climate Change and Future Scenarios

Autumn 2	**Is the Geography of Russia a blessing or a curse?** This topic has contemporary relevance - allowing students to develop a deeper understanding of something that regularly appears in the news. Students will develop an understanding of how Russia is a globally significant place and home to a diverse range of landscapes and environments. In later lessons, the emphasis shifts from Russia's regions towards its role in the world. Students will also analyse how Russia's unique story has produced a country whose population is hard to categorise, both economically and demographically.	**Is the Geography of Russia a blessing or a curse?** What is the physical landscape of Russia like? (deserts, mountains, tundra) Why does the climate of Russia vary? (climate graphs examples) What biomes exist in Russia? (plant and animal adaptations) Where do people live in Russia? (population distribution and density) Does Geography help or hinder the Russian economy? (distribution of resources) How does Russia influence the world? (superpowers) Why did Russia plant a flag on the seabed of the North pole? (oil industry) What happened at Chernobyl? (nuclear industry)	Mapping the physical landscape Climate graphs Research Debating Analytical	'Russia is too big' To what extent do you agree with this statement? Poster Presentation - Is the geography of Russia a blessing or a curse?	Current Affairs and Issues Geopolitics Equality and diversity
Spring 1	**Why is the Middle East an important world region?** The Middle East provides students with another opportunity to investigate a geographical region of great historical importance. Students will discover new biomes and	**Why is the Middle East an important world region?** Where and what is the Middle East? (mapping the region) Why is there conflict between Israel and Palestine? (political and religious conflict) What is Afghanistan like? (LIC case study)	Mapping the physical landscape Geopolitics Research Debating	'Qatar should host the 2022 World Cup' To what extent do you agree with this statement? Middle East knowledge recall assessment (short answer questions)	Gender equality Geopolitics Human Rights Current Affairs and Issues

	climate regions, research the importance of the oil industry and investigate the reasons for regional conflict. This builds on the previous topics of Asia and Africa and allows for further global comparison.	Why is there conflict in Afghanistan? (Historical political changes) Why are there some countries where it is illegal for women to drive? (gender equality) Why is Dubai a popular tourist destination? (tourism and sustainability) Should Qatar be hosting the FIFA World Cup 2022? (Decision making exercise) Why is the Middle East a major economic region? (the influence of fossil fuels) How do people survive in the desert? (human and animal adaptation)	Analytical Evaluation Decision making exercise		
Spring 2	**How are populations changing?** World population remains a relevant topic of discussion at a range of scales, developing students local, national, international, and global awareness. Building on student understanding of global issues and resource management, students will consider what may happen in the future and evaluate the ethical dimensions of population management strategies such as China's one child policy.	**How are populations changing?** How can we describe the population structure? (population pyramids) Where does everybody live? (population distribution and density) How long do people live for? (varying life expectancies) What is the demographic transition model? (stages of development) Can we control population sizes? (management strategies in China and France) Why do people migrate? (push and pull factors) Why do people move into the EU? (forced migration) Why do people move around the EU? (freedom of movement)	Data Presentation - Population pyramids & Demographic transition model Research Debating Analytical Evaluation	'Countries should be able to control their population sizes' To what extent do you agree with this statement? Population knowledge recall assessment (short answer questions)	Current Affairs and Issues Migration & Diversity Multicultural societies Equality and diversity

		What are the problems created by an aging population? (Japan case study) What is Urbanisation? (growth of megacities)			
Summer 1	**Is the Earth running out of Resources?** Building on their appreciation of a growing population and exploring the demands of a growing population. Students consider their responsibility as global citizens and the impacts of food, water and energy usage aiming for a sustainable future and consolidating their learning from Year 7 Global Issues.	**Is the Earth running out of resources?** Where are all the natural resources? (mapping distribution) Where does energy come from? (renewables and non-renewables) Why are some countries energy insecure? (concentrating on countries without a reliable energy source How can we use natural resources sustainably? (finding a balance between renewables and non renewables) How do we use water? (freshwater resources) How does the hydrosphere provide freshwater resources? (distribution of freshwater globally) Why does water cause conflict? (case study example) Why does food supply vary across the world? (food distribution) Is climate change a recipe for disaster? (future scenarios) How can we secure our food for the future? (management strategies)	Mapping geographical information Research Debating Decision making exercise	'Fracking provides opportunities for the UK' To what extent do you agree with this statement? Resources knowledge recall assessment (short answer questions)	Current Affairs and Issues Climate Change and Future Scenarios Sustainability

Summer 2	**What is Geographical Enquiry?** Students consolidate their fieldwork skills further by collecting data which they then present, analyse and evaluate. Applying these skills within the local Stotfold town centre enables students to question their known environment differently promoting curiosity and cultural capital in an outdoor learning environment	**What is Geographical Enquiry?** What is Stotfold like? (introduction to the study area? What can we investigate? (hypothetical investigations) How can we collect data? (methodologies) What are we measuring? (experimental design) Fieldwork (data collection) How can we present data? (graphical and statistical techniques) What can we conclude? (data analysis)	Primary Data Collection Secondary Data Collection Method Design Data Presentation Data Analysis and Statistics Method Evaluation	Pilot Study Investigation Write Up A3 Investigation Summary Sheet Group presentation of investigation findings	Fieldwork opportunities in the local area - developing practical skills Relationships with members of the public Learning outside the classroom

Subject: History

Curriculum statement:

History fires pupils' curiosity to ask questions and know more about Britain's past and that of the wider world. Pupils should be encouraged to develop a chronological framework of British history that will enable them to make sense of the new knowledge they acquire. This will also allow them to understand the process of change, to see how we arrived 'here' and help them to make sense of the present. We want pupils to realise that the past is gone and history is constructed and contested. History's unique concepts help pupils to construct arguments and support them to become analytical, global citizens who can question human motivation and society with skill and confidence.

Year 7 end of year goals:

The enquiry question for year 7 is How well did monarchs keep control?

The assessment skill focus this year will be writing PEEL paragraphs

Term	Topic title(s) and overview	Knowledge	Skills	Assessment	Wider learning (Equality and diversity, SMSC, cultural capital)
Autumn 1	**1066** Students will develop an understanding of basic history skills needed for key Stage 3. They will know the causes, events and consequences of these events of 1066. There will then be a specific focus on castles and knights. 'Meanwhile, elsewhere' home	What is history? How can history be dangerous? What skills do we need in history? How have landscapes changed? What was the world like in 1066?	Chronology Interpretations Critical thinking Key word vocabulary PEEL paragraph	How have landscapes changed? Why did the Normans win the battle of Hastings?	Non European cultures - meanwhile, elsewhere homework Diversity of opinions about history Links to current affairs of history in the media

	learning allows cultural diversity understanding.	Who had the best claim to the throne in 1066? How was the Battle of Hastings won? Why are there different interpretations of the Battle? Why did the Normans win the Battle? How did William control England? How were castles defended from attack? What was it like being a medieval knight?			
Autumn 2	**<u>Medieval power</u>** Students will know how power was distributed in the medieval period. They will know about the church and its impact in England and through wider world events of the Crusades. They will look at the clash between the Church and the monarchy with the case study of Thomas Becket. They will	Importance of the mediaeval church The Crusades Case study: Thomas Becket Towns and villages Everyday life King John	Chronology Interpretations Critical thinking PEEL paragraph	Who was responsible for the death of Becket? Is King John's reputation justified?	Democracy Right to protest Diversity of cultures Diversity of experience

	know the founding of our modern democracy through King John and Magna Carta. Students will also look at the Black Death, crime and when power is challenged in the Peasants Revolt. Meanwhile, elsewhere homework and Eleanor of Aquataine allows for increased awareness of historical diversity.	Eleanor of Aquitaine Peasants Revolt Crime			
Spring 1	**<u>Medieval power</u>** Continuation from last half term	Continuation of above	As above	End of unit assessment: Who had the most power in the medieval period?	As above
Spring 2	**<u>The Tudors</u>** Students will develop their understanding of the Tudors studied at KS2. Students will look at Tudor portraits and examine the messages and propaganda that they depict. Students will then examine the development of Church, state and society through the Wars of the Roses. They will then focus on the reign of Henry VIII and the impact his decisions	Portraits War of the Roses What happened to Richard III? Henry VII Henry VIII Changing views on religion Women in Henry's life Changing church	As above Role of the historian	The Battle of Bosworth interpretations Key word quiz	Democracy Diversity of experience Diversity of race in England Diversity of cultures

	made on the country as a whole with the Reformation and the individuals in his life. Meanwhile elsewhere homework continues to give students an understanding of the wider world.	Dissolution of the monasteries			
Summer 1	**<u>The Tudors</u>** Continuation from last half term	As above	As above	End of unit assessment: Why did Henry make the break from Rome?	As above
Summer 2	**<u>Elizabeth I</u>** Students will look at the case study of Elizabethan England. They will consider the problems that she faced at home and abroad.	Early life Marriage Mary, Queen of Scots, Spanish Armada Life in Elizabethan England	As above	How successful was Eizabeth as a monarch? How well did monarchs keep control?	As above

Year 8 end of year goals:

The enquiry question for year8 is *How much did people's lives change through the fight for power?*

The assessment skill focus this year will be interpretations

Term	Topic title(s) and overview	Knowledge	Skills	Assessment	Wider learning (Equality and diversity, SMSC, cultural capital)
Autumn 1	The Stuarts Students will continue to develop their history skills needed for Key Stage 3. They will look at the causes, events and consequences of the Civil War. They will look at different interpretations of Cromwell. Social history includes witches, Plague and Great Fire of London. 'Meanwhile, elsewhere' home learning and a study of West Africa allows increased cultural diversity understanding.	James I Gunpowder Plot Witchcraft Causes, events and consequences of the English Civil War Oliver Cromwell Restoration West Africa in the 17th century Great Plague Great Fire of London	Chronology Interpretations Critical thinking Key word vocabulary PEEL paragraphs	Was Guy Fawkes framed? Key word test "It was issues with money that caused the Civil War" How far do you agree? Explain your answer.	Diversity of cultures with non European home learning Democracy Diversity of historical opinion Diversity of experience
Autumn 2	Continuation of last unit.	Continuation of last unit	Continuation of last unit	Continuation of last unit	Continuation of last unit

	British Empire will start at the end of this half term				
Spring 1	<u>British Empire</u> Students will develop an understanding of the development of our culture through the growth of the British Empire. They will know the development of trade with other countries and the impact that had, both positive and the negative. This unit will also provide a foundation of understanding for Unit 3, Industrial Revolution.	What was the British Empire? Why did Britain want an Empire? East India Company Why did West Africa give up their own peoples as slaves? Triangular trade Experience for the enslaved Impact of slavery Resistance Legacy of Empire	Map skills Chronology Key vocabulary Interpretations of history PEEL paragraphs	Why are there different interpretations of Empire? Key knowledge test “The British Empire benefited everyone” How far do you agree?	Diversity of cultures and experience. Human rights Difference of historical opinions Connections to history in the news
Spring 2	Continuation of British Empire unit <u>The Industrial Revolution</u> Students will develop their work on the British Empire and examine the impact that this had on the UK. They will look at developments in farming, transport and	Changes in farming New inventions Factory conditions Transport	Chronology Interpretations Critical thinking Key word vocabulary	Why was Britain the first industrial nation? Key knowledge test “The Industrial Revolution had a positive impact”	Diversity of cultures with non European home learning Diversity of historical opinion Diversity of experience

	factories as well as looking at the impact on the poor and crime. They will also look at changing attitudes and how the slave trade eventually came to be abolished. There will also be the opportunity to look at how these developments may have influenced the local area.	Case study: Manchester The poor Crime End of slavery	PEEL paragraphs	How far do you agree?	
Summer 1	Continuation of last unit	Continuation of last unit	Continuation of last unit	Continuation of last unit	Continuation of last unit
Summer 2	<u>Votes for women</u> Students will develop their understanding of protest by focussing on the campaign for female suffrage. This unit is a depth study. They will look at the Victorian belief of an ideal woman and the arguments for and against female suffrage. They will compare tactics of the suffragists and suffragettes. They will investigate interpretations of events surrounding Derby Day 1913. Finally, other female campaigners and the role of women in the Great War will also be examined.	What made an “ideal” Victorian woman? What were the arguments for and against female suffrage? Suffragists and Suffragettes What happened at the Derby, 1913?? Women and the Great War	Chronology Interpretations Critical thinking Key word vocabulary PEEL paragraphs	What happened at the Derby, 1913?	Democracy Right to protest Diversity of opinion Citizenship

Year 9 end of year goals:

The enquiry question for year 9 is *What was the most significant event of the 20th century?*

The assessment skill focus this year will be sources

Term	Topic title(s) and overview	Knowledge	Skills	Assessment	Wider learning (Equality and diversity, SMSC, cultural capital)
Autumn 1	The First World War Students will continue to develop their history skills needed for Key Stage 3 in preparation for Key Stage 4. 'Meanwhile, elsewhere' home learning and a study of Empire allows increased cultural diversity understanding.	GB in 1900 Causes of the First World War Propaganda Trenches Teenage and Empire soldiers Medicine Case study: Battle of the Somme Home Front Russian Revolution End of the war	Chronology Interpretations Critical thinking Key word vocabulary PEEL paragraphs Source analysis	"Germany must take full blame for starting the First World War" How far do you agree? Key word knowledge test How useful are the sources for a historian wanting to learn about the problems in caring for the wounded during the First World War?	Diversity of experience Diversity of culture Study of non European contributions Democracy Difference of historical opinions Connections to history in the news

Autumn 2	Continuation from last unit	Continuation from last unit	Continuation from last unit	Continuation from last unit	Continuation from last unit
Spring 1	<u>Inter war years</u> Students will develop their understanding of the impact the First World War had on the political changes that occurred in the inter war period. Students will understand different political beliefs and the inter connection between events in individual countries and consequences created on others around the world.	Democracy and dictatorship Treaty of Versailles “Roaring”1920s Case study: cinema Wall Street Crash Dictators Rise of Hitler Appeasement Causes of Second World War	Chronology Interpretations Critical thinking Key word vocabulary PEEL paragraphs Source analysis	How useful is source A for an enquiry into opinions about the Treaty of Versailles? Key word knowledge test	Diversity of experience Diversity of culture Study of non European contributions Democracy and dictatorship Difference of historical opinions Connections to history in the news
Spring 2	<u>The Second World War</u> Students will develop their understanding of the impact the inter war period had. Students will understand both the military aspects of the war, including Dunkirk, Battle of Britain and dropping of atomic bombs, as well as the social impact these would have had,	Preparations for war Propaganda Dunkirk Battle of Britain The Blitz Evacuation	Chronology Interpretations Critical thinking Key word vocabulary PEEL paragraphs Source analysis	Key word knowledge test What was the most significant event of the Second World War?	Study of non European contributions Difference of historical opinions Connections to history in the news Moral judgements

	including the Blitz, role of women and evacuation. They will also consider events in a wider global context. There is also the opportunity for students to look at local soldiers via war memorials.	Battle of the Atlantic American involvement Dresden Experiences of war D Day Atomic bomb			
Summer 1	Continued from last unit	Continued from last unit	Continued from last unit	Continued from last unit	_Continued from last unit
Summer 2	<u>The Holocaust</u> Students will investigate the roots of anti-Semitism. They will look at how Hitler imposed restrictions on German Jews and the impact this had through creation and conditions within the ghettos. Students will then focus on Auschwitz-Birkenau, the perpetrators and the liberation, as well as how the Holocaust is and should be remembered. Throughout the unit, connections will be made with the wider implications of hate and genocide. There will also	Roots of ant-Semetism Case study: Anne Frank Ghettos Case study: Auschwitz Who carried out the Holocaust? Liberation Justice	Interpretations Critical thinking Key word vocabulary PEEL paragraphs Source analysis	Key word knowledge assessment Due to the content of this unit, it is not appropriate to carry out any other formal assessment	Human rights Racism/ anti- Semitism

	be the opportunity to look at the local role of Shefford in this period.				

Subject: MFL

Curriculum statement:

At Etonbury Academy the purpose of studying a foreign language is to provide students with an opening to other cultures. Languages are part of the cultural richness of our society and the world in which we live and work. Learning languages contributes to mutual understanding, appreciation and tolerance, a sense of global citizenship and personal fulfilment. The ability to understand and communicate in another language is a lifelong skill for education, employment and leisure in this country and throughout the world. skills in a pupil's own language.

The MFL faculty believe that a high-quality language education fosters pupils' curiosity and deepens their understanding of the world. Our teaching aim is to enable pupils to express their ideas and thoughts in another language and to understand and respond to its speakers, both in speech and in writing. It also aims to provide opportunities for them to communicate for practical purposes and learn new ways of thinking. Our language teaching purpose is to provide the foundation for learning further languages, equipping pupils to study and work in other countries.

MFL curriculum aims

The MFL curriculum at Etonbury Academy aims to ensure that all pupils:

- become successful learners who enjoy learning, make progress and achieve
- become confident individuals who are able to live safe, healthy and fulfilling lives
- become responsible citizens who make a positive contribution to society
- understand and respond to spoken and written language from a variety of authentic sources
- speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation
- can write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt
- discover and develop an appreciation of a range of writing in the language studied.

The MFL curriculum across Key Stage 3 provides students with the opportunity to study a wide range of language, increasing their knowledge of vocabulary and set phrases, while at the same time building their understanding of structures and how language works. This is achieved through the study and development of written and spoken language. Students are able to express their opinions on a variety of topic areas relevant to their everyday lives. Skillful application occurs when students can articulate their ideas either verbally or in writing through the authentic use of the language they have studied. Students are also able to develop the concept of being a global citizen by increasing their understanding of the cultures where the languages are spoken.

FRENCH - Year 7 end of year goals:

By the end of year 7 students will

- Have a solid grounding in French in terms of vocabulary and grammar
- Understand and use spoken and written language for real and relevant purposes
- Understand a variety of spoken and written language from varying sources/media
- Transcribe spoken language with accurate spelling and punctuation
- Translate phrases and short paragraphs into and from the target language
- Understand and accurately apply the fundamentals of key grammar such as spelling, gender of nouns, verb conjugation and how to structure a sentence
- Communicate in several time frames (French)
- Describe a photo
- Read aloud
- Confidently complete a dictation task

Term	**Topic title(s) and overview**	**Knowledge**	**Skills**	**Assessment**	**Wider learning** (Equality and diversity, SMSC, cultural capital)

Autumn 1 and 2	**French - Ma zone (talking about where you live)** ● Saying what places there are / are not in your town/village ● Saying that you think of where you live ● Understand and give simple directions ● Saying where things are in relation to each other ● Say where you go (in your town) at the weekend and with whom ● Ask if someone wants to go somewhere ● Respond positively and negatively to the question ● Say what activities you can do in your town/village	Key verbs: - aller - vouloir - Pouvoir Key structures: - Il y a / il n'y a pas de - À + definite article - tu and vous - Modal verbs + infinitive	● Understand the pronunciation of key phonic sounds ● Listen and read for a range of purposes ● Speak with accurate pronunciation and intonation ● Ask and answer questions - formulating questions and answers ● Apply and adapt previously learned language ● Write short paragraphs using a range of vocabulary and structures ● Listening and reading for specific information ● Translation from and into French ● Express opinions and justify statements ● Form negative sentences ● Extended writing combining new and previously learned knowledge and skills ● Transcribe spoken French	**Formative assessment** --Writing -Speaking (read aloud) -mini-tests(vocab) **Summative assessment:** -Listening & reading -Grammar and translation `	● Explore the culture and geography of France ● Language in context - understanding how French and English relate to each other
Spring 1	**French - 3..2..1 Partez! (Holidays)** ● Say where you normally go on holiday ● Say where you went on holiday last year	Key vocabulary: ● Countries and locations ● Holiday activities ● Higher order numbers ● Food and drink (café)	**As above** ● Extended writing including reference to a variety of time frames ● Use transactional language	**Formative assessment:** -Grammar and translation -Dictation	● Explore French-speaking holiday destinations around the world

	• Say what you do and do not do to get ready to go out • Order drinks and snacks • Talk about future holiday plans • Say what you would like to do in the future	Key structures: • Adverbs of time • Perfect tense • Reflexive verbs in the present tense • Near future tense • Conditional tense		-Speaking (conversation) -mini-test (vocab test)	
Spring 2	**As above PLUS** **French - T'es branchée? (Media and Technology)** • Talking about television programmes • Talking about films • Talking about reading • Talking about the internet • Talking about what you did yesterday evening	Key vocabulary: • Types of TV programmes • Types of films • Types of books • Adjectives • Technology activities • Adverbs of frequency Key verbs: • Avoir • Être • Regarder • Aimer • Rater • Lire • Aller • Faire • Écouter • Envoyer • Tchatter	• Listen to and read longer, more detailed texts for a range of purposes • Speak with accurate pronunciation and intonation • Ask and answer questions - formulating questions and answers • Apply and adapt previously learned language • Write longer, more complex sentences/ short paragraphs for a variety of purposes using a range of vocabulary, verbs, structures and time frames (present and past) • Write/talk about ourselves and others • Translation from and into French • Transcribe spoken language	**Summative assessment:** -Speaking (photo card) -Writing	• Exploring French culture through film

		• Télécharger • Jouer • parler Key structures: • Ne . . . pas • Ne . . . jamais • -ir and -re verbs • Irregular verbs in the present tense • Perfect tense with avoir			
Summer 1	**French - T'es branchée? (Media and Technology)** • Talking about television programmes • Talking about films • Talking about reading • Talking about the internet • Talking about what you did yesterday evening	Key vocabulary: • Types of TV programmes • Types of films • Types of books • Adjectives • Technology activities • Adverbs of frequency Key verbs: • Avoir • Être • Regarder • Aimer • Rater • Lire • Aller • Faire • Écouter • Envoyer	**As above**	**Formative assessment:** -Grammar and translation -Dictation -Read aloud + follow on questions	Discussing French TV programme and comparing it to English tv programme Discussing French actors in British films Comparing French person's reading habit to that of a British

		• Tchatter • Télécharger • Jouer • parler Key structures: • Ne . . . pas • Ne . . . jamais • -ir and -re verbs • Irregular verbs in the present tense • Perfect tense with avoir			
Summer 2	**French - Paris, je t'adore! (A visit to Paris)** • Say what you did in Paris • Say when you did it • Understand information about a tourist attraction	Key vocabulary: • Paris activities • Days of the week • Adverbs of time • Adjectives • Previously learned vocabulary Key verbs: • visiter • manger • admirer • regarder • acheter • envoyer • rencontrer • rester	• Listen to and read longer, more detailed texts for a range of purposes • Speak with accurate pronunciation and intonation • Apply and adapt previously learned language • Write longer, more complex paragraphs for specific purposes using a range of vocabulary, verbs, structures and the perfect tense predominantly • Write/talk about ourselves and others • Translation from and into French • Transcribe spoken language	Summative assessment -Listening & reading -Dictation -Writing	• Learn about the capital city of France and understand its historical and cultural significance

		Key structures: Perfect tense with avoir and être Past participle endings with être Ne . . . pas Irregular past participles Imperfect tense intensifiers			

FRENCH - Year 8 end of year goals:

By the end of year 8 students will

- Use a range of vocabulary and grammatical structures
- Understand and use spoken and written language for real and relevant purposes, including transactional language
- Initiate and sustain conversations
- Describe a photo
- Read aloud
- Confidently complete a dictation task
- Understand different spoken and written language from varying sources/media for a variety of purposes
- Transcribe spoken language with accurate spelling and punctuation
- Translate phrases and short paragraphs into and from the target language
- Understand and accurately apply the fundamentals of key grammar such as spelling, gender of nouns, verb conjugation and how to structure a sentence
- Apply and adapt previously learned language for new purposes and redraft work
- Read aloud confidently including correct pronunciation and intonation
- Use a variety of timeframes in their spoken and written work to add interest and complexity

Term	**Topic title(s) and overview**	**Knowledge**	**Skills**	**Assessment**	**Wider learning** (Equality and diversity, SMSC, cultural capital)
Autumn 1	**Module 3 Mon identité** • Talking about personality • Adjectival agreement	**Key grammar points** -adjective agreement -reflexive verbs -possessive adjectives	Listen to and read longer, more detailed texts for a range of purposes Speak with accurate pronunciation and intonation	**Formative assessment:** Listening Reading Translation. Vocab test	• Learning about French culture through music and discovering French speaking musicians • To learn about Francophone countries

	• Talking about relationships • Reflexive verbs • Talking about music • Agreeing, disagreeing and giving reasons • Talking about clothes • The near future tense • Talking about your passion • Past, present and future tenses	-the present tense: *venir* *-the near future tense* *-using a range of tenses (present, perfect, near future)* ***Key verbs:*** *-Se chamailler* *-S'entendre bien avec..* *-Se disputer* *-S'amuser* *-Venir* *-Porter* *–Regarder* *-Danser* *-Aller* *-*	Ask and answer questions - formulating questions and answers Apply and adapt previously learned language Write longer, more complex sentences/ short paragraphs for a variety of purposes using a range of vocabulary, structures and time frames (present, past and future) Write/talk about ourselves and others Translation from and into French Transcribe spoken language		• To discuss the importance of identity cards in France and give opinions about them. • To discuss the most popular sport in France.

Autumn 2	***Module 4: Chez moi, chez toi*** ● *Describing where you live* ● *Comparative adjectives* ● *Describing your home* ● *Prepositions* ● *Talking about meals* ● *boire and prendre* ● *Discussing what food to buy* ● *il faut* ● *Talking about an event* ● *Using three tenses*	**Key grammar points:** **-**irregular adjectives: *beau, vieux, nouveau* -comparative adjectives -prepositions *-the partitive article* *boire and prendre* *-il faut + infinitive* *quantities with de* *-Using 3 tenses(present, perfect, near future)* ***Key verbs:*** *-boire* *-manger* *-prendre* *-regader* *-danser*	**Same as bove**	**Summative assessment:** -Writing -Speaking (read aloud) -dictation	Discuss typical French dishes (snail, frog leg, baguette…) Discuss similarities between French and British cuisine Compare French carnival to British carnival

		-porter *-faire* *aller*			
Spring 1	**Module 5 Quel talent!** • Talking about talent and ambition • Infinitives and the verb *vouloir* • Encouraging or persuading someone • *pouvoir* and *devoir* • Rehearsing for the contest • The imperative • Saying who is the best, the most, the least • Superlative adjectives	**Key grammar points:** -using infinitives *vouloir* + infinitive *-pouvoir* and *devoir* *-the imperative* *-superlative adjectives* *-using a range of structures and tenses* ***Key verbs:***	• Listen to and read longer, more detailed texts for a range of purposes • Speak with accurate pronunciation and intonation • Ask and answer questions - formulating questions and answers • Apply and adapt previously learned language • Write longer, more complex sentences/ short paragraphs for a variety of purposes using a range of	**Formative assessment:** -Writing ,translation -listening, vocab test	Discuss French music and most popular music instrument in French Compare French music to British music -Learn French music talent show and compare it to the British one -Discuss most most popular job for young French person(age 18 to 25)

	• Showing how much you can do with the French language • Using a variety of structures and tenses	*-vouloir* *-devoir* *-pouvoir*	vocabulary, structures and time frames (present, past and future) • Write/talk about ourselves and others • Translation from and into French • Transcribe spoken language		
Spring 2	**To revisit module 1** T'es branché(e)? • Talking about television programmes • The present tense of *–er* verbs • Talking about films • The present tense of *avoir* and *être* • *Talking about reading* • *–ir and –re verbs* • *Talking about the internet* • *aller and faire*	**Key grammar points:** -the present tense: regular *–er* verbs -negatives: *ne … pas, ne … jamais* *-the present tense : avoir and être* *-the present tense: verbs ending in –ir and –re* *-the present tense: aller and faire* *-the perfect tense* *-The near future*	Listen to and read longer, more detailed texts for a range of purposes Speak with accurate pronunciation and intonation Ask and answer questions - formulating questions and answers Apply and adapt previously learned language Write longer, more complex sentences/ short paragraphs for a	**Summative assessment:** --Reading -dictation -Read aloud + follow on questions	• Exploring French culture through film

	• *Talking about what you did yesterday evening* • *The perfect tense*	**Key verbs:** -Avoir -Être -Regarder -Aimer -Rater -Lire -Aller -Faire -Écouter -Envoyer -Tchatter -Télécharger -Jouer -parler	variety of purposes using a range of vocabulary, verbs, structures and time frames (present and past) Write/talk about ourselves and others Translation from and into French Transcribe spoken language		
Summer 1	To revisit Module 2: **Paris, je t'adore!**	**Key grammar points::**	Listen to and read longer, more detailed	**Formative assessment:** Listening	Learn about the capital city of France and understand its

	• Saying what you did in Paris • The perfect tense of regular verbs • Saying when you did things • The perfect tense of irregular verbs • Understanding information about a tourist attraction • *c'était …* and *j'ai trouvé ça …* • the perfect tense with *être* • *Interviewing a suspect* • *Asking questions in the perfect tense*	-Perfect tense with avoir and être -Past participle endings with être -Ne . . . pas -Irregular past participles -Imperfect tense -Intensifiers -The simple future **Key verbs:** -visiter -manger -admirer -regarder -acheter -envoyer -rencontrer -arriver -partir	texts for a range of purposes Speak with accurate pronunciation and intonation Apply and adapt previously learned language Write longer, more complex paragraphs for specific purposes using a range of vocabulary, verbs, structures and the perfect tense predominantly Write/talk about ourselves and others Translation from and into French Transcribe spoken language	Reading Photo card **Summative assessment:** Writing + translation Read aloud Dictation	historical and cultural significance

		-rester -sortir -rentrer			
Summer 2	***Ma vie sociale d'ado*** ● Talking about Facebook ● Using present tense verbs ● Giving your opinion about someone ● Using direct object pronouns ● Describing a date ● Using the perfect tense ● Describing a music event ● Using three tenses ● Arranging to go out ● Using the near future tense	**Key grammar points:** -regular –*er* verbs -direct object pronouns -adjective agreement -the near future tense -the perfect tense with *avoir*/*être* ***Key verbs:*** *-passer* *-regarder* *-télécharger*	**Same as above**	Formative assessment Speaking Summative assessment Writing + translation	Compare French music festival to the English -Discuss French use of social media to the English

		-commenter *-envoyer* *-aller* *Avoir* *Être* *Boire* *-faire* *-lire* *-Prendre* *-voir* *-manger* *Jouer* *Aller* *danser*			

FRENCH - Year 9

-Use a wide range of vocabulary and complex grammatical structures

- Understand and use spoken and written language for real and relevant purposes, including transactional language
- Initiate and sustain conversations
- Understand different spoken and written language from varying sources/media for a variety of purposes
- Transcribe spoken language with accurate spelling and punctuation
- Translate phrases and paragraphs into and from the target language
- Describe a photo
- Read aloud
- -Role play
- Confidently complete a dictation task
- Write a paragraph/paragraphs from memory
- Understand and accurately apply the fundamentals of key grammar such as spelling, gender of nouns, verb conjugation and how to structure a longer, more complex sentence
- Apply and adapt previously learned language for new purposes and redraft work

Term	Topic title(s) and overview	Knowledge	Skills	Assessment	Wider learning (Equality and diversity, SMSC, cultural capital)
Autumn 1	-To re-visit the topic of Facebook -To Re-visit giving opinion about someone using the direct object pronoun (see year 8 summer 2) **Bien dans sa peau**	**Key grammar points:** *-à + definite article* *-the nous form of the present tense*	Listen to and read longer, more detailed texts for a range of purposes	**Formative assessment:** Listening Reading Dictation Translation	Compare French lifestyle to the English

	• Learning the parts of the body • Using *à* + the definite article • Talking about sport • Using *il faut* • *Learning about healthy eating* • *Using the future tense* •	*-il faut +infinitive* *-depuis + present tense* *-talking about the future* *-négatives: ne … pas and ne … jamais* *-the future tense* *-using three tenses together* ***Key verbs:*** *-aimer* *-faire* *-aller* *-diminuer* *-avoir* *-manger* *-boire*	Speak with accurate pronunciation and intonation Ask and answer questions - formulating questions and answers Apply and adapt previously learned language Write longer, more complex sentences/ short paragraphs for a variety of purposes using a range of vocabulary, verbs, structures and time frames (present and past) Read aloud Write/talk about ourselves and others Translation from and into French Transcribe spoken language	Vocab test **Summative assessment** -Read aloud -Writing -Photo card	Discuss French most popular dishes and compare them to the English.

		-avoir *-être* *-aller* *-faire* *-écouter* *-regarder* *-surfer* *-prendre*			
Autumn 2	***À l'horizon!*** ● *Describing jobs* ● *Using masculine and feminine nouns* ● *Learning languages* ● *Using modal verbs* ● *Saying what you used to do* ● *Using the imperfect tense* ● *Discussing your future and your past*	**Key grammar point:** -nouns for jobs -modal verbs *pouvoir, vouloir, devoir* *-the imperfect tense* *-Discussing your future and your past* *-Practising the future and imperfect tenses*	Listen to and read longer, more detailed texts for a range of purposes Speak with accurate pronunciation and intonation Apply and adapt previously learned language Write longer, more complex paragraphs for specific purposes using a range of vocabulary,	**Summative assessment** -Read aloud -Writing -Photo card	To discuss the importance of speaking another language in today's world. To discuss the 2000's French law that limits working hours to 25. Compare working hours in France and in Britain

	• *Practising the future and imperfect tenses* • *Talking about your job* • *Using different tenses together* •	*-question forms* *using different tenses together*	verbs, structures and the perfect tense predominantly Write/talk about ourselves and others Translation from and into French Transcribe spoken language		
Spring 1	**Spécial vacances:** • Discussing holidays • Asking questions using inversion • Imagining adventure holidays • Using the conditional • Talking about what you take with you on holiday • Using reflexive verbs • Describing what happened on holiday	**Key grammar points:** -the pronoun *y* -question forms -the conditional -reflexive verbs -the perfect tense (irregular past participles & verbs taking *être*) -emphatic pronouns -using three tenses	**AS ABOVE PLUS** • Extended writing including past, present and future time frames • Use a wide range of language and structures (new and previously learned) • Role play • Extended reading and listening including past, present and future time frames	**Formative assessment:** -translation -writing -role play	To compare holiday in France and Britain To discuss the importance of “cahiers de vacances”

	• Combining different tenses • Visiting a tourist attraction • Using emphatic pronouns •	**Key verbs:** -aller -descendre -essayer -faire -passer -traverser -voir -se coiffer -être -mettre -prendre -entrer -tomber -jouer -aller -louer			

Spring 2	**Moi dans le monde** ● Discussing what you are allowed to do ● Using expressions with *avoir* ● *Explaining what's important to you* ● *Using direct object pronouns* ● *Talking about things you buy* ● *Using si in complex sentences* ● *Describing what makes you happy* ● *Using complex structures*	**Key grammar points:** **-**expressions with *avoir* -the informal imperative -direct object pronouns: me, te, nous, vous -direct object pronouns (*le/la/l', les*) -*si* … sentences -*meilleur* using different time frames **Key verbs:** -regarder -acheter	**AS ABOVE**	**Summative assessment:** -listening -reading	To discuss the importance of fair trade
Summer 1	**To revisit module 1: Ma vie sociale d'ado**	:Key grammar points:	Listen to and read longer, more detailed texts for a range of purposes.	**Formative assessment:**	Compare French music festival to the English

	• Talking about Facebook • Using present tense verbs • Giving your opinion about someone • Using direct object pronouns • Describing a music event • Using three tenses • Giving your opinion about someone • Using direct object pronouns	-regular *–er* verbs -direct object pronouns -adjective agreement -the near future tense -the perfect tense with *avoir/être* *Key verbs:* *-passer* *-aller* *-faire* *-jouer* *-manger* *-voir* *-sortir* *-boire* *-lire* *-prendre*	Speak with accurate pronunciation and intonation Apply and adapt previously learned language Write longer, more complex paragraphs for specific purposes using a range of vocabulary, verbs, structures and the perfect tense predominantly Write/talk about ourselves and others Translation from and into French Transcribe spoken language Extended writing including past, present and future time frames Use a wide range of language and structures (new and previously learned) Role play Extended reading and listening including past, present and future time frames	Writing translation listening reading	-Discuss French use of social media to the Englis

		-avoir *-être* *-bavarder* *-danser*			
Summer 2	**Project on “La Francophonie”**	Students will prepare a presentation on “La Francophonie” and French speaking countries	Speak confidently in front of an audience -	**Summative assessment** Translation Speaking Vocab test	Learn and discuss key facts about French speaking countries

SPANISH - Year 7 end of year goals:

- Use a wide range of vocabulary and complex grammatical structures
- Understand and use spoken and written language for real and relevant purposes, including transactional language
- Initiate and sustain conversations
- Understand different spoken and written language from varying sources/media for a variety of purposes
- Transcribe spoken language with accurate spelling and punctuation
- Translate phrases and paragraphs into and from the target language
- Describe a photo
- Read aloud
- Confidently complete a dictation task
- Write a paragraph/paragraphs from memory
- Understand and accurately apply the fundamentals of key grammar such as spelling, gender of nouns, verb conjugation and how to structure a longer, more complex sentence
- Apply and adapt previously learned language for new purposes and redraft work
- Read aloud confidently with correct pronunciation and intonation
- Use a variety of timeframes and structures in their spoken and written work to add interest and complexity

Term	**Topic title(s) and overview**	**Knowledge**	**Skills**	**Assessment**	**Wider learning** (Equality and diversity, SMSC, cultural capital)
Autumn 1&2	**Módulo 1 Mi vida** Getting used to Spanish pronunciation Introducing yourself Talking about your personality	***Key verbs:*** *-llamar* *-vivir* *-ser* *-tener* ***Key grammar points:***	● Understand the pronunciation of key phonic sounds ● Listen and read for a range of purposes ● Reading aloud ● dictation ● Speak with accurate pronunciation and intonation ● Ask and answer questions - formulating questions and answers	**Formative assessment** -Writing -Speaking (read aloud) -mini-tests(vocab)	● Explore the culture and geography of Spain ● Language in context - understanding how Spanish and English relate to each other ● Comparing Spanish and English culture

		Using adjectives that end in *-o/-a*
		
		Talking about age, brothers and sisters
		
		Using the verb tener (to have)
		
		Saying when your birthday is
		
		Using numbers and the alphabet
		
		Talking about your pets
		
		Making adjectives agree with nouns
		
		Writing a text for a time capsule
		
		Adding variety to your writing
			-definite articles (el, la, los, las)
			
			-verb endings(llamar y vivir)
			
			-adjectives that end in-o/-a
			
			-making sentences negative
			
			-ser (present tense, singular)
			
			-tener (present tense, singular)
			
			-indefinite articles (un/una)
			
			-adjective forms (masculine and feminine, singular and plural)
				• Apply and adapt previously learned language
				• Write short paragraphs from memory using a range of vocabulary and structures
				• Listening and reading for specific information
				• Translation from and into French
				• Express opinions and justify statements
				• Form negative sentences
				• Extended writing combining new and previously learned knowledge and skills
				  • Transcribe spoken French
				  • Using question words
				  • Making sentences more interesting by including connectives, intensifiers, verbs, adjectives and negatives
					Summative assessment:
					
					-Listening & reading
					
					-Grammar and translation	

Spring 1	**Módulo 4 Mi familia y mis amigos** ● **Describing your family** ● **Using possessive adjectives** ● **Describing your hair and eye colour** ● **Using verbs *ser* and *tener*** ● ***Saying what other people look like*** ● ***Using verbs in the third person*** ● ***Describing where you live*** ● ***Using the verb estar (to be)*** ● ***Reading about the carnival in Cadiz*** ● ***Looking up new Spanish words in a dictionary*** ● ***Creating a video about yourself*** ● ***Planning and giving a presentation***	***Key verbs:*** *-tener* and *ser* *-estar* ***Key grammar points:*** *-Possessive adjectives mi/tu/su and mis/tus/sus* *-irregular verbs tener and ser* *-position of adjectives (after the noun)* *-Agreement of adjectives with nouns* *-the verb estar*	Same as **Módulo 1 +** -Looking up nouns in a dictionary -Looking up adjectives in a dictionary -Looking up verbs in a dictionary -Writing a description: use full answers and include connectives, intensifiers, adjectives and opinions -Giving a presentation: speak from notes and put keywords on a cue card -Rehearsing: practise repeatedly until clear and confident, record yourself and listen to your projection	**Formative assessment** -Grammar and translation -Dictation -Speaking (conversation) -mini-test (vocab test)	● Discuss and compare the Spanish and Latin America family unit to the British one. ● Discuss common stereotype about Spanish people

Spring 2	**Módulo 2 Mi tiempo libre** ● **Saying what you like to do** ● **Giving opinions using *me gusta* + infinitive** ● **Saying what you do in your spare time** ● **Using *-ar* verbs in the present tense** ● **Talking about the weather** ● **Using *cuando* (when)** ● **Saying what sports you do** ● **Using *hacer* (to do) and *jugar* (to play)** ● **Reading about different hobbies** ● **Understanding more challenging texts** ● **Taking part in a longer conversation** ● **Using question words**	***Key verbs:*** *navegar, chatear,escuchar, jugar,mandar, ver, leer, escribir, salir, hablar, bailar, tocar, montar, sacar, cantar, jugar, hacer.* ***Key grammar points:*** *- me gusta + infinitive* *-the infinitive* *-present tense of regular ar verbs* *-Using cuando* *-present tense of hacer, jugar (irregular verb, full paradigm)*	Same as **Módulo 1**	**Summative assessment:** -Speaking (photo card) -Writing	● Discuss and compare Spanish and English lifestyle and hobbies ● Discuss Spanish music and dance ● Discuss Spanish most popular sports ● Comparing Spanish and English culture

Summer 1	**Módulo 3 Mi insti** ● **Saying what subjects you study** ● **Using *-ar* verbs to say what 'we' do** ● **Giving opinions about school subjects** ● **Using *me gusta(n) + el/la/los/las*** ● ***Describing your school*** ● ***Using the words for 'a', 'some' and 'the'*** ● ***Talking about break time*** ● ***Using -er and -ir verbs'*** ● ***Understanding details about schools*** ● ***Using prediction as a listening strategy*** ● ***Writing a longer text about your school*** ● ***Checking your written work is accurate***	***Key verbs:*** *-estudiar* *-estudiar* *-me gusta/me gustan* *-comer* *-escribir* ***Key grammar points*** *-'we' form of -ar verbs* *-using me gusta(n) + el/la/los/las when giving opinions about subjects* *-checking verbs, definite articles and adjectival agreement in sentences giving opinions* *-plural indefinite articles unos/unas (meaning 'some')* *-plural definite articles los/las (meaning 'the')* *-present tense of regular -er and -ir verbs (full paradigms)*	Same as **Módulo 1 +** -Predicting what you will hear by using pictures, captions and question words as clues -Trying to predict while listening -Checking written work for spelling errors and accents -Checking for grammatical accuracy, by looking at verb endings, definite and indefinite articles and adjectival agreement -Writing better sentences by using connectives, intensifiers, sequencers and expressions of frequency	**Formative assessment:** -Grammar and translation -Dictation -Read aloud + follow on questions	Discuss and compare the Spanish educational system to the British educational system Give your opinion about the 2 systems

Summer 2	**Módulo 5 Mi ciudad** ● **Describing your town or village** ● **Using 'a', 'some' and 'many' in Spanish** ● **Telling the time** ● **Using the verb *ir* (to go)** ● **Ordering in a café** ● **Using the verb *querer* (to want)** ● **Saying what you are going to do at the weekend** ● **Using the near future tense** ● **Understanding people describing their town** ● **Listening for detail** ● **Writing a blog about your town and activities** ● **Using two tenses together** ●	**Key verbs:** *-ir* *-querer* *-jugar* *-bailar* *-ser* *-ver* *-cover* *-chatear* *-salir* *-navegar* *-montar* ***Key grammar points:*** *-un/una, unos/unas and muchos/muchas* *-ir – to go (present tense)*	Same as **Módulo 1 +** -Listening carefully for small words that can change meaning such as *no* -Being aware that some opinions are expressed using adjectives rather than *(no) me gusta* -Being aware of distractors and reading questions very carefully -Listening to who says what: distinguishing between two different voices	**Summative assessment:** -Listening & reading -Dictation -Writing	-Discuss and understand the physical characteristics of Spanish-speaking countries. -Compare Spanish cuisine to the English

		-querer in the present tense *-the near future tense (voy, vas, va, etc. + infinitive)*			

SPANISH - Year 8 end of year goals:

- Use a wide range of vocabulary and complex grammatical structures
- Understand and use spoken and written language for real and relevant purposes, including transactional language
- Initiate and sustain conversations
- Understand different spoken and written language from varying sources/media for a variety of purposes
- Transcribe spoken language with accurate spelling and punctuation
- Translate phrases and paragraphs into and from the target language
- Describe a photo
- Read aloud
- Complete confidently a dictation
- Write a paragraph/paragraphs from memory
- Understand and accurately apply the fundamentals of key grammar such as spelling, gender of nouns, verb conjugation and how to structure a longer, more complex sentence
- Apply and adapt previously learned language for new purposes and redraft work
- Read aloud confidently with correct pronunciation and intonation
- Use a variety of timeframes and structures in their spoken and written work to add interest and complexity

Term	**Topic title(s) and overview**	**Knowledge**	**Skills**	**Assessment**	**Wider learning** (Equality and diversity, SMSC, cultural capital)

Autumn 1	**Módulo 1 Mis vacaciones**
	
	De vacaciones
	
	Talking about a past holiday using the preterite of verb ir
	
	¿Qué hiciste?
	
	Saying what you did on holiday using the preterite of regular *-ar* verbs
	
	El último día
	
	Describing the last day on holiday using the preterite of -er and –ir verbs
		Key verbs:
		
		-ir
		
		Key grammar points:
		
		-ir (full paradigm)
		
		Key verbs:
		
		Comprar, descansar, mandar, montar, sacar, nadar,tomar, visitar
		
		Key grammar points:
		
		preterite of regular -ar verbs (full paradigm)
		preterite of sacar: spelling change saqué preterite + no.
		Using sequencers: el primer día, luego, más tarde, después
		
		Key verbs:
		
		Beber, conocer, ver, comer, salir, escribir
			• Understand the pronunciation of key phonic sounds
			• Listen and read for a range of purposes
			• Reading aloud
			• dictation
			• Speak with accurate pronunciation and intonation
			• Ask and answer questions - formulating questions and answers
			  • Apply and adapt previously learned language
			  • Write short paragraphs from memory using the preterite tense and a range of vocabulary and structures
			  • Listening and reading for specific information
			  • Translation from and into French
			  • Express opinions and justify statements
			  • Form negative sentences
			  • Extended writing combining new and previously learned knowledge and skills
				Formative assessment:
				
				Listening
				
				Reading
				
				Translation. Vocab test
					• Explore the culture and geography of Spain and other European countries
					• Language in context - understanding similarities between English and Spanish holidays.
					• Comparing Spanish and English culture
					• -Compare Spanish cuisine to the English
					• similarities between English and Spanish holidays.

	¿Cómo te fue? *Saying what your holiday was like* *Using the preterite of ser*	***Key grammar points:*** *preterite of regular -er and -ir verbs (full paradigm) preterite of ver: vi* ***Key verbs:*** *Ser* ***Key grammar points:*** *preterite of ser (full paradigm)*	• Transcribe spoken Spanish • Using question words • Making sentences more interesting by including connectives, intensifiers, verbs, adjectives and negatives • Listen and understand other people opinions • -Giving a presentation: speak from notes and put keywords on a cue card		
Autumn 2	**Módulo 2 Todo sobre mi vida** ***Mi vida, mi móvil***	***Key verbs:***	Same as **Módulo 1 +**	**Summative assessment** -Writing	

	Saying what you use your phone for. Revising the present tense ***Qué tipo de música te gusta?*** Saying what type of music you like Giving a range of opinions ***Prefiero las comedias*** Talking about TV Using the comparative ***¿Qué hiciste ayer?*** Saying what you did yesterday Using the present and the preterite	*Chatear, compartir, descargar, hablar, jugar, leer, mandar, sacar, ver* ***Key grammar points:*** present tense of regular *-ar*, *-ir*, *-er* verbs, full paradigm (revision). Present tense of stem-changing verbs (revision) ***Key verbs:*** *Me gusta* ***Key grammar points:*** *Me gusta + the definite article agreement of adjectives* ***Key verbs:*** *of preferir* ***Key grammar points:*** *present tense of preferir (full paradigm)* *comparison of adjectives: más… que…agreement of indefinite article*	● Apply and adapt previously learned language ● Write short paragraphs from memory using the present and preterite tenses and a range of vocabulary and structures ● Practise giving opinions using *me gusta(n)* and *no me gusta(n).* ● To check the understanding of adjectives used for expressing an opinion.	-Speaking (read aloud) -dictation	● To discuss music genres in the Spanish speaking world. ● To compare music genre in ● To learn more about Spanish tv programmes ● To discuss the difference between Spanish and English tv channels

		Key verbs: *Bailar, hacer, montar, jugar, hablar, salir, ver* ***Key grammar points:*** *preterite of hacer (full paradigm) using the present and the preterite together*	• More practice of the preterite tense of regular verbs ending in AR, ER and IR • Listen and understand other people giving and account of what they did yesterday		
Spring 1	**Módulo 3: ¡A comer!** ***¿Qué te gusta comer?*** Saying what food you like using a wider range of opinions ***¿Qué desayunas?*** *Describing mealtimes* *Using negatives* ***En el restaurante*** *Ordering a meal* *Using usted / ustedes*	***Key verbs:*** *Me gusta, no me gusta, me gustan, me encantan, beber, comer, prefiero, odio* ***Key grammar points:*** *el agua (feminine). Me gusta(n) + definite article* ***Key verbs:*** *desayunar* ***Key grammar:*** *negatives: no, nunca, no… nada* ***Key verbs:*** *Tener, ir*	• Predict and practise pronunciation of Spanish food and drink vocabulary • Review food and drink vocabulary • Listen to other people expressing opinions about foods and drinks • Listen to and understand people discuss mealtimes and food preferences • Apply and adapt previously learned language • Review food and drink vocabulary	**Formative assessment:** -Writing ,translation -listening, vocab test	• Discuss and compare the Spanish and Latin America eating habits to the British one. • Compare meal time in Spain, and Britain • Understand /polite 'you': *tú* / *usted* / *ustedes when*

	¿Qué vamos a comprar? *Discussing what to buy for a party using the near future* ***¡Fiesta!*** *Giving an account of a party* *Using three tenses together*	***Key grammar:*** *familiar/polite 'you': tú / usted / ustedes* *using the present and the preterite together* ***Key verb:*** *Verbs ir, comprar* *traer* ***Key grammar*** *near future tense (full paradigm)* ***Key verbs*** *Salir, bailar, comer, ver, ir* ***Key grammar*** *using three tenses (present, preterite, near future) together*	• To consolidate and revise vocabulary learned so far • Read and understand conversations in a restaurant • Read and understand forum posts about restaurant experiences • Listen to people discuss party preparations using the near future tense • questionnaire on the theme of Mexican food • Practise pronunciation • Practise conjugating verbs in different tenses • Give a short talk about weekend activities and parties		*ordering food in a restaurant* • *Discuss differences when ordering food in Spanish and English restaurants*

Spring 2	**Módulo 4 ¿Qué hacemos?** ***¿Te gustaría ir al cine?*** Arranging to go out using *me gustaría* + infinitive ***Lo siento, no puedo*** Making excuses using *querer* and *poder* ***Cómo te preparas?*** Discussing getting ready to go out using reflexive verbs	***Key verbs:*** *Verb ir* ***Key grammar points:*** *-a + el = al* *de + el = del* *conditional: me/te gustaría + infinitive* ***Key verbs:*** *Querer, poder, hacer,ordenar,pasear, lavarme,salir* ***Key grammar:*** *Stem-changing verbs querer, poder (present tense)* ***Key verbs:*** *Duchar, lavar,ver, poner* ***Key grammar:***	• Revise *ir a* and to check understanding and gender of the names of places in town • Revise telling the time in Spanish • Understand people discussing where to go, at what time and where to meet • Revise agreement of adjectives • Revise names of rooms and adjectives for describing them • Listen to and understand conversations in which people say why they can't go out • Making as long a sentence as possible by using sequencers to combine	**Summative assessment:** -Reading -dictation -Read aloud + follow on questions	• Discuss and compare Spanish and English lifestyle and hobbies • Discuss using language in a real context

		reflexive verbs (present tense)	phrases using reflexive verbs ● Read and understand texts in which a boy and a girl describe their preparations for going out ● Write a creative text in which they imagine they are a celebrity preparing to go out		
	¿Qué vas a llevar? *Talking about clothes* *Saying 'this/these'*	***Key verbs:*** *Verbs llevar, salir* ***Key grammar:*** *adjective agreement (colour adjectives)* *demonstrative adjective este/esta/estos/estas*	● Listen to and understand discussions about weekend activities and dress ● Read and understand texts which use two tenses to describe what people normally wear and are going to wear		Discuss Spanish fashion and style
	¡Hoy partido! Talking about sporting events Using three tenses	***Key verbs:*** *verb jugar* ***Key grammar:*** *using three tenses (present, preterite near future) together*	● practise forming the present, preterite and near future in the first person ● Speaking coherently and confidently ● Listen to a football fan talk using the present, the preterite and the near future		

			• Listen to people talk about sporting events, focusing on tenses		

Summer 1	**Módulo 5 Operación verano**
	
	¿Qué casa prefieres? Describing a holiday homeDiscovering more about the comparative
	
	¿Qué se puede hacer en...?
	Describing holiday activities
	Using the superlative
	
	¿Dónde está?
	
	Asking for directions
	Using the imperative
		Key verbs:
		
		ser, estar, tener
		
		Key grammar:
		ser and *estar* (including stress accent: *esta o está***)**
		comparative: *más/menos* + adjective + *que*
		
		Key verbs
		
		Ir de paseo, visitar, jugar, ver, ir de compras
		
		Key grammar
		se puede(n) + infinitive
		
		superlative*: el/la/los/las más* + adjective + *de*
		
		Key verbs
		
		Estar, seguir, tomar
		
		Key grammar
		
		imperative: *tú* form
			• Listen and read for a range of purposes
			• Reading aloud
			• dictation
			• Speak with accurate pronunciation and intonation
			• Read and understand imaginative texts about homes
			• Write a creative description about a celebrity's luxury home
			
			• Ask and answer questions - formulating questions and answers
			  • Apply and adapt previously learned language
			  • Write short paragraphs from memory using a range of vocabulary and structures
			  • Listen to and understand people answering the question
			
			• Listen to and understand people being given directions
				-**Formative assessment:**
				
				Listening
				
				-Reading
				
				-dictation
				
				-Read aloud + follow on questions
				
				Summative assessment:
				
				Writing + translation
				
				Read aloud
				Dictation
					Discuss and understand key facts about Spain, landmarks and holidays.
					-Discuss and compare holiday accommodation in Spain and Britain

Summer 2	***Campamentos de verano*** Talking about summer camps Learning more about using three tenses **Re-visit module 1 and 2** **Project on Spain and Spanish speaking world**	**Key verbs** Hacer, escoger **Key grammar** using three tenses (present, preterite , near future) together **Key verbs:** Ir, estar, hacer, ver, sacar, salir **Key grammar:** Present , preterite and future tenses of verbs	• Listen and understand to teenagers discussing summer camps • Listen to an account of a summer camp • Writing and speaking from memory • Describing a photo • Read aloud • Speaking from memory • **Power point presentation on Spain and Spanish speaking world**	Formative assessment Speaking Summative assessment Writing + translation	• Discuss Spanish culture • Review Spanish traditions

SPANISH - Year 9 end of year goals:

- Use a wide range of vocabulary and complex grammatical structures
- Understand and use spoken and written language for real and relevant purposes, including transactional language
- Initiate and sustain conversations
- Understand different spoken and written language from varying sources/media for a variety of purposes
- Transcribe spoken language with accurate spelling and punctuation
- Translate phrases and paragraphs into and from the target language
- Describe a photo
- Read aloud
- Complete confidently a dictation
- Write a paragraph/paragraphs from memory
- Understand and accurately apply the fundamentals of key grammar such as spelling, gender of nouns, verb conjugation and how to structure a longer, more complex sentence
- Apply and adapt previously learned language for new purposes and redraft work
- Read aloud confidently with correct pronunciation and intonation
- Use a variety of timeframes and structures in their spoken and written work to add interest and complexity

Term	**Topic title(s) and overview**	**Knowledge**	**Skills**	**Assessment**	**Wider learning** (Equality and diversity, SMSC, cultural capital)

Autumn 1	***Módulo 1 Somos así*** ***Cosas que me molan*** Talking about things you like Using irregular verbs in the present tense ***Mi semana*** *Talking about your week* *Using regular verbs in the present tense* ***Cartelera de cine*** *Talking about films* *Using the near future tense* ***Un cumpleaños muy especial*** *Talking about a birthday* *Using the preterite*	***Key verbs*** *ir, hacer, ser* ***Key grammar:*** *definite article with opinions* *present tense of ir, hacer, ser (full paradigm) pronunciation of c* ***Key verbs*** *Ver, sacar, tocar, bailar, leer, montar, cocinar* ***Key grammar*** *Present tense of ar, er and ir verbs (full paradigm)* ***Key verbs*** *ir* ***Key grammar*** *near future tense* *definite and indefinite articles* ***Key verbs*** *Ir, comer, montar, recibir, participar* ***Key grammar***	• Talk about things you like using more colloquial verbs of preference • Ask and answer questions about someone's likes and dislikes • Making sentences more interesting by including connectives, intensifiers, verbs, adjectives and negatives • Apply and adapt previously learned language • Read short texts about what people do and answer questions about time and frequency of these activities in English • Write questions for statements about films • Write a short text about one's films preferences, using the present and near future tenses	**Formative assessment:** Listening Reading Dictation Translation Vocab test	Discuss teenagers hobbies in Spain and similarities with Britain Discuss Spanish film genres Explore Spanish entertainment industry And discuss similarities with the English

	Los famosos *recognising tenses* *preterite of hacer (full paradigm)*	*the preterite (full paradigm)* ***Key verb*** *Ser* ***Key grammar*** *recognising tenses* *preterite of hacer (full paradigm)*	• Transcribe sentences read out by the teacher in the preterite tense • Create long sentences in the preterite about birthdays • Ask and answer questions about a fictitious celebration in the past • Listening and reading for specific information • · Extended writing combining new and previously learned knowledge and skills		
Autumn 2	***Módulo 2 Oriéntate*** ***Hotel Catástrofe*** *Saying what you have to do at work* *Using tener que* ***¿En qué te gustaría trabajar?***	***Key verbs:*** *Preparar, cortar, servir, limpiar, contestar, ayudar* ***Key grammar:*** *tener que + infinitive*	• Practise forming the infinitive of verbs from the conjugated form of a verb in the present tense • Describe a job saying what the job is about, whether they like it and what the boss is like/customers are like • Give reasons, using *por lo general*, *porque* and *además*	**Summative assessment** -Read aloud -Writing -Photo card	Discussing parents' job Discuss future plan

	Saying what job you would like to do *Using correct adjective agreement* ***¿Cómo va a ser tu futuro?*** *Talking about your future* *More practice with the near future tense* ***¿Cómo es un día típico?*** *Describing your job* *More practice using three tenses*	***Key grammar*** *adjective agreement* ***Key verbs*** *ser* ***Key verbs*** *Viajar, ganar, tener, vivir, ser* ***Key grammar*** *present tense v. near future tense* ***Key verbs*** *Trabajar, leer, decidir, salir, tener, ir, ser, hacer* ***Key grammar*** *verb patterns: regular and irregular*	• give constructive feedback on pronunciation, fluency, content and the use of connectives and intensifiers • Understand the difference in usage between *así que* and *por eso* • Listen to people say what job they would like to do • practise the formation of the near future • Listening and reading for specific information • talk about jobs and personal qualities • Identify verbs in present, preterite and near future • *Identify verbs in the infinitive, present, preterite and near future* • *Read and translate a text into English*		Discuss students'their future plan Discuss education and future plans (Plans for jobs and careers, Future plans)

Spring 1	***Módulo 3 En forma*** ***¿Llevas una dieta sana?*** *Talking about diet* *Using direct object pronouns* ***¡Preparados, listos, ya!*** *Talking about an active lifestyle* *Using stem-changing verbs* ***¿Cuál es tu rutina diaria?*** *Talking about your daily routine* *Using reflexive verbs*	***Key verbs*** *comer* ***Key grammar*** *direct object pronouns* ***Key verbs*** *Jugar, preferir, empezar* ***Key grammar*** *stem-changing verbs jugar and preferir* *preterite of jugar and empezar* ***Key verbs*** *Despertarse, ducharse, acostarse*	• Write sentences based on picture prompts • Describe a healthy diet, using new vocabulary, adverbs of frequency and direct object pronouns • Express Opinions about food and drink, Unhealthy/healthy food choices, Food and drink habits • Listen to people talk about what they do to keep fit • Listen to an interview about lifestyle • Ask and answer questions - formulating questions and answers • Apply and adapt previously learned language • Ask and answer questions - formulating questions and answers	**Formative assessment:** -translation -writing -role play	Discuss wellbeing in Spain and Britain Discuss and compare lifestyle in Spain and Britain Discuss the importance of sleep for a healthy lifestyle

		Key grammar *reflexive verbs*	• Apply and adapt previously learned language		
Spring 2	***¡Muévete!*** *Talking about getting fit* *Using se debe/no se debe* ***¡Me duele todo!*** *Talking about ailments* *Using me duele(n)* ***Módulo 4 Jóvenes en acción*** ***Mis derechos***	***Key verbs*** *Comer, beber, dormir, entrenar* ***Key grammar*** *(no) se debe* ***Key verbs*** *doler* ***Key grammar*** *me duele(n)* ***Key verbs***	• Practice using *se debe/no se debe* • Translate from English into Spanish • Listening and reading for specific information • Ask and answer questions - formulating questions and answers • Apply and adapt previously learned language	**Summative assessment:** -listening -reading	Discuss the danger of fast food for teenagers

	Talking about children's rights *Using the verb poder*	*poder* ***Key grammar*** *Poder in the present tense*	• Translate sentences in Spanish into English • Translation from and into Spanish • Express opinions and justify statements		Discuss and compare children right in the Spanish speaking world and Britain
Summer 1	***El comercio justo*** *Talking about fair trade* *Expressing your point of view* ***¡Reciclamos!*** *Talking about recycling* *Using se debería*	***Key verbs*** *deber* ***Key grammar*** *3rd person present tense (singular and plural)* ***Key verbs*** *Se debería…* *reciclar* *apagar* *usar* *desenchufar* *ir en bici* *ducharse* *bañarse* *cerrar* *conservar* *ahorrar*	• Practise the present tense of regular and irregular verbs using the third person singular and plural • Translate a text into Spanish • Write an article on child labour expressing their point of view – *En mi opinión* • Practise using *se debería* when talking about the environment • Listening and reading for specific information • Give advice on how to protect the environment	**Formative assessment:** Writing translation listening reading	Explore child exploitation in Spanish speaking world Discuss and compare children right in Spanish speaking world and Britain Discuss environmental issues in the world and solutions to protect the environment

	Mi ciudad *Talking about how a town has changed* *Using the imperfect tense* ***Queremos recaudar fondos*** *Writing about fundraising* *Choosing the correct Spanish word*	*No se debería…* *malgastar* *usar* *tirar* ***Key grammar*** *se debería + infinitive* ***Key verbs*** *Hay, tiene, es, està* ***Key grammar*** *The imperfect tense* ***Key verbs*** *Ser, organisar, construir* ***Key grammar*** *Masculine and feminine of nouns* *Using a Spanish dictionary*	• Pupils transcribe sentences about how a town has changed read out by the teacher • Write about how a city has changed and how it might change in the future using the imperfect, present and near future tenses • Using the English-to-Spanish section of a dictionary • Choosing the word with the right meaning from the dictionary • Using the right verb form • Using words with multiple meanings • Translate sentences into Spanish		Discuss the advantages and disadvantages of living in a town

Summer 2	***Módulo 5 Una aventura en Madrid*** ***¡Mucho gusto!*** *Meeting and greeting people* *Using expressions with tener* ***La caza del tesoro*** *Talking about a treasure hunt* *Using the superlative* ***En la tienda de recuerdos*** *Discussing buying souvenirs* *Using the comparative* ***¿Qué visitarás mañana?*** *Saying what you will do* *Using the simple future tense*	***Key verbs*** *Tener, querer, poder* ***Key grammar*** *Tener* ***Key verbs*** *ver, buscar, descubrir, dibujar, identificar, visitar, escribir, comprar, comer, coger, ver, descubrir encontrar,comer* ***Key grammar*** *the superlative* ***Key verb*** *ir* ***Key grammar*** *the comparative* ***Key verbs*** *Comer, visitar, comprar,*	• Apply and adapt previously learned languag**e** • Revise variable and invariable adjectives • Revise the formation of superlative adjectives • Read complex texts • Listening and reading for specific information	**Summative assessment** Translation Speaking Vocab test	Explore the city of Madrid and its landmarks Discuss the importance of languages when buying souvenirs during a trip

		Key grammar *the future tense*	• Translation from English and into Spanish • Write short paragraphs using the simple future tense		

Subject: Art & Design

Curriculum statement:

“Art is a place for children to learn to trust their ideas, themselves, and to explore what is possible.” *Maryann F. Kohl*

Etonbury Academy Art department intends to provide every single student with a high quality art and design education that excites, inspires and challenges pupils, ensuring they have the fundamental knowledge and skills to understand, experiment, develop and present their own works of art, craft and design.

It is our intent that our knowledge and skills rich curriculum is a journey, building, expanding and revisiting previous learning as students progress through key stage 3. Each project has been designed and purposefully sequenced to ensure students become proficient in drawing, painting and sculpture and by the end of the key stage they can confidently connect these disciplines to other forms of art such as mixed media, collage, photography and printmaking.

Students will learn to become visually literate, through gaining a knowledge of artistic movements and learning the skills and insights that were used to develop them. Students will be able to use the skills they have acquired to express authentic ideas, convey meaning and create something aesthetically appealing or conceptually powerful. Students will become creative and critical thinkers, and learn to listen and learn from past and present artistic movements, cultures and current affairs. They will feel empowered to express themselves and enriched with an understanding of the role that art can play in our collective and individual lives now and in their futures. Our aim as a department is to ensure we add to an enriched curriculum where Art is considered central to student development and not a peripheral subject. The curriculum is not reduced or curtailed for any students, but rather, staff are adaptive and seek ways of improving the provision so that all learners can access.

Students are explicitly taught about respect, responsibility, resilience and building character by showing respect for each other's progress and emotional needs by offering feedback that is kind, honest and specific. Through verbal discussions, respecting other people's views and needs, listening to when their peers are talking, making eye contact, building and contributing to a culture based around respect and integrity where each other's values are respected, catered for and listened to. Students celebrate excellent responses, outcomes and effort by giving applause. Students hold each other to account.

As a member of Etonbury Academy, Students fully contribute to SMSC themed whole school activities such as Remembrance,The Big Draw and interform creative challenges. Students show and behave with respect due to the importance of such learning. As a member of Etonbury Academy; Students participate and build links with local communities by taking part in real life learning projects that are celebrated through

social media, school websites, instagram, the local newspaper, galleries and other creative projects. Students are intrinsically motivated and want to contribute positively to their community.

We believe ‘every student is an artist’.

Year 7 end of year goals:

By the end of Year 7 students will have explored the formal elements in their widest fullest sense and will be introduced and develop their understanding of the ‘creative journey’.

Students will be able to:
Research and develop:
Analyse the work of artists using the formal elements to describe and give opinions
Have an understanding of art movements and celebrate different cultures through art
Experiment and refine:
Have a confident understanding of colour theory and colour mixing
Be able to purposefully explore and experiment with materials, techniques and processes in the style of an artist or theme
Observe and record:
To develop skills in traditional and contemporary drawing,painting, printmaking and ceramics techniques
Understand the fundamental foundations of the formal elements and become skilful in their application
Present and evaluate:
Be able to create a personal final piece of artwork inspired by an artist, culture or theme
Be able to evaluate their own work and recognise ways to develop or improve

Term	Topic title(s) and overview	Knowledge	Skills	Assessment	Wider learning (Equality and diversity, SMSC, cultural capital)
Autumn 1	**‘A sense of place’- British Landscapes**	• Learn **how to research and analyse**	• Understanding what you *see* in the artwork.	Baseline Assessment: ***landscape tonal drawing***	**Careers links:** Painter, digital illustrator, photographer, fine

	Specialism: Drawing and contextual studies Year 7 students develop their observational drawing skills through an exciting project focused on working *'En Plein Air'* on our school roof terraces. From this perspective, students capture the surrounding local landscapes, learning to observe light, shape, and texture in real time. Inspired by the expressive style of Vincent van Gogh, they explore how to use energetic line work, bold colours, and visible brushstrokes to bring movement and texture into their artwork. Students experiment with a range of materials and techniques, including pencil, oil pastels, coloured pencils, and acrylic paint, to build confidence in layering and mark-making to create texture. A key focus was the creation of joiners, a technique where multiple drawings or images are pieced together to form a fragmented view. This allows students to explore composition in a more dynamic and unconventional way, reflecting both the changing nature of the environment and Van Gogh's expressive approach to landscape.	**artists and their work,** using the **formal elements and blooms** • How to record/draw from **direct observation** • Components of landscapes • Learn the key techniques to **perspective** drawing • **Au Plein Aire** • Introduction to the **grid system** when drawing from observation	• Understanding *how* the artist made the work. • Exploring what the artwork *might mean*. • Critical Thinking and Comparison • **Mark making and tonal techniques** in the style of Van Gogh to show texture • Accurate **proportions-**Grid system drawing • Accurately use **lines** to show one point **perspective** when drawing from observation • Plotting and sketching **foreground, middleground and background, horizon line.**	Throughout and at the end of each project, students will be assessed using assessment matrix grids which they have in their sketchbooks. They will be assessed on how well they meet the following assessment objectives: A01 Research and develop: Contextual understanding A02 :Experiment and refine: Experimentation with materials, techniques and processes AO3: Observe and record: Recording skills A04:Present and evaluate: Final Outcome and evaluation Students receive live verbal feedback from their teachers and peers whilst lessons are taking place, allowing them to immediately **review,** refine and modify their work as it progresses.	artist **Further reading:** DIGITAL DRAWING FOR BEGINNERS: Learn How To Draw Digitally, Digital Art For Beginners https://www.hive.co.uk/Product/Marco-Livingstone/David-Hockney/20841692

	Through this project, Year 7 students refine their technical drawing and painting skills but also developed an appreciation for working outdoors and seeing their everyday surroundings with fresh eyes. The final outcomes celebrate both individuality and observation, blending traditional techniques with contemporary presentation.				
Autumn 2	**<u>'A sense of place'- British Landscapes</u>** **<u>Specialism:</u>** Traditional painting and photography	• Exploring **colour theory** • **Understanding of sgraffito and mark making** techniques using mixed media	• How to **colour mix** and **apply accurate colour** • **Cropping and zooming in** • Experiment using **different materials** and **techniques** (oil pastel sgraffito, paint, pencil) to show texture	Students also have a <u>feedback dialogue sheet</u> at the front of their books which is where staff and peers give written feedback and ask <u>questions</u> on specific skills tasks. Students have the opportunity during lesson time to <u>reflect and respond</u>; an important part of the creative process.	**<u>Homework challenge:</u>** Exploring the **history, culture and community** in and around Stotfold when taking landscape photography.
Spring 1	**<u>'A sense of place'- British Landscapes</u>** **<u>Specialism:</u>** Mixed media	• What is a joiner? • **Understand** how to produce a final piece of work inspired by David Hockney's joiner technique	• Application of different mark making techniques learnt earlier in the project to create joiner sections using mixed media • **Composition and arrangement techniques to show balance**	**Assessment point 1** **Self evaluation** **Written teacher feedback and MRI time based on success critiera/rubics.**	Learning about the **future of drawing/painting** using digital media.

Spring 2	**‘Around The World’- Cultural Mask** **Specialism:** Contextual studies, printmaking The Year 7 *Masks of the World* project introduces students to a range of artistic techniques while exploring global cultures through mask-making. Students begin by researching traditional masks from different cultures, building cultural capital and an understanding of the diverse purposes masks serve around the world. They develop key knowledge and skills through observational drawing, focusing on symmetry and design, before applying colour pencil burnishing techniques to refine their ideas. Students then move on to working with clay, learning essential sculpting methods to bring their designs to life in three dimensions. Finally, they paint their masks using colour theory to enhance visual impact and meaning. Throughout the project, students build confidence in both practical and analytical skills, encouraging creative expression grounded in cultural awareness.	• What is **culture**? • How can we celebrate and learn about **cultures** from each **contentent** through art? • Origins of **printmaking** • How to create a **mono print/lino print** • What does mono mean in **latin?** • **Patterns of the world** • **Colour symbolism**	• **Mind Mapping and research skills** • **Monoprinting** and **lino printing** • Using **inks** with control • **H&S** when using clay		**Careers links**: Ceramics artist, set designer **Exhibitions:** V&A Museum London **Further reading:** **https://www.amazon.co.uk/Mask-World-GREGOR/dp/048641793X** **Recycled** tribal mask bottle homework challenge to be completed with families to promote **sustainability.**
Summer 1	**‘Around The World’- Cultural Mask: Specialism:** Contextual studies, drawing	• Mask **uses and meanings** • Key **characteristics** of mask design • How to take **inspiration** from	• Cultural Mask design **analysis** • **Developing** design ideas • **Colour pencil burnishing**		**Eid henna** pattern design flying start task **Using the the skin as a canvas** pattern portrait inspired by Nigerian artist **Laolu Senbanjo** https://laolu.nyc/

		cultures when designing ● What is **symmetry?**			
Summer 2	**‘<u>Around The World’-</u>** <u>Cultural Mask:</u> Ceramics	● Introduction to **clay modelling, building and engraving techniques (slab technique, reliefs, engraving)** using clay ● Kiln firing	● **H&S** when using clay ● **Clay slab technique and building reliefs** ● **Engraving and embellishments** ● **Time management** ● **Team work skills**, and **responsibility** when completing practicals	**Assessment point 2** **Self evaluation** **Written teacher feedback and MRI time based on success critiera/rubics.**	**Whole school diversity festival,** performance and art exhibition involving the whole school, showcasing the final clay masks.

Year 8 end of year goals:

Students will have more choice and freedom to explore and develop their own ideas and responses on their creative journey throughout the year:

Research and develop:

Be confident with what an art movement is and how Surrealism has inspired artists, authors and people in different ways

Know how to use descriptive language as inspiration for an illustration

Understanding of current affairs such as poverty and social pressures

Experiment and refine:

Deeper understanding and application of the formal elements to convey a message

Use creativity skills to work from imagination when producing design ideas

Observe and record:

Develop skills and more thorough knowledge when using 2D & 3D materials, techniques and processes

More controlled and refined application of the formal elements

Present and evaluate:

Be able to create a more personal final piece of artwork using creativity and imagination

Be able to confidently evaluate their own work and recognize ways to develop or improve

Term	**Topic title(s) and overview**	**Knowledge**	**Skills**	**Assessment**	**Wider learning (Equality and diversity, SMSC, cultural capital)**
Autumn 1	**'Weirdly Wonderful'-** Kafka Creatures **Specialism:** Contextual studies,	• Art movement **Surrealism** • Illustrating **literature** • Responding to an artist for inspiration • How to respond to a **design brief**	• **Mark making** with pen • **Collage** • **Design** and **creativity** skills	Baseline Assessment: ***Surrealist party bird illustration*** Throughout and at the end of each project, students will be assessed using assessment matrix grids which they have in their	**Careers links:** Fashion designer, Set designer, model making,illustrator **Further reading:** Franz Kafka The Metamorphosis

	Graphics & drawing Year 8 students learn about Surrealism. They think about how surrealists use the process of metamorphosis to inspire their work. They were influenced by the author Franz Kafka who wrote a surreal short novel called 'Metamorphosis', which was about a man who wakes up one day completely transformed into a beetle! Theory also referred to the work of Russian Instagram artist ' Good and Strange' to go on to create their own surrealist character. The students investigate 3D character design through collage and drawing, making armatures, creating mood boards and discover more about the kinds of creative industries that utilise these skills and techniques.	• Understand what and how a **mood board** is used in the development stage	• Create a **mood board** and **outfit design idea** inspired by a theme	sketchbooks. They will be assessed on how well they meet the following assessment objectives: A01 Research and develop: Contextual understanding A02 Experiment and refine: Experimentation with materials, techniques and processes AO3 Observe and record:Recording skills A04 Present and evaluate:Final Outcome and evaluation Students receive **live verbal feedback** from their teachers and peers whilst lessons are taking place, allowing them to immediately **review**, **refine** and **modify** their work as it progresses.	https://www.amazon.co.uk/Metamorphosis-Franz-Kafka/dp/1578987857 **Cross curricular links:** English, history, DT

Autumn 2	**‘Weirdly Wonderful’-** Kafka Creatures **Specialism:** 3D design & Ceramics	• **How to create** an armature using mixed media • Develop and build on **ceramics knowledge** • Understand **outfit pattern making** and **stitching techniques** using fabrics • Learn how **embellishments** aid and enhance designs	• **Wire** and **wadding** skills to create body form • How to **sculpt** animal faces using different tools and techniques • Cut and **make** outfit design and construct • Sophistically add embellishments	Students also have a feedback dialogue sheet at the front of their books which is where staff and peers give written feedback and ask questions on specific skills tasks. Students have the opportunity during lesson time to reflect and respond; an important part of the creative process.	
Spring 1	**‘Weirdly Wonderful’-** Kafka Creatures **Specialism:** Painting & Textiles	• Recap and build on understanding and use of **colour theory**	• Accurate **colour mixing** and **paint application skills**	**Assessment point 1** **Self evaluation** **Written teacher feedback and MRI time based on success critiera/rubics.**	
Spring 2	**‘Exploring how we live’ Shanty towns** - Architectural mixed media structure **Specialism:** 2D drawing, contextual studies Through this project, students develop a deeper understanding of how people live in these informal settlements,	• What is a shanty town and why do they exist? • Understand why artists create **art for purpose** • To be able to draw basic shapes in **2 point perspective** from different **viewpoints**	• Complete an artist analysis and study on **Eric Cremers** and his work • Create a slum house design using **2 point perspective** • Translating a 2D design to a 3D design • Use different and appropriate materials and techniques to **communicate the**		**Careers links:** Architect, designer, 3D model maker, conceptual artist **Further reading:** https://www.youtube.com/watch?v=4Xz-hleqKAg https://ericcremers.exto.org/kunstwerken/16517861_Habitats.html#.YyOkGXbMJ7k **Political campaigning** **Refugee and immigration Community**

	examining the challenges and creativity involved in building homes with limited resources and recycling materials. Artistically, the project focused on 2-dimensional outcomes, teaching students how to use pencils and fineliners to add intricate detail and collage techniques to create texture within their drawings of shanty towers. Students develop their own designs of shanty houses, refining their ideas through the drawing process. They then create a 2D front panel of a shanty house, using cardboard, learning to use craft knives safely and effectively to construct a final piece. The project not only enriches students' technical and design skills, but also fosters empathy and awareness of global living conditions.		**living environments of slums**		**Comic relief** documentary shown to students to **widen understanding on refugee, immigration and poverty** struck areas of the world.

Summer 1	**<u>'Exploring how we live' Shanty towns</u>**'- Architectural mixed media structure **<u>Specialism:</u>** 3D design	• Understand the risks and **H&S** when using Kraft knives • Understand the **design process, experiment and testing**	• **Cutting and destress** techniques using cardboard • Create a window **prototype**		**<u>Homework challenge:</u>** students will need to learn to be resourceful and find their own materials around them which they will use to build their slum houses. This will help them to gain a better sense of how difficult it is to build a shelter with **minimal money.**
Summer 2	**<u>'Exploring how we live' Shanty towns</u>**- Architectural mixed media structure **<u>Specialism:</u>** 3D design	• **How to use non-resistant materials** to build a 3D structure.	• Create **3D structure** using cardboard • **Apply relief and layering techniques** to structure • **Distress and create texture and tone** using **mixed media** to slum house design • **Work sensibly** in practical lessons • **Evaluate and reflect** on work as it progresses	**Assessment point 2** **Self evaluation** **Written teacher feedback and MRI time based on success critiera/rubics.**	**H&S** when using equipment and sharp materials

Year 9 end of year goals:

Students by the end of Year 9 will be equipped with the skills and contextual knowledge needed in preparation for them to start GCSE Art or Photography. By the end of the Year students will be confident to respond to a theme and develop their own ideas and art style on their creative journey. Year 9 has been designed to make students become independent learners who see the direction they want to go and are able to get there with our support, preparing them for KS4.

Term	Topic title(s) and overview	Knowledge	Skills	Assessment	Wider learning (Equality and diversity, SMSC, cultural capital)
Autumn 1	**'Speak up' Street Art Icon Portrait-Specialism**: contextual studies, portraiture drawing, stencilling The project begins with students selecting an icon, someone admired for their influence, courage, and positive impact on the world. These figures may be activists, artists, athletes, or leaders who inspire change and challenge injustice. Students develop their portraiture skills by sketching their chosen icon, then create layered compositions using collage with newspaper articles and text relevant to their icon's life and work. To enhance their final compositions, students experiment with stenciling and spray painting techniques, key elements of street art. Street art allows artists to make	• **Understand** the differences and key **characteristics of street art & graffiti** • Understand how street art exercises **political, social issues on current affairs.** • Learn different **spray paint techniques** • Learn about different **graffiti lettering styles** • **What is an icon?** • How to use the **craft Knife safely**	• **Stencil craft knife cutting techniques** • Test and experiment with different **spray paint techniques**	Baseline Assessment: ***Graffiti Tag design*** Throughout and at the end of each project, students will be assessed using assessment matrix grids which they have in their sketchbooks. They will be assessed on how well they meet the following assessment objectives: A01 Research and develop: Contextual understanding A02 Experiment and refine: Experimentation with materials, techniques and processes AO3 Observe and record: Recording skills A04 Present and evaluate:Final Outcome and evaluation Students receive **live verbal feedback** from their teachers and peers whilst lessons are taking place, allowing them to	**Careers links:** Graphic designer, Street Artist, photographer, digital artist **Further reading:** **https://www.waterstones.com/book/wall-and-piece/banksy/9781844137879** **https://www.goodreads.com/book/show/942135.People_Who_Changed_The_World** Flying start **questioning discussions** about BAME inspirational artists such as Marcus Rashford, Martin Luther King. **Street Art tour:** **https://www.shoreditchstreetarttours.co.uk/**

	bold personal statements about society, politics, and culture. By using this style, students connect their work to a wider tradition of public expression. Through the *Speak Up Icon* project, students are encouraged to reflect on the impact one person can make and how art can be a powerful voice for change.			immediately **review**, **refine** and **modify** their work as it progresses.	
Autumn 2	**‘Speak up’ Street Art Icon Portrait- Specialism**: Drawing	• Use the **grid system** with accuracy when sketching from observation • Understanding portrait **proportions**	• Accurately draw the **facial features** • **Fundamental portraiture skills**	Students also have a feedback dialogue sheet at the front of their books which is where staff and peers give written feedback and ask questions on specific skills tasks. Students have the opportunity during lesson time to reflect and respond; an important part of the creative process.	**Black history month** homework typography portrait challenge **Cross curricular links:** History, PSHE
Spring 1	**‘Speak up’ Street Art Icon Portrait- Specialism:** Mixed media	• Working to a design brief • Making **political** statements • **composition skills**	• Using appropriate mixed media techniques • Typography • collage	**Assessment point 1** **Self evaluation** **Written teacher feedback and MRI time based on success critiera / rubics.**	**BAME & LGBTQ+ inspirational role models** discussed and students to create final pieces based on these icons **GCSE Photography Taster Session:** Why is photography important? Where can it take you? Introduction to the basics of digital photography and editing.

Spring 2	**<u>'Supersize me' Fast food Specialism:</u>** Contextual studies, drawing Students have been explore the physical and psychological impacts of fast food through an interdisciplinary unit combining health education, art, and computing. As part of their learning, they watched the documentary *Super Size Me* to critically examine the real-life consequences of fast food consumption. Drawing inspiration from artist Vanessa Wong, students studied her visual approach to social commentary before illustrating various human organs affected by fast food. They then developed their own creative pieces, integrating elements of fast food advertisements and branding within their chosen organs to convey the impact visually. Finally, applying Photoshop skills acquired in computing, students designed powerful awareness posters aimed at educating others about the health risks associated with fast food.	• **physical and psychological** impacts of fast food • **Packaging and branding** • **Who is Vanessa Wong?**			Raise awareness of the **physical and mental effects** of fast foods. **Current affairs** **Political/social issues** **Health education**
Summer 1	**<u>'Supersize me' Fast food Specialism:</u>** mixed media	• Learn how to use media using different techniques and processes • **Composition and framing** techniques	• **Mixing** and **blending** watercolours • Food packaging collage • Use the **grid system** with accuracy when		**<u>Cross curricular links:</u>** Science, food technology, PSHE, PE **<u>Careers links:</u>**

		• Understanding how to capture **accurate proportions** • **How to apply paint i**n the style of food artist	sketching from observation • Applying and layering **acrylic** paint		Illustration, advertisement, graphic design
Summer 2	**<u>'Supersize me' Fast food</u>** **<u>Specialism:</u>** Illustration, Digital art	• **Photoshop fundamentals**	• **Poster layout/composition** • **Typography and lettering**	**Assessment point 2** **Self evaluation** **Written teacher feedback and MRI time based on success critiera/rubics.**	

Subject: Design Technology

Curriculum statement:

In Design Technology and Engineering we are passionate about encouraging pupils to use creativity and imagination to design and make products that solve real and relevant problems, within different contexts, considering their own and others' needs and wants.

Pupils should be able to solve problems and develop creative solutions using a broad range of other disciplines such as Maths, Art, Computer Science which are based on a number of design problems, using past and present Design and Technology methodology.

These outcomes should develop their abilities in research, design and practical skills, which can help contribute towards a pathway in Design and Engineering, or to help the learner understand and solve everyday problems in their everyday life, becoming resourceful, innovative, enterprising and capable citizens.

In doing so pupils will also learn about design strategies, and social, moral and ethical issues such as environmental sustainability, social inclusivity and cultural diversity.

Year 7 end of year goals:

DT: The aim of DT in year 7 is to provide the basic skills of drawing & rendering materials such as wood and plastic, and to prototype ideas in different materials. It also introduces 3d printing as part of contemporary manufacturing processes such as additive manufacturing. DT also works to support skills and processes introduced in Engineering. Together both subjects look at different aspects of design and manufacture to give students a good foundation to proceed into Yr8 and onward to KS4.

Engineering : Engineering introduces pupils to learn basic technical skills such as cutting items and components accurately and to a certain tolerance. Projects look at assembly with different materials and how those materials can be mixed together to create working products. Engineering also works to support skills and processes introduced in DT. Together both subjects look at different aspects of design and manufacture to give students a good foundation to proceed into Yr8 and onward to KS4.

Food: Looks at providing pupils with the basic understanding of hygiene and safety within the kitchen. Lessons provide not only the theory of safety but also the basic preparation and cooking skills to provide a range of knowledge for pupils to become enthused and competent in the kitchen. Lessons built as a 13 week block to scaffold greater and more difficult tasks from Yr7 into Yr8.

Term	**Topic title(s) and overview**	**Knowledge**	**Skills**	**Assessment**	**Wider learning** (Equality and diversity, SMSC, cultural capital)
Engineering Rotation	**Acrylic Key Tag Project:** **Pine Pen Holder Project:**	Learn how to create a: ● **design sheet** of various ideas. ● **To create design idea**s from **different sources of inspiration** & **research.** ● Learn how to **identify workshop risks** and understand basic **health and safety.** ● **Material properties.**	Be able to ● **render** in tone. ● **annotate** designs.**Use a range of workshop hand tools** such as a coping/ tenon saw etc ● **Use a range of workshop power tools** such as a belt sander and a pillar drill safely. ● **shape both acrylic and wood** to form basic shapes.	Students will receive **on-going verbal feedback** so they can develop their work as they progress. Students will receive written **feedback from peers** on various stages. Students will receive **teacher assessed feedback on a piece of written/drawn work** per project with school policy.	Pupils will learn how to work respectfully and in a mindful way to ensure **a safe environment.** They will also learn how to think **objectively and process strengths and weaknesses for different users needs.**

		• **Joining and assembly.** • **Assembly** • how **different materials can be joined** together.	• **chisels** for basic subtractive manufacture. • **Finishing** materials	Students will complete **ongoing self assessment .**	
Food	**To understand and learn about hygiene & safety:**	• Cheese Scones • Jam Buns • Breakfast Tortilla • Tomato Soup • Cheese Straws • Bread Rolls • Apple Crumble • Mac Cheese • Pancakes • Swiss Roll • Mince Pies	• **Weighing & measuring**, **Rubbing in**, using the oven • **Creaming, dividing** equally • **Frying**, removing the skin & seeds from tomatoes, using the grill • **Using the hob,** simmering, peeling, dicing, blending • **Pastry making**, rolling • **How yeast works,** making a dough, shaping bread, proving • **Peeling, stewing fruit, baking** • Making a **roux,** making a **mornay** sauce, boiling • **Frying**, making a batter • **Whisking**, folding, rolling sponge • **Sweet pastry, pastry cutters**	Students will receive **on-going verbal feedback** so they can develop their work as they progress. Pupils will then be given a **mark at the end of each lesson** based on their dish they made.	Pupils will learn about how they can **cook safely in a kitchen,** about the importance of **good hygiene and how to avoid basic cross contamination** and bad working practices.

Year 8 end of year goals:

DT: The aim of DT in year 8 is to provide more advanced skills and concepts such as ergonomic and sustainable design to show how moulding, turning, jigs and planning are an important part of the subject and how they can be used in manufacturing design solutions. Together both subjects look at different aspects of design and manufacture to give students a good foundation to proceed into Yr8 and onward to KS4.

Engineering : Engineering continues to build on the theme of heat forming and risk assessments so that students start to understand the breath of the subject and expand students' making skills. This is done through processes such as pewter casting and heat forming plastic. To enrich this, Engineering also looks to design themes such as Pop Art to help inspire pupils understanding previous trends and design strategies. Together both subjects look at different aspects of design and manufacture to give students a good foundation to proceed into Yr8 and onward to KS4.

Food: This subject looks at providing pupils with a good understanding of food poisoning and adverse nutrition in our diets. Pupils work through a 13 week menu of both sweet and savoury dishes to explore the theme. Lessons provide not only practical but the theory of this. Lessons built as a 13 week block to scaffold greater and more difficult tasks from Yr8 into Yr9.

Term	**Topic title(s) and overview**	**Knowledge**	**Skills**	**Assessment**	**Wider learning** (Equality and diversity, SMSC, cultural capital)
Engineering Rotation	**Passive Amp Project: Night Light Project**	Pupils will develop their knowledge of: ● **design briefs**. ● **research** ● **specifications.** ● an **evaluation** and **testing its usage**. Pupils will learn about: ● **How computers can be used to manufacture (CAD/) CAM)**	● Use **different jigs** ● Develop knowledge of **workshop tools and safe working practices** which they began in Yr7. ● **Mixed materials** ● **Design development** and **iteration.** ● **How to solder** ● **How to use CAD/CAM**	Students will receive **on-going verbal feedback** so they can develop their work as they progress. Students will receive written **feedback from peers** on various stages. Students will receive **teacher assessed feedback on a**	Pupils will learn the importance of **working safely together in a workshop environment.** **Users needs** **Problem solving** **Accuracy**

		• Know what a **jig** is and why it is used. • Soldering H/S		**piece of written/drawn work** per project with school policy. Students will complete **ongoing self assessment**	
Food	**To understand and learn about Food poisoning & Nutrition:**	• Samosas • Fruit Muffins • Focaccia • Belgian Buns • Rainbow Chicken • Lasagne • Butterfly Cakes • Sausage Rolls • Checkerboard Biscuits • Yule Log • Pizza	• **Weighing & measuring, folding filo pastry, dicing, frying** • **Baking**, making a batter, portioning batter • **Bread making,** decorating with vegetables, proving • **Sweet dough**, shaping bread, icing • **Stir fry, slicing, marinade** • Making a **roux, béchamel** sauce, **bolognaise** sauce • **Sponge mix,** creaming, piping buttercream • **Puff pastry,** lamination, egg wash • Rolling, **planning a checkerboard design** from sticks of colored dough • **Whisking, rolling sponge, piping buttercream** • **Bread making**, rolling dough	Students will receive **on-going verbal feedback** so they can develop their work as they progress. Pupils will then be given a **mark at the end of each lesson** based on their dish they made.	Pupils will develop their knowledge of good working practices in the kitchen, how to avoid food poisoning and also how to eat a well balanced diet to keep themselves fit and healthy.

Year 9 end of year goals:

DT: The aim of DT in year 9 is to cover skills needed at KS4 that have not been covered so far in KS3. Pupils learn about soldering and electronics as well as the health and safety surrounding this. Pupils will then progress on to learning about 3D printing and create a case for their soldered light circuit. They will have to take into account component measurements and various build parameters of 3D printing as design constraints to do this. Together both subjects look at different aspects of design and manufacture to give students a good foundation to proceed into Yr8 and onward to KS4.

Engineering : Engineering will look at various aspects of curriculum which pupils can develop their skills as a greater foundation for KS4. They will look at developing their workshop skills by making a pair of salad claws which looks at accuracy and accurate replication, finishes and varnishes. This will be created alongside a production log which supports KS4 requirements.

Food: In yr9 students focus on Allergies and Food Choices for lifestyles. Again this is through a pathway of progressively more rigorous and demanding recipe choices and is supported with theory work along the way. This is to give the pupils a foundation of knowledge ready for KS4. Healthy lifestyles through diet are encouraged, discussed and are compared with the allergens that might affect some people.

Term	**Topic title(s) and overview**	**Knowledge**	**Skills**	**Assessment**	**Wider learning** (Equality and diversity, SMSC, cultural capital)
Engineering Rotation 1	**Salad Claws**	Learn/Develop knowledge of: ● **design Briefs** ● **specs** ● **material properties** ● **wood shaping** ● **tolerances** ● **different wood finishing techniques**	To be able to: ● **Cut joinery wood** to size and shape. ● Create a range of **wood joints** ● **Assemble** to a good to high standard. ● Sand and **finish with different stains and varnish.**	Students will receive written **feedback from peers** on various stages. Students will receive **teacher assessed feedback on a piece of written/drawn work** per project with school policy. Students will complete **ongoing self assessment**	Pupils will learn about **safe working practices**, accuracy, and the importance of an eye for detail. Pupils will also learn about **user centred design** and the importance of personalisation.

				Students will receive written **feedback from peers** on various stages. Students will receive **on-going verbal feedback** so they can develop their work as they progress. As above	
Food	**To understand and learn about Allergies and Food Choices for lifestyles:**	• Peach Crumble Muffins • Chicken Tikka • Decorative Swiss Roll • Cinnamon Star Tear & Share • Ravioli • Caramel Shortbread	• **3 part batter,** • **Marinade, deboning chicken thigh** • Piping **sponge mix** • **Shaping layers** of bread dough • **Pasta making**/pasta machine • **Caramel**, melting chocolate	Students will receive **on-going verbal feedback** so they can develop their work as they progress. Pupils will then be given a **mark at the end of each lesson** based on their dish they made.	Pupils will learn about how different people are allergic to different ingredients and what that means in dietary terms. They will also look at how different diets can promote different life styles and what are the positives choices surrounding that.

Subject: Music

Curriculum statement:

Music at Etonbury is inclusive, giving every child the opportunity to experience the joy of music making at a level suitable to them. We encourage participation both inside and outside of the classroom and we strive to increase the self-confidence, creativity and emotional intelligence of our students.

We aim to engage and inspire students as performers and composers as well as giving them the skills and language to critically engage with existing musical composition across a range of cultures and genres.

Year 7 end of year goals:

In year 7 we aim to expose our students to a wide variety of musical genres and widen their cultural appreciation. Students are introduced to the main assessment areas of performance, composition, aural and musical understanding *(including notation).* All students, no matter their musical background, will be challenged to perform and practically contribute with our ambition being that all students should have the opportunity to experience the joy of performance and gain the confidence to be able to manage their nerves. Our main performance instruments in year 7 are voice and keyboard and we aim for all students to gain an understanding of how to use these instruments more effectively and feel achievement as a musician from performing either with their peers or as a soloist.

Term	Topic title(s) and overview	Knowledge	Skills	Assessment	Wider learning (Equality and diversity, SMSC, cultural capital)

Autumn	**Vocal/Instrumental** **- 10 lessons** **Vocal** In this module we will explore how to produce sound and use breath to support your voice. Students will listen to different types of vocal music and become familiar with different voice types and vocal genres. Students will be encouraged to perform as a class and will explore different vocal textures through the performance of unison songs, rounds and partner songs. **Instrumental** Students will listen to a wide variety of instrumental music and become familiar with the different instrumental families. They will discover how different instruments produce their sound and become more skilled at identifying these both visually and aurally. **Christmas (performance)** **2/4 lessons** Students will look at some basic notation in preparation for the next module and will complete a three-part class performance using voice, piano and glockenspiels of 'Carol of the Bells'.	• Rounds • Partner songs • Solo/layered/homophonic textures • Thick/thin texture • SATB • Instruments of the orchestra • Typical orchestral set-up • Traditional orchestral instruments and families Practically embed previous knowledge. Start of introduction to performance skills with instruments and prepare students for future lessons and topics to develop new skills.	• Be able to sing from an extended repertoire. • Be able to sing with a sense of ensemble. • To continue to embed the ability to sing in 3 or 4 parts. • To continue to embed the ability to accurately pitch and phrase a vocal performance but increase the range and complexity of the song that this applies to (see suggested vocal repertoire MMC pg.46). • Be able to recognise how the different elements of music are used in sound and link them to the terminology outlined in the knowledge tracker from year 1 to year 7. • Be able to recognise contextual features of music. • Be able to sing from an extended repertoire. • Be able to sing with a sense of ensemble. • To continue to embed the ability to sing in 3 or 4 parts. • To continue to embed the ability to accurately pitch and phrase a vocal performance.	**T**heory test completed in lesson time and class performance graded using E/S/M criteria.	Exploring traditional song and folk tradition. How to effectively use and protect the voice. Including warm ups - link to pe. Working and performing as a group - experiencing community performance. Exploring some classical music styles and composers. Exploring modern and contemporary song styles. Exploring how sound is made and how sound waves alter when different sounds are made. Storytelling in music - Prokofiev 'Peter and the Wolf' Whole class performance skill. Listening to each other.

			• Be able to perform from simple single line notation.		
Spring	**Notation and Keyboard skills (Inclusion of learned instruments)** **10 lessons** All students will be taught to read treble clef notation with the more able progressing onto bass clef. They will explore finding notes and using a fixed hand position with some students learning to extend the hand position to learn more complex melodies. We will look at improving fine motor function to perform with fluency. (Students who	**Rhythmic notation:** semibreves, minims, crotchets and crotchet rests, paired quavers and semiquavers. **Pitched staff notation** **T**reble clef and Bass clef note names **Time signatures** 2/4, 3/4, 4/4 **Aim higher** includes compound time signatures.	• Be able to find notes on a keyboard. • Play rhythmically simple melodies on a keyboard following staff notation on a single stave. • Use notes within the range of a 5th using the correct hand position on white notes.	**Individual performance with continuous in-class assessment graded using E/S/M criteria.**	Exploring motor function. Brain processing and function. Explicitly looking at the different neurological functions involved in reading music.
Summer	**Rhythm and melody/advert jingle** **12-13 lessons** Students will be taught the importance of rhythm in music, use of percussion instruments and a look at various cultures' use of drumming such as	**Drumming patterns** Correct use of percussion equipment. Metre – beats in a bar. Tempo – speed. Duration of notes. Dotted rhythm patterns. Use of syncopation. Solo/layered/homophonic textures. **Key signatures**	• Play simple and complex rhythm patterns with percussion instruments • Use of computer sources to assist with music writing. • Navigation of ICT skills including Google docs classroom.	**Group work assessed using E/S/M**	Cultural drumming. Rhythm. Coordination and movement. Cognitive thinking. Music AI.

	African drumming as well as links to western music. Students will learn about melody writing and start to look into using technology to assist with performances and compositions. **Advert jingles** The final project of year 7. Students will look at and evaluate successful adverts with the goal of creating their own at the end. Students will be responsible for recording, editing and finalising a short advert of a topic of their choice using talking points in the lessons before creating or choosing the backing music and jingles that will be added to their final piece.	Melodic phrases. Major scales. Minor scales. **Polyphonic/Homophonic melodies.** Intervals and identifying different intervals. Editing Jingles Advertisement skills Songwriting Composition Evaluation	• Use of notes and understanding simple note phrases. • Be able to identify how the different elements of music are used and describe them using the terminology outlined in the knowledge tracker from year 1 to year 8. • To be able to recognise contextual features of music in a wider variety of styles • Use of editing softwares, • Recording techniques.		Group work and communication. Sowing seeds of learning for further KS3 learning and GCSE. Media links at GCSE. Business links at GCSE. Editing skills

Year 8 end of year goals:

Year 8 music students will deepen their understanding of music and will use performance and composition tasks to explore the use of textures and accompaniments. Students will start by looking at bass lines and expand throughout the year to increase their understanding of chords and layered accompaniment styles. Students will begin to use musical softwares to assist with their composition work in preparation for GCSE. Students will also explore a range of job roles within the industry, and have creative freedom at using instruments and music technology to assist with compositions and performances. Instrumentally students will work on coordinating bass and treble on keyboard, refining their rehearsal skills, increasing their fluency and fine motor skills and become more fluent at understanding treble and bass clef notation. Students will look into the history of modern music, exploring the blues and its significance in western music and focusing on key characters and artists who helped create most modern genres we listen to today. For the big project at the end, students will be introduced to Foley art and specifically 'Mickey mousing' as cartoon music - this will lead into year 9 where they look into specific film genre, but allows students to look into the skills of foley art and experience music in a brand new way that previously they may not have thought about. This whole scheme is designed to get students thinking of ways that music and sound are used in everyday life - most will watch some form of media and not realise the sound that accompanies it is responsible for the way they perceive what they have watched.

Term	**Topic title(s) and overview**	**Knowledge**	**Skills**	**Assessment**	**Wider learning (Equality and diversity, SMSC, cultural capital)**
Autumn 1	**Ground Bass Performance** **8 lessons** Students will look into identifying what a ground bass is, learning to read and play a set piece before performing in small groups sections of a chosen piece.	Be able to identify pitched staff notation on bass and treble clef using ledger lines Keyboard/piano skills	• Be able to play a wider variety of rhythms following staff notation written across one or two staves. • Be able to move hand position with the more able playing a LH part.	Group performance assessment culminating in a performance to their class and graded using E/S/M criteria.	Introducing Baroque music and string quartet. How does ground bass of the Baroque era link into modern musical genres? Link into Blues, RnB, Pop, Grunge, Musical theatre. Examples from a range of styles and musical traditions

Autumn 2	**Ground Bass Composition** **7 lessons** Using the knowledge learned in Autumn 1, students will begin to create their own ground bass with various layers and	**Melodic movement** Step Leap **Rhythmic notation** Dotted crotchets/quavers Dotted quavers/semi-quavers **Layers** Melodic phrases over a ostinato	• Be able to recognise a variety of different rhythms and time signatures. • Be able to create complimentary melodic lines with an awareness of key. • Be able to compose and accurately notate treble and bass clef lines.	Group composition assessment culminating in a performance of their composition to their class and graded using E/S/M criteria.	showing how repetitive bass lines are used in many different styles. Introduce a diverse range of artists through short listening tasks. Links to GCSE.
Spring 1	**Blues** **10 lessons**	**Chords** Primary chords Blues scale Notating chords **Soloing** Melody Harmony **Voice** Lyric writing Rhyme **Ict software skills.** Use of sibelius **Guitar and bass, Percussion playing.** Learning how to read sheet music and tab. Introduction for new instruments	• Be able to notate any major chord. • Be able to compose lyrics and melodic lines over a fixed chord sequence with a suitable phrase structure. • Be able to compose using an AAB lyric structure. • Be able to improvise melodic riffs over a chord sequence with a string awareness of key. • ICT software • Working as an ensemble	Group composition assessment culminating in a performance of their composition to their class and graded using E/S/M criteria. Most students will be working via keyboards/piano however students will be given the option to venture onto new instruments.	Slave trade (Africa to America) Exploring how the music of the slaves (field songs, call and response etc.) fused with the traditional American styles (Big Band etc.) and over the decades created a new genre of ‘Blues’ music - popular in the 1920’s Racism and segregation. Examples used from iconic Blues artists from early Robert Johnson, BB king to Jimi Hendrix and Eric Clapton English writing - poetry/rhyme

					Band ensemble
Summer 1	**Cartoon music** **11 lessons** Students will look at Mickey mousing - creating the sound effects and backing tracks/music for a piece of cartoon or animation. Students will perform their piece out of sight so that the audience can watch the cartoon as if it were on telly. Students will be responsible for their groups roles, timings and diary of what they have achieved in the lessons	**Sibelius** Assistance to creating music **Balance of sounds** How to work in union and timing of sound effects **Teamwork** **Foley art/Mickey mousing.**	• **Mickey mousing** • **Production** • **Sound effects** • **loops/Ostinatos**	Group composition assessment culminating in a performance of their composition to their class and graded using E/S/M criteria. Work to be recorded from screen and available for students to view in the Google Classroom	Mickey mousing Confidence and development of practical Criteria roles, leaders in groups. Delegation and following group task Further establish ideas of new Job roles - look into top film companies and how they make
Summer 2	**Loops and tracks** **4 lessons** **Students will use ICT software to create small tracks using loops and samples. These can be layered and will reflect on previous learning from the year to develop.**	**Ground bass** **Layers and melodic lines** **Music tech** **Use of software learning and use.** **Drum tracks and sampling for songs** **Ostinato** **Layers**	• **Music tech/ICT skills** • **Layouring** • **Harmony** • **Loops**	**Assessed based on E/S/M criteria**	**Mahler and Mozart are used to introduce the idea of variation with we explore the idea of the limitations imposed upon them due to the era they lived in. We look at what we have available to use for variation now (keyboards with drum beats, ability to change tone etc.)**

					Draw in learning from other modules, bass lines, chords, etc.

Year 9 end of year goals:

In year 9 students are encouraged to become more independent in their learning. They will look at existing musical knowledge but go into more depth looking at functional ideas and genres. They will also be given the opportunity to apply this knowledge to musical styles and genres of their choosing with their work, and be responsible for creating a portfolio of their ideas and creations along the way. We will explore and develop a further range of techniques used in film and look deeper into job and career opportunities within the music industry. Students will get a closer look at more modern uses of music in our daily life, and use technology to create a final piece that will combine all previous learning together. Students will have the chance to build upon existing skills and try to cover a song as a full ensemble. Students will develop skills learnt over the course of the year/years to work together and have control as a 'real' band in a professional setting. Students will learn to build independence from their own work but also be able to explore working with peers for new topics and tasks.

Term	Topic title(s) and overview	Knowledge	Skills	Assessment	Wider learning (Equality and diversity, SMSC, cultural capital)
Autumn 1	**History of British music.** Students will look into British music and its importance. From the 60's to modern era, how each decade had a special place in British culture. Students will study texts and use video reference to help create a fact file on music from this time	Understanding British music and culture.	● Reading ● Writing ● Evaluation of texts/videos ● Organisation	Homework will be used to bridge the gap with information. E/S/M feedback on final work	Students will be given an insight into the history behind certain genres of music, each genre will give students a new look at music that they might have not listened to before.
Autumn 2	**Performance - ensemble cover**	Staff reading Tab reading Ensemble performance Genre based information	● Instrumental specific skills (strings, percussion, vocal, piano)	End of unit E/S/M. Some groups will be recommended for end of year performances/showcases.	

	Using the songs discussed in Autumn 1, students will have the opportunity to learn one of these songs as a band and work through learning how to play them. Each song will feature a set style and instrumentation challenges that students will have to overcome.		• Ensemble • Leadership		
Spring 1	**Music tech** Students will be set the task of using computer aided music software to create their own composition pieces. Starting with loops and basslines (building on foundations learnt in year 8) the students will each week be given a new task on layering before being given an end goal of creating their own piece. Students will focus on the genres that use loops most (hip/hop rap) and discuss why it is useful or more appropriate.	Staff reading Tab reading	• Using Sibelius/ Musescore/ band labs • ICT skills, pre recording/ live recording	Composition to markscheme E/S/M End of unit feedback	Preparation for KS4 Displays another side of music industry, focus on hip/hop music and culture
Spring 2	**Music in film** Students will continue their work from year 8 and start	**Scales** **Chords** **Dissonance and harmony** **Tonality**	• Direction • Lighting • Setting the scene • Dissonant	Students will create a soundtrack for a trailer of their Choice. Marked based on E/S/M.	Links with drama/media Career roles in film.

	looking into the sound of film at a higher level and detail. Genre of film will be focused on Media topics to help bridge learners that may transition over to GCSE Media.	**Higher writing**	• Tonic		Looking into specific films/tv as a focus. Performing arts. Preparation for KS4
Summer 1	**Pop writing** Students will have the chance to create their own pop song. We will discuss what makes a successful song with the written formula and in groups try to recreate songs to great effect. Students will either be part of the performance aspect or the writing aspect (whichever suits their skill set best), Songs will be recorded for students to own if they wish.	Pop music Composition Performance Musical elements.	• Instrument specialism • Song writing • Performance • Communication	E/S/M performance to teacher and/or peers.	
Summer 2	**Festival planning** With the timing of festival season arriving in the UK and EU, students will look at how much work goes into a festival planning. From the location and dates, to the food and services finalised by how to book a band for a live performance. Students will	**Pop music/artists** **Cultural music**	• Researching • Creative skills • Writing • Planning	Posters to be displayed as proof of work.	Cultural festivals Exposure to various music genres

	create a detailed plan and advertisement for their chosen festival in the hopes of bringing in the customers.				

Subject: Performing Arts

Curriculum Statement :

In Performing Arts we introduce students to master the art of effective communication ensuring that students understand the importance of working in a variety of professional acting and backstage technical roles with a company. Central to our curriculum is a ‘compassionate mindset’. In practical work students are reminded to create ‘quality’ over ‘quantity’, and should aspire to focus on something small to make sure that they can do it well, before moving on to anything else. Creating performing arts is a communicative process built upon the foundations of sharing, modelling, scaffolding and helping each other to achieve the ultimate goal of presentation. In order to achieve this goal, we use the STARS model to study specialist approaches in both acting and technical design pathways in order to strive for 5 in promoting oracy skills.

We assess on making, performing and evaluation outcomes throughout a spiral curriculum, so that students revise knowledge, skills and experience through continual practice and reflecting and refining through rehearsals. The approach is built on through repeated skills, knowledge and connections are made between styles and practitioners from both non-european (World theatre) and European (Brecht,Stan and Artaud). This knowledge broadens their understanding of a range of repertoire and builds cultural capital in understanding of the wider world and deepens human empathy and enquiry. We extend our intercultural model to openly explore and discuss cross gender and cultural casting in the performing arts and openly discuss themes of, discrimination and inequality in the history of Performing arts so that students learn to challenge stereotypes and understand representation. We study live theatre throughout and students are shown challenging set text repertoire to prepare tem for the demands at BTEC, some of these are specifically challenging students with exploring issues such as social, cultural and gender stereotypes.

As students progress, they deepen their professional practice and communication skills by specialising in a chosen technical pathway, opting to work as performer, playwright or designer in their creative communicative process. We recognise that an Intercultural curriculum model prepares students as global citizens with a strong emphasis on diversity and inclusion. We passionately believe that this unique approach prepares students to be authentic, confident professional, global citizens with transferrable creative skills. Preparing students to experience a full range of specialist technical professional roles and responsibilities involved in P.Arts is more likely to inspire students to pursue future creative pathways as a serious career option.

End of Year 7 Goals

Students are introduced to the success criteria using MAKE, PRESENT AND RESPOND assessment criteria and understand how they will be assessed in Performing Arts. Year 7 provides opportunities for students to learn about the importance of basic communication skills to be successful in Performing Arts so that they can work safely and professionally in the studio space. When they are ready they deepen this by being introduced to various styles from non-european Performing Arts and apply knowledge and skills by exploring a range of world theatre traditions. In the final term students create their own fusion play informed by previous theatre traditions and styles. Students start to build an appreciation as an audience by watching world theatre virtually.

Term	**Topic title(s) and overview**	**Knowledge**	**Skills**	**Assessment**	**Wider learning (Equality and diversity, SMSC, cultural capital)**
Autumn 1	**BECOMING A PROFESSIONAL** What is Professional Practice in Performing Arts?	What is a Performing Arts Improvisation and games Health and Safety - Risk assessment Why do companies use improvisation and games to enhance professional practice? How do we show professionalism in the studio?	What communication skills do we need for professional practice to develop using the Communication model- Oracy (speaking and listening) is explicitly taught so that students have the basic principles to work in teams and collaborate. Cooperation skills Reflective skills Group work and psychology of teams Students are introduced to mini log book of their practical to build habits for the future review skills demanded. Also	A01- MAKE evidence	STARS APPROACH AND LEARNING MODES Social skills Democracy Inclusivity and diversity Visibility, Authenticity and Representation for all Appreciating Oracy

			these books provide an aide memoire of literacy skills.		
Autumn 2	What Technical pathway approaches are involved in the Performing Arts industry ? LIFE OF PI - NATIONAL THEATRE ON LINE Can I explore a short scripted extract using a technical pathway?	What is involved in each technical pathway in Performing Arts? What is the role and responsibility of an actor? What role and responsibility does a Lighting/sound designer have? What is the role and responsibility of a Set designer? What is the role and responsibility of Props designer? What is the role and responsibility of a Costume designer? What is the role and responsibility of a Make up designer? What role do Special effects have in production?	Following direction through the following briefs: Actor Lighting/sound Set Props Costume Make-up Special effects and stage management	Assessment on A02- PRESENT	Health and safety Social Responsibility Inspiring artists as role models to encourage students to consider careers
Spring 1	What is a style? World theatre traditions in Performing Arts	Study of different forms of Performing Arts practice	Reflect Analyse	A03 - REFLECT	World theatre traditions Cultural and historical influences Discussion of male dominance in practitioners
Spring 2	World theatre traditions in Performing Arts	Maori - haka	Evaluate Discuss	A01- MAKE - a HAKA	

Summer 1	World theatre traditions in The Performing Arts	Japanese theatre	Creativity Collaboration Cross curricular English, reading for pleasure creative talk for writing	A01- PRESENT - a short script	Gender explored through history of theatre - the role of women in theatre.
Summer 2	How do playwrights create professional works? Can I create a whole class professional Performance as a company?	Fusion Theatre- Benjamin Zephania	Independent learning Cross curricular English, reading for pleasure, creative talk for writing Performance poetry	A02- read a short script	Present to a target audience 4 pupils for feedback BAME role model - Zephaniah and videos of BAME fusion theatre https://www.fusiontheatreshows.co.uk/digitalarchive/

Year 8 end of year goals:

Students will further develop skills and knowledge acquired from year 7. By the end of Year 8 students will have expanded this knowledge of rehearsal skills in exploring performing arts through exploration using improvisation and scripted techniques . This year they will build on this and combine these together to create a piece of theatre for a specific target audience. Students will have developed their understanding on how work is developed and devised and will have greater confidence in their ability in presenting to an audience. Students will begin to develop their understanding of narrative and be able to devise text using a script as a starting point, use stage directions and block scenes considering levels, proxemics, stage configurations, space and transitions. Students will also have the experience of seeing a piece of live theatre in school through the form of a visit to a TIE performance. Students then take part in a range of masterclass workshops based on the London Dungeons and then create a short sequence using special effects and production techniques which will be filmed by the teacher for evaluation.

Term	**Topic title(s) and overview**	**Knowledge**	**Skills**	**Assessment**	**Wider learning (Equality and diversity, SMSC, cultural capital)**
Autumn 1	London Dungeons What is TIE ? Theatre In Education Research of professional practice in TIE based on historical scripts How do I create narrative content for TIE? What topics will engage target audience?	TIE form Narrative structures Verbatim	Research on theme discrimination and prejudice	AO1- research organiser (mini portfolio) ASSESSED	PSHCE cross curricular Verbatim Research Discrimination and prejudice Visibility, Authenticity and Representation for all.
Autumn 2	How do I create a set concept for a Theatre In Education style drama.	Contemporary Conventions of dramatic language such as Brechts placard and backdrop montage	Creativity Adaptation and interpretation	A02- exploration workshop (ASSESSED THROUGH MINI LOG BOOK)	PSHCE cross curricular Thumbnail companies such as Tamasha Theatre Company and Paper Birds - positive

		What makes a professional practice in TIE?			asian female directors influencing practice
Spring 1	Practitioners - Brecht and Stan exploration . We teach students how to use immersive theatre through a London Dungeon Style presentation.	Practitioner style - Epic Practitioner style - Naturalistic	Analyse	A01- workshop - ASSESSED THROUGH ON GOING MINI LOG BOOK	Historical influences Thumbnail - modern epic women and BAME using style
Spring 2	Watch various performance of TIE in school - visiting company		Analyse and reflect Critical reflection and appreciation	A03- Respond - Short review (assessed) IN MINI LOG BOOK	Historical influences
Summer 1	What is a professional Technical - and dress rehearsal?	Adapting monologues and using improvisation to link text as a whole group collaboration.	Analyse and reflect- peer assess	A01- review of process (AFL SHEET IN FOLDER)	
Summer 2	Production Elements	How do I professionally engage with a target audience and create a short presentation.	Evaluate- discriminate different styles, select and apply	A03 - present to target audience and evaluate effectiveness on video. ASSESSMENT RECORDED VIDEO.	

Year 9 end of year goals :

Year 9: Students deepen their appreciation of Performing Arts for a range of purposes and target audience understanding deepens. Students should now have a secured knowledge in Performing Arts style from both European and non european. By the end of this year we expect them to use devising techniques and apply rehearsal techniques to adapt a set text for performance/technical pitch presentation. Students will reflect on their previous Performing Arts practice and will learn how to respond to a brief to create content for their chosen target invited audience. They will be able to interpret a familiar text in more depth, using presentation skills as either a designer or performer. Students will begin to recognise their own progress and development through target setting and reflection of the set text chosen and their pathway approach. Students are encouraged to draw on the European and non European performing art forms studied previously to arrive at their own original interpretation of a set text. In the final term they will work on developing their skills of pitching/performing a short script extract of their choice to a target audience.

Term	**Topic title(s) and overview**	**Knowledge**	**Skills**	**Assessment**	**Wider learning** (Equality and diversity, SMSC, cultural capital)
Autumn 1	Responding to a brief -mini PSA .Use improvisation,set text based on a theme. Exploring SET text and looking at focus on VOICE , physical and design techniques and skills.	Features of practitioners' work. Performance style Techniques Vocal techniques Design techniques Physical techniques	PINEAPPLES Vocal skills Management and direction Creative construction Organisational	A03- EVALUATE LOG BOOK	Media texts Music production. Throughout we look at live theatre extracts from challengingtexts such as Jamie, preparing students for the demands at BTEC future study.

Autumn 2	Exploring set text and looking at techniques above How to create a short presentation production based on using physical and vocal and design techniques?	Physical performance skills	FLAG PEGS	A01 - MAKE- EVALUATE LOG BOOK	Inspirational diverse professionals discussed - where they are from as positive role models to encourage students in careers? Media
Spring 1	How do you present a pitch/presentation concept for a set production? Choosing pathway - production or acting.	Production pitch	Presentation	A02- PRESENT	Famous producers represented
Spring 2	How do I interpret and present existing scripted and devised material based on script extract through a specific pathway?	Rehearsal techniques interpreting a script Acting and production techniques Concept board Playwrights Intention	Social Creative	A01- MAKE	Health and safety Risk assessments
Summer 1	How do I complete a demonstration pitch and demonstration?	Pitching ideas Presenting	Team work Research Creative	AO1- MAKE	Social, moral and cultural - SMSC. We directly explore challenging themes such as discrimination and bullying, drink driving using the set text Too Much Punch for Judy and Everybody is talking about Jamie. Links to English and Presenting /Oracy
Summer 2	Performance showcase extract/mixed media for Appreciation - marketplace in studio.	Purpose Target audience review Review	Presentation Reflection	A02 AND A03-MINI MARKET PLACE	Creative and cultural market place- encouraging students to take up BTEC. Links to industry professionals and

					workshops.Links to English presentations.

Subject: R.E

Curriculum Statement

In R.E, our core aim is to support students in deepening their knowledge of the world around them. Students are encouraged to discuss, explore and understand the way that our beliefs influence the actions of both individuals and communities. Each lesson is centred around a learning question, rather than an objective, with the aim to promote critical thinking and intellectual curiosity about the way that we live our lives.

As a department, our aim is to ensure that students have both a breadth of knowledge in relation to both religious and non-religious belief systems, alongside a thorough understanding of the moral and ethical decisions that underpin our society. Through careful and unbiased exploration of the questions and challenges we face as a society, students are given the tools to articulate their own viewpoints and are encouraged to think critically and compassionately about views that differ from their own.

* If you would like to find out more about R.E or partially remove your child from all or part of the R.E. curriculum please contact RBaga@bestacademies.org.uk

Year 7 end of year goals:

- Autumn Term: Students will develop their understanding of the nature of religious festivals. Students will develop their understanding of the cultural significance of religious festivals and how festivals are used to share religious teachings and bring communities together.
- Spring Term: Students will explore the ideas that help to influence and inform both theists and atheists about their world views. Students will also gain the foundation of their ideas about God, creation and the universe; these concepts form the foundation of their understanding to help them with 'Atheism, Agnosticism and Humanism' unit in Year 9.
- Summer Term: Students will discuss the significance of equality in Sikhism as well as an understanding of how Sikh practices centre around the ideas of equality and service. Students will explore the key teachings and stories that underpin Sikhism. Students will develop an understanding of compassion for others as a foundation for the 'Buddhism' unit in Year 10.

Term	**Topic title(s) and overview**	**Knowledge**	**Skills**	**Assessment**	**Wider learning (Equality and diversity, SMSC, cultural capital)**
Autumn 1	Religious Festivals - Introduction to RE (expectations and values) - Introduction to religious festivals - Common themes	• Practices in relation to religious festivals. • The significance of festivals for bringing religious communities together. • The five common themes of religious festivals: stories from holy texts, clothing, food, music and prayer.	• Developing key skills for successful group work. • Oracy skills. • Paired, group and class discussion. • Listening to and respecting the opinions of others.	Strive for Five - Lesson 2.	• Students will develop and agree on their own rules within the classroom and discuss the importance of respect and compassion. • Students will develop an understanding of both diversity within religious communities and the commonalities between religious communities.

Autumn 2	Religious Festivals - Ramadan and Eid - Buddhism and Wesak - Hanukkah	• Fasting as a religious practice and the symbolic significance of fasting during Ramadan. • Traditions upheld during Ramadan and Eid: fasting, reflection, prayer, community events. • Buddhist practices of chanting, prayer and avoiding harmful actions towards others. • The story of Hanukkah and the menorah.	• Oracy skills. • Paired, group and class discussion. • Listening to and respecting the opinions of others. • Identifying key information within a text. • Reordering key events based on prior knowledge. • Extended writing skills.	Written assessment used for summative topic assessment. Recall questions covering the nature of religious festivals and key practices for Ramadan, Eid, Wesak and Hanukkah. Extended writing task: rewrite the story of Hanukkah.	• Students will discuss how empathy and compassion for others is developed through religious practices. • Students will discuss the significance of festivals for bringing together religious communities.
Spring 1	Why do some people believe in God and some people not?	• The difference between people who are theists, atheists and agnostic. • Understanding of the local religious demographics and why it is important to consider views outside of our own as part of being in a multicultural society. • The Christian understanding of the nature of God:	• Oracy skills. • Paired, group and class discussion. • Listening to and respecting the opinions of others. • Identifying key information within a text. • Annotation and close language analysis. • Extended writing skills.	Strive for Five Assessment TBC (no current data entry point) Whiteboards used for formative assessment/feedback throughout the topic. Written peer feedback using WWW/EBI on extended writing task.	• Students will discuss both religious and non-religious perspectives and life experiences. • Students will consider multiple interpretations of the same ideas i.e. the creation of the world.

		all-loving, all-powerful, all-knowing. **(Link to Y9 atheism unit)** ● Religious experiences and how they impact both theists and sceptics. **(Link to Y9 atheism unit)** ● Atheist counter-arguments: contradictory scientific theories, the nature of evil, the burden of proof. **(Link to Y9 atheism unit)**			
Spring 2	Why do some people believe in God and some people not?	● Christian creation beliefs (Genesis 1:1-31) ● Liberal and conservative (non-literal and literal) interpretations of the creation story and the implications. ● The Big Band Theory **(Link to Y9 atheism unit)**	● Bible referencing skills ● Oracy skills. ● Paired, group and class discussion. ● Listening to and respecting the opinions of others. ● Identifying key information within a text. ● Annotation and close language analysis. ● Extended writing skills.	Strive for Five Assessment TBC (no current data entry point) Whiteboards used for formative assessment/feedback throughout the topic. Written peer feedback using WWW/EBI on extended writing task.	● Students will discuss both religious and non-religious perspectives and life experiences. ● Students will consider multiple interpretations of the same ideas i.e. the creation of the world.
Summer 1	How are Sikh teachings on equality and service put into practice today?	● Guru Nanak and the origins of Sikhism ● The three principles (Naam Japo, Kirat Karo, Vand Chakko)	● Oracy skills. ● Paired, group and class discussion.	Strive for Five Assessment TBC (no current data entry point)	● Students will discuss the significance of equality in Sikhism as well as an understanding of how

		• The 5 Ks (articles of faith) and their symbolic significance • Seva (service to others and the importance of the Guru Granth Sahib)	• Listening to and respecting the opinions of others. • Identifying key information within a text. • Reordering key events based on prior knowledge. • Extended writing skills.	Whiteboards used for formative assessment/feedback throughout the topic. Written peer feedback using WWW/EBI on extended writing task.	Sikh practices centre around the ideas of equality and service. • Students will explore the key teachings and stories that underpin Sikhism.
Summer 2	How are Sikh teachings on equality and service put into practice today? Spirited Arts Competition	• Guru Gobind Singh and the Khalsa and how the story links to the Sikh belief in equality • Traditions and use of the gurdwara • How the gurdwara acts as both a place of worship and a practical space for supporting the community • The focus of this project will change depending on themes given each year.	• Oracy skills. • Paired, group and class discussion. • Listening to and respecting the opinions of others. • Identifying key information within a text. • Reordering key events based on prior knowledge. • Poetry writing, drawing and developing a creative response to a prompt.	Strive for Five Assessment TBC (no current data entry point) Whiteboards used for formative assessment/feedback throughout the topic. Written peer feedback using WWW/EBI on extended writing task.	• Students will discuss the significance of equality in Sikhism as well as an understanding of how Sikh practices centre around the ideas of equality and service. • Students will explore the key teachings and stories that underpin Sikhism.

Year 8 end of year goals:

- Autumn Term: Students will develop their understanding of the core beliefs and practices of Islam. Students will be able to articulate why practices such as fasting, pilgrimage and study of the Qur'an are an important part of Islam.
- Spring Term: Students will begin to develop knowledge of both religious and non-religious views about the nature of suffering and the human experiences. This will link to the Year 9 unit Peace, War and Conflict and the Year 10 unit on Buddhism.
- Summer Term: Students will develop an understanding of how religious views are shaped by religious teachings. Students will also explore the similarities between abrahamic religious and dharmic religions.

Term	**Topic title(s) and overview**	**Knowledge**	**Skills**	**Assessment**	**Wider learning (Equality and diversity, SMSC, cultural capital)**
Autumn 1	Islam - Introduction to Islam - The Qur'an	• Allah and the belief that there is only one god.	• Oracy skills. • Paired, group and class discussion.	Strive for Five - Lesson 2. Whiteboards used for formative	Students will discuss the significance of religious practices.

	- The Five Pillars of Islam	● Prophet Muhammed (PBUH) being the messenger of Allah. ● The significance of the Qur'an and practices for storing and using the Qur'an respectfully. ● The Five Pillars of Islam: shahada, salah, zakat, sawm and hajj.	● Listening to and respecting the opinions of others. ● Recalling and summarising key ideas from a text.	assessment/feedback throughout the topic. Written peer feedback using WWW/EBI on extended writing task.	
Autumn 2	- Hajj - Variations of Islam - Presentations - Hajj Creative Project	● The importance and significance of hajj and religious pilgrimage. ● Key differences between Sunni and Shi'a Muslims. ● Divisions and variations within the Muslim community.	● Reordering key events based on prior knowledge. ● Comparison of different denominations of Islam and views held by each group. ● Independent research and presentation skills.	Carousel assessment used for summative topic assessment. Recall questions covering the origins of Islam, the significance of the Qur'an, The Five Pillars of Islam, Hajj and religious pilgrimages. Feedback given on group presentations.	Students will discuss the impact of religious pilgrimages. Students will work together on presentations. Students will be guided with research, using critical thinking skills to inform their selection and inclusion of evidence they find. Students will work collaboratively on a creative project.
Spring 1	Why is there suffering in the world? Are there any good solutions?	● Buddhist concept of 'dukkha' (suffering) and the three poisons. Exploration of how greed, anger and ignorance can cause suffering. ● The Four Noble Truths and the analogy of the doctor for	● Oracy skills. ● Paired, group and class discussion. ● Listening to and respecting the opinions of others. ● Using visual resources to support interpretation.	Strive for Five Assessment TBC (no current data entry point) Whiteboards used for formative	Students will look at a range of religious perspectives on suffering, as well as exploring different ideas on how to address the issue of suffering. Students will work collaboratively to research charitable organisations and present their findings.

		understanding suffering. ● Christian views on suffering: the fall and original sin. Redemption and the parable of sheep and goats. ● Crucifixion and Jesus' role in the redemption of mankind.		assessment/feedback throughout the topic. Written peer feedback using WWW/EBI on extended writing task.	
Spring 2	Why is there suffering in the world? Are there any good solutions?	● Solution to suffering and charitable organisations Tearfund, Karuna Trust and Islamic Relief. **(Link to Christianity unit in Year 7, Islam unit i n Year 8 and Buddhism unit in Year 10)** ● Agony aunt letters provide an opportunity to show an understanding of compassion and empathy.	Oracy skills. Paired, group and class discussion. Listening to and respecting the opinions of others. Research and critical thinking skills. Extended writing skills/writing to advise **(curriculum link to English Language Paper 2)**	Strive for Five Assessment TBC (no current data entry point) Whiteboards used for formative assessment/feedback throughout the topic. Written peer feedback using WWW/EBI on extended writing task.	Students will look at a range of religious perspectives on suffering, as well as exploring different ideas on how to address the issue of suffering. Students will work collaboratively to research charitable organisations and present their findings.
Summer 1	What happens when I die?	● Religious and non-religious concepts of the afterlife: paradise, Hell, purgatory, reincarnation, ghosts.	Oracy skills. Paired, group and class discussion. Listening to and respecting the opinions of others. Bible referencing skills	Strive for Five Assessment TBC (no current data entry point)	Students will look at a range of religious and non-religious perspectives on the afterlife, as well as exploring different practices and traditions in

		• John 14:2-12 and the presentation of Heaven • Revelations 21:1-4 and the presentation of Hell. • Reincarnation, anatta and the cycle of samsara. **(Link to Year 10 Buddhism unit)**		Whiteboards used for formative assessment/feedback throughout the topic. Written peer feedback using WWW/EBI on extended writing task.	relation to mourning and death.
Summer 2	What happens when I die? Spirited Arts Competition	• Hindu funeral traditions and practices • Comparison of Christian and Hindu beliefs about the afterlife and practices/rites in relation to death. • The focus of this project will change depending on themes given each year.	• Poetry writing, drawing and developing a creative response to a prompt.		Students will look at a range of religious and non-religious perspectives on the afterlife, as well as exploring different practices and traditions in relation to mourning and death.

Year 9 end of year goals :

- **Autumn Term:** Students will predominantly focus on developing oracy skills. Students will be able to research and discuss contrasting viewpoints on moral and ethical dilemmas. Students will learn key concepts and beliefs in relation to six major world religions and understand how these shape the viewpoints and perspectives on each topic.
- **Spring Term:** Developing from their knowledge of the Christian beliefs about the nature of God and the creation of the universe, students will explore different perspectives and ideas in relation to theism. Students will be able to articulate the factors that influence our personal beliefs and morals.
- **Summer Term:** During this topic, students will develop key skills needed for evaluating the effectiveness of evidence used to support viewpoints. Students will also develop their understanding of how philosophical, ethical and moral debates have implications in society and affect us every day.

Term	**Topic title(s) and overview**	**Knowledge**	**Skills**	**Assessment**	**Wider learning** (Equality and diversity, SMSC, cultural capital)
Autumn 1	Religion and Human Rights - Animal Rights - Community - Freedom of Speech	• Animal experimentation (arguments for and against, including religious perspectives) and the difference	• Oracy skills. • Paired, group and class discussion. • Listening to and respecting the opinions of others.	Strive for Five - Lesson 4 Whiteboards used for formative	Students will discuss the moral and ethical dilemmas posed around animal rights.

		between medical and cosmetic testing. ● Religious perspectives (Buddhism, Christianity, Sikhism, Hinduism, Judaism and Islam) on vegetarianism and eating meat. ● Religious attitudes towards immigration and social cohesion. ● Freedom of speech, hate speech and religious perspectives on freedom of expression.	● Summarising and articulating different perspectives on a variety of topics.	assessment/feedback throughout the topic. Written peer feedback using WWW/EBI on extended writing task.	Students will explore attitudes and divisions around social cohesion and immigration. Teachers will address misconceptions in relation to migrants, refugees and displaced people. Students will discuss the positive and negative impacts of challenging or limiting freedom of expression.
Autumn 2	Religion and Human Rights - Gender - Social Justice	● The difference between gender and sex. ● LGBTQ+ terminology ● The Equality Act (2010) ● The difference between equality and equity ● Three key social justice movements (feminism, BLM and LGBT+) and goals and achievements of each community		Carousel assessment used for summative topic assessment. Recall questions covering animal experimentation, immigration and social cohesion, freedom of speech, gender, sexuality and social justice.	Students will discuss the difference between equality and equity. Students will discuss how and why positive discrimination is used to promote equity in the UK. Students will discuss how social justice groups have worked to promote equality and to challenge discriminatory practices.

Spring 1	What difference does it make to be an atheist or agnostic in Britain today?	• Differences between fact, opinion and belief. • Key terms: agnosticism, atheism, theism, secular. • Exploration of different worldviews and reasoning. • Relevance to local demographics: using data to explore the religious perspectives of those in the local area. **(Numeracy link - using graphs to discuss shifting perspectives.)** • Paley's Watch analogy, Darwin's Theory of Evolution and the impact on the increasing popularity of atheism. • Defining the difference between moral and natural evil • The Inconsistent Triad (J.L.Mackie) and why this contradicts the Christian understanding on the nature of God.	• Oracy skills. • Paired, group and class discussion. • Listening to and respecting the opinions of others. • Summarising and articulating different perspectives on a variety of topics. • Introduction of evaluation skills - scaffolded. • Interpretation and use of art to understanding religious perspectives	Strive for Five Assessment TBC (no current data entry point) Whiteboards used for formative assessment/feedback throughout the topic. Written peer feedback using WWW/EBI on extended writing task.	• Students will discuss both religious and non-religious perspectives and life experiences • Students will consider the perspectives of those in the local area and discuss the importance of understanding a range of worldviews. • Students will be encouraged to critically evaluate arguments in relation to personal beliefs.

		• Original sins and its implication in terms of understanding evil.			
Spring 2	What difference does it make to be an atheist or agnostic in Britain today?	• The Big Bang Theory, Genesis, Theory of Evolution. • Literalist vs. Non-literalist Christians • The burden of proof: Bertrand Rusell and the analogy of the 'invisible teapot' • Humanist beliefs and views on creation • Religious experiences • Atheism and moral guidance for atheists	Oracy skills. Paired, group and class discussion. Listening to and respecting the opinions of others. Summarising and articulating different perspectives on a variety of topics. Applying theories to debate topics and using them to inform arguments.	Strive for Five Assessment TBC (no current data entry point) Whiteboards used for formative assessment/feedback throughout the topic. Written peer feedback using WWW/EBI on extended writing task.	• Students will discuss both religious and non-religious perspectives and life experiences • Students will consider the perspectives of those in the local area and discuss the importance of understanding a range of worldviews. • Students will be encouraged to critically evaluate arguments in relation to personal beliefs.
Summer 1	Peace, War and Conflict (introduction to GCSE skills) This unit has been designed in preparation for a potential move to the AQA Religious Studies Short Course during KS4.	• Peace, reconciliation, forgiveness and justice • Barriers to world peace • Peaceful vs. violent protest • Protest as a form of social justice • Legal requirements for protests	Oracy skills. Paired, group and class discussion. Listening to and respecting the opinions of others. Summarising and articulating different perspectives on a variety of topics. Card sort - using statements to evaluate the importance of key ideas/rules.	Strive for Five Assessment TBC (no current data entry point) Whiteboards used for formative assessment/feedback throughout the topic.	• Students will hear some real and impactful stories of forgiveness. Students are asked to consider the impact of offering forgiveness on both the individual and those they pardon. • Students will discuss real examples of wars, protests and tragedies,

		• Terrorism and challenging stereotypes • Reasons for war: greed, self-defence and retaliation.		Written peer feedback using WWW/EBI on extended writing task.	discussing the impact on both society and the environment.
Summer 2	Peace, War and Conflict (introduction to GCSE skills) This unit has been designed in preparation for a potential move to the AQA Religious Studies Short Course during KS4. Spirited Arts Competition	• Just War Theory • Pacifism • Religious perspectives of pacifism • Nuclear weapons, chemical weapons and biological weapons • Nuclear deterrents • The focus of this project will change depending on themes given each year.	Oracy skills. Paired, group and class discussion. Listening to and respecting the opinions of others. Summarising and articulating different perspectives on a variety of topics. • Poetry writing, drawing and developing a creative response to a prompt.	Strive for Five Assessment TBC (no current data entry point) Whiteboards used for formative assessment/feedback throughout the topic. Written peer feedback using WWW/EBI on extended writing task.	• Students will apply their knowledge of 'just war' to consider how effective this theory is in determining the morality of war. • Students will consider both religious and non-religious perspectives in relation to pacifism. • Students will consider the ethical issue of the development and use of nuclear weapons.