

	English History Maths Science	English History Maths Science	English History Maths Graphics	English History Maths Graphics	English History Maths Geography	English History Maths Geography
Assessments:	Teacher Feedback	Teacher feedback Self-Assessment	Teacher feedback Self-Assessment Peer Assessment	Teacher feedback Self-Assessment	Teacher feedback Self-Assessment	Teacher feedback Self-Assessment
Enrichment and employability opportunities:	Art historian Artist Illustrator	Art historian Artist Illustrator	Art historian Artist Illustrator	Art historian Artist Illustrator	Art historian Artist Illustrator Mask Maker Props Design Costume Design	Art historian Artist Illustrator Mask Maker Props Design Costume Design

Computer Science – Year 7						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Unit title:	Clear messaging in digital media	Networks from semaphores to the Internet	Modelling data using spreadsheets	Programming essentials in Scratch – part I	Using media – Gaining support for a cause	Programming essentials in Scratch – part II
Unit length:	7 Weeks	7 Weeks	6 Weeks	6 Weeks	6 Weeks	7 Weeks
Key concepts:	This unit is designed to build upon students' experience in key stage 2 . It requires students to use a range of different skills across several pieces of software .	This unit begins by defining a network and addressing the benefits of networking , before covering how data is transmitted across networks using protocols .	This unit introduces students to the wonderful world of spreadsheets and the concept of cell referencing. Ask them to collect, analyse, and manipulate data , before turning it into graphs and charts .	This unit is the first programming unit of KS3. The aim of this unit and the following unit ('programming 2') is to build students' confidence and knowledge of the key programming constructs . Importantly, this unit	During this unit, students develop their understanding of information technology and digital literacy skills . They will develop software formatting skills and explore concerns surrounding the use of other people's	This unit begins right where ' Programming I ' left off. Students will build on their understanding of the control structures' sequence, selection, and iteration (the big three), and develop their problem-solving skills .

				does not assume any previous programming experience.	work, including licensing and legal issues .	
Cross-curricular links:	STEM (Science, Math, Technology, Engineering)	STEM (Science, Math, Technology, Engineering)	STEM (Science, Math, Technology, Engineering)	STEM (Science, Math, Technology, Engineering)	STEM (Science, Math, Technology, Engineering)	STEM (Science, Math, Technology, Engineering)
Assessments:	Assessment rubric, is introduced in Lesson 4 and used in Lessons 5 and 6. At the end of the unit, students will self-assess the rubric. Teachers will map the results to STEP structure for Computing and ICT.	The assessment for this unit will be in the form of a set of multiple-choice questions. Teachers will map the results to STEP structure for Computing and ICT.	The assessment for this unit will be in the form of a set of multiple-choice questions. Teachers will map the results to STEP structure for Computing and ICT.	The final lesson of the unit requires students to complete a set of tasks using a Scratch program. Teachers will map the results to STEP structure for Computing and ICT.	Pupils will sit an end-of-unit test. Teachers will map the results to STEP structure for Computing and ICT.	This unit contains a challenging pair programming project that students will complete. This will be self- and peer-assessed using the rubric. Teachers will map the results to STEP structure for Computing and ICT.
Enrichment and employability opportunities:	Coding Success is a programme designed to help inspire future coders, computer scientists and software engineers.	Coding Success is a programme designed to help inspire future coders, computer scientists and software engineers.	Coding Success is a programme designed to help inspire future coders, computer scientists and software engineers	Coding Success is a programme designed to help inspire future coders, computer scientists and software engineers	Coding Success is a programme designed to help inspire future coders, computer scientists and software engineers.	Coding Success is a programme designed to help inspire future coders, computer scientists and software engineers

Dance – Year 7			
	Rotation	Rotation	Rotation
Unit title:	Making dance - Choreography	Names Project	Sports Dance
Unit length:	7	7	6
Key concepts:	Creating basic choreography - working together	Using Names as a stimulus for movement sequences	Using Sports as a stimulus for choreography
Cross-curricular links:	Music	Music, Design	PE/Sports studies
Assessments:	End of topic performance of group work and evaluation	End of topic performance of group work and evaluation	End of topic performance of group work and evaluation
Enrichment and employability opportunities:	KS3 Dance club Tuesday 3pm-3.45pm Performance opportunities in the school theatre - The Winter show and Elevation dance show	KS3 Dance club Tuesday 3pm-3.45pm Performance opportunities in the school theatre - The Winter show and Elevation dance show	KS3 Dance club Tuesday 3pm-3.45pm Performance opportunities in the school theatre - The Winter show and Elevation dance show

Drama – Year 7						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Unit title:	Circus Introduction	Storytelling	Harry Potter (Fantasy)	Darkwood Manor	Conflict - WW2	The Lion, The Witch and The Wardrobe
Unit length:	7	7	6	6	6/7	6
Key concepts:	Teamwork Still Image Mime Basic Storytelling	Fairy tales and traditions Point of view Character Narration	Page to stage Power of language Character creation Split Staging Cross Cutting	Devising Plot Development Teacher In Role Whole class improvisation Horror	Real life stories Factual based performance Realism Emotion/Expression Split stag/cross cutting	Script Stage Directions Page to Stage

Cross-curricular links:	<ul style="list-style-type: none"> ▫ Short stories in English ▫ 	Short stories in English	Fantasy English	Fantasy English	<ul style="list-style-type: none"> ▫ Private Peaceful English - war ▫ 	<ul style="list-style-type: none"> ▫ Private Peaceful English - war ▫
Assessments:	<p>End of topic performance and peer and self-reflection</p> <p>Written booklets</p>	<p>End of topic performance and peer and self-reflection</p> <p>Written booklets</p>	<p>End of topic performance and peer and self-reflection</p> <p>Written booklets</p>	<p>End of topic performance and peer and self-reflection</p> <p>Written booklets</p>	<p>End of topic performance and peer and self-reflection</p> <p>Written booklets</p>	<p>End of topic performance and peer and self-reflection</p> <p>Written booklets</p>
Enrichment and employability opportunities:	<p>KS3 Drama club Thursday 3pm-3.45pm Performance opportunities in the school theatre - The Winter show and Drama Showcases</p>	<p>KS3 Drama club Thursday 3pm-3.45pm Performance opportunities in the school theatre - The Winter show and Drama Showcases</p>	<p>KS3 Drama club Thursday 3pm-3.45pm Performance opportunities in the school theatre - The Winter show and Drama Showcases</p>	<p>KS3 Drama club Thursday 3pm-3.45pm Performance opportunities in the school theatre - The Winter show and Drama Showcases</p>	<p>KS3 Drama club Thursday 3pm-3.45pm Performance opportunities in the school theatre - The Winter show and Drama Showcases</p>	<p>KS3 Drama club Thursday 3pm-3.45pm Performance opportunities in the school theatre - The Winter show and Drama Showcases</p>

Design and technology - Food and Nutrition (Termly rotation) – Year 7

	Termly rotation
Unit title:	Principles of Nutrition and Health
Unit length:	12 lessons
Key concepts:	<p>Understanding basic dietary requirements and what constitutes a healthy meal is at the core of this discrete unit. The lessons balance current thinking from NHS recommendations with inspiring and occasionally shocking statistics that provide a factual basis for understanding our nutritional needs. Students will be better informed to make personal dietary choices as well as understanding diet-related factors that others may have to consider, whether they be medical, social or cultural.</p> <p>Theory: Health and safety Theory: L1 Basic nutrition and dietary requirements Practical: Fresh fruit salad Theory: L2 Food sources Practical: Coleslaw Theory: L3 Food for everyone</p>

	Practical: Potato salad Theory: L4 Taste testing Practical: Couscous salad Theory: L5 Healthy lunch Practical: Scones Theory: Assessment tests Practical: Scone based pizza (time permitting)
Cross-curricular links:	Science, English, Mathematics, PSHE
Assessments:	Final assessment test and assessment portfolio
Enrichment and employability opportunities:	Cook Club after school. Catering, chef, food design, care sector, education, health, nutrition, engineering, farming, environment, kitchen management,

Design and Technology - Graphics (Termly rotation) - Year 7		
	First half of the term	Second half of the term
Unit title:	<i>Project 1: Product Design - pop art trainers</i>	Project 2: Set Design - Alice in Wonderland
Unit length:	12 lessons	12 lessons
Key concepts:	Build on understanding of colour theory and its uses, connecting to art scheme. <ul style="list-style-type: none"> Develop understanding of movements and artist like Pop Art and Keith Haring, along with creation of mood-board and drawing/pastiches to supplement design ideas. Look at brand types, how companies develop ideas and the factors considered when they create new products. These are all 2d designs and 	Curriculum Links <ul style="list-style-type: none"> Design and Technology: Building a repertoire of knowledge and design skills English: Discussion, and using descriptive words to express thoughts and feelings English: Learning new terms They will be learning about job roles in the creative sector and building cross-disciplinary skills. There will be opportunities to work individually and, in a team, to help them

	focus on how we create a shoe based on the style of the pop art we study.	
Cross-curricular links:	English, Maths, Art, DT	English, Maths, Art, Drama, Music, DT
Assessments:	End of topic final outcome, peer/self-reflection. Feedback and trackers in sketch books	End of topic final outcome, peer/self-reflection. Feedback and trackers in sketch books
Enrichment and employability opportunities:	Logo Designer Illustrator Graphics Designer Marketing	Logo Designer Illustrator Graphics Designer Marketing

Design and technology - Textiles (Termly rotation) – Year 7

	One project, repeated for 3 rotations	
Unit title:	Day of the Dead	
Unit length:	12 weeks	
Key concepts:	Research into the theme, Mexican – Day of the Dead and exploration of the cultural festival. The pupils receive an induction into the key skills and concepts; sewing machine introduction, exploration and development of stitchery techniques, using tools effectively, developing cutting skills to produce a final piece – wall hanging.	
Cross-curricular links:	DT, Art, Spanish, RE	
Assessments:	Teacher feedback and data captures. Production of the wall hanging.	
Enrichment and employability opportunities:	Designer, Printmaker, Illustrator	

English – Year 7

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Unit title:	Literature Through The Ages	Literature Through The Ages	Alice in Wonderland	Alice in Wonderland	Private Peaceful	Private Peaceful
Unit length:	7 Weeks	7 Weeks	6 Weeks	6 Weeks	6 Weeks	7 Weeks
Key concepts:	<ul style="list-style-type: none"> -Importance of reading. -Literary Canon. -Introduction to literary features/structural features. -Extracts from biographies focusing on sport. -Extracts/poems from other cultures. -Extracts from WW1 and WW2. -Article and letter writing inspired by weekly themes. -Conventions of a play script. -Analysing language and structure. 	<ul style="list-style-type: none"> -Extracts from the Victorian era including important contextual information including Victorian duality. -Analysing language and structure. -Summary writing. -Writing to argue. -Conventions of Gothic Literature. -Introduction to satire and parody. -Narrative writing inspired by extracts. -Shakespeare extracts/Sonnets. -Extracts linked to the religion. 	<ul style="list-style-type: none"> -Introduction to the Fantasy genre. -Reading Chapter 1-6 -Non-fiction extracts focusing on Victorian children and education. -Descriptive writing focusing on settings and characters. -Narrative writing incorporating fantasy conventions. -Poetry inspired by themes in the text. <p style="text-align: center;">Alice in Wonderland KO</p>	<ul style="list-style-type: none"> -Reading Chapters 7-12 exploring characterisation and key themes. -Exploring stories with morals. -Non-fiction extracts focusing on crime and punishment. -Speech and letter writing demonstrating own opinion. -Considering both sides of an argument. -Poetry inspired by themes in the text 	<ul style="list-style-type: none"> -Reading Private Peaceful exploring characterisation and key themes. -Non-fiction extracts including autobiographies, English Great Houses, poaching, WW1 -Poetry inspired by themes in the text. -Descriptive writing and persuasive writing. -Debates demonstrating speaking and listening skills. -Analysing language and relationships between characters. <p style="text-align: center;">Private Peaceful KO</p>	<ul style="list-style-type: none"> - Continue reading Private Peaceful exploring characterisation and key themes. -Writing from the point of view of different characters. -Propaganda and Conscription. -Non-fiction extracts about bullying, real war heroes, letters from the front line. -Letter writing and report writing. -Balanced argument and reliability. -Comparing war poetry.
Cross-curricular links:	History, Drama, PSHE, PE	History, Drama, PSHE, Religious Education	History, Drama, PSHE	History, Drama, PSHE	History, Drama, PSHE	History, Drama, PSHE
Assessments:	Language Descriptive Writing- picture stimulus	Literature How is language used to create sympathy for Oliver Twist in the extract?	Language Persuasive writing- writing a letter in response to a statement	Literature How has Lewis Carroll used language to present the Queen of Hearts?	Language Descriptive writing- picture stimulus	Literature How has Morpurgo used language to illustrate the horrors of war?
Enrichment:	Potential visits to local historical amenities. Peterborough Museum, John Clare, Flag Fen etc		Invite in local poets/ song writers. Potential John Clare Cottage for Poetry studies.		Invite in military personnel- currently serving or veterans.	

Geography – Year 7

Geography – Year 7						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Unit title:	A sense of place	Rivers and flooding	The power of money	Is Earth running out of natural resources?	Ecosystems and tropical rainforests	Africa: continent of contrasts
Unit length:	Half term	Half term	Half term	Half term	Half term	Half term
Key concepts:	Map skills Understanding OS maps	UK physical landscapes UK climate UK population UK rural and urban areas	Different sectors of employment How trade works How we are connected on a global scale in terms of raw materials and factories Globalisation Future of work	Different elements of the Earth and how they interact Rocks and their importance Biomes How resources like water and energy are used	Components of ecosystems Climate graphs Different global biomes Animal and plant adaptations – making connections between living things and the environment	Challenging misconceptions Biomes of Africa Social and health issues in case study countries Economy of Ghana Mobile technology in Kenya
Cross-curricular links:	<ul style="list-style-type: none"> ▫ Maths – grid references 	<ul style="list-style-type: none"> ▫ Maths – climate graphs ▫ Literacy 	<ul style="list-style-type: none"> ▫ Science 	<ul style="list-style-type: none"> ▫ Maths – data skills e.g. climate graphs ▫ HCE – challenging misconceptions 	<ul style="list-style-type: none"> ▫ Maths ▫ Literacy 	<ul style="list-style-type: none"> ▫ Maths ▫ Literacy
Assessments:	End of topic knowledge and skills focused assessment	Mid topic extended writing End of topic knowledge recall	Mid topic extended writing End of topic knowledge recall	Mid topic extended writing End of topic knowledge recall	Mid topic extended writing End of topic knowledge recall	
Enrichment and employability opportunities:		Geography film club lunch times weekly	Geography film club lunch times weekly	Geography film club lunch times weekly	Geography film club lunch times weekly	

History – Year 7						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Unit title:	What is History? Romans Mini Module	The Norman Conquest	What was lifelike in medieval England?	Religion Justice and the Law in Medieval England	Was the Black Death really a disaster?	Enter the Tudors
Unit length:	7 Weeks	7 Weeks	6 Weeks	6 Weeks	6 Weeks	7 Weeks
Key concepts:	<ul style="list-style-type: none"> ▫ Introduction to key skills, sources, interpretation & chronology. ▫ Reaching judgements ▫ Second order concepts cause/consequence significance ▫ 	<ul style="list-style-type: none"> ▫ Cause and consequence, chronology. ▫ Compare accounts from different sources. Analysing interpretations.	<ul style="list-style-type: none"> ▫ significant individuals (Matilda) Plantagenets ▫ Change/continuity - Food/culture ▫ Historical narrative ▫ Significance of Magna Carta 	<ul style="list-style-type: none"> ▫ Change/continuity in Crimes and punishment. ▫ Church vs Crown Power struggle ▫ Significance of Church power ▫ Change/continuity 	<ul style="list-style-type: none"> ▫ Second order skills: Causation/Significance /change/continuity ▫ Significant individuals ▫ Source work ▫ Analysis/evaluation of Historical interpretations. 	<ul style="list-style-type: none"> ▫ Significance of Richard III discovery ▫ Historical enquiry Princes in the tower ▫ Change continuity/conflict - consequence of Bosworth ▫ Henry Tudor ▫ Henry VIII
Cross-curricular links:	Maths, English	Maths, English, geography	Maths, English	Maths, English, RE	Maths, English, geography	Maths, English, geography RE
Assessments:	What is history? Skills based assessment	Why did William win the Battle of Hastings?	What is the significance of the Magna Carta?	What were the features of RC Church/Justice system?	What were the consequences of the Black Death?	Why did Henry Break form Rome?
Enrichment and employability opportunities:	Year 7 History Club	Year 7 History Club	Katharine of Aragon Festival at Peterborough Cathedral	Year 7 History Club	Year 7 History Club	Year 7 History Club

Human and Cultural Education - PHSE – Year 7

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Unit title:	Health and Wellbeing	Health and Wellbeing	Citizenship – Young people and the Law	Citizenship – Young people and the Law	First Aid	Puberty
Unit length:	7	7	6	6	6	7
Key concepts:	Managing transition to Secondary School Friendships Healthy Lifestyle	Personal Safety Internet Safety Bullying Mental Health	Civil and Criminal Law The Law and Young People	Case studies The Impact of Crime	Recovery Position Asthma Choking Bleeding	Emotional changes Intellectual changes Physical changes FGM
Cross-curricular links:	PE Science Food Technology	Computer Science	Sociology		Science	Science
Assessments:	Skills and attitudes via mind mapping, multiple choice and confidence trackers	Skills and attitudes via mind mapping, multiple choice and confidence trackers	Skills and attitudes via mind mapping, multiple choice and confidence trackers	Written assessment using case study	Practical assessment	Skills and attitudes via mind mapping, multiple choice and confidence trackers
Enrichment and employability opportunities:	Road safety			Peterborough Citizens Safer Schools Police Officer	First Aider	

Human and Cultural Education – Religious Education - Year 7

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Unit title:	What is belief?		What is Belief?	What is Belief?	Stewardship	Festivals
Unit length:	7	7	6	6	6	7
Key concepts:	Faith and Belief Non Religious World Faiths	Christianity and Islam	Buddhism and Judaism	Sikhism and Hinduism	Creation Stories	Stewardship
Cross-curricular links:	PHSE				Geography	Geography
Assessments:	Mind maps, multiple choice and confidence trackers	Written assessment	Mind maps, multiple choice and confidence trackers	Written assessment	Mind maps, multiple choice and confidence trackers	Written assessment
Enrichment and employability opportunities:						

Spanish – Year 7						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Unit title:	Nos presentamos	Mi familia	Mi colegio	El tiempo libre	Mi ciudad Project	Mi ciudad Project & Picasso
Unit length:	7 weeks	7 weeks	6 weeks	6 weeks	6 weeks	7 weeks
Key concepts:	<p>Getting used to Spanish pronunciation</p> <p>Introducing yourself</p> <p>Talking about your personality</p> <p>Using adjectives that end in -o/-a</p> <p>Talking about age, brothers and sisters</p> <p>Saying when your birthday is</p> <p>Using numbers and the alphabet</p> <p>Talking about your pets</p> <p>Making adjectives agree with nouns</p>	<p>Describing your family</p> <p>Using possessive adjectives</p> <p>Describing your hair and eye colour</p> <p>Using the verbs ser and tener</p> <p>Saying what other people look like</p> <p>Using verbs in the third person</p> <p>Describing where you live</p> <p>Using the verb estar (to be)</p>	<p>Saying what subjects you study</p> <p>Using -ar verbs to say what 'we' do</p> <p>Giving opinions about school subjects</p> <p>Using me gusta(n) + el/la/los/las</p> <p>Describing your school</p> <p>Using the words for 'a', 'some' and 'the'</p> <p>Talking about break time</p> <p>Using -er and -ir verbs</p> <p>Understanding details about schools</p> <p>Using prediction as a listening strategy</p>	<p>Saying what you like to do</p> <p>Giving opinions using <i>me gusta</i> + infinitive</p> <p>Saying what you do in your spare time</p> <p>Using -ar verbs in the present tense</p> <p>Talking about the weather</p> <p>Using <i>cuando</i> (when)</p> <p>Saying what sports you do</p> <p>Using <i>hacer</i> (to do) and <i>jugar</i> (to play)</p>	<p>Places in town</p> <p>House rooms</p> <p>Telling the time</p> <p>Using the verb ir (to go)</p> <p>Ordering in a café</p> <p>Using the verb querer (to want)</p>	<p>Giving instructions to go to places</p> <p>Getting to know Picasso</p> <p>Describing a painting</p> <p>Learning about Pablo Picasso.</p>
Cross-curricular links:	<ul style="list-style-type: none"> ▫ Geography ▫ English ▫ Art ▫ Humanities ▫ Maths 	<ul style="list-style-type: none"> - Humanities - Maths - English - Geography - Art 	<ul style="list-style-type: none"> - Maths - English - Humanities - Art 	<ul style="list-style-type: none"> Maths English Humanities Art 	<ul style="list-style-type: none"> ▫ Geography ▫ Art ▫ Maths ▫ English ▫ History 	<ul style="list-style-type: none"> ▫ Art ▫ Maths ▫ English ▫ Humanities ▫ Geography ▫ Computer Science

Assessments:	Writing and Translation	Speaking and Listening	Reading and listening	Speaking and Listening	Project	Project
Enrichment and employability opportunities:	Eurovision LinguaMaths	LinguaMaths Spelling Bee Christmas	LinguaMaths Spelling Bee	Spelling Bee LinguaMaths Easter	Spelling Bee LinguaMaths	Mother Tongue Other Tongue Spelling Bee LinguaMaths

Maths – Year 7						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Unit title:	Addition and Subtraction	Multiplication and Division	Angles	Fractions	Statistics	Percentages
Unit length:	7 weeks	7 weeks	6 weeks	6 weeks	6 weeks	7 weeks
Key concepts:	<ul style="list-style-type: none"> Place Value Addition (Mental and Written) Subtraction (Mental and Written) Decimals Directed Numbers Collecting Like Terms Perimeter <p>Understand the place value system for integers (up to million) and decimals.</p>	<ul style="list-style-type: none"> Multiplication Division Decimals Directed Numbers Factors/Multiples Primes and prime factorisation. Squares and Cubes Area <p>Consolidate and extend KS2 learning on multiplicative reasoning including multiplication and</p>	<ul style="list-style-type: none"> Compass Directions Types of angles Estimating and constructing angles. Constructing triangles Basic Angle Rules Properties of triangles. Properties of Quadrilaterals <p>Consolidate and extend KS2 learning</p>	<ul style="list-style-type: none"> Fractions Representations. Fractions as division Equivalent Fractions Comparing and Ordering Fractions. Mixed Numbers and Improper Fractions Four Operations 	<ul style="list-style-type: none"> Mean Mode Median Range Comparing sets of data. Types of Data Advantages /Disadvantages of each average. 	<ul style="list-style-type: none"> Thinking Multiplicatively. FDP Percentages of amounts Percentage Change Percentage Profit Percentage Increases and Decreases. Using Calculators.

	<p>Know the difference between rounding integers/decimals (to 10s etc and 1,2 d.p.) and rounding significant numbers and how to use it in context.</p> <p>Understand how to order numbers – both integers and decimals.</p> <p>Mental and Formal methods of addition and subtractions.</p> <p>Embed problem solving in addition and subtraction</p> <p>Addition and Subtractions of Decimals</p> <p>Understand how to use representations for Directed Numbers and where it is used in context (such as temperatures etc). Use the context to work out calculations that cross zero.</p>	<p>division, factors, multiples and primes, and area</p> <p>Recap formal methods of multiplication and division. The emphasis is on methods to work out an answer, not rote learning.</p> <p>Develop fluency with times tables, powers of ten and related calculations. (If I know _____ then I also know _____).</p> <p>Students understand multiplication as scaling as well as repeated addition.</p> <p>Introduce directed number (for multiplication/division) – students will be familiar with addition and subtraction of directed number from HT1</p> <p>Develop multiplicative reasoning and</p>	<p>on angles and shape properties.</p> <p>Introduce formal conventions for notation and labelling in geometry.</p> <p>Develop fluency with angle rules.</p> <p>Develop shape and angle reasoning and problem solving skills.</p> <p>Opportunities to build on the work of term 1 and recall addition, subtraction, multiplication and division through interleaving.</p> <p>Opportunities to develop algebraic reasoning (through algebra has not yet been introduced formally, encourage the use of x as an unknown).</p>			
--	--	---	---	--	--	--

Music – Year 7			
	Rotation	Rotation	Rotation
Unit title:	Ladders	African Drumming	Ukulele
Unit length:	7	7	6
Key concepts:	Scales, harmony, chord progressions, composition and performance	Rhythm, ensemble work, composition, elements of music	Rhythm, melody, composition, performance, ensemble work
Cross-curricular links:	▫ Dance	Dance	Dance
Assessments:	Three performances in class, listening analysis	Two performances in class, listening analysis	Two performances in class, listening analysis
Enrichment and employability opportunities:	Keyboard club (when running) in D25	Practice room availability. Students need to book a room for after school (D30)	Guitar club (when running) in D25

Physical Education – Year 7						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Unit title:	Baseline Testing				Athletics	Striking and Fielding
Unit length:	Half Term	Half Term	Half Term	Half Term	Half Term	Half Term
Key concepts:	Student's will take part in a 6-week rotation of assessment activities to enable groupings	Students will take part in a 3-term rotation of activities. This will include activities from the following - <ul style="list-style-type: none"> Invasion Games - In this unit pupils will build on the fundamental skills required to perform at maximum levels in competitive games. These include catching, throwing, kicking, 			Athletics: In this unit pupils will accurately replicate running, jumping and throwing skills for events in	Striking and Fielding: In this unit pupils will replicate and improve skills in batting, bowling and fielding.

	<p>for the rest of the year. Students will take part in health related and skill related activities as well as team sports to enable accurate groupings.</p>	<p>dodging and shooting. Development of the basic principles of attack and defence in a variety of different invasion games.</p> <ul style="list-style-type: none"> • Net / Wall Games - In this unit pupils will focus on how to use basic principles of attack and defense to plan strategies and tactics for badminton. Pupils will replicate basic backhand and forehand shots, overhead clears and movement skills necessary to outwit opponents with increasing pressure • OAA - In this unit pupils will focus on developing and using new skills and techniques in a variety of environments. Pupils develop their ability to respond effectively to problems and physical challenges, both individually and in cooperation with others. They need to analyze, plan and carry out tasks safely in a changing environment showing leadership and management skills. • HRE - In this unit pupils will learn and accurately replicate specific techniques in a range of fitness-based activities. They will carry out investigations into the bodies' ability to exercise and the reasoning behind such principles. • Gymnastics - In this unit pupils will explore core skills individually and in combination. Will focus on developing stability when holding their own body position and when supporting a partner. Pupils incorporate control, precision and aesthetics into sequences showing creativity. Student will evaluate and assess movements to improve sequences 	<p>order to improve performances. Will explore variations in technique and use the information to become more technically proficient. Pupils will engage in performing and improving personal bests in relation to speed, height and distances</p>	<p>Pupils will work on improving the quality of replication with the intention of outwitting opponents. In striking and fielding games, players achieve this by striking the ball so that fielders are deceived/avoided and running between bases to score runs. Pupil should develop physical literacy/body movement competence and begin to accurately score games.</p>
<p>Cross-curricular links:</p>	<p>▫ Science, Maths, English</p>	<p>Science, Maths, English, Geography,</p>	<p>▫ Science, Maths, English</p>	<p>▫ Science, Maths, English</p>
<p>Assessments:</p>	<p>Teacher assessment and feedback</p> <p>Self-assessment</p> <p>Peer observations</p>			

Enrichment and employability opportunities:	PE Clubs to be run twice a week with sports available from terms 1-4	PE Clubs to be run twice a week with sports available from terms 5-6
--	--	--

Science – Year 7						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Unit title:	B1.1- Cellular Components B1.2 Structure and function of systems	C1.1 Behaviour of Particles C1.2 Elements, Atoms and Compounds C1.4 Acids and Alkali	P1.1 Forces P1.2 Sound	C1.3 Chemical Reactions	P1.3 Light P1.4 Space	B1.3 Reproduction End of Year Exam Science Fair
Unit length:	8wk (16 lessons) (2 double lessons)	8wk (16lessons) (2 double lessons)	5wk (10 lessons) (2 double lessons)	6wk (12 lessons) (2 double Lesson)	5wk (10lessons) (2 double lessons)	7 wk (12lessons) (2 double lessons)
Key concepts:	-observing cells -plants & animal cells -specialised cells --Movement of substances -Unicellular organisms -Levels of Organisation -Gas Exchange -Breathing -Skeleton -Movements-Joints -Movement- Muscles -(Revision)	-The particle models -the three states of matter -Density -Melting & Freezing -Boiling -More changes of state -Diffusion -Elements -Atoms -compounds -Chemical formula -Acids & alkalis -indicators & PH	-Introduction to Forces -Squashing and stretching -Drag forces & Friction -Forces at a distance -Balanced & unbalanced forces -Waves -sound, vibration, and energy transfer -Loudness & Pitch -Detecting sound -Ultrasound and echoes	-Chemical Reaction -word equation -Oxidation -Decomposition reaction -Ratios -conservation of mass -Exothermic & Endothermic -	-The light -Reflection -Refraction -The camera and the eye -colour -The night sky. -The solar system -The Earth -The moon	-Adolescence -Reproductive systems -Fertilisation and implantation -Flowers & pollination -Fertilisation % germination -seeds

		-Neutralisation -Making salts				
Cross-curricular links:	PE	Art (modelling)	music	Food technology	Drama(staging/music)	Child development
Assessments:	End of topic test Literacy Investigative skills	End of topic test Literacy Investigative skills	End of topic test Literacy Investigative skills	End of topic test Literacy Investigative skills	End of topic test Literacy Investigative skills	End of Year Exam
Enrichment and employability opportunities:	personal trainers, PE teachers, sportswear designers, farmers, gardeners, surgeons, physiotherapists, builders, and people that do heavy liftin	polymer chemists, ceramic producers, perfume designers, chefs, coffee roasters, water company and safety workers, food production workers	athletes, swimmers, car designers, engineers, mechanics, plumbers, manufacturer	steel workers, pharmacists, cement producers, firework manufacturers, pharmacists, firefighters, bakers	opticians, doctors, nurses, physiotherapists, sonographers, musicians, studio engineers, artists, fashion designers astronomer, satellite designers, astronauts, GPS device manufacturers, ecologists, a	supermarket food buyers, school counsellors, radiographers, GPs, obstetricians, gynaecologists, nurses, animal breeders, beekeepers, fruit growers, dieticians, lab technicians, midwives

Year 8

Art – Year 8						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Unit title:	What is an Endangered Animal Helen Cowcher Artist, Writer, Conservationist	Endangered Animal Book Jacket Design Olga Gamynina is an art illustrator	Endangered Animal Book Jacket Design Lettering	North American Totem Poles Understanding symbols Understanding symbols of North American	North American Totem Poles Understanding symbols of North American	Lino printing Based on the symbols of North American totem poles
Unit length:	All Term	All Term	All Term	All Term	All Term	All Term
Key concepts:	Learning what an endangered animal is Learning what an author and illustrator does Media Techniques Carbon paper Coloured Pencils Oil Pastels	Learning what an endangered animal is Learning what an author and illustrator does Media Techniques Acrylic Paint Watercolour Paint Fine liner	Looking at Lettering Learning about guidelines Learning about Layout and Composition Students pick their own animals and choice of media Design their own book jacket Evaluation	Look at symbols and what they mean Understanding Haida tribe Understanding the stories behind the totem poles Taking one of the designs and learning how to enlarge a design using acrylic paint	Understand how totem poles are made How the paints are made Taking one of the designs and learning how to a design linocut	Learning how to print using Lino Learning how to add colour
Cross-curricular links:	<ul style="list-style-type: none"> • Geography • Biology • Graphics • English • Maths 	<ul style="list-style-type: none"> • Geography • Biology • Graphics • English • Maths 	<ul style="list-style-type: none"> • Graphics • English • Maths 	<ul style="list-style-type: none"> • Geography • History • Maths • Graphics 	<ul style="list-style-type: none"> ▫ Geography ▫ History ▫ Maths ▫ Graphics 	<ul style="list-style-type: none"> ▫ Geography ▫ History ▫ Maths ▫ Graphics
Assessments:			Final piece BOOK JACKET			Successful Lino Cut

Enrichment and employability opportunities:	To understand the working of an illustrator	To understand the working of an illustrator	To understand the working of an illustrator, artist, typographer	Understanding an artist	To understand a printer and designer	To understand a printer and designer
---	---	---	--	-------------------------	--------------------------------------	--------------------------------------

Computer Science – Year 8						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Unit title:	Media - Vector graphics	Computing systems	Developing for the Web	Representations – from clay to silicon	Mobile app development	Introduction to Python programming
Unit length:	7 Weeks	7 Weeks	6 Weeks	6 Weeks	6 Weeks	7 Weeks
Key concepts:	This unit offers students the opportunity to design graphics using vector graphic editing software. By the end of the unit students will have produced an illustration, a logo, or some icons using vector graphics.	The aim of this unit is to provide a concise overview of how computing systems operate.	In this unit, students will explore the technologies that make up the internet and World Wide Web .	This unit gives essential knowledge relating to binary representations . The activities gradually introduce students to binary digits and how they can be used to represent text and numbers .	This unit takes students through the entire process of creating their own mobile app , using App Lab from code.org. Building on the programming concepts students used in previous units, they will work in pairs to perform user research, design their app, write the code for it, before finally evaluating and publishing it for the world to use.	This unit introduces students to text-based programming with Python. The lessons form a journey that starts with simple programs involving input and output , and gradually moves on through arithmetic operations , randomness , selection , and iteration .

Dance – Year 8			
	Rotation	Rotation	Rotation
Unit title:	Secret Agents	Ghost dances	West-side Story
Unit length:	6 weeks	6 weeks	6 weeks
Key concepts:	Using Character to build dance – On a mission, Gadgets and obstacles, Laser maze. Choreographic Structure, spacing and dynamics, characterisation, facial expression	Using a professional work to create dance ideas. Analysing stimulus and content. Choreographic Structure, spacing and dynamics, characterisation, facial expression	Using a Musical genre to develop dance ideas and character The narrative of West-side story, links to Romeo man Juliet, conflict between gangs. Physical theatre
Cross-curricular links:	▫ Music, Art	Humanities, music	Music, Humanities, drama
Assessments:	End of topic performance of group work and evaluation	End of topic performance of group work and evaluation	End of topic performance of group work and evaluation
Enrichment and employability opportunities:	After school club In school performances like the Winter show and Elevations dance show.	After school club In school performances like the Winter show and Elevations dance show.	After school club In school performances like the Winter show and Elevations dance show.

Drama – Year 8						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Unit title:	Charlie and The Chocolate Factory	Pantomime	The Giver	The Giver	Runaways	Pirates of the Caribbean
Unit length:	7	7	6	6	6/7	7
Key concepts:	Scripted Performance Characterisation Plot Development	Story telling Stock characters	Dystopian Genre Script Marking the moment	Split staging Monologue Community	Using stimulus Still Image Tableaux	Adventure genre Hot seating Character creation

		Traditions and Fairy tales	Hot seating Status		Hot-Seating	Role on the wall
Cross-curricular links:	▫		The Giver English	The Giver English	▫ Treasure Island English – leaving home	▫ Treasure Island English
Assessments:	End of topic performance and peer and self-reflection Written booklets	End of topic performance and peer and self-reflection Written booklets	End of topic performance and peer and self-reflection Written booklets	End of topic performance and peer and self-reflection Written booklets	End of topic performance and peer and self-reflection Written booklets	End of topic performance and peer and self-reflection Written booklets
Enrichment and employability opportunities:	KS3 Drama club Thursday 3pm-3.45pm Performance opportunities in the school theatre - The Winter show and Drama Showcases	KS3 Drama club Thursday 3pm-3.45pm Performance opportunities in the school theatre - The Winter show and Drama Showcases	KS3 Drama club Thursday 3pm-3.45pm Performance opportunities in the school theatre - The Winter show and Drama Showcases	KS3 Drama club Thursday 3pm-3.45pm Performance opportunities in the school theatre - The Winter show and Drama Showcases	KS3 Drama club Thursday 3pm-3.45pm Performance opportunities in the school theatre - The Winter show and Drama Showcases	KS3 Drama club Thursday 3pm-3.45pm Performance opportunities in the school theatre - The Winter show and Drama Showcases

Design and technology - Food and Nutrition (Termly rotation) – Year 8	
	Termly rotation
Unit title:	Building a Food Repertoire
Unit length:	12 lessons
Key concepts:	This unit enables pupils to build a repertoire of primarily baking skills dishes whilst learning about traditional dishes. The course is delivered with an underpinning ethos of experimentation and acceptance of diversity in food culture. The importance of food-waste management is covered through encouraging meal planning and other strategies. The last lessons in the unit set-up the skills for designing and planning meals and include a reflective self-evaluation process so that students can become increasingly proficient at creating their own repertoire.

	<p>Theory: Health and safety refresh</p> <p>Theory: L1 Origins of food</p> <p>Practical: Little chocolate cakes</p> <p>Theory: L2 Discovering flavours (potatoes tasting)</p> <p>Practical: Apple crumble</p> <p>Theory: L3 Kitchen management</p> <p>Practical: Jam tarts</p> <p>Theory: L4 Developing a recipe</p> <p>Practical: Maids of honour</p> <p>Theory: L5 Writing a recipe</p> <p>Practical: Mediterranean pasta</p> <p>Theory: Assessment tests</p>
Cross-curricular links:	Science, English, Mathematics, PSHE
Assessments:	Final assessment test and assessment portfolio
Enrichment and employability opportunities:	<p>Cook club after school.</p> <p>Catering, chef, food design, care sector, education, health, nutrition, engineering, farming, environment, kitchen management,</p>

Design and technology - Graphics (Termly rotation) – Year 8		
	First half of the term	Second half of the term
Unit title:	Baseball Logo Design	Chocolate Package Design
Unit length:	12 weeks	12 weeks
Key concepts:	Create a logo for a team. Study existing examples to supplement ideas and build understand of brief. Look at lettering, use of shape and chosen	Packaging is a series of Powerpoints that form a Unit of Work that supports the teaching of Design, in particular Packaging. Packaging is

	mascot to develop personal response. Create final design after drafts. We encourage choice of mascot and team name to be focused around the area they live to bring some culture capital. The mascot is a dog and connecting to british values, we encourage the use of british breeds, the study of nature in art helps to build their design skills around animals and helps to scaffold and help them design around this subject matter.	aimed at developing the skills needed to understand the process of Packaging and how to design a suitable product that fits the needs of the consumer. The aim is for the pupils to study the process of packaging, use 3D shapes from nets, develop their own ideas and design a cereal packet. There is an optional unit to advertise the finished product.
Cross-curricular links:	English Maths Art	English Maths Art
Assessments:	Teacher Feedback Self-Assessment	Teacher Feedback Self-Assessment
Enrichment and employability opportunities:	Logo Designer Illustrator Graphics Designer Marketing	Product Developer Package Designer Graphics Designer Marketing

Design and technology - Textiles (Termly rotation) – Year 8

	One unit repeated 3 times for rotation
Unit title:	Self portrait - Wall Hanging
Unit length:	12 lessons
Key concepts:	Use and develop a variety of technical; skills applique, machine stitching variants, padding and framing, Tie dye to produce a wall hanging of a self-portrait. Elements of their character and personality are demonstrated through the applique techniques.
Cross-curricular links:	Art, DT, PHSE, Psychology.
Assessments:	Teacher feedback, data captures. Production of wall hanging
Enrichment and employability opportunities:	Product designer, artist, textile artist, photographer, designer etc

English – Year 8

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Unit title:	Percy Jackson and mythology	Percy Jackson and mythology	The Giver	The Giver	Treasure Island	Treasure Island
Unit length:	7 Weeks	7 Weeks	6 Weeks	6 Weeks	6 Weeks	7 Weeks
Key concepts:	<ul style="list-style-type: none"> -Introduction to Greek mythology. -Exploration of the Greek creation story. -Studying of well-known myths and legends and using them to inspire creative writing. -Reading Percy Jackson exploring characterisation and key themes from the first half of the novel. -Extracts from Shakespeare’s A Midsummer Night’s Dream linked to mythology. -Analysing myth inspired poetry Percy Jackson KO 	<ul style="list-style-type: none"> -Examination of myths from other cultures including Norse, Egyptian, Irish and Polynesian. - Continue reading Percy Jackson exploring characterisation and key themes. -Extracts from Shakespeare’s The Tempest linked to mythology. -Speech writing tasks and opportunities to present. 	<ul style="list-style-type: none"> -Introduction to the Dystopian genre exploring dystopian conventions. -Reading The Giver exploring characterisation and key themes. -Poetry inspired by themes in the text. -Non-fiction extracts on adoption, CCTV, euthanasia, and children’s names in other countries. -Article writing responding to a statement. -Analysing language and impact of symbolism. -Descriptive writing of characters and qualities. The Giver KO 	<ul style="list-style-type: none"> -Continue reading The Giver exploring characterisation and key themes. -Poetry inspired by key themes. -Analysing language, structure and significance of colours. -Non-fiction extracts on Dictatorship, humouring war, and the Amish culture. -Descriptive writing of settings. -Speech writing tasks and opportunities to present. -Compare and contrast characters. 	<ul style="list-style-type: none"> -History of pirates. -Exploration of well-known pirate Blackbeard. -Comparison to modern piracy. -Significance of pirate flags. -Sea Shanty writing task. -Conventions of adventure genre. -Plot types/narrative hooks. -Reading of Treasure Island exploring characterisation and key themes. -Poetry inspired by key themes. -Analysing language. -Speech writing tasks and opportunities to present. Treasure Island KO 	<ul style="list-style-type: none"> -Continue reading of Treasure Island exploring characterisation and key themes. -Moral dilemmas. Exploration of well-known female pirate Anne Bonny. -Pragmatism and euphemism. -Analysing language and structure. -Poetry inspired by key themes. -Writing from the viewpoint of other characters. -Descriptive writing of a setting.
Cross-curricular links:	History, Drama, Geography, PSHE. Religious Education	History, Drama, Geography, PSHE, Religious Education	History, Drama, PSHE, Social Sciences	History, Drama, PSHE, Social Sciences	History, Geography, PSHE	History, Geography, PSHE
Assessments:	Language Descriptive Writing- picture stimulus	Literature How is the Minotaur presented in the extract?	Language	Literature How is the community presented in the extract?	Language Persuasive writing-	Literature How does the writer use language to present Jim

		How are monsters presented in the novel as a whole?	Persuasive writing- writing an article in response to a statement	How is the community presented in the novel as a whole?	writing an article in response to a statement	Hawkins in this extract? How is he shown to grow up?
Enrichment	Possible museum trip – the importance of the past.		Explore local governance, is there an opportunity to speak to MPs or school governors about how society works.			

Geography – Year 8						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Unit title:	Sensational cities: Urbanisation Deserts	Coasts and oceans	Being sustainable	Development	Coasts and oceans	Asia’s rising super powers Deserts
Unit length:	Half a term	Half a term	Half a term	Half a term	Half a term	Half a term
Key concepts:	Urbanisation Causes and impacts Urbanisation in the UK Case study Dubai	Coastal processes Ocean currents Formation of coastal landforms	Understanding what sustainability is The problem with plastics How can we use water more sustainably How can we transport more sustainably Settlements of the future	Different measures of comparing countries Why are there inequalities between different countries UN sustainable development goals	Different types of coastal processes Different types of coastal landforms How coastlines are managed Ocean gyres Why oceans matter	Biomes in Asia Influence of Asia on the rest of the world Case studies China and India Climate and physical characteristics of deserts Challenges of living deserts

Cross-curricular links:	▫ Maths – climate graphs	Maths History Literacy	Maths – data skills Science Literacy	Maths Literacy History	▫ Maths ▫ Literacy	▫ Maths ▫ Literacy
Assessments:	Mid topic extended writing End of topic knowledge recall	Mid topic extended writing End of topic knowledge recall	Mid topic extended writing End of topic knowledge recall	Mid topic extended writing End of topic knowledge recall	Mid topic extended writing End of topic knowledge recall	Mid topic extended writing End of topic knowledge recall
Enrichment and employability opportunities:						

History – Year 8						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Unit title:	The Elizabethan Era	The English Civil War	The Renaissance	Empire	Industrial Revolution	Slavery
Unit length:	7 weeks	7 Weeks	6 weeks	6 Weeks	6 Weeks	7 Weeks
Key concepts:	Sources Demonstrate ability to analyse and evaluate Historical sources.	Causation Changes in power between monarchy and parliament. Wider contextual knowledge of the seventeenth century.	Change and continuity cause and consequence, similarity, difference and significance, Make connections, draw contrasts, analyse trends, frame historically valid questions	Causation – How India became a British colony Interpretation – Was the empire a good or a bad entity?	Understand how the Industrial Revolution changed the way people lived and worked. Understand how the Industrial Revolution affected the future.	Exploring a sensitive issue and the importance of empathy, tolerance and understanding of other cultures and traditions by learning lessons from the past. Source analysis
Cross-curricular links:	English, RE	Maths, English, geography	English, Science, RE	Citizenship, English, geography, PSHE	Citizenship, English, geography, PSHE	Citizenship, English, geography, PSHE ▫

Assessments:	Essay: How successful was Elizabeth's Middle Way? 2 x Key features questions	Essay: Did Charles I deserve to be executed? 2 x Key features questions	Essay: How far did society develop during the Renaissance?	Essay: To what extent do you agree with Terry Deary's interpretation of the British Empire?	Essay: How did the Industrial Revolution affect Britain's future?	Essay:
Enrichment and employability opportunities:						

Human and Cultural Education - PHSE – Year 8						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Unit title:	Diversity	Diversity	Drugs	Drugs	Relationships	Relationships
Unit length:	7	7	6	6	6	7
Key concepts:	Tolerance and Diversity - Prejudice	Sexism and Racism - Prejudice	Drug influences Alcohol, tobacco, e-cigs/vapes/cannabis	Drug harms	Relationship types consent	Gangs Young carers
Cross-curricular links:	History Geography English	History Geography English	Science	Science Drama	<ul style="list-style-type: none"> ▫ English ▫ Drama 	English Drama
Assessments:	Skills and attitudes via mind mapping, multiple choice and confidence trackers	Skills and attitudes via mind mapping, multiple choice and confidence trackers	Skills and attitudes via mind mapping, multiple choice and confidence trackers	Skills and attitudes via mind mapping, multiple choice and confidence trackers	Skills and attitudes via mind mapping, multiple choice and confidence trackers	Skills and attitudes via mind mapping, multiple choice and confidence trackers
Enrichment and employability opportunities:	Teacher Social Worker	Solicitor Police Officer	Youth support worker Rehabilitation	Youth support worker Rehabilitation	Counsellor	Counsellor

Human and Cultural Education – Religious Education - Year 8						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Unit title:	Prejudice and Discrimination	Prejudice and Discrimination	Evil and suffering	Evil and Suffering	Crime and Punishment	Crime and Punishment
Unit length:	7	7	6	6	6	7
Key concepts:	Heroes Anne Frank Martin Luther King Malcolm X	Ghandi Malala Yousafzai	Exploring the problem of evil Moral and natural evil	How do different religious believers deal with evil in the world?	What is crime and punishment? Reasons for crime	Retribution and deterrence Death penalty Torture Life in Prison Prison Reformation
Cross-curricular links:	History	History	Citizenship	Citizenship	Citizenship	Citizenship
Assessments:	Mind maps, multiple choice and confidence trackers	Written assessment	Mind maps, multiple choice and confidence trackers	Written assessment	Mind maps, multiple choice and confidence trackers	Written assessment
Enrichment and employability opportunities:	Charity worker Involvement with the UN	Charity worker Involvement with the UN	Charity worker Involvement with the UN	Charity worker Involvement with the UN	Charity worker Involvement with the UN	Charity worker Involvement with the UN

Spanish- Year 8						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Unit title:	De Vacaciones	Turismo Oscuro	Mi vida, mi móvil	En el restaurante	Vamos al cine	Operación verano
Unit length:	7	7	6	6	6	7
Key concepts:	Talking about a past holiday Saying what you did Using the preterite tense	Different types of travelling abroad. Dark tourism Using the preterite and conditional	Saying what you use your phone for Types of music Talking about TV Comparatives	Saying what food you like Describing mealtimes Using negatives Ordering a meal	Arranging to go out Making excuses Using querer and poder Discussing getting ready to go out	Describing a holiday home Describing holiday activities Using the superlative Asking for directions

				Using the near future tense	Using reflexive verbs	Talking about summer camps. Using 3 tenses (preterite, present, near future)
Cross-curricular links:	<ul style="list-style-type: none"> ▫ Geography ▫ English ▫ Maths ▫ Travel and Tourism 	Geography History Maths English Travel & Tourism	<ul style="list-style-type: none"> - English - Computer Science - Maths 	<ul style="list-style-type: none"> - English - Maths - Geography 	<ul style="list-style-type: none"> ▫ English ▫ Maths ▫ Geography ▫ Travel & Tourism 	<ul style="list-style-type: none"> ▫ English ▫ Maths ▫ Geography ▫ Travel and Tourism
Assessments:	Writing and Translation	REading and Trfanslation	Speaking and Listening	Listening and Writing	Speaking and Writing	Listening, Reading, Speaking and Writing
Enrichment and employability opportunities:	<ul style="list-style-type: none"> - Translation Bee - LinguaMaths 	<ul style="list-style-type: none"> - Translation Bee - LinguaMaths 	<ul style="list-style-type: none"> - Translation Bee - LinguaMaths 	<ul style="list-style-type: none"> - Translation Bee - LinguaMaths 	<ul style="list-style-type: none"> - Translation Bee - LinguaMaths 	<ul style="list-style-type: none"> - Translation Bee - LinguaMaths

Maths – Year 8						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Unit title:	Ratio and Proportion	Expressions and Equations	Circles	Sequences	3D Geometry	Scatter Graphs and Probability
Unit length:	7 weeks	7 weeks	6 weeks	6 weeks	6 weeks	7 weeks
Key concepts:	<ul style="list-style-type: none"> • Multiplicative Change • Ratio 	<ul style="list-style-type: none"> • Algebra Conventions • Collecting Like Terms 	<ul style="list-style-type: none"> • Area recap from yr 7. 	<ul style="list-style-type: none"> • Spatial Sequences • Generating sequences. 	<ul style="list-style-type: none"> • Isometric drawing • Plans and elevations 	<ul style="list-style-type: none"> • Plotting and interpreting coordinates.

	<ul style="list-style-type: none"> • Ratio as a fraction • Sharing in a given ratio. • Proportion Problems • Best Buys • Recipes • Speed Distance Time <p>To develop the students KS2 knowledge of ratio and proportion.</p> <p>To build on the use of multiplicative relationships built from the Y7 scheme, in particular in HT2 (Multiplication and division), HT4 (Fractions) and HT6 (Percentages).</p> <p>To develop fluency in the use of bar models and ratio tables to solve ratio and proportion problems.</p>	<ul style="list-style-type: none"> • Substitution • Index Rules • Expand and Factorise single brackets • Forming expressions and equations • Solving equations • Solving inequalities 	<ul style="list-style-type: none"> • Area of compound shapes. • Parts of circles • Circumference • Area of circles • Perimeters and areas of part circles. • Area and perimeter of compound shapes containing circles. 	<ul style="list-style-type: none"> • Nth terms • Geometric • Fibonacci • Triangle numbers 	<ul style="list-style-type: none"> • Volume of cuboids • Surface area of cuboids. • Prisms • Volume and surface areas of prisms. • Euler's formula for polyhedral. • Cylinders 	<ul style="list-style-type: none"> • Plotting scatter graphs. • Correlation. • Line of best fit. • Probability keywords. • Single event probability. • Sample Spaces. • Probability of multiple independent events.
Cross-curricular links:					□	□

Assessments:	3 x Exit tickets and DIRT tasks Key vocabulary low stakes quiz 1 x formal summative assessment	3 x Exit tickets and DIRT tasks Key vocabulary low stakes quiz	3 x Exit tickets and DIRT tasks Key vocabulary low stakes quiz 1 x mid-year formal summative assessment	3 x Exit tickets and DIRT tasks Key vocabulary low stakes quiz	3 x Exit tickets and DIRT tasks Key vocabulary low stakes quiz	3 x Exit tickets and DIRT tasks Key vocabulary low stakes quiz 1 x end of year formal summative assessment
Enrichment and employability opportunities:	KS3 Revision Club – Day TBC	KS3 Revision Club – Day TBC	KS3 Revision Club – Day TBC	KS3 Revision Club – Day TBC	KS3 Revision Club – Day TBC	KS3 Revision Club – Day TBC

Music – Year 8			
	Rotation	Rotation	Rotation
Unit title:	Variations	Blues	Indian/Chinese
Unit length:	7	7	6
Key concepts:	Scales, harmony, chord progressions, composition and performance	Rhythm, ensemble work, composition, elements of music	Rhythm, melody, composition, performance, ensemble work
Cross-curricular links:	▫ Dance	Dance	Dance
Assessments:	Three performances in class, listening analysis	Two performances in class, listening analysis	Two performances in class, listening analysis

Enrichment and employability opportunities:	Keyboard club (when running) in D25	Practice room availability. Students need to book a room for after school (D30)	Guitar club (when running) in D25
--	-------------------------------------	---	-----------------------------------

Physical Education – Year 8						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Unit title:					Athletics	Striking and Fielding
Unit length:	Half Term	Half Term	Half Term	Half Term	Half Term	Half Term
Key concepts:	<p>Students will take part in a 4-term rotation of activities. This will include activities from the following -</p> <p>Invasion Games: In this unit pupils will focus on developing team attacking and defending strategies and techniques using a set of core skills. Pupils will experience a range of skill variations with intent to outwit the opposition. Develop a sound knowledge of positions and rules surrounding footwork and contact. Pupils should begin to analyse performances and adapt elements to improve.</p> <p>Net and Wall Activities: In this unit pupils will focus on consistently replicating forehand, backhand, volley and serving skills through conditioned situations. Pupils will develop the ability to land the ball in a target area and refining game strategies with the intention of outwitting an opponent. Pupil will develop confidence in movement and test mental capacity through scoring and officiating games.</p> <p>OAA: In this unit pupils will extend and improve communication and teamwork skills in a variety of situations. Pupils further develop their ability to respond effectively to problems and physical challenges using the cooperation of others. To stimulate a mental challenge using personal, learning and thinking skills throughout.</p> <p>Health Related Exercise: In this unit pupils will be encourage to experience specific fitness-based skills in a range of different contexts. To further develop an ability to evaluate and assess movements and techniques to produced refined outcomes. Pupils will further investigate ways of</p>				<p>Athletics: In this unit, pupils will begin to use knowledge of athletics events, strategies and techniques to develop and enhance replication and performance. Pupils develop their understanding of fitness, different body systems and their relationship to performance. Pupils will perform and improve core skills and personal/team bests in relation to speed, height, distance and accuracy. Develop confidence in</p>	<p>Striking and Fielding: In this unit pupils focus on accurate replication & further developing, implementing and refining techniques for batting, bowling and fielding. Pupils will develop the ability to place the ball in a target area and refining game strategies with the intention of outwitting an opponent. Pupil will develop confidence in movement and test mental capacity through scoring and officiating games.</p>

	warming up and the importance of health through completion of physical tasks. Pupil will develop confidence in movement and test mental capacity through linked heart rate to exercise. Trampolining: Flight In this unit pupils will focus on the accurately replicating core skills and movements individually and in combination focusing on the control and aesthetics. Pupils will show creativity and fluency in developed sequences. Student will further develop an ability to evaluate and assess movements and sequences to produced refined outcomes. Will demonstrate basic safety around the trampoline.	movement and challenge mental capacity.	
Cross-curricular links:	Science Maths English Geography	Science Maths English	Science Maths English
Assessments:	Teacher assessment and feedback Self-assessment Peer assessment		
Enrichment and employability opportunities:	PE Clubs to be run twice a week with sports available from terms 1-4	PE Clubs to be run twice a week with sports available from terms 5-6	

Science – Year 8						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Unit title:	B2 1 Health and lifestyle C2 1 The periodic table	P2 1 Electricity and magnetism B2 2 Biological processes	C2 2 Separation techniques	P2 2 Energy B2 3 Ecosystems and adaptations	C2 3 Metals and other materials P2 3 Motion and pressure	B2 4 Inheritance C2 4 The Earth End of Year Exam
Unit length:	8wk (16 lessons) (2 double lessons)	8wk (16 lessons) (2 double lessons)	5wk (10 lessons) (2 double lessons)	6wk (12 lessons) (2 double Lesson)	5wk (10lessons) (2 double lessons)	7 wk (12lessons) (2 double lessons)
Key concepts:	B2 1 - o Food groups o Food tests o Unhealthy diet o Digestive system	P2 1 - o Charging up o Circuits and current o Potential difference o Resistance	C2 2– o Pure substances o Mixtures o Solutions o Solubility o Filtration	P2 2– o Food and fuels o Energy resources o Energy adds up o Energy and temperature	C2 3– o Metals and acids o Metals and oxygen o The reactivity series	B2 4 – o Variation o Continuous and discontinuous variation o Inheritance o Natural selection

	<ul style="list-style-type: none"> o Bacteria and enzymes in digestion o Drugs o Alcohol o Smoking <p>C2 1 –</p> <ul style="list-style-type: none"> o Elements and the periodic table o Metals and non-metals groups and periods o the elements of group 1 o the elements of group 7 o the elements of group 0 <p>(revision)</p>	<ul style="list-style-type: none"> o Changing the subject o Series ad parallel circuits o Magnets and magnetic fields o Electromagnets o Using electromagnets <p>B2 2 –</p> <ul style="list-style-type: none"> o Photosynthesis o Leaves o Plant minerals o Aerobic respiration o Anaerobic respiration <p>o (revision)</p>	<ul style="list-style-type: none"> o Evaporation and distillation o Chromatography <p>o (revision)</p>	<ul style="list-style-type: none"> o Energy transfer: particles o Energy transfer: forces o Energy and power <p>B2 3–</p> <ul style="list-style-type: none"> o Food chain and webs o Disruption to food chains and webs o Ecosystems o Competition and adaptation o Adapting to change <p>o (revision)</p>	<ul style="list-style-type: none"> o Metal displacement reactions o Extracting metals o Ceramics o Polymers o Composites <p>P2 3–</p> <ul style="list-style-type: none"> o Speed o Motion graphs o Pressure in liquids o Pressure in solids o Turning forces <p>(revision)</p>	<ul style="list-style-type: none"> o Extinction <p>C2 4 –</p> <ul style="list-style-type: none"> o The earth and its atmosphere o Sedimentary rocks o Igneous and metamorphic rocks o The rock cycle o Global warming o Climate change <p>o (revision)</p>
Cross-curricular links:	PE, food technology, human cultural education (PSHE), health and social care, early years education	PE, engineering	Food technology	Maths, PE, geography	Art (modelling), maths	Geography,
Assessments:	End of topic test Literacy Investigative skills	End of topic test Literacy Investigative skills	End of topic test Literacy Investigative skills	End of topic test Literacy Investigative skills	End of topic test Literacy Investigative skills	End of year exam
Enrichment and employability opportunities:	B2 – dietitians, chefs, doctors, personal trainers, social workers, physiotherapists, drug counsellors,	P2 – scrapyard employees, Maglev train designers, painters of aircraft, engineers, electrical	C2 – chemical engineers, water treatment workers, brewers, chemical analysts, workers for the	P2 – Energy fabric manufacturers, architects, kitchenware designers, climate researchers, mountaineers, energy	C2 – steel workers, pharmacists, cement producers, firework manufacturers, pharmacists, firefighters,	B2 – lab technicians, molecular biologists, geneticists, forensic scientists, DNA sequencers, family

	<p>C2 – metal workers, research scientists, science teachers, science technicians, engineers, jewellery makers</p>	<p>manufacturers, electricians, paramedics</p> <p>B2 – personal trainer, PE teacher, sportswear designer, farmers, surgeons, physiotherapists, builders, people that do heavy lifting, horticulturalists, commercial growers</p>	<p>Environment Agency, chefs</p>	<p>company workers, oil prospectors, oil rig workers</p> <p>B2 – conservationists, statisticians, environmental scientists, park rangers, animal technicians, vets, ecologists, animal and crop farmers, policy makers, fishing industry</p>	<p>bakers, polymer chemists, ceramic producers</p> <p>P2 – athletes, personal trainers, sports equipment designers, physiotherapists, pilots, aircraft engineers, astronauts, builders, architects, acrobats, divers</p>	<p>historians, genetic disease specialists, taxonomists, vets, gynaecologist conservationists, geneticists, environmental scientists, statisticians, ecologists, molecular biologists, zoo keepers</p> <p>C2 – environmental scientists, data analysts, recycling workers, conservationists, builders, environmental health officers, electric vehicle producers or salespeople, marine scientists, museum workers</p>
--	---	---	----------------------------------	---	---	---

Year 9

Art – Year 9						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Unit title:	Cezanne	Cezanne	Surfaces	Surfaces	Surrealism	
Unit length:	12 WEEKS		12 WEEKS		12 WEEKS	
Key concepts:	Tonal drawing of apples Understanding colour form and tone Drawing of a bottle Painting accurately to a primary source Applying scale, proportion, measured distances, and scaffolding.	Research Paul Cezanne Research his painting on still life Paint copies of his work in watercolour and acrylic . Building proficiency in a combination of dry and wet media, exploration of painting techniques.	Learning how to draw a variety of objects from primary as well as secondary objects Also using the grid methods Looking at sweets Drawing a spoon using tonal pencil Drawing a button Drawing a marble on black paper	Learning how to draw a variety of objects from primary as well as secondary objects Also using the grid methods Drawing a rope using a biro pen Drawing of a coke can using coloured pencils Drawing of a pair of jeans using coloured pencils	Understanding Surrealism Learning about Rene Magritte Copy of Red Model Analysing a picture And can write about it using blooms taxonomy	Drawing of feet using both primary and secondary images Designing backgrounds in relation to the shoes Planning and developing a final piece in relation to Rene Magritte
Cross-curricular links:	Maths	History English	Maths English Graphics	Maths English Graphics	<ul style="list-style-type: none"> ▫ English ▫ History ▫ Biology 	<ul style="list-style-type: none"> ▫ English ▫ History ▫ Biology
Assessments:						
Enrichment and employability opportunities:	Visit an art gallery	Visit an art gallery			Visit an art gallery	Visit an art gallery

Computer Science – Year 9						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Unit title:	Python programming with sequences of data	Media – Animations	Data science	Representations – going audio-visual	Introduction of cybersecurity	Applying programming skills with physical computing
Unit length:	7 Weeks	7 Weeks	6 Weeks	6 Weeks	6 Weeks	7 Weeks
Key concepts:	This unit introduces students how data can be represented and processed in sequences, such as lists and strings .	In this unit students will discover how professionals create 3D animations using the industry-standard software package, Blender .	In this unit, students will be introduced to data science , and by the end of the unit they will be empowered by knowing how to use data to investigate problems and make changes to the world around them.	In this unit, students will focus on making digital media such as images and sounds and discover how media is stored as binary code .	This unit takes students on a journey of discovery of techniques that cybercriminals use to steal data, disrupt systems, and infiltrate networks .	This unit applies and enhances the students' programming skills in a new engaging context: physical computing , using the BBC micro:bit,
Cross-curricular links:	STEM (Science, Math, Technology, Engineering)	STEM (Science, Math, Technology, Engineering)	STEM (Science, Math, Technology, Engineering)	STEM (Science, Math, Technology, Engineering)	STEM (Science, Math, Technology, Engineering)	STEM (Science, Math, Technology, Engineering)
Assessments:	This unit contains a pair programming project that students will complete. This will be self- and peer-assessed using the rubric. Teachers will map the results to STEP structure for	Students will put their final creations in an Assessment Portfolio. Teachers will map the results to STEP structure for Computing and ICT.	The assessment for this unit will be in the form of a set of multiple-choice questions. Teachers will map the results to STEP structure for Computing and ICT.	Students will put their final creations in an Assessment Portfolio Teachers will map the results to STEP structure for Computing and ICT.	The assessment for this unit will be in the form of a set of multiple-choice questions. Teachers will map the results to STEP structure for Computing and ICT.	This unit contains a pair programming project that students will complete. This will be self- and peer-assessed using the rubric. Teachers will map the results to STEP structure for Computing and ICT.

	Computing and ICT.					
Enrichment and employability opportunities:	Coding Success is a programme designed to help inspire future coders, computer scientists and software engineers.	Coding Success is a programme designed to help inspire future coders, computer scientists and software engineers.	Coding Success is a programme designed to help inspire future coders, computer scientists and software engineers.	Coding Success is a programme designed to help inspire future coders, computer scientists and software engineers.	Coding Success is a programme designed to help inspire future coders, computer scientists and software engineers.	Coding Success is a programme designed to help inspire future coders, computer scientists and software engineers.

Dance – Year 9			
	Autumn 1	Autumn 2	Spring 1
Unit title:	Swan Song	Diversity's Digitised	Martial Arts Topic
Unit length:	6-7 weeks	6-7 weeks	6-7 weeks
Key concepts:	To use 'Swan song' by the choreographer Christopher Bruce as a stimulus for small group dances.	To use Diversity's Digitised as a stimulus for Street dance pieces with a narrative.	To use a variety of Martial art movement forms as inspiration for choreography. Boxing, Capoeira and Wushu.

	Contemporary dance with a narrative. Contact work, working with a chair as a prop. Dance based on the characters of the prisoner and prison guards. Creating choreography based on the interrogation of the prisoner	The movement features of street dance – Body waves, isolations, puzzling, gliding and poses. Formations, Levels, motif development. Movement memory, performance skills – energy, projection and focus.	Developing choreography – Motif development, reordering, fragmentation. Using images as inspiration for movement – action developments. Video inspiration from Mourad Merzouki (French choreographer).	
Cross-curricular links:	Humanities, Drama	Drama and Music	PE and Music	
Assessments:	End of topic performance of work and evaluation.	End of topic performance of work and evaluation.	End of topic performance of work and evaluation.	
Enrichment and employability opportunities:	After-school club The Winter show. The Annual dance show 'Elevations'. Dance theatre trip.	After-school club The Winter show. The Annual dance show 'Elevations'. Dance theatre trip	After-school club The Winter show. The Annual dance show 'Elevations'. Dance theatre trip	

Drama – Year 9						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Unit title:	World Trade Centre	Refugee Boy	Noughts and Crosses	Noughts and Crosses	Live Theatre – Billy Elliot	Stage Craft
Unit length:	7	7	6	6	6/7	7
Key concepts:	Still Image Narration and Mime Hot seating Choral Speaking Characterisation	Script work Characterisation Marking the moment Making predictions and understanding text	Themes Characterisation Role on the wall Page to stage	Sound, music, lights Monologue Tension Script writing	Watching live theatre Reviewing live theatre Acting aspects Technical aspects Design Aspects	Drama through the medium of film Mis-en-scene Acting and Characterisation

Design and technology - Graphics (Termly rotation) – Year 9		
	First half of the term	Second half of the term
Unit title:	Graffiti/Street Art	Superhero Movie Posters
Unit length:	All Term	All Term
Key concepts:	Understanding the difference between Graffiti and Street Art. Typography and signage design using pencil, colour pencil, and felt tip pen.	Looking at film title sequencing and poster design. Positive and negative space in illustration and paper cut-outs Saul Bass Artist study – Film title sequence designer)
Cross-curricular links:	English Maths Art	English Maths Art
Assessments:	Teacher Feedback Self-Assessment	Teacher Feedback Self-Assessment
Enrichment and employability opportunities:	Graphics Designer Illustrator Graffiti Artist Sign Painter/Designer	Film Title Sequencing Poster Designer Graphics Designer Illustrator

Design and technology - Textiles (Termly rotation) – Year 9	
	One project repeated 3 times on rotation
Unit title:	Natural forms cushion
Unit length:	12 lessons
Key concepts:	Screen printing, designing, researching other artists who have used natural forms, giving opinions and completing pastiches of their work, embellishments, observational drawing, mood boards.
Cross-curricular links:	Art, DT,
Assessments:	Teacher feedback to produce a cushion.

Enrichment and employability opportunities:	Printer, designer, artist, photographer etc
--	---

English – Year 9						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Unit title:	Noughts and Crosses	Noughts and Crosses	Black Flamingo	Black Flamingo	The Tempest	The Tempest
Unit length:	7 Weeks	7 Weeks	6 Weeks	6 Weeks	6 Weeks	7 Weeks
Key concepts:	<ul style="list-style-type: none"> -Introduction to author. -Exploring a Pangea. -What is discrimination, prejudice and oppression. -Reading Noughts and Crosses exploring characterisation and key themes. -Extracts from Shakespeare’s Romeo and Juliet. -Poetry inspired by key themes. -History of segregation, ‘bussing’, freedom fighters. -Exploring different perspectives. -Article and speech writing. Noughts & Crosses KO 	<ul style="list-style-type: none"> -Continue reading Noughts and Crosses exploring characterisation and key themes. -Exploring the different types of relationships in the book. -Extracts from Shakespeare’s Romeo and Juliet. -Justice and Capital Punishment. -Analysing language and structure. -Miscegenation and Biracial Britain. -Exploration of Malcolm X. -Speech writing. -Conventions of a play script. -Comparison of the novel to the play. 	<ul style="list-style-type: none"> -Introduction to author. -Diversity in Literature. -Reading of Black Flamingo exploring characterisation and key themes. -What is stereotyping -Non-fiction extracts on gender neutral toys, discipline and human development. -Article and letter writing -Shakespeare and fate -Poetry linked to key themes. -Extracts linked to religion. Black Flamingo Spring 1 KO 	<ul style="list-style-type: none"> -Continue reading Black Flamingo exploring characterisation and key themes. -Poetry linked to key themes. -Creative poetry writing tasks. -Non-fiction extracts on history of drag queens, difference between transgender and drag, Black Lives Matter movement and psychology of dreaming. -Descriptive writing creating characters. -Analysing language and structure. Black Flamingo Spring 2 KO 	<ul style="list-style-type: none"> -Introduction to Shakespeare and the theatre. -Context including James I, Divine Right of Kings and The Great Chain of Being. -Descriptive writing. -Reading of The Tempest exploring conventions of a play, characterisation and key themes. -Exploration of relationships between characters. -Poetry linked to key themes. -Analysing language. The Tempest KO 	<ul style="list-style-type: none"> -Continue reading The Tempest exploring conventions of a play, characterisation and key themes. -Exploration of mythology. -Speech writing and opportunities to present. -Analysing language and structure. -Poetry linked to key themes. -Non-fiction extracts on human trafficking, feminism and patriarchal society. -Narrative writing. -Speech writing and opportunities to present.
Cross-curricular links:	History, Drama, PSHE	History, Drama, PSHE	History, Drama, PSHE, Religious Education	History, Drama, PSHE	History, Drama, PSHE	History, Drama, PSHE
Assessments:	Language Descriptive writing- Picture stimulus	Literature	Language	Language exam- Full Paper 1	Language	Literature How Shakespeare presents Ariel at this moment in the

		Starting with this extract, how does Blackman present relationships?	Persuasive writing- writing a speech in response to a statement	Literature- How does the speaker feel about their identity?	Persuasive writing- writing an article in response to a statement	play?How Shakespeare presents Ariel in the play as a whole?
Enrichment			Raising awareness of local amenities linked to the LGBTQ+ community, Young LGBTQ+ community cafes and groups etc		Possible trip to Tolethorpe to see a Shakespeare play come to life on the stage.	

Food and Nutrition – Year 9	
Unit title:	AQA KS3 Cooking and Nutrition
Unit length:	12 week rotation
Key concepts :	The national curriculum programs of study for KS3 Cooking and nutrition are covered and the course features an end of unit Food Preparation Task linked to the core topics delivered at GCSE: 1. Food, nutrition and health. 2. Food science. 3. Food safety. 4. Food choice.

	<p>5. Food provenance.</p> <p>Theory: L1 Health and safety recap - Quick pasta snack Practical: Leek and potato soup Theory: L2 Why do we eat food? Practical: Bread rolls Theory: L3 Eatwell Guide Practical: Dough based pizza Theory: L4 Sauce making Practical: Spaghetti Bolognese Theory: L5 Where do ingredients come from? Practical: Macaroni cheese Theory: Food provenance Practical: Vegetable curry and rice</p>
Cross-curricular links:	<p>Science, English, Mathematics, PSHE</p> <p>▫</p>
Assessments:	<p>Assessment tests and evaluations on-going.</p>
Enrichment and employability opportunities:	<p>Cook Club after school. Catering, chef, food design, care sector, education, health, nutrition, engineering, farming, environment, kitchen management. GCSE Food Preparation and Nutrition</p>

	End of topic knowledge focus	End of topic knowledge focus	End of topic knowledge focus	End of topic knowledge focus	End of topic knowledge focus	End of topic knowledge focus
Enrichment and employability opportunities:		Y9 Geography film club	Y9 Geography film club	Y9 Geography film club	Y9 Geography film club	

History – Year 9						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Unit title:	What was life like for Black Americans after 1863?	Does Racism Still exist?	How did WWI Start?	Who fought for Britain in WWI?	How did Dictators take over Europe?	What was the Cold War?
Unit length:	7 Weeks	7 Weeks	6 Weeks	6 Weeks	6 Weeks	7 Weeks
Key concepts:	Abolition of Slavery Significance of the Emancipation proclamation Role of Black Americans in the civil war Segregation Jim crow laws Separate but equal Civil rights movement MLK	US case studies, Rodney King, Eric Garner etc Birth of the BLM movement Evaluation of the Statues controversy US and UK Edward Coulson / Nelson Analysis of experiences of Black immigrants to UK - Colour Bar Windrush case study. Kelso Cochrane case study Noting Hill carnival	Why did WW1 break out Existing tensions Assassination Franz Ferdinand Early stages of the War Conscription Life in the trenches Experiences of Soldiers War poetry Forgotten voices – primary accounts	-how peaceful was the Christmas truce? – sources Technology of War how did the Empire help in WWI Why do we call it a world war? Ho did ww1 affect India Contributions of former colonies Experiences of colonial troops Remembering colonial troops Walter Tull case study How should WW1 be remembered? Russian Revolution	Rise of Fascism in Europe case studies: Stalin Mussolini, Hitler How does Hitler become leader of Germany? Nazi-Soviet Pact Why WW2 – was appeasement a mistake? How do the Nazis take over Europe? Who did the Nazis target? Why did the Holocaust happen? How should we remember the victims of the Holocaust?	Introduction to Capitalism and Communism Why is it called a cold war? End of the Grand alliance Use of the Bomb Significance of the Iron Curtain speech Berlin Case Study Attitudes to the nuclear threat Rising and falling tensions Berlin, Cuba, Afghanistan, Hungary, Czechoslovakia Détente Collapse of USSR
Cross-curricular links:	English, Geography, PSHE	English, PSHE	English, PSHE, RE, Maths	English, PSHE, RE, Maths	English, PSHE, RE, Maths	English, PSHE, RE, Maths
Assessments:	Did life improve for Black Americans after 1863?	Consequence of Windrush generation?	Narrative: How did 1 bullet take the world to war?	Sources – experiences of soldiers	Significance of TOV	Narrative accounts Cuba significance Potsdam

					Sources – voices from the holocaust.	
Enrichment and employability opportunities:	Develop debating skills UK cultural history	BHM contributions project work – create an assembly	War poetry showcase Remembrance Day Remembrance project	BHM local stories?	HMD project work	Are we in a 2 nd cold war research project?

Human and Cultural Education - PHSE – Year 9						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Unit title:	Democracy	Democracy	Relationships	Relationship	Drugs	Drugs
Unit length:	7	7	6	6	6	7
Key concepts:	Human Rights North Korea	Government Structure Voting Manifestos	Body parts and language FGM	Contraception STIs Consent	Cocaine Heroin The Law Classifications	Assertiveness CPR Support
Cross-curricular links:	<ul style="list-style-type: none"> ▫ Geography ▫ History 	History	Science	Science	Science	Science
Assessments:	Skills and attitudes via mind mapping, multiple choice and confidence trackers	Mock election Manifesto writing Speech writing	Skills and attitudes via mind mapping, multiple choice and confidence trackers	Skills and attitudes via mind mapping, multiple choice and confidence trackers	Skills and attitudes via mind mapping, multiple choice and confidence trackers	Practical examination
Enrichment and employability opportunities:	Red Cross	Politics	Nursing Counsellor	Nursing	Rehabilitation	Paramedic

Human and Cultural Education – Religious Education - Year 9

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Unit title:	Moral and Ethical Dilemmas	Moral and Ethical Dilemmas	Rights and Responsibilities	Rights and Responsibilities	Christian and Muslim Practices	Christian and Muslim Practices
Unit length:	7	7	6	6	6	7
Key concepts:	Dilemmas Euthanasia Fertility Treatment	Abortion Animal Rights Transplant	Human rights Environment National disasters	Stewardship Poverty Religious charities	Main beliefs	Main beliefs
Cross-curricular links:	Science English	Science English	Geography	Geography		
Assessments:	Mind maps, multiple choice and confidence trackers	Written assessment	Mind maps, multiple choice and confidence trackers	Written assessment	Mind maps, multiple choice and confidence trackers	Written assessment
Enrichment and employability opportunities:	Teacher	Huan rights campaigner	Environmentalist	Charity worker	Teacher Religious leader	Teacher Religious leader

Music – Year 9			
	Rotation	Autumn 2	Spring 1
Unit title:	Soundtracks	Gaming	Minimalism
Unit length:	7	7	6
Key concepts:	Scales, harmony, chord progressions, composition and performance	Rhythm, ensemble work, composition, elements of music	Rhythm, melody, composition, performance, ensemble work
Cross-curricular links:	Dance	Dance	Dance
Assessments:	Three performances in class, listening analysis	Two performances in class, listening analysis	Two performances in class, listening analysis
Enrichment and employability opportunities:	Keyboard club (when running) in D25	Practice room availability. Students need to book a room for after school (D30)	Guitar club (when running) in D25

Physical Education – Year 9						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Unit title:						
Unit length:	Half Term	Half Term	Half Term	Half Term	Half Term	Half Term
Key concepts:	<p>Students will take part in a 4-term rotation of activities. This will include activities from the following -</p> <p>Invasion Games: In this unit pupils will focus on developing, implementing and refining team and individual game plans to outwit opponents. Teams will be expected to use core skills and implement them in different competitive situations. Pupils will be expected to understand games rules, play a number of positions and physically exert themselves throughout.</p>				<p>Athletics: In this unit, pupils will further enhance replication and performance across all disciplines. Pupils to gain a more detailed understanding of fitness and its effect</p>	<p>Striking and Fielding: In this unit pupils will demonstrate consistency, timing and fluency in the execution of core skills for batting, bowling and fielding. Pupils will work on</p>

	<p>Net and Wall Activities: In this unit pupils will focus on replicating and developing more advanced techniques as well as implementing and refining strategic play to outwit opponents. Pupils will be able to demonstrate the essential elements of attack and defence. Pupils will further develop confidence to get the shuttle to land in a target area so that the opponent cannot return it. Pupil should independently be able to score and officiate badminton games.</p> <p>Sports Leadership/OAA: In this unit pupils will recap on the structure of a session and create a sports lesson of their choice. They will need to take into account, numbers, equipment, safety, activities, timing. In pairs they will lead a sports session for their peers. Pupils will also gain knowledge of designing and creating a tournament table. This is then implemented.</p> <p>Health Related Exercise: In this unit pupils focus on identifying their strengths and weaknesses related to Components of Fitness. A Par Q is completed and fitness tests are administered. A Personal Exercise Programme is devised from the findings and a circuit is created by the pupil. Progressive overload is applied to create a plan that is specific to the needs of the individual and their sport.</p> <p>Trampolining: In this unit pupils will use key gymnastic skills, including, shapes, balances, rotations in combination with other movements and apparatus. Pupils will incorporate control, creativity and aesthetics into flight based sequences. Students will further develop an ability to evaluate and assess movements and sequences to produced refined outcomes.</p>	<p>on performance. Pupils will focus on planning, preparing for and competing in a range of athletic competitions. Pupils will perform core skills and record personal/collective bests. Pupil will develop knowledge of the immediate effects of exercise and physically exert themselves throughout.</p>	<p>improving the skill of outwitting opponents as a batter and bowler. Development of decision making skills will be encouraged through game play. Pupil should independently be able to score and officiate rounders games.</p>
Cross-curricular links:	<ul style="list-style-type: none"> ▫ Science ▫ Maths ▫ English ▫ Geography 	<ul style="list-style-type: none"> ▫ Science ▫ Maths ▫ English 	<ul style="list-style-type: none"> ▫ Science ▫ Maths ▫ English
Assessments:	<p>Teacher assessment and feedback</p> <p>Self assessment</p> <p>Peer Assessment</p>		
Enrichment and employability opportunities:	PE Clubs to be run twice a week with sports available from terms 1-4	PE Clubs to be run twice a week with sports available from terms 5-6	

Science – Year 9

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Unit title:	Physics 1a & 1b: Energy and Electricity	Biology 1: Cells Chemistry 1: Atomic structure	Chemistry 1: Atomic structure (continued) Physics 2: Particle model	Chemistry 2: Quantitative chemistry Physics 3: Radioactivity	Chemistry 3: Chemical changes	Biology 2: Photosynthesis
Unit length:	Physics 1a & 1b: 2 double lessons per week (10 lessons)	Biology 1: 2 double lessons per week (10 lessons) Chemistry 1: 2 double lessons per week (4 lessons)	Chemistry 1: 2 double lessons per week (6 lessons) Physics 2: 2 double lessons per week (7 lessons)	Chemistry 2: 2 double lessons per week (8 lessons) Physics 3: 2 double lessons per week (5 lessons)	Chemistry 3: 2 double lessons (10 lessons)	Biology 2: 2 double lessons (10 lessons)
Key concepts:	Energy stores and resources Power and efficiency Heating/Insulating Series and Parallel circuits National Grid	<u>BIOLOGY 1:</u> Cell structure and microscopy Diffusion, osmosis & active transport Chromosomes, cell cycle & stem cells <u>CHEMISTRY 1:</u> Atomic structure & periodic table Separating techniques	<u>CHEMISTRY 1:</u> Ions, Atoms & Isotopes Transition metals <u>PHYSICS 2:</u> States of matter and internal energy Density Specific heat capacity Specific latent heat	<u>CHEMISTRY 2:</u> Balancing equations Relative masses, empirical formula and calculating percentages of element in compound <u>PHYSICS 3:</u> Atomic model & isotopes Radioactive decay, background radiation	Reactivity series Displacement reactions Extraction of metals Salts from metals and insoluble bases	Photosynthesis and limiting factors Testing for starch and investigating photosynthesis Respiratory system Aerobic and anaerobic respiration Exercise and metabolism

			Particle motion in gases	Types of radiation, half life Dangers and uses of radiation		Link between photosynthesis and respiration
Cross-curricular links:	Geography/Maths Literacy	Literacy Numeracy (Maths) History Ethics/RE	Literacy Numeracy (Maths)	Literacy Maths (calculations & statistics) Biology & Chemistry	Literacy Geography	Chemistry Food tech
Assessments:	End of unit tests Century Plenary Sheets Required practical	End of unit tests Century Plenary Sheets Required practical	End of unit tests Century Plenary Sheets Required practical	End of unit tests Century Plenary Sheets Required practical	End of unit tests Century Plenary Sheets Required practical	End of unit tests Century Plenary Sheets Required practical
Enrichment and employability opportunities:	Electricians, builders, appliance manufacturers. Wind farm engineers, civil engineers. Guest visitor/ talk show Visit to local power station	visiting the GP surgery or hospital guest visitor talk/show stem cell research in the news, including using stem cells to propagate crop plants; farming practices and agricultural development; impact of health conditions that affect diet, such as diabetes and food allergies; the food manufacturing	Nanotechnologists, material scientists, researchers, science editors, science authors, science teachers, technicians, science presenters, engineers, electricians.	Conservationists, pollutant controllers, forensic scientists, police officers, industrial chemists, doctors, pharmacists, lawyers.	Jewellers, researchers of commercial products, material scientists, structural engineers. Visit of jewellery, iron making industry.	Food researchers, chef, gardeners, organic farmers, waste managers, biologists, weather forecasters. Visit of local farm / greenhouse

		industry; homeostasis during extreme activities medical careers, anatomists, lab workers, science teachers, chefs, food industry workers, horticulturalists, gardeners, farmers, brewers				
--	--	---	--	--	--	--