Chelmsford County High School *for* Girls

The CCHS KS3 Curriculum

A curriculum fit for the 21st century

"It is not enough to have a good mind; the main thing is to use it well." Rene Descartes

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Curriculum Vision & Aims

The vital concept which animates the CCHS curriculum is ambition. This is clearly communicated through our School vision – developing the leaders of tomorrow – and our curriculum aims:

- the pursuit of excellence
- fulfilling individual potential
- contributing to the local and global community.

Curriculum Challenge

To realise our vision and aims requires institutionalised curriculum challenge, i.e. demanding and stimulating experiences across the School. Our challenge model has seven elements:

- Scheduled: habitual challenge, e.g. daily lesson activities
- Extension: amplified challenge, e.g. Curriculum Support Booklet activities
- Enrichment: deep challenge, e.g. Enrichment Day activities
- Overarching: cohesive challenge, e.g. Internationalism activities
- Excellence: examination challenge, e.g. GCSE and A2
- Ancillary: complementary challenge, e.g. extra-curricular activities
- Innovation: novel challenge, e.g. special projects

Curriculum Architecture

CCHS teachers created our Key Stage 3 curriculum, for Year 7-9 students, using the following four key elements to frame their work:

Content – core subject knowledge to foster disciplinary understanding. As a grammar school, specialist subject knowledge and rigour must be preserved and be our primary concern. This is clearly demonstrated by the breadth of specialist subjects that we offer.

Concepts – subject specific, as well as broad, open concepts, to encourage deep thinking. We are animated by an understanding of the importance of conceptual learning, within the framework of specialist subject knowledge acquisition. Allying core subject knowledge with a host of concepts creates opportunities for rich and challenging enquiry-focused learning.

Connections – cross-subject links to create interdisciplinary thinking. We work to exploit links between subjects to enrich both the learning experiences of students and the professional development of teachers. We think trans-disciplinary learning is important in a modern education system.

Competencies – attribute/skill development to produce well-rounded and versatile learners. We developed our CCHS Learner Profile using the IB Learner Profile as an inspiration. We aim to ensure that these and other competencies are brought forward and revealed at appropriate moments to fully capitalise on all learning opportunities.

Learner Profile

As noted above in relation to Competencies, our Learner Profile provides us with the language and ideas to envisage learning in its broadest sense:

Articulate – polished communicator
Creative – novel thinker
Enquiring – sharp questioner
Knowledgeable – information seeker
Principled – conscientious learner
Reflective – agile learner
Resilient – courageous character

Scholarly School

Ultimately, we aim to be a scholarly school. We endorse the wisdom of Rene Descartes' words - *"It is not enough to have a good mind; the main thing is to use it well."*

School - an institution which promotes and believes in the transformative power of knowledge and understanding; a thinking and intellectually adventurous institution.

Leadership - consistently articulating a coherent vision of the purpose of learning to all stakeholders.

Students - interested, reflective and knowledgeable lifelong learners, with the time and inclination to think.

Staff - interested, reflective and knowledgeable lifelong learners. Reading widely and thinking laterally, with an interest in the subject specialisms of colleagues.

Governors and Parents - valuing excellence in all senses and understanding the need for reflection, knowledge and wisdom.

Year 7 English Curriculum

	CONTENT *core subject knowledge to foster disciplinary understanding*	CONCEPTS *subject specific, as well as broad, open concepts to encourage deep thinking*	CONNECTIONS *cross-subject links to create interdisciplinary thinking*	COMPETENCIES *attributes and skills to develop versatile learners*
AUTUMN 1	Baseline tests. Assessment of skills of comprehension, creativity and grammatical knowledge and understanding. Follow-up work throughout the year will focus on developing skills of creativity and analysis. Suspense and horror writing. Understanding of generic conventions and application of these in a scaffolded creative writing piece (a horror story). Analysis and evaluation of suspense writing. Creating characterisation and atmosphere. Filming a trailer – group work.	Consideration of genre and the rationale behind suspense and horror fiction. Creativity in response to literature in the genre. Narrative conventions. Critical analysis. Scripting, directing and performing.	Geography: Our World – comparison and conflict: requires analytical writing and justification of views.	Creative writing: engagement with characterisation, setting, narrative voice. Deduction and inference. Evaluation or justification of opinions based on the analysis of a writers' work. Team-work and allocation of responsibility within a group task. Research behind the topic and acquisition of subject-specific knowledge (about genre). Grammatical literacy.
AUTUMN 2	Poetry: The Lady of Shalott (ballad, essay and front page). Engaging with literary canon. Developing literary critical vocabulary. Understanding the ballad form and the use of archaism and poetic devices. Emulation and creativity. Group work.	Journalism and the language of newspapers. Bias, opinion vs. fact. Essay writing. Emulation of style.	History: study of sources and medieval culture. Art: analysis of paintings and emulation of artistic technique.	Literary and historical appreciation – engagement with our shared heritage. Ability to discern between fact and opinion. Skills of argument, deduction, evaluation. Acquisition of technical vocabulary. Communication skills – sharing knowledge in a safe environment. Political awareness in terms of left and right wing perspectives.
SPRI	Tabloid & broadsheet newspaper analysis. Understanding of the features and style of tabloid and broadsheet newspapers. Emulating these to produce a front page. Learning and refining skills	English literary heritage. Ballad poetry and poetic form. Poetic terminology.	MFL: reading and articulating opinions in discussions. RS: evaluating newspapers. Maths: analyse graphs and written interpretation of data.	Evaluation and emulation of a genre or style. Developing knowledge of current affairs. Developing understanding of the skills of argument and logical reasoning. Developing literacy skills and grammatical literacy.

NG 1	of analysis to produce a critical essay. Developing a critical vocabulary.		Geography: Around the World – comparisons and evaluative writing about different countries. Biology: science project.	
SPRING 2	Novel Study - The Boy in the Striped Pyjamas or Noughts and Crosses. Contextual study/thematic study – racism/sacrifice/friendship/World War II. Development of analytical and comprehension skills. Creative writing response to the novel. Research into context.	Research into historical or social context. Narrative writing. Critical and comprehension writing. Creative writing.	History: WW2 and study of sources and literature related to the war.	Developed awareness of historical movements, world events and contexts. Engagement with characters in novels to enhance attributes of empathy and sympathy. Development of principles based on the moral lessons taught by such texts or the moral issues raised within them. Building on literacy skills in the production of creative writing.
SUMMER 1	Novel study continued. Revision for exams. Refining skills of analysis, evaluation and comprehension. Grammar practice. Refining written expression through timed and marked examples.	Written expression. Timed writing.	History: World War II. Study skills: revision – developing revision technique, practising past papers and writing in timed conditions.	Developing skills of producing high-quality work in timed conditions. Developing attributes of reacting to new texts with calm analytical precision in comprehension tasks on unseen passages.
SUMMER 2	Chaucer and the development of the English language. Engagement with archaic language forms and expression. Research into the origins and evolution of English as a written and spoken language. Performance as a group – Chaucer's tales. Emulation of Chaucer's style – writing a Canterbury Tale. Emulation of Middle English. Learning to 'speak' in Middle English. Debating. Research into current affairs/topics of controversy. Developing and using skills of rhetoric and formal debate. Group debate performances Using non-verbal gestures to enhance persuasive performance.	Engagement with literary heritage. Middle English. Performance of Chaucer. Translation. Critical writing. Summary, evaluation and argument skills. Performance skills- verbal and non-verbal.	Geography: exploring North America – consideration of perception of different peoples and inequalities. Chemistry: the historical development of a scientific idea – research and knowledge acquisition about a part of scientific heritage - presentation about scientific knowledge.	Developing appreciation of our literary heritage and the evolution of modern English. Historical and cultural appreciation. Building literacy skills and acquisition of new vocabulary. Teamwork skills – group presentation tasks require resilience and fair treatment of others within the group. Development of rhetorical skills. Enhanced communication skills. Engagement with current affairs and discussion of these in a classroom context. Increased social, political and psychological knowledge and tolerance.

Year 7 Mathematics Curriculum

	CONTENT *core subject knowledge to foster disciplinary understanding*	CONCEPTS *subject specific, as well as broad, open concepts to encourage deep thinking*	CONNECTIONS *cross-subject links to create interdisciplinary thinking*	COMPETENCIES *attributes and skills to develop versatile learners*
AUTUMN 1	Negative numbers. Arithmetical operations. Continuous data and data types. Representing data frequency diagrams, pie charts, line graphs and vertical line charts. Formulae involving one or two operations. Substitution into formulae.	Choosing appropriate equal class intervals over a sensible range to create frequency tables. Understand different types of data. Construct and express in symbolic form.	Science/Geography: graphs and interpreting graph skills. Science: substitute and solve.	Multiply, divide, add and subtract. Application and use of BIDMAS. Recognise data types and choose appropriate collection and recording mechanisms. Construction and interpretation of each form of representation. Using formulae. Solving using BIDMAS. Rearranging formulae.
AUTUMN 2	2D and 3D shapes. Approximation. Decimals. Angle facts for shapes, polygons, F, I, Z angles. Properties. Angles in quadrilaterals. Multiply and factorise brackets. Collect like terms.	Visualisation and representation of 2D and 3D shapes. Choosing appropriate degree of accuracy. Solving angle problems. Systematic approach to finding solutions also include quadrilaterals. Emphasis that both are identities.	Physics: project design.	Selecting appropriate grid/paper to represent shapes. Round using decimal places and significant figures. Applying BIDMAS to manipulate decimal values. Applying correct angle fact details to solve problems. Apply rules/facts about angles in quadrilaterals. Algebraic manipulation.
SPRIN	Linear equations. Trial and improvement. Calculator use. Use Cartesian co-ordinates to plot vertical, horizontal and other straight-lined graphs. Fractions.	Forming these with whole number co-efficients and interpreting solutions. Ordering and use of decimals. Systematic approach to finding solutions; how to use to effect. Implement additional functions and brackets to enable calculator to perform calculation entered. Understanding and use 4 quadrant grids for	Computing: Excel use. Science/Geography: graph plotting, equation of line of best fit. Art: scaling of picture parts to create a whole.	Solving equations. Solving of complex calculations. Use the memory and previous answer keys and know not to round during intermediate steps of a calculation. Plotting coordinates.

G 1	Perform short division to convert a simple fraction into a decimal.	various aspects of maths. Understand and use equivalences FDPR. Apply to ratio and proportion.		Recognise y=mx+c. Conversions between different forms for different purposes in mathematical calculations. Divide a quantity in a given ratio. Add and subtract fractions using a common denominator.
S S P R I N G 2	Percentages. Averages. Scatter diagrams. Factor and multiple work. Index notation. Sequences. Unit conversions.	Appreciate the size of percentages, including over 100%. Draw conclusions from scatter diagrams and have a basic understanding of correlation. Consider outliers. Appreciation that correlation does not imply causation. Interpolate and extrapolate apparent trends whilst knowing the dangers of so doing. What are they useful for? Understand and use index notation for numerical bases. Exploring number sequences. Developing systematic approaches. Applying resilience. Appreciation of application and where imperial and metric units are used.	Science/Geography: interpreting information in percentages and finding them. Science: analysing experimental data. Geography: analysing data, looking for connections. Physics: planets and distances. Chemistry: molecular weights.	Find one number as a percentage of another and find percentages of quantities. Find mode, median and mean. Find range with due consideration to outliers. Draw a line of best fit on a scatter diagram, by inspection. Understand the vocabulary of correlation, including positive, negative and zero correlation. Understand and use prime factor decomposition. Find LCM and HCF. Find and describe in words the rule for the next term or nth term of a sequence when the rule is linear or sequences which can be thought of as a combination of linear sequences. Work with the rough metric equivalents of imperial units still in daily use (pounds, feet, miles, pints and gallons). Convert one metric unit to another.
S U M M E R T E R M	Symmetry. Transformations on a co-ordinate grid. Finding circumferences and areas of circles, areas of plane rectilinear figures, including parallelogram, trapezium and compound shapes, and volumes of cuboids when solving problems. Find the surface area of cuboids and compound cuboid shapes. Probability. Equally likely outcomes to find probability. Relative frequency. Bearings and scale drawings.	Recognise use of symmetry in architecture and art. Solving problem. Use their knowledge that the total probability of all the mutually exclusive outcomes of an experiment is 1.	Physics: practical volume calculations. Geography: life skills and maps. Art: symmetry.	Identify all the symmetries of 2D shapes. Reflect in a mirror line (knowing the equation of a line). Note that the only mirror lines that will be examined are: x = k, y = k, y = x, y = –x. Rotate by a multiple of 90° about a centre of rotation. Translate using vectors. Understand and use appropriate formulae. Know the language associated with circles. Use knowledge and skills to solve problems.

Year 7 Biology Curriculum

	CONTENT *core subject knowledge to foster disciplinary understanding*	CONCEPTS *subject specific, as well as broad, open concepts to encourage deep thinking*	CONNECTIONS *cross-subject links to create interdisciplinary thinking*	COMPETENCIES *attributes and skills to develop versatile learners*
AUTUMN TERM	Cells. Identify and describe the functions of the cell wall, cell membrane, cytoplasm, nucleus, vacuole, mitochondria and chloroplast. Identify similarities and differences between plant and animal cells. Recall the characteristics of living organisms (MRS GREN). Explain that some organisms are unicellular and some multicellular. Describe some examples of unicellular organisms and their structural features and adaptations to perform functions of MRS GREN. Explain the role of specialised cells in multicellular organisms. Recall definition of and give examples of tissues, organs of organ system.	That cells are the fundamental unit of living organisms. What is a living organism? Some organisms are single celled. The role of diffusion in the movement of material in and between cells. The hierarchical organisation of multicellular organism from cells to tissues to organs to systems to organisms.	Physics: use of lenses to magnify objects. Maths: time-keeping, rules, magnifying and graphing skills. English: peer assessment. PE: risk-taking, decision-making, rules, peer assessment, communication.	Set up and use a light microscope. Preparation of slides for use with the light microscope. Draw cells from a light microscope. Draw and label structural features of plant, animal cell and unicellular organisms. Label a diagram of organs and organ systems.
SPRING TE	Reproduction. Describe and label the structure and function of the male and female human reproductive systems. Explain how the egg and sperm are specialised cells. Describe how fertilisation occurs. Explain how the fertilised embryo grows by cell division to form a blastula and then a foetus and how the foetus develops until birth. Describe the role of the placenta in the exchange of materials between mother and foetus and the effect of maternal lifestyle on the foetus. Describe the changes that occur in puberty and explain the differences between girls and boys. Describe the menstrual cycle. Explain how reproduction varies in the different vertebrate groups	All living things reproduce and grow. The role of diffusion in the movement of material between foetus and mother. Growth in animals occurs by cell division. Life cycles of organisms. Sexual reproduction in humans and other organisms. Growth and development in humans.	Maths: graphing skills, equations, decimal places, line and bar graphs. PSHE: social skills and sex education.	Label diagrams of the male and female human reproductive organs. Annotate diagrams of sperm and egg cells to describe specialised features. Identify which substances are exchanged between mother and foetus via the placenta. Use data to analyse relationships between number

RM	and analyse relationships between number of offspring, reproduction rate and survival rates.			of offspring, reproduction rate and survival rates.
SUMMER TERM	Ecology. Recognise different habitats and predict what organisms would live there. Define ecological words such as ecosystem, producer, herbivore, carnivore, prey, and predator. Identify the producers and consumers in a food chain. Be able to draw a food chain with the arrows in the correct direction Recall how food chains are all linked into a food web. Analyses the feeding relationships shown in a food web. Show understanding of the interactions between species by explaining how changes in one part of a food chain may affect another. Be able to draw and label a flower. Describe the differences between an insect and wind pollinated plant. Recall different types of seed and different methods of seed dispersal. Explain the reasons for seed dispersal with regard to competition. Identify different ways that humans influence the ecosystem. Describe the case studies of DDT poisoning in birds and mercury poisoning in fish.	Understand that the arrows in a food chain show the energy flow not who eats who. What is a food web? Why is it a better model of the ecosystem than a food chain? The effect that one organism has on the food web, especially when it is removed – other species declining, prospering or maintaining balance. The concept of competition between species for resources. That pollination, fertilisation and seed dispersal are different processes within the plant. Explain how a small amount of toxin at the bottom of the food chain can have catastrophic effects at the top of the food chain. What is conservation?	German: key terminology, calculations, communication. Geography: environmental impacts.	Draw a food web and chain. Show what happens when one species is removed or added to the food web. Draw and label structural of an insect pollinated flower. Plan an investigation into the dispersal of seeds "Design a seed that travels the furthest". Grow a seed into a plant.

Year 7 Chemistry Curriculum

	CONTENT *core subject knowledge to foster disciplinary understanding*	CONCEPTS *subject specific, as well as broad, open concepts to encourage deep thinking*	CONNECTIONS *cross-subject links to create interdisciplinary thinking*	COMPETENCIES *attributes and skills to develop versatile learners*
AUTUMN TERM	Description of properties of substances. Definition of an element. Explanation of properties with respect to particles. Different substances have different mpt/bpt. Explain how substances melt/boil in terms of particles. Identifying physical changes by their characteristics.	All matter is particulate. Concept of all substances being made of elements. Conservation of energy. Pure and impure substances from a chemical perspective.	Maths: equations balancing mathematically, number lines and concept of smaller as more negative. Science: formal report, cells tissue, organ system and scale. Science/Geography: condensation and changes in state.	Practical skills in manipulating equipment in using a Bunsen Burner. Working safely under direction. Working collaboratively as part of a practical partnership. Using models to explain abstract concepts. Report writing. Evaluation.
SPRING TERM	Know/describe the differences between mixtures and compounds. Using differences in properties to separate substances using a range of experimental techniques.	Concept of a mixture and a compound. Applying particulate theory. Relative scale of particle size in terms of separating techniques.	Maths: proportions Maths/Chemistry: particles. Chemistry/Geography: evaluation, design and purifying rock salt.	Practical skills in manipulating equipment. Applying knowledge to design, implement and evaluate experimental work on a qualitative level. Evaluating the potential risks and ensuring they are minimised.

SUMMER TERM	Identifying the key points of chemical change. Comparing and contrasting chemical vs physical change. Classifying acids/alkalis. Chemical reactions involving oxygen (oxidation). Composition of the atmosphere. Testing for gases. Combustion as a chemical reaction. The periodic table, what it represents, its arrangement and development.	Representing chemical reactions using word equations. Idea of conservation of mass in chemical reactions. Chemical reactions are a rearrangement of particles. The historical development of a scientific idea.	History: the historical development of a scientific idea. Maths/Geography: conservation of volume/mass, pie charts and percentages and diagrammatic representations.	Practical skills in manipulating equipment to produce an indicator. Being able to research and present scientific knowledge.

Year 7 Physics Curriculum

	CONTENT *core subject knowledge to foster disciplinary understanding*	CONCEPTS *subject specific, as well as broad, open concepts to encourage deep thinking*	CONNECTIONS *cross-subject links to create interdisciplinary thinking*	COMPETENCIES *attributes and skills to develop versatile learners*
AUTUMN TERM	Forces. Identifying and naming forces. The effect of applying a force. Speed. Friction. Moments Pressure.	Calculating speed (=distance/time). Interpreting distance - time graphs. Balanced/unbalanced forces. Effect of resultant forces on motion. Gravity. Friction. Balanced/unbalanced moments.	History: the work of Newton and his impact on our understanding of forces. PE: the effect of forces in sport. Maths: uses of graphs.	Use of timing devices and Newton meters. Considering the accuracy of various measuring equipment. Planning, implementing, concluding and evaluating a practical investigation. Ability to handle data in a mathematical relationship. Plotting graphs and identifying relationships between variables. Writing clear explanations.
SPRING TER	Light. Luminous and non-luminous objects. Shadows and eclipses. Reflection and refraction. The structure and function of the human eye. Coloured light and the effect of filters.	Light travels in straight lines. Light can be emitted, absorbed and transmitted. Light is a form of electromagnetic radiation.	Art: difference between mixing of colours of light and mixing of pigments, and colour monitors and colour printing. Drama: use of filters in theatres.	Correct use of keywords such as transparent, opaque, translucent, reflection and refraction. Drawing ray diagrams. Writing clear explanations. Using optical equipment.

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SUMMER TERM	Sound. Nature of sound waves. Speed of sound and comparison with the speed of light. Relating pitch and loudness to frequency and amplitude of a waveform. The structure and function of the human ear. Effect of loud sounds on hearing. Range of human hearing. Analysing sound waves. Ultrasound. Echoes and sonar.	Sound propagates through matter as compressions and rarefactions. Sound is a longitudinal wave. Sound requires a medium to travel trough. Calculation of speed of sound from speed=distance/time.	Music: key terms and application. Chemistry: kinetic theory. Biology: structure and function of the ear and applications of ultrasound.	Manipulation of equations. Analysing an oscilloscope trace. Drawing sinusoidal waves. Researching and presenting

Year 7 French Curriculum

	CONTENT *core subject knowledge to foster disciplinary understanding*	CONCEPTS *subject specific, as well as broad, open concepts to encourage deep thinking*	CONNECTIONS *cross-subject links to create interdisciplinary thinking*	COMPETENCIES *attributes and skills to develop versatile learners*
AUTUMN TERM	Understand and use language for greeting people, giving and asking name and age. Spell using the French alphabet understand and use words for classroom objects. Follow clear instructions for homework tasks. Have an awareness of the basic geography of France rivers, mountains and main towns. Describe where they live. Understand and give addresses. Use numbers 1-70. Use days of the week. Understand and talk about family members. Understand and say to whom things belong. Talk about their house. Say where things are located. Describe and discuss pets using colours, and simple adjectives mignon, grand, etc. Talk about simple likes and dislikes and ask others about their likes and dislikes. Use French phrases to play games learn months and discuss important events of the French calendar. Give their birthday and ask others about theirs. Learn about French traditions at Christmas.	Nouns : gender (masculine/feminine) number (singular/plural) irregular plurals Verbs: choice of tu/vous form of address. Regular er verbs in full (aimer). Irregular verbs. Avoir and Etre in full. Adjectives. Agreement in gender and number. Irregular adjectives. Questions forms est-ce que inversion. Raised voice. Simple negative ne….pas à + towns, en + countries (au). Possessive adjectives (mon, ton). Possessive: use of de instead of 's. Prepositions: sur/sous/dans.	Geography: France Science: specific vocabulary used in Science. Music: listening skills. English: dictionary skills.	Reading & Responding. Understand and read aloud single words, short written phrases and dialogues using familiar language. Use a word list or back of book to find meanings of new words. Choose text to read independently. Find out and note main points and personal responses e.g. likes and dislikes, feelings. Writing. Copy single words or short phrases to label items or fill gaps. Write from memory familiar single words or short phrases progressing to short paragraphs of three or four sentences. Write and spell so that meaning is understood despite some mistakes. Use dictionaries or word lists to check spellings of familiar words. Give personal responses e.g. likes, dislikes, feelings. Listening & Responding. Understand short phrases and commands, e.g. instructions and questions, showing understanding with words or actions. Pick out and note main points and some details including personal responses, likes and dislikes. Speaking. Name and describe people, places and things with visual clues (e.g. pictures or mime) use single words and simple phrases to reply to oral/aural stimulus. Take part in simple conversations with a few exchanges giving short personal responses e.g. likes and dislikes, feelings. Use set phrases and start to change a few words. Prepare and make a short presentation about themselves and their family.

SPRING TERM	Describe clothes and say what they wear. Discuss presents and say if they like them. Use numbers up to 1000. Give physical descriptions, eyes, hair, etc. Talk about the weather and seasons and understand weather report. Use Time expressions. Talk about sport, leisure and what they do at weekends. Say what they do in different seasons and which they prefer. Talk about places in a town. Ask for information and obtain a map from a tourist office. Ask for, understand and give directions. Describe their town. Discuss Mardi Gras and Easter traditions in France.	Verbs. Jouer à + sport Use of regular –er verbs. Aller Au/à la/aux directions. Faire de. Use of two verbs in a sentence including Near Future aller + inf. Connectives: Quand mais, etc. Opinions and preferences. Prepositions entre/ devant/derrière. Negatives. Il n'y a pas de.	RS: festivals English: reading for gist and making informed guesses. Maths/Science: pattern spotting.	Reading & Responding. Understand a variety of longer passages containing words and phrases from different topics. Pick out and note main points and specifics details including opinions. Learn to use a bilingual dictionary. Read independently using existing knowledge to work out new words without looking them up. Writing. Begin to use known grammar to add to or change words and set phrases to say something new. Write longer passages in simple sentences, asking for and giving information and opinions. Use dictionaries to check words and look up new words to improve writing. Listening & Responding. Understand short spoken passage, e.g. short message or conversation spoken clearly and fairly quickly. Understand longer spoken passages made up of simple sentences and familiar language from several different topics. Pick out and note main points and specific details including opinions and justifications. Speaking. Give own opinions and simple justifications. Use grammar to change known phrases to say something new. Pronounce things accurately and imitate sounds and intonation. Take part in short conversations giving and asking for information and opinions.
SUMMER TERM	Ask and give the time and discuss when things happen and talk about a typical day using reflexive verbs. Arrange when and where to meet. Prepare for/and follow up from Y7 visit to France. Understand and talk about meals food and drink. Express preferences and accept and refuse food and drink. Use basic dialogues in café and shops including asking prices. Buy an ice cream. Talk about leisure activities. Understand and use jouer à/de. Use verb + infinitive to discuss leisure preferences in more complex sentences. Use aller + infinitive to discuss leisure activities in the near future say how they help at home.	Verbs regular ir and re verbs. Revision of er verbsrevision aller + inf. uuse of boire and partitive. Irregular/ semi irregular verbs: Préférer, acheter, manger. Prendre. Faire. Boire. Use of two verbs: 2nd verb=inf. Reflexive verbs. Use of the partitive du de la des. Revision possessive adjectives. Use of the negative, including il n'y a plus de.	History: Bayeux Tapestry and Norman Conquest. Art: Impressionism.	Reading & Responding. Develop confidence in reading aloud and looking things up in reference sources. Recognise if passages are about the future as well as the present. Writing. Write about events in the future OR the past as well as the present. Listening & Responding. Recognise if people are speaking about the future OR the past as well as the present. Speaking. Speak about the future OR the past as well as the present. Take part in longer structured conversations. Take part in role play dialogues.

Year 7 German Curriculum

	CONTENT *core subject knowledge to foster disciplinary understanding*	CONCEPTS *subject specific, as well as broad, open concepts to encourage deep thinking*	CONNECTIONS *cross-subject links to create interdisciplinary thinking*	COMPETENCIES *attributes and skills to develop versatile learners*
AUTUMN TERM	Personal information. To introduce oneself. To say how you are. To spell your name and understand the German alphabet. To say where you come from. To identify different countries and languages spoken there. To say where you live. To give opinions about this. Number 1-12 so they can state age. To say how old you are. To know numbers to 100, days and months in German. To say when your birthday is. To know how to produce dates in German and produce and understand phone numbers. Video clip – Kathi kommt nach Berlin. Partner work - find person from the same country who speaks same language. Family. To introduce one's family. To describe oneself and one's family. To talk about pets and recognise pets in German. Assessment 1 – Listening, Speaking, Reading & Writing. Schule. To describe one's timetable and school subjects. Opinions about school subjects using "weil"	All students can introduce themselves, greet one another; say where they come from and identify other countries in German. Students should be able to talk about where they live and spell their names in German. All students can talk and write about their age and birthday. They should be able to say their phone number in German and ask questions to find out others age, birthdays and phone numbers. Students should be able to talk about their family and describe them using the correct genders, cases and verb endings. Grammar: articles. Grammar: nominative and accusative case. Grammar: 3rd person singular and plural verb endings in the present tense. Grammar: irregular verbs haben & sein. Students can talk about their timetables and school subjects offering opinions. Grammar: word order verb 2nd idea. Grammar: word order after weil. Students can talk about the differences between Christmas in UK and Germany.	Geography. Maths. Literacy. Internationalism: cultural awareness. PSHE: time management. RS.	Reading & Responding. Understand single words and short written phrases seen before. Read out words and phrases practised before. Use a word list or the back of the book to find out what new words mean. Sometimes choose something to read and read it independently. Understand short written passages and dialogues made up of language already met. Find out and note main points and personal responses e.g. likes and dislikes, feelings. Writing. Label items and choose the right word to fill in gaps in short phrases or sentences. Copy correctly short phrases or write single words already met from memory. Write or word process items and set phrases heard often in class, e.g. simple signs and instructions. Write short phrases from memory. With help from textbooks, wall charts or written work, write short sentences on topics. Spelling can be understood. Write short paragraphs of three or four sentences from memory. Beginning to use dictionaries or word lists to check spelling of words that have been learnt. Writing can be easily understood. Give personal responses e.g. likes, dislikes, feelings. Listening & Responding. Understand simple short phrases when they are spoken clearly, e.g. classroom instructions, questions and short pieces in the target language. Understand a variety of short commands, statements and questions already met, e.g. everyday

	Weihnachten: To introduce students to a 'typical' German Christmas.			classroom language or explanation of a task or activity. Show understanding using words or actions. Pick out and note main points and some details. Understand personal responses, likes and dislikes and feelings. Speaking. Use single words and a variety of short simple phrases or sentences to reply to something. Name and describe people, places and things. With practice and using pictures or prompts to help, take part in simple conversations with a few exchanges. Give short personal responses e.g. likes and dislikes, feelings. Use set phrases and can change a few words.
SPRING TERM	Schule. To tell the time using the 12 & 24 hour clock. To describe one's daily routine. To give opinions about school. Weather. To be able to know the weather in German. To give a weather forecast orally or a picture presentation. Wohnort. To describe one's house type. To identify different rooms. To talk describe furniture in rooms and one's bedroom. Assessment 2 – Reading & Writing. Freetime. To be able to describe free time activities using all present tense verb forms. To be able to use the present tense with weak and strong verbs. To be able to give opinions on free time activities using gern, nicht gern, lieber, am liebsten.	Students can tell the time in German. Students can describe their daily routine varying word order. Weather vocabulary. Students can describe the weather and understand weather forecasts. Grammar: word order after wenn plus verb. Students can describe their homes, including rooms and furniture. Students can recognise the different cases and the use them appropriately Grammar: dative case and consolidation of nom & acc case. All students can describe their free time activities and those of their family using present tense verb endings correctly. To be able to describe free time activities using all present tense verb forms. Opinions on free time activities using "gern, nicht gern, lieber, am liebsten". Video clip /ali der grosse. Survey. All students can use gern, nicht gern, lieber and am liebsten to communicate their opinions. Grammar: consolidation of present tense and introduction of strong verbs. Grammar: fahren; lesen; sehen.	Geography: world weather. Technology: design house. Literacy.	Reading & Responding. Pick out and note main points and some details from a text. Understand a variety of longer passages containing words and phrases from different topics. Pick out and note main points and specific details including opinions. Writing. Beginning to use the grammar known to add to or change words and set phrases to say something new. Write longer passages in simple sentences, which ask for and give information and opinions. Use dictionaries to check words and look up new words to improve writing. Listening & Responding. Understand longer spoken passages made up of simple sentences and language already known. Understand spoken passages containing familiar words and phrases from several different topics. Pick out and note main points and specific details including opinions and justifications. Can understand a short spoken passage, e.g. a short message or conversation, if the words are clear and spoken fairly quickly. Speaking. Give own opinions and simple justifications. Use some grammar to change phrases already known to say something new. Pronounce things accurately and imitate the sounds and intonation. Take part in short conversations, giving and asking for information and opinions.

SUMMER TERM	Freetime. To write about what you did using the past perfect tense. Exam preparation and exam period. Town. To describe buildings in a town and say what there is/is not in your town, using es gibt… + accusative. To say what one can do in the town, using man kann… + infinitive. To be able to give and receive directions. To revise prepositions with the dative.	All students can write about what they (and their family) have done in the last week using the past perfect tense correctly. All students can complete a brochure describing what there is in their town. All students can use es gibt…= accusative. All students can say what there is to do in their town using man kann…+ infinitive. All students can understand directions and give directions to others. All students can give and receive directions using zum/zur accurately.		Reading & Responding. Generally confident at reading aloud and looking things up in reference sources. Recognise if passages are about the future OR the past as well as the present. Writing. Write about events in the future OR the past as well as the present. Listening & Responding. Recognise if people are speaking about the future OR the past as well as the present. Speaking. Speak about the future OR the past as well as the present. Take part in longer structured conversations.

Year 7 Geography Curriculum

	CONTENT *core subject knowledge to foster disciplinary understanding*	CONCEPTS *subject specific, as well as broad, open concepts to encourage deep thinking*	CONNECTIONS *cross-subject links to create interdisciplinary thinking*	COMPETENCIES *attributes and skills to develop versatile learners*
AUTUMN 1	Our Geography (World, Europe). Atlas skills, knowledge of continents, countries and cities. Debating the EU.	Perceptions of place. Scale and space.	MFL: geography of France and Germany. English: debating.	Place description. Justification. GIS + ICT. Public speaking.
AUTUMN 2	Our Geography (UK, Essex). OS map skills, physical and human features of the UK/Essex.	Conflict. Comparison. Management.	English: newspaper writing. English/PE: decision-making.	OS Map Skills. Justification. Numeracy.
SPRING	Geography Around the World. Challenging perceptions. Group research and presentations on Antarctica, South Africa, Russia, Argentina, Thailand, Cuba and Papua New Guinea.	Comparison. Perceptions of place. Scale and space.	PE/English/MFL: group work	Public speaking. Independent research. Extended writing.

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SPRING 2 & SUMMER 1	Weather and Climate. Measuring the weather, investigating microclimates, extreme weather events (hurricanes and tornadoes), difference between weather and climate.	Process. Cause and effect. Space.	Science: investigative skills and data analysis.	Investigation skills. Numeracy. Extended writing. Independent research.
SUMMER 2	Exploring North America. Human and physical variations across the continent.	Inequality. Perceptions of place.		Comparative writing. GIS + ICT.

Year 7 History Curriculum

	CONTENT *core subject knowledge to foster disciplinary understanding*	CONCEPTS *subject specific, as well as broad, open concepts to encourage deep thinking*	CONNECTIONS *cross-subject links to create interdisciplinary thinking*	COMPETENCIES *attributes and skills to develop versatile learners*
AUTUMN TERM	Introduction to Britain in the 1060s; rival claims to the English throne; the Battle of Hastings; why William won; the impact of the Norman Conquest. Rural life in the 1300s and 1400s. The medieval church – its importance. The murder of Becket – who was responsible.	Throughout emphasis on chronology. Understanding where we fit in the world. Causation – why war and why victory. Significance and change – importance of the Norman conquest. Difference and the importance of agriculture – how people lived and survived in the past. Similarity and difference – religious beliefs and social organisation.	RS/Geography: getting to know ourselves and where we fit in the world. French: Norman Conquest and impact on the English language. RS: medieval church. English: Chaucer; essay writing skills re: first KS3 assignment on Battle of Hastings. Maths: importance of chronology, dates, numbers and ordering.	Introduction to the skills required of an historian – analysing the evidence closely, drawing inferences, cross-referencing, constructing an argument. Writing and essay and understanding causations. Developing vocabulary throughout – word of the day. Role play on the medieval village and the impact of the agricultural revolution.
SPRING TERM	Overview of the European Reformation. Henry VIII – was he really a Protestant? Tudor overview. Elizabethan Golden Age – was there one? Guy Fawkes – was he framed? Overview of Africa and why Islam is important in Africa today.	Causation – why Reformation. Significance – importance of the English Reformation and the role of the monarchy. Causation and responsibility – why the Gunpowder Plot and was Fawkes totally to blame? Significance – spread of Islam in the middle ages and its impact; challenging stereotypes re: Africa.	RS: introduction to Islam. Maths& Biology: accuracy in analysing data. Geography: understanding the Middle East and colonisation.	Class debates on: whether Henry was a Catholic or Protestant; there was an Elizabethan Golden Age; whether Guy Fawkes was framed. Group work and presentation skills for exhibition at British Museum exercise.

SUMMER TERM	What were the crusades? What can Eleanor of Aquitaine tell us about medieval women? How did the role of women change from the medieval to the early modern period? Witches – a local study. The Black Death. Population growth after the Black Death. Changes in medicine – from the medieval to the modern period.	Change and continuity – role of women. Significance – impact of the Black Death. Causation – why the population of Britain has grown. Change – medical practices and beliefs. Rights – what have been women's rights and what are they today. Evaluation – three most important people and events studied over the whole year.	RS: the crusades and conversion. Maths/Biology: analysing Black Death data. Biology: medicine. French: Eleanor of Aquitaine.	Analysing sources and different interpretations on the crusades. Role play in French on Eleanor of Aquitaine. Project work and independent research on witches in Essex.

Year 7 Religious Studies Curriculum

	CONTENT *core subject knowledge to foster disciplinary understanding*	CONCEPTS *subject specific, as well as broad, open concepts to encourage deep thinking*	CONNECTIONS *cross-subject links to create interdisciplinary thinking*	COMPETENCIES *attributes and skills to develop versatile learners*
AUTUMN TERM	Topic 1: Getting to Know Ourselves. Prior knowledge activity – what do you already know? Why study Religious Studies? Topic 2: What is Truth? Different types of truth (religious, historical, scientific and mathematical). Different types of evidence (empirical, experiential, rational, wishful thinking). Ultimate Questions. Topic 3: What is Belief? Independent research (Belief Project). Totem Poles.	Perspective. Objectivity. Universal or personal truth? Is truth knowledge/fact? Do truths need revising? Role of imagination. What is it to believe? Why do people believe? Representing belief and identifying with belief.	PSHE. Social, Moral, Cultural and Spiritual Development. Science. Maths. History. Art.	Communication skills. Critical thinking. Analysis. Reflection. Sound judgement. Identifying relevance. Comparative skills. Interpretation. Independent research. Qualitative and quantitative analysis. Self-reflection. Evaluation. Formulating questions.
SPRING TE	Topic 4: Science and Religion. What do science and religion tell us? Possible areas of conflict between science and religion. Creation of the world. Evolution. Miracles. Life after death. Religious scientists.	Does science conflict with religion or can there ever be harmony? Distinction between facts and values/data and meaning.	Science. History. Maths.	Analysis. Sound judgement. Argumentation. Synthesis.

RM				
SUMMER TERM	Topic 5: Jesus for Today. The Messiah. Who do people say Jesus was (what did Jesus look like)? The birth of Jesus. Topic 6: Christianity around the world (the international gospel). Christianity around the world (data analysis). Christianity in Brazil.	Relevance of Jesus. Relationship between culture and revelation.	History. Art. Maths. Internationalism. Geography.	Data analysis. Cultural awareness. Comparative skills. Empathy. Imagination.

Year 7 Philosophy Curriculum

	CONTENT *core subject knowledge to foster disciplinary understanding*	CONCEPTS *subject specific, as well as broad, open concepts to encourage deep thinking*	CONNECTIONS *cross-subject links to create interdisciplinary thinking*	COMPETENCIES *attributes and skills to develop versatile learners*
AUTUMN TERM	The importance of speaking as a form of communication. The power of oratory/public speaking, e.g. Winston Churchill and speeches that motivate people to action, e.g. Martin Luther King. Should we be able to say anything that we are thinking? Should there be boundaries/limits to freedom of speech? Should we consider animals as less than us because they cannot speak? e.g. Nim Chimsky project. The relative importance of The Arts compared to other subjects, e.g. could use a series of quotes to stimulate thinking. What is beauty? "Necessity is the mother of invention" – should we only invent what we need? Is technology making us less human?	Language, different forms of communication, oratory & speeches, freedom of speech and human communication & animal communication. The Arts & aesthetics, beauty, invention (process) and technology (impact).	English. Drama. Languages. Geography. History. RS. Art. Music. Computing. Science.	Articulate. Creative. Resilient.
SPRING T	Does knowing mean understanding? Has Google replaced our need to remember facts? Can children possess wisdom? There is too much data in the word. Are some questions better than others? Is it good to question everything? e.g. protesting and demonstrating. Should we be more trusting of our politicians? Should we be fearful of artificial intelligence?	Enquiry and challenging received wisdom, asking questions, democracy and .artificial intelligence. Knowledge vs skills, different types of knowledge and computers and data.	English. Geography. History. RS. Computing. Science.	Ariculate. Knowledgeable. Enquiring. Resilient.

E R M				
S U M M E R T E R M	Is it foolish to be hopeful in a world full of difficulties? Is equality simply a dream? Is the death penalty just? Should we trust our memories? We can and must learn from the past (history). Do we ever really learn from our mistakes? Is nostalgia dangerous?	Ethics, hope, justice and equality. Memory & nostalgia, history & hindsight, second thought and regret & refinement.	English. Geography. History. RS.	Articulate. Principled. Reflective. Resilient.

Year 7 Art Curriculum

	CONTENT *core subject knowledge to foster disciplinary understanding*	CONCEPTS *subject specific, as well as broad, open concepts to encourage deep thinking*	CONNECTIONS *cross-subject links to create interdisciplinary thinking*	COMPETENCIES *attributes and skills to develop versatile learners*
AUTUMN 1	Still life drawing. Drawing and printing. Understanding the visual elements of art. Tone and form. Line and linear drawing (pen and ink). Working from direct observation: jugs, cups and bottles. Looking at Patrick Caulfield, Cubism and Picarbia.	What is art? Why is art important? What impact does art have? What is art used for? How do I make 3D objects and forms in shape, shade, tone, mark-making and composition.	Maths: line of symmetry. Geography; contours. Music/English: composition. History: Art History. Biology: drawing cells seen under the microscope. PE: shapes of fields/courts.	Creative, knowledgeable, reflective and resilient. New skills: listening and learning new skills.
AUTUMN 2	Colour. Colour wheel and spectrum. Colour mixing, colour shading and colour tinting. Paint mixing and painting techniques.	How is colour made? What is the importance of light?	Science: light, science of the eyes. Maths: angles. English: poems.	Enquiring, knowledgeable, reflective and resilient. New skills: visual awareness.
SPRING	Culture. Art forms in cultures around the world. Painting/printing, drawing and 3D techniques. Imaginative work painting and 3D clay relief tile. Aboriginal "Dreamtime" painting journey from home to school. Air dry clay relief tile. Brusho dye dotty Aboriginal pics. 3D clay tile relief based on Aboriginal stories and study illustrations. Inca's,	Why is it important to study a variety of art? How does art from other countries and cultures influence today's word? Why is it important to have art within a culture?	Religious Studies: cultures, religion and rituals. History: art from different times. Languages: basic language from each country. PHSE: issues within art.	Enquiring, creative, knowledgeable, reflective, principled, articulate and resilient. New skills: cultured, caring and open minded.

T E R M	Aztec, North American Indians. Mexican Day of the Dead. African Art – dancing to the beat of the drum worksheet based on silhouette figures.	Is art just drawings and paintings or is it something bigger?		
S U M M E R T E R M	Landscape. Drawing, painting and photography. Painting techniques and mark making. Observational tonal drawing of local landscape. Landscape and perspective. Colour theory. Water Colours. Composition - basic viewpoints. Effect of light. French Impressionism: Monet, Ruan cathedral and Boudin.	How has science helped to evolve art? What impact has colour theory had on the way artists used to work and how they work today?	Geography: landscape and mountain formation. Science: optical colour mixing. Science: different types of habitat/ecosystems History: France in 1800. Languages: French. Computing: research into impressionism. Cross-curricular work with French and History. Local and global awareness.	Enquiring, knowledgeable, reflective and resilient. New skills: appreciation and respect toward nature and the environment.

Year 7 Computing Curriculum

	CONTENT *core subject knowledge to foster disciplinary understanding*	CONCEPTS *subject specific, as well as broad, open concepts to encourage deep thinking*	CONNECTIONS *cross-subject links to create interdisciplinary thinking*	COMPETENCIES *attributes and skills to develop versatile learners*
AUTUMN 1	Introduction to key systems. E-Safety. Baseline testing.	After initial introduction to login details, School systems, shared folders, email, VLE, library, etc. we look at E-safety in particular: secure, password, social media, e-mail, mobile phones.	PSHE: e-safety.	Enquiring, creative, knowledgeable, reflective, principled and articulate. New skills: desktop publishing and email etiquette.
AUTUMN 2	Databases (crime case).	Students develop their understanding of databases in society by developing a simple police database which they query to solve a crime. There is some opportunities for role playing at the front to develop public speaking.	PSHE: law and order unit.	Enquiring, knowledgeable, reflective, principled, articulate and resilient. New skills: database skills, including queries, relational databases and using reports to present data.
SPRIN	Introduction to programming through scratch.	Students develop a simple cave game in scratch. This is an introduction to flow diagrams.		Enquiring, creative, knowledgeable, reflective, principled, articulate and resilient. New skills: flow diagrams and basic programming structures.

G 1				
S P R I N G 2	Desktop publishing and ethical issues.	The first part of the year looks at influential women in computing, with the outcome of producing a poster using publisher. The second part is an introduction to debating looking at the ethics of piracy particularly online	History: debate structure. PSHE: law unit.	Enquiring, creative, knowledgeable, reflective, principled, articulate and resilient. New skills: debating, public speaking and desktop publishing poster design.
S U M M E R 1	Codecademy.org, HTML and CSS unit.	The unit develops their understanding of the www (as distinct from the internet) along with some basic coding skills. We follow the online codecademy.org independent learning site.	General IT skills development.	Enquiring, knowledgeable, reflective and resilient. New skills: strong focus on independent learning to develop HTML and CSS coding skills.
S U M M E R 2	Inside a PC and cryptography.	We look at the hardware components of a computer, produce a poster on the 3 box model of computers and finish by looking at cryptography, in particular the Caesar Cipher.	Maths: cryptography and enrichment day.	Enquiring, creative, knowledgeable, reflective, principled, articulate and resilient. New skills: practical identification and connection of key computer components. Cryptography skills including trial and error and identifying letter frequency or common word vulnerabilities.

Year 7 Drama Curriculum

	CONTENT *core subject knowledge to foster disciplinary understanding*	CONCEPTS *subject specific, as well as broad, open concepts to encourage deep thinking*	CONNECTIONS *cross-subject links to create interdisciplinary thinking*	COMPETENCIES *attributes and skills to develop versatile learners*
AUTUMN 1	Drama is serious fun stimulus project. Introductory skills work. Communication, self –control, confidence, cooperation and concentration.	Fun whilst learning. Creative bonding.	Geography/Drama: public speaking and building confidence. German/Drama: role play and introducing selves. Y7 Drama link to Y8 Geography: refugees German/Drama: school experience.	Skills. Spelling. Grammar. Punctuation. Public Speaking. Evaluation.
AUTUMN 2	It was terrifying panto. Tableaux. Monologue.	Communicating meaning. Technical vocabulary.	Drama link to Y9 German – Fairy tales.	Skills. Spelling. Grammar. Punctuation. Public Speaking. Evaluation.
SPRIN	Mime. Creation of appropriate atmosphere.	Communicate through movement. Evaluation of effective mime skills.	PE: physical motion.	Skills. Spelling. Grammar. Punctuation. Public Speaking. Evaluation.

G 1				
S P R I N G 2	Voice and sound soundscape. Atmosphere through sound.	Innovative storytelling.	English: literacy.	Skills. Spelling. Grammar. Punctuation. Public Speaking. Evaluation.
S U M M E R 1	Fairy tales melodrama. Soundmime. Physical theatre. Melodramatic learned gesture	Appreciation of style.	English: Shakespeare's work and page to stage work. History: Elizabethan period.	Skills. Spelling. Grammar. Punctuation. Public Speaking. Evaluation.
S U M M E R 2	Pyramus and Thisbee. Working with Shakespearian language. Creative adaptation.	Appreciation of Shakespearian language.	English: Shakespeare's work and page to stage work. History: Elizabethan period.	Skills. Spelling. Grammar. Punctuation. Public Speaking. Evaluation.

Year 7 Music Curriculum

	CONTENT *core subject knowledge to foster disciplinary understanding*	**CONCEPTS** *subject specific, as well as broad, open concepts to encourage deep thinking*	**CONNECTIONS** *cross-subject links to create interdisciplinary thinking*	**COMPETENCIES** *attributes and skills to develop versatile learners*
AUTUMN 1	Folk music.	Basics of Western notation. Individual and ensemble performances. Aural skill development.	Geography/History: links to the UK and Commonwealth. Maths: ratio. MFL: performance in other languages.	Confidence in performance. Leadership of groups. Independent thinker and worker. Cooperative team player. Creative solutions to compositional problems. Resilience through persistence. Co-construction through learner choice.
AUTUMN 2	Programme music/music for ceremony.	Basic compositional techniques. Performance skills, including solo performance.	MFL: performance in other languages. RS: connection through music for Diwali and Christmas.	Confidence in performance. Leadership of groups. Independent thinker and worker. Cooperative team player. Creative solutions to compositional problems. Resilience through persistence. Co-construction through learner choice.
SPRI	Instruments of the orchestra.	Aural development. Performance skills and historical context.	History/Geography: connection between instruments and location/ time. Physics: creation of sound.	Confidence in performance. Leadership of groups. Independent thinker and worker. Cooperative team player. Creative solutions to compositional

NG 1				problems. Resilience through persistence. Co-construction through learner choice.
SPRING 2	Pictures at an exhibition.	Holistic unit covering performance, composing and aural skills.	Art: through subject matter and student work. Geography/Languages: Russia and Ukraine.	Confidence in performance. Leadership of groups. Independent thinker and worker. Cooperative team player. Creative solutions to compositional problems. Resilience through persistence. Co-construction through learner choice.
SUMMER 1	Music of Asia.	Introduction on non-Western musical forms, scales and structures. Continued performance and compositing.	Geography/Languages: China.	Confidence in performance. Leadership of groups. Independent thinker and worker. Cooperative team player. Creative solutions to compositional problems. Resilience through persistence. Co-construction through learner choice.
SUMMER 2	Popular music.	Introduction of modal harmonies, drum notation and improvisation.	History: links with the 1960s and 1970s.	Confidence in performance. Leadership of groups. Independent thinker and worker. Cooperative team player. Creative solutions to compositional problems. Resilience through persistence. Co-construction through learner choice.

Year 7 Physical Education Curriculum

	CONTENT *core subject knowledge to foster disciplinary understanding*	CONCEPTS *subject specific, as well as broad, open concepts to encourage deep thinking*	CONNECTIONS *cross-subject links to create interdisciplinary thinking*	COMPETENCIES *attributes and skills to develop versatile learners*
AUTUMN & SPRING TERMS	Dance. Dance styles. Body management. 1. Ghostbusters– dynamics, timing and musicality. Pair & group work. 2. Still Life at Penguin Cafe – pair work. Contrast in dance styles. Country dancing & ballet. 3. Performance skills. Confidence of performing in front a group. Knowing where you audience is when choreographing dances. Expression. - remembering routines. Gymnastics. Importance of flexibility. 1. Shapes & Locomotion. Body tension, strength, body control, dynamics. Fluency of movement. Individual performance. Performance skills – as per dance. Hockey & Netball. 1. Invasion games. Introduction of basic skills and game play. Warm ups – muscle names. Comparisons of different invasion games. Swimming. 1. Backstroke & turns. 2. Breaststroke. 3. Gala/Race rules. Personal survival skills – treading water.	1. Differences behind dance styles. Body control. Creativity, evaluation & analysis. 2. SLAPC dance – meaning behind the dances. Looks at the reasoning behind the dance – in this case the extinction of animals as well as why and how this has happened. 3. How a choreographer uses movement to express an emotion or story. Assessment – peer & teacher. Body management. Physical literacy, e.g. co-ordination. Differences and similarity between educational and Olympic gymnastics. Resilience in learning new skills. Remembering routine. Leadership skills. Knowledge of rules and tactics. Communication skills. Pursuit of excellence. Analysis of own and others' techniques. Team work & co-operation. Personal responsibility. Understanding of importance of swimming as a life skill.	Music: timing to music and musicality. Drama: portraying different emotions and characters. Changes in dynamics & costume. Performance to an audience. Cultural awareness. Geography/History: animal extinction. English: literacy – new dance specific words. Drama: performing to an audience. Changes in dynamics. English: literacy – new gymnastic specific words. History: brief understanding of gymnastics and where it originated from. English: literacy – new sport specific words. Latin: muscle names. History: history of invasion games. Maths: timing stroke counts. Geography: water safety – pools/lakes/sea /tides.	Interpretation skills. Creativity. Cultural differences. Physical Literacy – learning how their bodies work and move. Enquiring. Knowledgeable. Reflection. Interpretation. Resilience - need for practise/hard work etc. Applying knowledge of choreographic ideas to create an interesting routine. Dance and Gym skills overlap. Evaluation. Working well together in pairs and teams. Organisation. Evaluation of self, peers and teams. Principled – fair play, following rules. Use knowledge to analyse own techniques and skills. Understanding how to stay safe around water. Skill needed for life.

SUMMER TERM	Athletics. Basic techniques for throws, jumps & track events. Simple officiating rules. History of the Olympics. Tennis. Basic strokes – forehand, volley backhand & serve. History of the game. Tactics and game play.	Health related fitness. Health & Safety. How to officiate events and lead. How their body moves and improves fitness. Peer analysis. Resilience. Practise skills Knowledge of past and present players & tournaments. Physical literacy.	History: Olympics/legacy. Maths: timing/measuring. English: literacy – new sport specific words. Maths: scoring system. History: Wimbledon/Grand Slams.	Resilience – hard work and continual practise in order to improve. Teamwork. Officiating skills. Principled – following rules/fair play, etc. Physical literacy. Working in pairs. Officiating games. Outwitting an opponent.

Year 8 English Curriculum

	CONTENT *core subject knowledge to foster disciplinary understanding*	CONCEPTS *subject specific, as well as broad, open concepts to encourage deep thinking*	CONNECTIONS *cross-subject links to create interdisciplinary thinking*	COMPETENCIES *attributes and skills to develop versatile learners*
AUTUMN 1	Glenvale project - persuasive and comment writing / Speaking & Listening. Research into fracking and environmental lobbying. Recap/development of persuasive writing skills. Group work – performance of a group debate developing character. Understanding the conventions of comment writing and emulating these. Creative writing.	Environmental issues – fracking. Persuasive writing. Debate and presentation. Opinion pieces.	Art: drawing from nature to enhance appreciation of the natural world through close study of 'art' in nature – consider the natural world and its vulnerabilities. Students then create a poem on a favourite tree which they then publish as a card. Geography: comparison between life in the rainforest and life in the UK. Assessment by PQA/PEE style comparative essay. Debate on environmental issues: uses of the tropical rainforest. Justification and opinion writing in Autumn term 2. Chemistry: study of carbon cycle and environmentalism and climate change and impact (Summer term 2).	Enhanced environmental awareness and engagement in national and international issues. Development of skills in persuasive writing as well as the ability to infer and deduce information from material. Teamwork through group presentation tasks. Skills of understanding different perspectives and empathising or sympathising with these. The development of opinions on environmental issues.
AUTUMN 2	Detective fiction. Recapping understanding of narrative techniques in developing suspense. Gaining knowledge of generic conventions of detective writing. Analysis of examples of the genre. Producing a detective story-creative writing.	Narrative conventions and the detective fiction genre. Creative writing.	History: appreciation of narrative.	Development of the ability to write in a specific genre or style for a specific purpose. Enhancement of literary skills: acquisition of new vocabulary and grammar skills revision. Enhanced understanding of human/criminal psychology through studies of these profiles in the detective fiction genre.
SP	Multi-cultural fiction - African-American novel/ extracts/ short stories. Engagement with multicultural poetry and prose – research into,	Research into other cultures/texts. Presentation skills.	MFL: looking at French speaking countries. RS: artwork to express multicultural themes.	Appreciation of other cultures, contexts and societies through development of knowledge about

RING 1	and understanding of, the cultures that produce these works. Creative and critical writing based on these texts. Group presentation or dramatic response to texts.		Art: study of distorted proportion – character, type and figure and the way this shapes perception. Chemistry: presentation on antacid tablets; research and present findings: learning to refine presentation skills. History: work on India – starts in the Summer term as with RS - Hinduism History/Latin: Discussion of slavery.	these. Enhanced empathy with and understanding of others through character studies. Teamwork in group presentation tasks. Increased communication skills through discussion and presentation work in class.
SPRING 2	Shakespeare: Macbeth or Twelfth Night. Engagement with Shakespeare – text and performance. Dramatic enactments of Shakespeare. Engagement with Shakespeare's language. Critical writing skills. Creative writing.	Directing. Shakespeare. Shakespearean language. Critical analysis. Creative response to Shakespeare.	Drama: directing.	Appreciation and understanding of Shakespeare's literary heritage and his dramaturgy. Understanding of character and situation – inviting sympathy and empathy with fictional characters, enabling a better understanding of the human condition. Acquisition of new vocabulary. Enhanced skills of inference and deduction and critique.
SUMMER 1	Shakespeare continued Revision for exams. Either: Shakespeare essay OR: comprehension style answer. Critical analysis in timed conditions.	Critical analysis. Timed writing.	Latin: understanding aetiological significance of mythology within ancient culture and its possible transference to other cultures - link to Shakespeare teaching and allusion.	Building skills of producing high-quality work in timed conditions. Developing attributes of reacting to new texts with calm analytical precision in comprehension tasks on Unseen passages.
SUMMER 2	Travel writing. Understanding of generic conventions of travel writing. Emulation of this in creative and critical writing. Research into the genre.	Narrative conventions. Travel writing genre.	Art: the built environment - creative thinking and architecture. Geography: Africa unit – perceptions. History: study of India.	Engagement with the contexts, attitudes, environments and population of other countries or other cultures. Developing insight into both the history of the travel writing genre and the cultures the writing depicts. Enhancing skills of creative writing through critical appraisal and emulation.

Year 8 Mathematics Curriculum

	CONTENT *core subject knowledge to foster disciplinary understanding*	CONCEPTS *subject specific, as well as broad, open concepts to encourage deep thinking*	CONNECTIONS *cross-subject links to create interdisciplinary thinking*	COMPETENCIES *attributes and skills to develop versatile learners*
AUTUMN 1	Standard index form. Calculate with standard index form. Calculator use. Venn diagrams, including intersection, union and complement. Loci and construction. Enlargement (transformations). Similar triangles.	Use standard index form expressed in conventional notation and on a calculator display. Appreciation of large and small numbers and the need for technology to make calculations efficient Determine the locus of an object moving according to a rule. Identify the scale factor of an enlargement. Applying understanding of similar triangles to find missing information	Physics: distance of planets. Geography: population Chemistry: series of atoms. Biology: scale drawings.	Convert numbers to and from standard form. Solve numerical problems involving multiplication and division with numbers of any size, using a calculator efficiently and appropriately. Construct the midpoint and perpendicular bisector of a line segment, the perpendicular from a point to a line, the perpendicular from a point on the line and the bisector of an angle. Enlarge shapes by a positive whole number scale factor.
AUTUMN 2	Line graphs. Estimation. Percentages. Proportion. Formulae. Linear equations - formulate and solve linear equations, including those with an unknown on both sides and involving brackets.	Interpret line graphs representing real data. Understand proportional changes. Substitute into formulae to find other than the subject. Interpret the solution found based on the model it represents.	Physics: triangles used for SDT and DMV.	When estimating answers to calculations, round to one significant figure and multiply and divide mentally. Calculate fractional and percentage changes. Calculating the result of any proportional change using multiplication methods. Re-arranging formulae as required. Form equations to represent real life scenarios.
SPR	Stem and leaf diagrams. Frequency polygons. Compound measures. Travel graphs and other real-life graphs.	Understand and use these as relevant to speed, density and rates of pay. Pressure and unit prices.	PE: speed and related graphs. Science: speed, density and pressure.	Graphs - construct accurately, plot accurately and re-arrange to find required unknown for each formulae, e.g. Time = Distance/Speed.

ING 1	Inequalities. Set notation. Change the subject of a formula in simple cases. Quadratic sequences.	Interpreting different aspects of these graphs effectively. Use for solutions. Find and describe using symbols.		Clear communication and accurate use of axes for interpretation. Solving simple inequalities. Re-arranging formulae. Finding the nth term of a quadratic sequences.
SPRING 2	Working with numbers between 0 and 1. Lengths, areas and volumes in plane shapes. Pythagoras' Theorem. Grouped data and averages.	Understand the effects of multiplying and dividing by numbers between 0 and 1. Understand, derive and apply Pythagoras' theorem when solving problems in two dimensions. Appreciate that it is an identity. Selecting the statistic most appropriate to the line of enquiry.	Science: atom weight. History: Pythagoreans. Classics: Greek. Biology: averages for data that has been collected from experiments.	Multiply and divide numbers by 0.1, 0.01…Calculate lengths, areas and volumes in plane shapes and right prisms, including compound shapes. Determine the modal class and estimate the mean, median and range of sets of grouped data.
SUMMER TERM	Fraction. Two-way tables for discrete and grouped data. Venn diagrams. Multiply two expressions of the form (x + n) and simplify the corresponding quadratic expression. Plot simple quadratic graphs and other curves including cubic and reciprocal graphs.	Use and understand two way tables efficiently. Use these and other methods to solve probability problems, selecting appropriately. Emphasis on this being an identity. Recognise the shape expected from the expression and possible models these represent.		Multiply and divide a fraction by an integer and by a fraction. Use and understand two-way tables for discrete and grouped data. Correct expanding of brackets. Square a linear algebraic expression. Using table of values as/if required.

Year 8 Biology Curriculum

	CONTENT *core subject knowledge to foster disciplinary understanding*	CONCEPTS *subject specific, as well as broad, open concepts to encourage deep thinking*	CONNECTIONS *cross-subject links to create interdisciplinary thinking*	COMPETENCIES *attributes and skills to develop versatile learners*
AUTUMN TERM	Body systems. Describe the roles of the skeleton. Recall the structure of the human skeleton and name key bones in the skeleton. Outline the roles of ligaments and tendons. Describe the structure of a synovial joint. Describe different types of joint and explain how they affect movement (ball and socket and hinge). Outline the different types of muscles found in the body. Explain how muscle contraction causes movement of bones. Investigate the force exerted by different muscle groups. Describe the structure of the human lungs. Define diffusion and explain the factors that affect the rate of gas exchange/ diffusion. Describe the structure of the alveolus and explain its adaptations for gas exchange. Describe how breathing in and out occurs (mechanism of ventilation). Compare the composition of inhaled and exhaled air. Suggest explanations for the reasons for these differences. Investigate lung volumes. Investigate the relationship between exercise and lung capacity. Describe the effects of smoking and asthma on gas exchange. Analyse data related to smoking and cancer. Suggest reasons for the effects that smoking has on the health of smokers. Recall the word and symbol equation for aerobic and anaerobic respiration. Distinguish between breathing and respiration Describe the roles of energy within cells. Recall the formula for anaerobic respiration in humans and compare it to aerobic respiration. Investigate the effect of exercise on the body including heart rate and breathing rate.	Adaptation. The relationship between structure and function. Use of models to explain biological phenomena. Skeletal systems allow movement and provide support. Muscles can only contract and so must usually work in antagonistic pairs. Diffusion. The importance of concentration gradients in diffusion. Gas exchange surfaces increase surface area for diffusion. Cellular respiration is a chemical reaction inside cells that releases energy for the cell to use. The relationship between volume and pressure. Cause and effect. Exercise vs breathing rate. The concept of rate of reaction. That microbes can be used by humans to make useful substances (fermentation).	Physics: levers, forces/ moments and rates in physics → speed. Art: Autumn Term, nature and design: link to Spring Term work on proportion.	Draw a labelled diagram of the lungs and an alveolus. To be able to critically analyse the data collected from limited samples (e.g. lung volumes within 1 class). To be able to analyse and select appropriate data from secondary sources. To be able to evaluate data collected from practical work including the effect of exercise and fermentation by microbes in relation to its reliability, accuracy and validity.

	Explain the changes that occurs during and after exercise including the idea of oxygen debt. Recall the formula for anaerobic respiration in micro-organisms (yeast). Outline the uses of microbes in food production using fermentation. Investigate the effect of a factor on the respiration of yeast. Describe the effect and explain it in terms of respiration.			
SPRING TERM	Genetics and evolution. Recognise the wide variety of living organisms in the world and the need to be able to classify them into different groups based on their similarities/ differences. Classify animals into the major taxonomic groups for both vertebrates and invertebrates. Define the term species Identify ways in which organisms of the same species may differ from one another. Classify types of variation as either continuous or discontinuous. Collect data to show continuous and discontinuous variation. Explain the different causes for the two types of variation in terms of the environment and genetics. Explain why identical twins show the same characteristics. Describe the link between a cell, nucleus, chromosome and gene. Outline the structure of DNA. Recall the history of the discovery of its structure. Explain how inheritance (nature) and environment (nurture) act together to produce an individual's characteristics. Recognise that all living things reproduce and that reproduction can be asexual or sexual. Give the similarities and differences between cell division and sexual reproduction. Outline how cells divide during mitosis. Explain why sperm and eggs contain only half the amount of genetic material that is found in the other cells of an organism. State what is meant by a mutation. Explain how the inheritance of characteristics is controlled by dominant and recessive alleles. Describe some genetic disorders. Predict or explain the outcomes of genetic crosses between different individuals using genetic diagrams. Give examples of how variation within a population may affect the survival of an individual. Identify factors that may affect the survival of an organism. Explain how Natural selection may lead to changes in the variation seen in a population. Explain how natural selection may lead to evolution. Define what is meant by	The concept of a species as a distinct group of organisms. The gene as the unit of inheritance. The universality of DNA to all organisms and its role as a code. The concept of using models to explain complex ideas or structures (Crick and Watson's work on DNA structure. The idea that many scientific discoveries are the result of collaboration between individuals and groups of scientists (Crick, Watson and Franklin). The idea of cell division as the mechanism of growth of multicellular organisms. The importance of variation in the survival of species. The concept of evolution. The importance of time in evolution. That ideas/ hypotheses take time to become accepted or for old theories to be rejected. That this requires evidence to support them or falsify them, with regard to Darwin's theory of evolution. The concept of Biodiversity and its importance for future generations. The concept of extinction (and the importance of it).	RS: ethics, e.g. biodiversity. Art: body forms/body measurements. Maths: discrete and continuous data, norm distribution curves, bar charts and probability.	Record process and present data relating to variation. Analysing evidence for evolution. Draw diagrams to show the arrangement/ location of nucleus, chromosomes, DNA and gene. Label parts of the DNA molecule. Use basic genetic grosses to show how sex is determined and how simple dominant or recessive characteristics are inherited. Use the idea of natural selection to explain why a species may change over time.

	artificial selection. Outline characteristics that animals and plants may be selected for. Describe what is meant by the term extinction. Explain why some species have or may become extinct. Suggest reasons why the number of species becoming extinct is increasing. Define the term Biodiversity. Explain why biodiversity is important. Outline how Biodiversity can be increased or maintained through conservation and the use of seed banks.			
SUMMER TERM	Can identify organisms that are classified as plants, including mosses ferns, conifers and angiosperms. Can explain why these organisms are classified as plants. To identify that some organisms are photosynthetic but are not classified as plants, e.g. algae and cyanobacteria. Describe the structure of a typical angiosperm, roots, stem and leaves. Are all parts green? The leaves and parts above ground are green. Describe and explain the structure of a leaf and adaptations for photosynthesis. Recall the word and symbol equation for photosynthesis Investigate photosynthesis through testing for the presence of starch in leaves. Recall the key factors needed for photosynthesis. Investigate the factors needed for photosynthesis. Explain why light, carbon dioxide, chlorophyll and water are needed by plants. Suggest how changing these factors may affect the growth of the plant. Suggest how differences in the rate of photosynthesis may affect competition between plant species (link to ecology Yr 7). Explain why some species of plants grow in different places or at different times of the year. Outline the events that occur during the carbon cycle. Explain how the rate of photosynthesis limits food chains and the carbon cycle. Identify the organisms involved in decompositions and describe the role of decomposers in the carbon cycle. Recall the factors that affect microbial growth. Investigate the factors that affect microbial growth. Suggest how the impact of humans may affect the carbon cycle.	Idea of grouping living organisms depending on certain characteristics. Division of labour within a whole organism. Principles of gas exchange and diffusion. Relating structure to function. Using sunlight energy to make sugars/food. The green parts contain chlorophyll that absorbs light energy to use for P/S. Sugars can be changed into storage molecules/starch. The use of Biochemical testing to identify products of photosynthesis (iodine starch test). The concept of inter and intraspecific competition. Concept that energy flows through food chains and is lost (as heat) but that matter (elements must be cycled).	Biology: link to classification, different organs and systems in the human body and ecology from Year 7. Physics: Year 7 light colours and absorption/reflection. Geography: links to afforestation and deforestation.	Can identify a living organism as being a plant or plant like (algae). Can label a diagram of a typical plant and state the function of each part. Labelling and annotation of diagrams. Use equipment safely to carry out experiments to test leaves for starch. Application of ideas to novel situations. Synthesis skills. Linking ideas from different areas of biology. Synthesis and application of ideas. Plan investigations identifying variables to vary and control and writing clear methods and risk assessments Collect, and analyse data appropriate to the task. Evaluate data in terms of limitations and improvements related to reliability, accuracy and validity.

Year 8 Chemistry Curriculum

	CONTENT *core subject knowledge to foster disciplinary understanding*	CONCEPTS *subject specific, as well as broad, open concepts to encourage deep thinking*	CONNECTIONS *cross-subject links to create interdisciplinary thinking*	COMPETENCIES *attributes and skills to develop versatile learners*
AUTUMN 1	Properties of metals. Reactions of metals with water. Reactions of metals with acid. Reactivity series. Rusting of iron.	Metals can be order in terms of their reactivity.	Maths: ordering numbers, extrapolation of data. Maths/Geography/Science: Representation of data/stats, interpreting graphs and hypothesis testing.	Using empirical data to derive rules of behaviour. Making predictions of reactions based on extrapolating from other data. General English skills.
AUTUMN 2 & SPRIN	Diffusion and Brownian motion. Solubility. Cooling curves. Solutions. Exothermic/endothermic reactions.	All matter is particulate. Concept of a particle (atoms, molecules, etc.) Concept of all substances being made of elements. Conservation of mass. Conservation of energy. Concept of concentration (basic level) and saturated solutions.	Maths: standard form, graphing skills, calculation of solubility (g/100cm3), underlying maths concepts, including mean. English: general literacy skills.	Practical skills in manipulating equipment. Applying knowledge to design, implement and evaluate experimental work on a quantitative level. Evaluating the potential risks and ensuring they are minimised. Processing of data and drawing of graphs, including line/curve of best fit.

G 1				
S P R I N G 2 & S U M M E R 1	Properties of acids. Reactions of acids and metal carbonates. Reactions of acids and metal oxides. Neutralisation reactions. Antacids. Uses of acids and bases.	Concept of acids and alkalis neutralising each other. Conversation of mass. Nomenclature of salts. Concept of pH as a measure of acidity/alkalinity.	Maths: general maths skills. English: presentation skills. Geography: limestone reactions/acid rain and weathering. Biology/Geography: Summer term trip to Fingrinhoe - measure/compare, etc.	Practical skills in manipulating equipment. Applying knowledge to design, implement and evaluate experimental work on a quantitative level. Evaluating the potential risks and ensuring they are minimised. Processing of data and drawing of graphs, including line/curve of best fit. Writing balanced chemical equations from given formulae. Presentation skills. Being able to apply naming rules to salts.
S U M M E R 2	Blast furnace. Testing of materials, e.g. concrete & plastics. Composition of atmosphere. Carbon cycle. Climate change.	The application and relevance of school chemistry to the real world. Sustainability and finite resources. Addressing the issue of waste materials The concept of a chemical and the common misconceptions associated with it. Concept of an ore	Maths: general maths skills. English: Glenvale – fracking and impact on community and presentation skills. Geography: climate change on coast.	Practical skills in manipulating equipment. Research and presentation skills. Using diagrammatic representations. Using chemical knowledge to explain real world applications.

Year 8 Physics Curriculum

	CONTENT *core subject knowledge to foster disciplinary understanding*	CONCEPTS *subject specific, as well as broad, open concepts to encourage deep thinking*	CONNECTIONS *cross-subject links to create interdisciplinary thinking*	COMPETENCIES *attributes and skills to develop versatile learners*
AUTUMN 1	Space. To be able to explain, using forces, how planets can orbit the sun and how satellites orbit planets. To be able to explain the difference between mass and weight. To be able to explain what is meant by gravitational field strength. To be able to explain how the tilt of the Earth's axis is responsible for the seasons and differing day length throughout the year. To know that the Sun is a star and is at the centre of our solar system. To be able to explain what causes the phases of the Moon. The concept of a light year as a unit of distance.	Gravity is an attractive force between masses. A planet's gravitational field strength is the gravitational pull it exerts per kilogram of mass and this is difference for different planets. Use of gravitational forces to explain orbits. The meaning of the terms satellites, moons, planets, stars and galaxies. How the orbit of the Moon around the Earth is responsible for the various phases of the Moon. How the tilt of the Earth's axis is responsible for the seasons and different day length at different times of the year. The use of the unit of light year as a measure of distance.	Geography: use of satellites for monitoring weather, seasons and the climatic differences of different latitudes. English: use of descriptive language and creative writing in level assessed tasks. History: science discovery and important figures associated with, e.g. Galileo.	To be able to define the terms moon, planet, star, solar system, galaxy. To be able to recall the order of the planets. To be able to build and use a simple sundial. To be able to use the ball and stick model to explain the phases of the Moon. To research and present information on planets. To be able to process numerical data about the planets using spread sheets and graphs and identify trends. To be able to calculate the weight of an object given the gravitational field strength and mass.
AUTUMN 2 &	Circuits. Static electricity separation of positive or negative charges when objects are rubbed together. Forces between charged objects. The idea of electric field in terms of forces acting across the space between objects not in contact. Current electricity. Current is flow of charge. Electric current is measured in amperes. Differences between series and parallel circuits. Potential difference is measured in volts. Resistance is measured in ohms.	Describe the forces between objects with electrical charges. Explain how rubbing insulating materials can give them a positive or negative charge in terms of movement of electrons. Recall that current is the same around series circuit and in a parallel circuit. Distinguish between series and parallel circuits. Recall that the voltage /potential difference is linked to the energy transferred by charges in the circuit. Describe resistance as opposition to	Chemistry: discussion of the electron as a subatomic particle and its physical properties as matter. Maths: simple problem solving from current and voltage circuits.	Use an ammeter to measure current in a circuit and a voltmeter to measure potential difference correctly. Build and test electrical circuits safely. Fault find a circuit. Explain the effect on current when more components are added in a series circuit.

SPRING 1	Differences in resistance between conducting and insulating components (quantitative).	current. Relate the change in current with change in resistance. State examples of applications of the heating effect of a wire such as filament bulbs or fuses. Explain the working of a fuse.		
SPRING 2	Magnetism. To distinguish between magnetic and non-magnetic materials and magnets. To describe the forces between the poles of magnets. To be able to explain what is meant by a magnetic field. The use of the Earth's magnetic field for navigation. Magnetic fields around current carrying conductors. Electromagnets and their uses. The difference between temporary and permanent magnetism. Use of simple domain theory to explain magnetism and magnetic phenomena such as magnetic saturation. Applications of electromagnets.	The difference between magnetic materials and magnets, including magnetic poles, attraction and repulsion. The investigation and interpretation of magnetic fields. The Earth's magnetism and how it is used for navigation. The magnetic effect of a current. Applications of electromagnets. The use of simple domain theory to explain magnetic phenomena.	Geography: the magnetic north of the earth. Mathematics: Cartesian points and analysis of data – graphing linear and non-linear relationships. Chemistry: discussion of the electron as a subatomic particle and its nature to 'spin'.	To be able to produce diagrams for magnetic fields around magnets. To be able to interpret a magnetic field pattern. To be able to explain how a magnetic compass works. To be able to draw the magnetic field pattern for a straight wire and a long coil (solenoid). To be able to describe the structure of an electromagnet. To be able to use domain theory to explain the factors affecting the strength of an electromagnet. To be able to describe the operation of electric bells and relays. To design and carry out an investigation into a factor affecting the strength of an electromagnet.
SUMMER TERM	Energy. That energy can be changed by type and transferred to different bodies. Processes that cause changes in energy: dropping an object, turning a dynamo to produce light Potential (stored) energies in chemicals and matter. Energy transfer by vibrations and waves. Energy transfer by electricity. Sources of energy. Food as an energy resource. Fuel sources. Chemical changes involving fuels comparing energy values of different foods (from labels) (kJ).	Can recall all the different types of energy (LEGSTNECK). Recall that some types of energy are stored whereas some cannot be stored. Can quote the unit of Joules as the measure for energy. Recall principle of conservation of energy. To be able to identify energy transfers and compile energy transfer diagrams. Recall that almost every time a transfer occurs some energy is dissipated as thermal energy. Know that energy can be wasted in transformations mainly as thermal energy heating the environment. The total amount of energy is	Latin: used occasionally in this topic as the structure of key terms. Maths: efficiency calculations and tabulating/graphing of experimental data. PE: discussing kinetic/elastic/potential energy changes in gymnastics, athletics and ball sports.	Draw simplistic energy transfer diagrams. Explain how to calibrate a liquid thermometer. To measure temperature using a thermocouple and data logger. To be able to present information that has been researched to an audience (fossil fuels).

		constant but it becomes less useful. To know how fossil fuels are formed. To be able to explain the problems of using fossil fuels (finite and greenhouse gases and acid rain). To be able to describe a fuel cell in terms of energy transfer. Suggest use of fuel cells in powering cars of the future. Know that heat refers to the total thermal energy of an object and that temperature relates to the average kinetic energy per particle. Renewable and non-renewable energy sources used on Earth, changes in how these are used.	Chemistry: discussion of energy changes between chemical and physical stores/processes. Biology: discussion of energy changes between chemical and physical stores/processes.	

Year 8 French Curriculum

	CONTENT *core subject knowledge to foster disciplinary understanding*	CONCEPTS *subject specific, as well as broad, open concepts to encourage deep thinking*	CONNECTIONS *cross-subject links to create interdisciplinary thinking*	COMPETENCIES *attributes and skills to develop versatile learners*
AUTUMN TERM	Discuss school subjects with opinions preferences, likes and dislikes. Describe their school and discuss a typical school day. Talk about activities they do using Faire and what they want to do using Vouloir. Discuss internet use and homework. Talk about recent events in the perfect tense. Say what they have bought/eaten and drank. Use expressions of time and sequencing words. Learn about the French School system.	Verbs. Revision regular er, ir and re verbs commencer, revision present tense reflexive verbs jouer de + instrument. Irregular verbs in Present tense. Faire/vouloir. Revision of Prendre. Comprendre/apprendre. Dire/ lire/ ecrire. Revision near future and other expressions of future time eg je veux, je peux, je voudrais + inf. Perfect tense . Regular verbs using avoir as auxiliary. Verbs using avoir as auxiliary with irregular past participle. Negatives in Perfect tense. Connectives Time sequencing: d'abord/puis/ensuite/après ça/finalement. Other : cependant/ pourtant/comme/puisque/donc/ta ndis que.	PSHE : Internet use.	Reading & Responding. Understand longer written texts including short stories and factual texts. Understand a variety of longer written passages about past, present and future events. Work out meaning of passages even if they contain words and phrases learnt in other topics. Become more confident at using clues in texts and knowledge of grammar to work out meaning of unfamiliar language. Writing. Write simple descriptions in paragraphs using past, present and future tenses. Use reference sources to redraft work to improve quality, range and accuracy. Convey clear written meaning despite some mistakes. Listening & Responding. Demonstrate a growing understanding of spoken passages and short narratives about past, present and future events. Speaking. Take part in conversations about past, present and future events. Use grammar to build own phrases and sentences.
SPR	Use the near future to give New Year's resolutions. Understand and use a range of irregular verbs and key vocabulary. Talk about different countries. Talk	Verbs. Revision near future aller + infinitive. Revision Faire de. Irregular verbs Present tense prendre to talk about travelling partir + prepositions	English: describe a journey in the past – English journey story.	Reading & Responding. Use clues in texts and knowledge of grammar to work out meaning of unfamiliar language. Read and understand texts, including authentic materials from the country of the target language, e.g. leaflets, newspapers, letters or databases.

INGTERM	about different methods of transport and express opinions about them. Say what they are going to do. Revise description of where they live and be able to talk about what there is to do in their town. Revise talking about the weather. Describe a journey/holiday in the past. Name some monuments in Paris and describe a visit to Paris/London.	voir /venir pouvoir – on peut…Perfect tense of verbs taking être as auxiliary. Concept of agreement of past participle. Receptive understanding of imperfect tense for giving opinions in past time: c'etait + adjective. Use of prepositions with towns and countries.		Writing. Use known grammar to change familiar phrases to make new sentences and write about a new topic. Use a variety of connectives to link sentences, create paragraphs, structure ideas and adapt language to suit own purposes. Speaking. Give and explain opinions and discuss facts, ideas and things which have happened in the past.
SUMMERTERM	Revise and extend physical description of people. Revise clothing and colours to say what to wear to a party. Discuss preparations for a party. Describe a party or the day of your birthday	Verbs. Reflexive verbs in Perfect tense. Asking and answering questions in Perfect tense mettre in the near future, present and perfect tenses. Negatives: use with the Perfect tense. Adjectives: revision of agreement. Demonstative adjectives: ce/cette/ces		Writing/Reading. Research details about the target language country. Listening & Responding. Understand known words and phrases even in a new topic, situation or context. Speaking. Transfer familiar words and phrases to talk about a new topic. Discuss things of personal interest. Usually pronounce things well. Use a range of vocabulary, structures and time references.

Year 8 German Curriculum

	CONTENT *core subject knowledge to foster disciplinary understanding*	CONCEPTS *subject specific, as well as broad, open concepts to encourage deep thinking*	CONNECTIONS *cross-subject links to create interdisciplinary thinking*	COMPETENCIES *attributes and skills to develop versatile learners*
AUTUMN 1	To identify German food and drink. To be able to talk about food preferences. To order ice-creams and food in a snack bar. To be able to use the perfect tense correctly. To revise the time. To understand and use the perfect tense with separable verbs and reflexive verbs. To talk about daily routine in the present and perfect tense.	All students can recognise vocabulary of food. All students have participated in dialogues asking for food in shops and can talk in German about their food preferences. All students can understand and use the perfect tense of regular verbs. All students can understand the perfect tense of irregular verbs and separable verbs. Practise of longer reading texts.	English/Drama/His: role plays.	Reading & Responding. Understand longer written texts including short stories and factual texts. Understand a variety of longer written passages about past, present and future events. Work out what passages are about if they contain words and phrases learnt in other topics. More confident at using clues in texts and knowledge of grammar to work out the meaning of language not known. Writing. Write simple descriptions in paragraphs. Write about the past, present and future. Using reference sources, redraft work to improve its quality, range and accuracy. Make some mistakes but the meaning is clear. Listening & Responding. Demonstrate a growing understanding of spoken passages and short narratives about past, present and future events. Speaking. Take part in conversations about past, present and future events. Use grammar to build phrases and sentences.
AUTUMN 2	To introduce and consolidate the future tense. To be able to talk about holidays in the past, present and future. To describe a past day trip. To understand the time/manner/place rule. To use modal verbs in the present and imperfect. To use in +acc and in+dat. To talk about German Festivals. To use question words.	All students can talk and write about a holiday. All students have participated in dialogues asking and answering questions and giving longer answers. Family traditions in Germany/England, how to prepare for an exchange, oral practice.	Internationalism: all students are aware of some major German festivals.	
SPR	To be able to talk about their town. To talk about environmental problems and their solutions and environmental issues. To use	All students understand comparisons. All students are able to talk about their home town and to compare it with other towns in England	Geography: comparing towns in England to towns in Germany.	Reading & Responding. Use clues in texts and knowledge of grammar to work out the meaning of language not known. Independently read and understand texts, including authentic materials

ING 1	comparatives and superlatives. To use weil, obwohl and um...zu...	or abroad and give opinions about their town and reasons for their opinions.		from the country of the target language e.g. leaflets, newspapers, letters or databases. Writing. Use what is known about grammar to change phrases already known and make up new sentences to write about a new topic. Use a variety of connectives to link sentences and create paragraphs, structure ideas and adapt language to suit purposes. Speaking. Give and explain opinions and discuss facts, ideas and events.
SPRING 2	To describe your and other people's characteristics. To use "weil". To build longer more complex sentences, including opinions and reasons. To be able to give opinions of other people. To understand direct object pronouns.	All students can recognise vocabulary of characteristics and use it to describe themselves and others giving reasons why. All have taken part in conversations describing their characteristic and those of their family. All students understand direct object pronouns. All students will have produced a piece of writing on the content of this chapter.	PSHE: how to describe, in German, how they get on with different people.	
SUMMER 1	To practise buying snacks and ice creams. To practise interviews for the Rhineland. To revise talking about trips and holidays in preparation for their diary project.	All students have participated in dialogues asking for items in shops and their prices. All students will have completed a project in German about their visit to the Rhineland. Learning how to cope in situations in Germany.	Geography: Rhineland	Writing. Research details about the target language country and write/present it in a project. Listening & Responding. Understand words and phrases already learnt, even if they come up in a new topic, situations or contexts. Speaking. Transfer familiar words and phrases to talk about a new topic. Discuss things of personal interest. Usually pronounce things well. Use a range of vocabulary, structures and time references.
SUMMER 2	To be able to talk about pocket money. To understand indirect object pronouns. To be able to talk about part-time jobs and earning money. To be able to use "weil" and "um…zu".	All students understand indirect object pronouns. All students are able to talk about pocket money and part-time jobs. All students can use the structures with "weil" and "um…zu".	Maths/Economics: managing money and talking about money.	

Year 8 Latin Curriculum

	CONTENT *core subject knowledge to foster disciplinary understanding*	CONCEPTS *subject specific, as well as broad, open concepts to encourage deep thinking*	CONNECTIONS *cross-subject links to create interdisciplinary thinking*	COMPETENCIES *attributes and skills to develop versatile learners*
AUTUMN 1	Vocabulary learning of Chs 1-4. Nom. sing. & pl. and Acc. sing. – endings and usage. Clothing.	Understanding the inflected nature of the Latin language, through the mastery of verb conjugations and noun declensions. Discovering the connections between ancient and modern language through deductive processes. Discovering and employing effective strategies for memorising essential lexical items. Crafting eloquent and fluent prose translations. Develop strategies for successful collaboration with fellow students. Exploring the cultural importance of clothing, alongside its practical use.	MFL: learning techniques. English/MFL: vocabulary and grammatical terminology. Art: Roman clothing.	Group work. Independent work. Choices of response. Peer & self-assessment; plus how to give constructive feedback. Target setting and discussion with teacher. Developing good translations, in natural English. Organisation of time and materials. Creativity. Developing memory to aid retention of knowledge, e.g. via mnemonics, derivations etc. Working to deadlines. Manipulation of word endings & application of grammatical concepts.
AUTUMN 2	Vocabulary learning of Chs 5-8. Acc. pl.; infinitive; person of verb. Slavery.	Extracting key information from sources. Comparing and contrasting different fictional representations of slave experiences. Exploring the variation in attitudes towards slavery within the Ancient World and the effect this has upon their treatment.	History/RS/PSHE: slavery	Developing empathy.
SPR	Vocabulary learning of Chs 9-10. Ablative case plus prepositions, imperatives.	Developing an understanding of the ways in which Romans utilised the different rooms in their houses.	Art: mosaics. History: Roman Britain. MFL/History: effect of cultural integration on modern life.	Developing the confidence to exploit the knowledge of others; formulating sensible questions in an articulate manner. Developing creativity through the means of ancient artistic methods.

ING 1	Roman Housing. Life in Roman Britain; Roman Army; Mosaics.	Exploration of British attitudes to Roman occupation and the variation within societal hierarchy.	Computing: project work.	
SPRING 2	Vocabulary learning of Chs 11-12. Genitive case; further uses of ablative. Transport.	Identify the similarities between ancient and modern modes of transport and their appropriation for different purposes.	History: broader discussion of treatment of slaves, including source work.	Discussion. Analysis.
SUMMER 1	Vocabulary learning of Chs 13-16. Imperfect and perfect tenses; neuter nouns. Travel; numbers.		Maths: numbers/numeracy.	Analysis.
SUMMER 2	Vocabulary learning of booklet for Y8 exam. Reinforcement of grammar. Mythology.	Understanding aetiological significance of mythology within ancient culture and its possible transference to other cultures. Exploring theories of reception of ancient mythology in more modern cultures.	RS: mythology and perception of deities. Art/English/Music: creative responses to project work.	Developing creativity in responses.

Year 8 Geography Curriculum

	CONTENT *core subject knowledge to foster disciplinary understanding*	CONCEPTS *subject specific, as well as broad, open concepts to encourage deep thinking*	CONNECTIONS *cross-subject links to create interdisciplinary thinking*	COMPETENCIES *attributes and skills to develop versatile learners*
AUTUMN 1	Ecosystems and Tropical Rainforests. Adaptations, structure, use and management.	Comparison. Sustainability. Global conscience.	English: debating. Science: ecology. Art: nature in art.	Comparative writing. Justification.
AUTUMN 2	Exploring South America and Brazil. Countries of South America, physical and human characteristics of Brazil and economic change.	Development. Human processes.	Maths: population density. English: opinion writing. English: multicultural literature.	Justification. GIS + ICT. Numeracy.
SPRING	Rocks and Rivers. Geological variations and formation processes, changes along the river long profile, river processes (including flooding) and landforms.	Conflict. Process.	Maths: % change / averages. English: fracking debate. Chemistry: rock cycle. German: river Rhine.	Investigation. Public speaking. OS map skills. Justification.

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SPRING 2	Coasts. Processes and issues (conflicts at the coast and sea level rise / climate change).	Conflict. Process. Management.	Maths: graph production. Chemistry: climate change.	Numeracy. GIS.
SUMMER 1	Exploring Africa. Journey through Africa, challenging perceptions, tourism, climatic variations.	Scale and space. Perceptions of place. Comparison.	English: travel writing. MFL: cultural awareness.	Public speaking. Extended writing. GIS + ICT.
SUMMER 2	Exploring Africa / Development Issues. Famine situations, aid and development, the long lasting impacts of civil war (Sudan).	Process. Inequality. Global conscience.	Art: African art.	Comparative writing. Independent research.

Year 8 History Curriculum

	CONTENT *core subject knowledge to foster disciplinary understanding*	CONCEPTS *subject specific, as well as broad, open concepts to encourage deep thinking*	CONNECTIONS *cross-subject links to create interdisciplinary thinking*	COMPETENCIES *attributes and skills to develop versatile learners*
AUTUMN TERM	Overview and recap of Year 7 work. The Renaissance. The European Reformation. The Reformation in England. Guy Fawkes. The Causes of the English Civil War. The Civil War. Witches – a local study. Restoration and the Glorious Revolution.	Throughout emphasis on chronology. Change – comparing 1060s, the 1400s and 1900s. Which period saw the most change? Importance of ideas – Renaissance, Catholicism, Lutheranism, Calvinism. Change – role of Henry VIII in English Reformation. Evaluation – how responsible was Guy Fawkes. Causation – Civil War.	RS: Reformations. Maths: number ordering. English: Shakespeare. Art: Tudor paintings and Renaissance. Geography: spread of Renaissance and Reformation in Europe. English: extended writing on KS3 assignment on causes of Civil War.	Consolidating knowledge and understanding re: chronology. Developing vocabulary through word of the day. Evaluation of source material and presentation of cases for and against Guy Fawkes' guilt. Construction of a focused, well-supported argument re: causes of Civil War. Class presentations on impact of Civil War. Independent research – witches.
SPRING TERM	17th Century Ireland. Act of Union 1707. Scotland and the Jacobite Rebellion of 1745. The Agricultural Revolution. The Industrial Revolution – population, coal mines, satanic mills. The Transport Revolution.	Significance of individuals – Cromwell in Ireland. The development of the UK and its democratic institutions. Difference, the importance of agriculture, change and significance re: the agricultural revolution. Revolution – what is it, how revolutionary were the agricultural, industrial and transport revolutions. Workers' rights Evaluation of historical evidence and interpretations.	Biology: selective breeding, genetics and evolution. French: links with Jacobite Rebellion and French speaking countries. Geography: location of French speaking and Catholic countries; importance of natural resources in industrial revolution and development of transport networks. English: extended writing for KS3 assignment on satanic mills.	Village role-play on the agricultural revolution. Evaluation of historical source material and historians' interpretations on whether the mills were satanic.

SUMMER TERM	Urbanisation and Public Health. The British Empire – overview, slavery, India. Migration. Britain 1890-1914 – a Golden Age?	Causation – why the population of Britain has grown and its significance. Causation – why the British Empire. Slavery – causation, justifications, impact. Evaluation – what is a Golden Age?	Biology: for urban health and population growth. Religious Studies: slavery. Maths: evaluating data. English: multicultural fiction; extended writing for KS3 assignment on the Golden Age. Geography: spread of the British Empire and its impact.	All students will give a speech for or against the abolition of slavery. Evaluation of historical sources and historians' interpretations on the British Empire. Extended essay writing on whether Britain had a Golden Age.

Year 8 Religious Studies Curriculum

	CONTENT *core subject knowledge to foster disciplinary understanding*	CONCEPTS *subject specific, as well as broad, open concepts to encourage deep thinking*	CONNECTIONS *cross-subject links to create interdisciplinary thinking*	COMPETENCIES *attributes and skills to develop versatile learners*
AUTUMN TERM	Topic 1: Who am I? What does it mean to be a human being? (focus on scientific definition, or is it something more?) Spirituality. Consciousness (is it scientifically verifiable?) The self (different religious and philosophical understandings). Topic 2: Responsibility. What does it mean to be responsible? Rights and Responsibilities (The Universal Declaration of Human Rights). Case studies: responsibility in Judaism (Bar Mitzvah) and Christianity (Adult baptism).	Defining the 'self' (a contentious term). What is the soul? What does it mean to be a human being?	Biology: biological definition of a human being. Art: focus on Edvard Much's painting. Sciences: consciousness. History: the United Nations.	Good use of literacy. Specialist vocabulary. Independent learning. Peer teaching. Planning and writing an essay. Critical thinking skills. Debate and discussion.
SPRING TERM	Topic 3: Islam. The history of Islam and Muhammad. The Five Pillars of Islam. Prayer in Islam. Pilgrimage (Hajj). Islam in the news. (Extra lesson – Islamic art).	What is prayer? Can Islam be criticised? The importance of sincerity, submission and obedience in Islam.	History: study the spread of Islam and the impact of Arab culture, Y7. English: use of newspaper articles and clips. Art: Islamic art (calligraphy and mosaic).	Team/paired/group work. Comparative skills. Secondary research skills. Peer led teaching. Articulate speech. Use of reasoned argument. Analysis and evaluation.

SUMMER TERM	Topic 4: Hinduism. The four pathways/yogas. Who is Brahman? The Hindu Trimurti Hindu gods/goddesses research. Topic 5: Religion as a peacemaker. Martin Luther King. Gandhi.	What does it mean to be Hindu? Diversity in Hinduism.	History: work on India.	Independent research. Presentation and public speaking. Critical judgement. Analysis.

Year 8 Art Curriculum

	CONTENT *core subject knowledge to foster disciplinary understanding*	CONCEPTS *subject specific, as well as broad, open concepts to encourage deep thinking*	CONNECTIONS *cross-subject links to create interdisciplinary thinking*	COMPETENCIES *attributes and skills to develop versatile learners*
AUTUMN 1	Nature and design – drawing patterns and nature. (Rotational design and photography). Drawing and painting from observation, rotational design and sensory walks based on natural forms. Brief look into Land Art.	How does nature influence art? How can we be inspired by the world around us? Does art have to be realistic or can it be abstract?	Maths: rotations. History: artists. Science: plant growth. Computing: copy and paste.	Enquiring, creative, knowledgeable, reflective, principled, articulate and resilient. New skills: spatial awareness and environmental awareness.
AUTUMN 2	Nature and design – printing. Relief printing mono and press print design work Ice formation snowflakes for Christmas decorations. Rotational design. Artists inspired by nature and natural forms. Land art - Andy Goldsworthy and Richard Long. William Morris Arts & Craft Movement, Owen Jones and August Pugin. Applied Arts. PowerPoint on artists inspired by nature, including land artists like Richard Long and Andy Goldsworthy. Artist research and transcription. Drawing of natural forms. Colour pencil and blending.	How can nature be used in the design world? Is quality important?	English: poetry Computing: research	Enquiring, creative, reflective, principled, articulate and resilient. New skills: spatial awareness and environmental awareness.
SP	Figure work and proportion. Figure measuring and accurate proportion rules. Carving and casting - Henry Moore. Moore -	How do artists accurately draw the human figure? Why is it important to draw the figure accurate? Do different people and cultures	Science: anatomy, skeleton and evolution. Maths: geometry.	Enquiring, creative, reflective, principled, articulate and resilient.

RING 1	underground studies. Da Vinci, Durer and Beardsley.	have different body proportions? How have our bodies evolved?	Latin: words for parts of the body. PSHE: body image.	New skills: extending cultural knowledge.
SPRING 2	Distorted proportion. Modigliani and Giacometti. 3D Sculpture. Wax resist and photoshop. These studies could be developed into plaster and/or soap sculptures.	How are distortions made? What objects reflect a distortion? How do you sculpt using clay?	RS: cultures. Physics: forces.	Reflective, principled, articulate and resilient. New skills: extending cultural knowledge.
SUMMER 1	The built environment/manmade structures. Perspective. Observational drawing of boxes, cubes, etc. The built environment - technical drawing. Cityscapes. Mathematical perspective. The Fibonacci series. Golden section. Artist – Dan Graham. Photographs, looking at simple geometric shapes in/outside buildings. Looking for light creating form and describing perspective.	How does the world around us impact on the way we live? Is graffiti art or vandalism? How do we see things from different perspectives?	Maths: measurements – Fibonacci. History: buildings and industry. RS: cultural buildings. Computing: photoshop. Science: tricks of the eye.	Enquiring, creative, knowledgeable, reflective, principled, articulate and resilient. New skills: spatial awareness.
SUMMER 2	The built environment - realism to abstraction. Tessellation. Realism to abstraction. Observational drawing. Understanding perspective. Proportion. Contrasting colour, light & shade and chiaroscuro. Appreciation of the art of others. Photography and cropping. Printing. Scaling. Copying. Use of colour. Art Nouveau. Gaudi. Art Deco. Bauhaus – Walter Gropius, La Courbusier, Fosters and Rogers. Dan Graham. Hundertwasser. Rizz. Leger. Leny. Realism to abstraction.	What is abstraction? Is abstract art seen as good or bad? What makes something abstract?	History: local town. Maths: lines. RS: ethics. Science: the science behind distortions.	Creative thinking.

Year 8 Computing Curriculum

	CONTENT *core subject knowledge to foster disciplinary understanding*	CONCEPTS *subject specific, as well as broad, open concepts to encourage deep thinking*	CONNECTIONS *cross-subject links to create interdisciplinary thinking*	COMPETENCIES *attributes and skills to develop versatile learners*
AUTUMN 1	Spreadsheets – Harriet Plotter.	This is the first spreadsheet unit. It covers entering data, formatting cells, using formulae, inserting images, inserting graphs, using functions (average, etc.) and formatting for print.	Maths/Science: similar skills.	Knowledgeable, reflective, principled, articulate and resilient. New skills: spreadsheet skills, data analysis and presentation.
AUTUMN 2	Network topologies.	Look at the three network topologies, star (and extended star), bus and ring. Look at PAN, LAN, WAN and the Internet. Research and desktop publishing.	Geography: WAN and Internet.	Enquiring, creative, knowledgeable, reflective, principled, articulate and resilient. New skills: the unit builds on the desktop publishing from Y7 with greater emphasis on online research techniques and selecting/synthesising relevant information.
SPRING	Prezi presentation of Von Newmann. Architecture and the Fetch Execute Cycle.	The unit is based around the main processor architecture and how processors actually work (Fetch Execute Cycle). The final outcome will be paired Prezi presentations (online presentation software). Afterwards students will conduct a debate based	History/English: presentation and public speaking.	Enquiring, creative, knowledgeable, reflective, principled, articulate and resilient. New skills: building on debating; first presentation delivery in computing.

1		on a current GCSE Computing question.		
SPRING 2	Binary sound and images.	The unit introduces binary numbers and how they can be used via agreed protocols to store images and sound. This is supported through a range of activities including spreadsheets and written work.	Art: images used. Music: sound, in particular discussions of quality. Physics: laws govern some of the aspects of image and sound sampling. Maths: core use of Binary.	Enquiring, creative, knowledgeable, articulate and resilient. New skills: binary counting and graph skills.
SUMMER 1	Introduction to Python programming via codecademy.org,	This is the second codecademy unit we use allowing students to independently work through an introduction to a higher level programming language (Python). This is the main language used for the delivery of the GCSE.	General computing skills development.	Enquiring, knowledgeable, reflective and resilient. New skills: programming concepts, including for, while, do while loops, case statement, in-built functions, inputs and outputs, data types and arrays.
SUMMER 2	Raspberry pi's.	The unit introduces students to the raspberry pi as an example of a different operating system to MS windows. Look at installing software and some programming on the device. At the end of the unit we have a debate about programming languages being languages.	Latin: comparing structures with Python syntax.	Enquiring, creative, knowledgeable, reflective, principled, articulate and resilient. New skills: using alternate operating systems and install software.

Year 8 Drama Curriculum

	CONTENT *core subject knowledge to foster disciplinary understanding*	CONCEPTS *subject specific, as well as broad, open concepts to encourage deep thinking*	CONNECTIONS *cross-subject links to create interdisciplinary thinking*	COMPETENCIES *attributes and skills to develop versatile learners*
AUTUMN 1	Status. Teamwork. Revision of basic skills. Posture and expression to convey meaning. Duologues.	The concept of status. Status relationships. Animalistic characters.	Drama/Geography: status work and rainforests and Africa – is our life better? Languages: use of vous/tu formal speech.	Skills. Spelling. Punctuation. Grammar.
AUTUMN 2	Coach journey. Whole class spontaneous improvisation. Creating roles. Monologue.	Contrasting atmosphere for effect. Remaining in role throughout.	Music: Planets – Mars, perform/listen/compose, Link to Holst (Thaxted).	Recognising style. Drama 'At the Post Office'. Replicating style. Drama own script using animals.
SPRING	Mask.	Effect of mask on stage. Following the rules to face front and not speak in full mask	Art: representations.	Creativity. Design.

1				
SPRING 2	T.I.E. Introduction to Theatre in education. Re-cap of effective techniques.	Understanding target audience. Ensuring a balance between entertainment and facts.	Biology: body systems. PSHE: produce leaflet with target audience in mind, healthy eating/smoking/ T.I.E topics.	Persuasive wring/meaning.
SUMMER 1	Macbeth. Development of Shakespearian work	Classical work and appreciation. Canon.	English: work on Macbeth same term (some classes do Twelfth Night).	Literary analysis.
SUMMER 2	News programme. Use of voice. Presentation skills. Communication.	Public speaking skills. Confidence. Stance. Volume. Pace. Tone. Research and preparation.	English: public speaking.	Articulate. Confidence.

Year 8 Music Curriculum

	CONTENT *core subject knowledge to foster disciplinary understanding*	CONCEPTS *subject specific, as well as broad, open concepts to encourage deep thinking*	CONNECTIONS *cross-subject links to create interdisciplinary thinking*	COMPETENCIES *attributes and skills to develop versatile learners*
AUTUMN 1	The Planets.	Multi-movements. Western classical works. Extended performance skills. Composition. Aural skill development.	Geography/History: links to the UK, specifically Essex. Maths: ratio. Science: astronomy.	Confidence in performance Leadership of groups. Independent thinker and worker. Cooperative team player. Creative solutions to compositional problems. Resilience through persistence. Co-construction through learner choice.
AUTUMN 2	Adaptation of melody – Appalachian Spring.	Performance skills, including solo and ensemble performance. Extended aural skills.	Geography: the USA. Religious Studies: shaker melodies and customs.	Confidence in performance Leadership of groups. Independent thinker and worker. Cooperative team player. Creative solutions to compositional problems. Resilience through persistence. Co-construction through learner choice.
SPRIN	Film music.	Aural development. Performance skills and historical context. Compositional technique.	Art: storyboards.	Confidence in performance Leadership of groups. Independent thinker and worker. Cooperative team player. Creative solutions to compositional problems. Resilience through persistence.

G 1				Co-construction through learner choice.
S P R I N G 2	Music of Africa.	Gospel performance. Rhythmic composition. Swahili vocal performance. Aural skills.	Geography: cultural and linguistic links to the African continent.	Confidence in performance Leadership of groups. Independent thinker and worker. Cooperative team player. Creative solutions to compositional problems. Resilience through persistence. Co construction through learner choice.
S U M M E R 1	Music for dance.	Performance, aural and compositional elements all included. Solo and ensemble performances.	Geography/MFL: South America and Eastern Europe. PE: dance customs and physical routines.	Confidence in performance Leadership of groups. Independent thinker and worker. Cooperative team player. Creative solutions to compositional problems. Resilience through persistence. Co construction through learner choice.
S U M M E R 2	Gamelan.	Further development of understanding of non-Western harmonic convention and structure.	Geography/Internationalism: Indonesia.	Confidence in performance Leadership of groups. Independent thinker and worker. Cooperative team player. Creative solutions to compositional problems. Resilience through persistence. Co construction through learner choice.

Year 8 Physical Education Curriculum

	CONTENT *core subject knowledge to foster disciplinary understanding*	CONCEPTS *subject specific, as well as broad, open concepts to encourage deep thinking*	CONNECTIONS *cross-subject links to create interdisciplinary thinking*	COMPETENCIES *attributes and skills to develop versatile learners*
AUTUMN & SPRING TERMS	Dance. Dance styles. Body management. 1. Levels – contemporary crockett's theme. Motif & theme. Dynamics. Pair work 2. Cats – group work. Musical theatre. History of musical theatre. Musical work. Group formations. 3. Performance skills. As per Year 7, plus remembering routines. Differences in culture dances. Gymnastics. 1. Partner balances. Partner work with full apparatus. Fluency of movement. Hockey & Netball performance skills – as per dance. 1. Invasion games. Introduction of more advanced skills and game play. Warm ups – three phases muscle names. Lead own warm-ups. Knowledge of different game tactics & plays. Swimming. 1. Front-crawl & turns. 2. Butterfly. 3. Gala/Race rules. Personal survival skills – straddle & surface dives. Health & Safety.	1. Differences behind dance styles. Body control. Creativity. Evaluation & analysis. 2. Reflection as individual & group. 3. Group choreography & formation/contrasts. Assessment – self, peer & group. Evaluation. Body management. Physical literacy eg co-ordination. Health & Safety of moving equipment. Organisation skills. Leadership. Resilience in learning new skills. Knowledge of rules and tactics. Communication skills. Organisation. Pursuit of excellence. Analysis of own and others' techniques. Team work & co-operation. Personal responsibility. Understanding of importance of swimming. Life skill – staying safe around all type of water. Fitness. Peer assessment/coaching.	Music: timing to music. Musicality. Rhythm. Drama: Portraying different emotions and characters. Changes in dynamics & costume. Confidence in performance. Performance to an audience. English: literacy – new dance specific words. Drama: changes in dynamics & costume. Performance to an audience. English: literacy – new gymnastic specific words. English: literacy – new sport specific words. History: past national & international competitions. Maths: timing. Stroke counts. Geography: water safety – pools/lakes/sea.	Interpretation of music and themes. Creativity. Physical literacy. Resilience – understanding the need for hard work and practise. Knowledgeable – improved understanding of choreography. Creating unique balances to enhance performance. Learning & remembering routines. Use knowledge to analyse own and peers techniques and skills. Communication skills when working with others. Principled – fair play, following rules. Use knowledge of the game to officiate small sided games. Improved communication skills allowing students to able to officiate and coach peers.

SUMMER TERM	Athletics. Basic techniques for throws, jumps & track events. Simple officiating rules. History of techniques & how changes have developed through sport science. Rounders. Batting & Fielding game. Basic skills – batting; fielding; throwing & catching skills. Team work & tactics. Comparison to other fielding games etc.	Health Related Fitness. Health & Safety. How to officiate events and lead. How their body moves and improves fitness. Peer analysis. Team cohesion. Physical literacy. Organisation skills. Leadership skills. Knowledge of different countries and which F&B games they play.	Physics: Centripetal force. Aerodynamics. Newton's Laws of Motion. How science can help development of techniques, etc. English: literacy – new sport specific words. Maths: use of measuring and timing equipment. History: background to fielding and batting games. English: literacy – new sport specific words.	Improved communication skills allowing students to able to officiate and coach peers. Principled – fair play, following rules, etc. .Resilience through learning and practising. Resilience through learning and practising. Team work and communication to win games.

Year 9 English Curriculum

	CONTENT *core subject knowledge to foster disciplinary understanding*	CONCEPTS *subject specific, as well as broad, open concepts to encourage deep thinking*	CONNECTIONS *cross-subject links to create interdisciplinary thinking*	COMPETENCIES *attributes and skills to develop versatile learners*
AUTUMN 1	Writing from paintings. Narrative writing – recap of conventions of narrative. Characterisation. Extended description. Atmosphere. Appreciation of different artistic works as stimulus for writing.	Narrative conventions. Planning an extended narrative. Timed writing. Interpretation.	MFL: Impressionism in French. Latin: developing vocabulary.	Ability to empathise with different individuals' perspectives across time, culture and context. Constructing a narrative voice and learning to write in a clear and fluent style. Developing skills of producing high-quality work in timed conditions. Enhanced understanding of different artistic movements and styles as part of broadening cultural understanding.
AUTUMN 2	Talking Heads (inc. monologues). Monologue conventions. Analysis of characterisation and plot; inferential skills. Performance inspired by monologues. Creative writing.	Dramatic conventions (monologues). Character development. Peer-assessment and class assessment of performance. Non-verbal communication skills.	Chemistry: Role play in Chemistry.	Developing vocabulary through engagement with different authorial voice. Enhanced ability to understand and craft character and personality through empathy with other moving stories. Enhanced skills of presentation and delivery. Developing skills of communication in both verbal and non-verbal delivery of information and for a variety of different purposes and intentions – understanding audience.
SPRIN	Shakespeare: The Tempest. Appreciation and recap of Shakespearean language – text and performance. Directing and acting out Shakespeare – group and pair work. Critical writing – recapping and practising analytical skills. Creative writing based on Shakespeare's plot and characterisation.	Shakespeare – text and performance. Directing and developing non-verbal communication skills-teamwork. Critical analysis – analysis of dramatic text.	RS: analysis of poetry, text and images. Art: discussion of the theme of identity	Following from Y8, enhanced understanding of Shakespeare's context and his work as part of a developing understanding of our literary heritage. Enhanced skills of dramatic performance or delivery and articulacy of rehearsed speech.

G 1			through portrait analysis.	Close critical engagement with complex language. Acquisition of archaic vocabulary and refined critical vocabulary in analysing text. Principled learning – discussion of moral choices and the perceived 'morality' in Shakespeare's plays. Ability to make connections to the past as a modern reader/audience and empathise with human situations.
S P R I N G 2	Shakespeare: The Tempest contd. /Newsday enrichment activity. Recap journalism skills – understanding of persuasive writing and the language of newspapers. Writing to a deadline Teamwork and collaboration. Leadership – delegating roles within a whole class activity.	Newspaper language. Creativity. Teamwork/collaboration Audience/purpose.	Latin: Pliny and Vesuvius: reliability of sources and comparative value of archaeological evidence versus literary sources. Study of historiography through epistolography.	Skills developed in reading newspapers in a discerning way. Skills of inference, deduction and selection of relevant information. Wider understanding of the political spectrum and political allegiances of newspapers as well as current affairs. Developed skills of opinion writing and critique of each other's work. Teamwork – ability to manage and delegate roles of responsibility within a 'newsroom' scenario. Collaboration, research and decision making.
S U M M E R 1	Lord of the Flies. Narrative conventions, recap plot, characterisation, atmosphere. Conventions of genre of dystopian fiction. Critical and creative response to text. Dramatisation based on novel's themes and ideas.	Dystopian literature. Creative writing. Narrative conventions. Analytical writing. Performance – interpretation of text.	MFL: write creatively in a variety of styles/registers – poetry, newspapers, articles.	Engagement with different perspectives and scenarios. Enhanced ability to infer and deduce meaning from texts. Wider understanding of different genres and their place within the literary tradition. Acquisition of critical vocabulary and development of individual vocabulary. Skills of public speaking and teamwork. Attributes of fairness and equality – considering democratic and undemocratic societies and making moral choices.
S U M M E R 2	Lord of the Flies/Public speaking/debating skills. Recap skills of debate and rhetoric. Performance of group debates. Research into controversial/current topics.	Rhetoric. Performance of prepared brief. Improvisation. Teamwork.	MFL: teamwork – Butterfly campaign	Development of rhetorical skills. Enhanced communication skills. Engagement with current affairs and discussion of these in a classroom context. Increased social, political and psychological knowledge and tolerance.

Year 9 Mathematics Curriculum

	CONTENT *core subject knowledge to foster disciplinary understanding*	CONCEPTS *subject specific, as well as broad, open concepts to encourage deep thinking*	CONNECTIONS *cross-subject links to create interdisciplinary thinking*	COMPETENCIES *attributes and skills to develop versatile learners*
AUTUMN 1	Laws of Indices. Algebraic formulae. Rearranging formulae. Cumulative frequency tables and diagrams. Box plots for grouped data. Comparing distributions.	Evaluate different forms, including indices, substituting fractions, decimals and negative numbers. Application to real life scenarios and using the diagrams to find solutions.	Biology. Physics. Science. Geography.	Use the laws of indices with positive integer powers for numerical and algebraic expressions. Change the subject of a formula, including simple cases where the subject appears twice. Draw and interpret cumulative frequency tables and diagrams. Find the median, quartiles and interquartile range. Constructing accurately. Compare distributions and make inferences, using the shapes of the distributions and measures of average and spread, including median and quartiles.
AUTUMN 2	Sequences. Prisms, including cylinders. Metric units. Factorising quadratics. Difference of two squares. Quadratic expressions. Trigonometry in right-angled triangles.	Emphasis that this is an identity. Recognise/know the difference of two squares, including $x^2 - 3$. Solve quadratic expressions of the form x^2 +/- … by factorisation, including the difference of two squares. Use trigonometrical relationships in right-angled triangles and use these to solve problems.	Science. PE.	Term to term rules for sequences (recurrence relations), including subscript notation. Solve problems involving the surface area and volume of prisms, including cylinders. Convert between metric units (including square & cubic centimeters). Factorising and understanding how this is the 'reverse' of expanding. Formulate quadratic equations from a situation, solve and interpret the result. Application of Pythagoras.

SPRING 1	Straight line equations. Sketching quadratics. Sketching other graphs. Probability. Number types. Simultaneous equations.	Understand y=mx+c, gradient and y intercept, parallel grads, also ax+by=c. Interpret equations as lines and common solution as point of intersection. Recognise the characteristic shapes of linear, quadratic, cubic and reciprocal function graphs. Use of tree diagrams in finding solutions. Know triangle numbers, cubes, Fibonacci and geometric sequences, e.g. √2, 2 2√2, 4…Interpret the equations as lines and their common solution as the point of intersection.	Science.	Find the equation of a line through a point with a given gradient or through 2 points. Gradients of perpendicular lines. Sketching quadratics and solving quadratics equations by graph. Sketch linear and quadratic graphs, identifying significant coordinates. Solve problems involving the addition of two probabilities. Use tree diagrams for non-equally likely outcomes. Solve problems involving the multiplication of two probabilities. Use tree diagrams and independence. Find the exact solution of two simultaneous equations in two unknowns by eliminating a variable. Translate a situation into simultaneous equations, solve and interpret the solution.
SPRING 2	Circle theorems. Percentages. Linear inequalities. Transformations.	Understand and prove simple circle theorems. Solve problems involving repeated proportional or percentage changes, including compound interest. Transform shapes by combinations of transformations. Distinguish properties that are preserved under particular transformations.	Geography. Science.	Use simple circle theorems. Calculate the original amount when given the transformed amount after a percentage change. Represent repeated proportional change using a multiplier raised to a power. Solve linear inequalities in two variables by sketching graphs including use of the solid/dotted line convention. Rotation and translations. Only these reflection lines will be examined are x = k, y = k, y = x, y = -x. Construct enlargements using negative scale factors & identify scale factors.
SUMMER TERM	Functions. Indices. Scale factors. Moving averages.	Recognise the change in notation. Understand and use the effect of enlargement on length, area and volume of shapes and solids, including the use of negative scale factors. k, k^2, k^3. Identify seasonality and trends in time series, from tables or diagrams; interpret graphs modelling real situations.	Physics.	Find functions, including inverse and composite. Use fractional, negative and zero powers in simplifying numerical and algebraic expressions. Calculate an appropriate moving average.

Year 9 Biology Curriculum

	CONTENT *core subject knowledge to foster disciplinary understanding*	CONCEPTS *subject specific, as well as broad, open concepts to encourage deep thinking*	CONNECTIONS *cross-subject links to create interdisciplinary thinking*	COMPETENCIES *attributes and skills to develop versatile learners*
AUTUMN TERM	Describe the content of a healthy human diet and explain why each is needed. Calculate the energy requirements in a healthy daily diet. A person losses mass when the energy content of the food taken in is less than the amount of energy expended by the body. Exercise increases the amount of energy expended by the body. Describe the consequences of imbalances in the diet, including obesity, starvation and deficiency diseases. Describe the tissues and organs of the human digestive system including adaptations to function. Explain how the digestive system digests food using enzymes as simple biological catalysts. The rate at which all the chemical reactions in the cells of the body are carried out (the metabolic rate) varies with the amount of activity you do and the proportion of muscle to fat in your body. Metabolic rate may be affected by inherited factors. Inherited factors also affect our health; for example cholesterol level.	Food and diet. Balance of food groups Health issues.	English: communication skills. PSHE: health issues. Maths: calculations, equations and rearrange formula. Geography: graphing. History: links to global aspects of biology, e.g. scientists.	Explain that a healthy diet contains the right balance of the different foods you need and the right amount of energy. Describe that carbohydrates, fats and proteins are used by the body to release energy and to build cells. Mineral ions and vitamins are needed in small amounts for healthy functioning of the body. A person is malnourished if their diet is not balanced. This may lead to a person being overweight or underweight. An unbalanced diet may also lead to deficiency diseases or conditions such as Type 2 diabetes. Evaluate information about the effect of food on health analyse and evaluate claims made by slimming programmes, and slimming products.
NB: Students begin to work on material linked to their forthcoming GCSE studies during the Spring and Summer Terms.				

Year 9 Chemistry Curriculum

	CONTENT *core subject knowledge to foster disciplinary understanding*	CONCEPTS *subject specific, as well as broad, open concepts to encourage deep thinking*	CONNECTIONS *cross-subject links to create interdisciplinary thinking*	COMPETENCIES *attributes and skills to develop versatile learners*
AUTUMN 1	All substances are made of atoms. Atoms are made up of subatomic particles. Know the specific relative masses and charges of sub atomic particles. The definition of an isotope. Definition of an element Atomic mass and atomic number. Weighted average masses. To balance symbol and word equations. To use valencies to work out formulae. Atoms form compounds with chemical bonds.	Atoms are not indivisible and consist of smaller particles. Relative mass and relative charge. To know what an element is in terms of sub-atomic particles. To know what an isotope is. To explain how the periodic table is arranged in terms of electronic configuration. Valencies relate to the number of bonds an element forms. Stoichiometry.	Maths: atoms/mass, relative mass and standard form.	Calculating numbers of protons, electrons, neutrons for weighted averages. General maths skills. General English skills.
AUTUMN 2	To know the formulae limestone, quicklime, slaked lime and limewater. Uses of limestone. Test for carbon dioxide. Reactions of metal carbonates with acid. To list advantages/disadvantages of quarrying.	Limestone cycle. Understanding a thermal decomposition reaction. Relating stability of metal carbonates to reactivity series.	Geography: plate tectonics/volcanism.	Observations. Diagrammatic representation. Writing word and formulae equations. Practical skills. Independent research. Constructing, presenting and debating an argument. Articulation and resilience. To evaluate environmental, social and economic factors. General maths skills. Public speaking (end of Year 9 – English).
SPRIN	To know the gases in air. Fractional distillation can be used to separate gases. Uses of elements in the air. Acidic, basic oxides and amphoterism. Causes of rusting. Implications of rusting.	The concept of air being a mixture of gases with different boiling points. Redox reactions in terms of oxygen.	Maths: converting metric units and percentages.	Writing equations. Practical skills. Interpreting experimental data and drawing conclusions. Following a complex method. General maths skills. General English skills.

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SPRING 2	Learn the reactivity series. Definition of an ore. To know raw materials, products and equations for the blast furnace. State definition of alloys. Alternative methods of extracting methods.	Understand and apply the reactivity series. Redox reactions. How properties of alloys link to the composition. Linking reactivity series to method of extraction. To relate properties of metals to their uses.	Maths: general maths skills.	Writing equations. Diagrammatic representations. To evaluate environmental, social and economic factors. General maths skills. General English skills.
SUMMER TERM	The definition of a hydrocarbon. Crude oil is a mixture of a wide range of hydrocarbons. Alkanes as a homologous series. Naming conventions. Knowledge of cracking, explain why it is used. Alkenes as a homologous series. Combustion reactions. Alternative fuels. Causes of pollution.	Mixtures. Explain how hydrocarbons are separated using fractional distillation. Relate properties of alkanes to chain length. Thermal decomposition. Fossil fuels. Complete and incomplete combustion. To explain environmental issues relating to use of hydrocarbon fuels. The greenhouse effect. Concept of renewability. Concept of humanity's impact on the atmosphere. Biofuels.	Geography/Religious Studies: global conscience - chemicals in fashion industry. Geography: climate change, global warming and the Bhopal Disasters.	Displayed formulae as a graphical representation of hydrocarbons. Applying naming conventions. To evaluate environmental, social and economic factors. To write equations. General maths skills. General English skills.

Year 9 Physics Curriculum

	CONTENT *core subject knowledge to foster disciplinary understanding*	CONCEPTS *subject specific, as well as broad, open concepts to encourage deep thinking*	CONNECTIONS *cross-subject links to create interdisciplinary thinking*	COMPETENCIES *attributes and skills to develop versatile learners*
AUTUMN TERM	Understanding energy. Energy changes and transfers with heating and thermal equilibrium. That temperature difference between two objects leading to energy transfer from the hotter to the cooler one, through contact (conduction) or radiation; such transfers tending to reduce the temperature difference. The use of insulators. Energy changes in deformations of materials. Energy changes in a system involving heating, doing work using forces, or doing work using an electric current. Work done as a fundamental method for understanding energy. Concept that simple machines give bigger force but at the expense of smaller movement (and vice versa), and that the product of force and displacement unchanged. Changes in systems energy as a quantity that can be quantified and calculated; the total energy has the same value before and after a change. The comparison of the starting with the final conditions of a system and describing increases and decreases in the amounts of	Is able to explain the process by which conduction convection and radiation can all transfer heat energy. Knows that the transfer of energy is always from areas of more concentrated to less. That temperature transfers reach equilibrium, they do not pass it on like momentum and that the difference between the extremes becomes less. The advantages of this as a means for heating up a room. How thermal insulators work and examples of these in a house/clothing. What Specific Heat Capacity is and how to calculate it. How electrical and mechanical energy can be used to heat up a fluid. The fundamental equation for energy is work = force x Can qualitatively link word done to electrical/mechanical displacement /kinetic/ heating/chemical changes of materials. That deformation of materials requires work. Basic understanding of bond breaking. That in some simple machines, bigger force is given at the expense of smaller movement (and vice versa) product of force and displacement unchanged. That energy cannot be simply	PE: energy changes that occur in a ball/piece of equipment as its position is manipulated within a game. Chemistry: the formation and removal of bonding atoms as a means of relating mechanical and chemical work.	Can model transfer of heat diagrammatically and demonstrate it using kinetic theory. Can design and carry out an experiment to measure the specific heat capacity of a material. Can design and carry out an experiment to work out the effectiveness of an insulator. Can use algebra to calculate values in an experiment. Can choose an appropriate method to present experimental data. Can demonstrate an energy change in an experiment and make conclusions about the findings and sources of error. Can work safely when using hot materials and when using electricity with liquids. Is able to form a hypothesis over a prediction.

	energy associated with movements, temperatures, changes in positions in a field, in elastic distortions and in chemical compositions.	created/destroyed. Accountancy for any apparent losses and gains in energy, including any friction, momentum transfers.		
SPRING 1	Communications. Wave motion, amplitude, wavelength, frequency, relating velocity. Transverse and longitudinal waves. Electromagnetic waves, velocity in vacuum. Waves as a means of transferring energy. Wavelengths and frequencies from radio to gamma-rays. Velocities differing between media absorption, reflection and refraction effects. Production and detection, by electrical circuits, or by changes in atoms and nuclei. Uses of radio, microwave, infrared, visible, ultra-violet, X-ray and gamma ray regions. Hazardous effects on bodily tissues.	Can describe the different characteristics of waves and apply them to a sample wave. Use SI units where appropriate. Similarities and differences between a transverse and longitudinal wave, and examples of each type of wave. How a wave transfers energy. The discrete varieties of EM waves. Radio→Gamma and uses for each of the EM wave types and the nature of ionising/non-ionising radiation. Advantages/disadvantages of different types of waves for different purposes.	Maths: the competent handling of standard form and being able to change the powers of 10 and use of SI units and prefixes. Computing: the use of different methods for connecting computers via satellite/fibre optic/phone lines.	Can measure a wave precisely from a scale diagram and use this data in a calculation. Can identify sources of error in physical measurement. Can use a data table to select appropriate information to make an informed decision. Can use mnemonics to help remember lengthy recall information.
SPRING 2	Star physics. The main features of the solar system and its bodies. The Lifecycles of stars, birth, development and death. The Black body as an absorber and radiator, with examples. Doppler and Red Shift and their evidence that supports a scientific acceptance of the big bang.	Recall the objects that occur in our solar system and categorise the type of object as either star, planet, asteroid or moon. Be able to describe the lifecycle of a star of a similar size to our Sun, and of those much bigger than our Sun. Recall the definition of a black body emitter / absorber and give examples of each. Give examples of the distribution of emitted frequencies are, depending on temperature. Temperature of a body is the balance of both incoming and outgoing radiation, and give examples of each (e.g. black tarmac at day/night). Use information on albedo to explain the stability of earth's temperature. Know what the Doppler effect is and apply Doppler effect to account for Red Shift of light. Link evidence to explain proof of the Big Bang.	RS: the philosophical beginnings of the universe and how different cultures (including scientific) have their own beliefs. Art: colour and colour-temperature.	Use descriptive language to describe process in a complicated sequence of nuclear reactions. Develop mnemonics to remember complicated sequences of nuclear reactions. Use information on a graph to qualitatively determine a mean value. Link evidence from various sources to develop scientific predictions/conclusions.

SUMMER TERM	Electricity at home. Calculate the power of an electrical device based on its voltage/current characteristics and link this to its consumption of energy. kWh as a unit of energy and calculating the cost of energy when presented with data. Different SI prefixes (e.g. kJ MJ, mJ, kW, mW). Efficiency. Energy (work done) is the product of force x distance. The mains electrical supply polarity and the associated pins/colours. Safety features of a common mains electrical supply including shock prevention and overload protection. Basic structure (path) of electricity delivery from power-line to socket, including transformers and distribution/fuse board (qualitatively).	Energy calculation of fuel uses and costs in the domestic context comparing power ratings of appliances in watts (W, kW). Comparing amounts of energy transferred (J, kJ, kW hour). Domestic fuel bills, fuel use and costs. Work done as an application of electricity. Calculating energy efficiency for any energy transfers. Power as the rate of transfer of energy. The domestic AC supply, live neutral earth and mains. Safety with the mains. The wiring of a house with respect to safety features. The potential need for a multiphase circuit.	Chemistry: concept of electrons as particles that have mechanical interactions with matter. Maths: the competent handling of standard form and being able to change the powers of 10.	Scientific calculator for large/small number calculations. Can use algebra to work out a mathematical multi-stage problem. Can dynamically change the powers of 10 of a number to fit an SI prefix of multiples-of-3. Can identify key variables needed in a multistage problem. Can wire a UK 3 pin plug.

Year 9 French Curriculum

	CONTENT *core subject knowledge to foster disciplinary understanding*	CONCEPTS *subject specific, as well as broad, open concepts to encourage deep thinking*	CONNECTIONS *cross-subject links to create interdisciplinary thinking*	COMPETENCIES *attributes and skills to develop versatile learners*
AUTUMN TERM	Understand and discuss personal details. Describe friends. Discuss family relationships. Discuss what they used to do when they were younger. Research a historical era and present to class. Understand and discuss leisure activities and give opinions. Recognise and use expressions of frequency with the present tense. Understand and use comparative and superlative to compare leisure activities. Discuss TV programmes, books, films.	Verbs. Revise and practise present tense of regular verbs, including those with irregular stem changes. Revise and practise reflexive verbs. Revise and practise future time frames. Revise and practise perfect tense. Understand formation of imperfect tense and its use to describe habitual actions in the past. Adjectives. Revise and practise use of adjectives and agreement, including irregular adjectives. Comparative and superlative.	History: research skills. English: presentation skills. RS/PSHE: Cafe des Réves film.	Reading and Responding. Read for personal interest and information consulting a range of reference sources as appropriate. Cope readily with unfamiliar topics including more complex language. Writing. Use new vocabulary and structures they have read to develop and enhance spoken and written work. Write pieces of varying length on real and imaginary subjects using appropriate style and language. Use a variety of tenses, including the imperfect tense. Use a wider range of more sophisticated connectives. Listening and Responding. Understand a variety of passages containing more complicated sentences and unfamiliar language. Work out and infer meaning of passages even when language is fairly unfamiliar. Recognise attitudes and emotions. Speaking. Give short individual presentation about childhood habits. Take part in a group presentation about a period of history. Adapt language to deal with unprepared or unexpected situations.
SPRI	Revise and extend discussion of school: routine, subjects, description of buildings, uniform, French school system. Incorporate expressions of future to discuss option choices. Discuss possible career	Verbs. Revision and use of modal verbs, Devoir Vouloir and Pouvoir. Formation and use of the future tense. Expression of obligation and future intent il faut je dois je voudrais je peux j'espère je vais j'ai l'intention de.	PSHE: career choices.	Reading and Responding. Understand a range of materials, imaginative and factual, which include some complex sentences and unfamiliar language. Understand a wide variety of types of written materials. Identify and infer attitudes and emotions

NG TERM	choices and parents' careers. Learn about Futuroscope through extended reading comprehension tasks, deducing meaning. Use the Future tense to describe holiday plans and activities. Book in at a hotel and explain simple problems.	Negatives Ne …plus, ne….. rien…. ne….. jamais, ne…… personne. Pronoun 'y' and 'en'.		when reading. Writing. Express and explain ideas, opinions and personal points of view and ask views of others. Use reference materials to extend range of language and improve accuracy. Use generally accurate spelling and grammar and style appropriate to the content. Speaking. Speak confidently.
SUMMER TERM	Describe weather in future, present, imperfect and perfect tenses. Discuss past, future and favourite holidays. Discuss healthy living and healthy eating. Name parts of the body, saying what is wrong, going to the chemist/doctor. Learn about the French healthcare system. Describe an accident. Read and write poetry. Read a French novel 'Le Petit Prince'. Discuss environmental issues and protection of endangered species. Have greater awareness of the existence and location of other. French speaking countries. Use all language learnt in Y7-8 to produce a presentation on French speaking countries.	Verbs. Select and use 4 tenses as appropriate. Using the imperfect to set the scene and the perfect to say what happened. Imperative idiomatic expressions with avoir. Imperatives Adverbs. Relative pronouns Qui and Que. Direct and indirect object pronouns.	Geography: location of French speaking countries. Biology/Geography: environment.	Reading and Responding. Scan written material for stories or articles of interest and choose books or texts to read independently. Guess words and identify meaning from cognates. Writing. Enjoy creative use of language in a variety of styles/registers, e.g. poetry, newspaper articles. Show imaginative use of language. Use a 'journalistic' tone. Speaking. Take the lead in and develop conversations in a small team produce and deliver a presentation on a French speaking countries.

Year 9 German Curriculum

	CONTENT *core subject knowledge to foster disciplinary understanding*	CONCEPTS *subject specific, as well as broad, open concepts to encourage deep thinking*	CONNECTIONS *cross-subject links to create interdisciplinary thinking*	COMPETENCIES *attributes and skills to develop versatile learners*
AUTUMN TERM	Jobs and Future Plans. To be able to talk about future career plans. To express uncertainty about future plans. To talk about jobs and reasons for being interested in them. To talk about hopes and ambitions. To be confident with the future tense. To start using the conditional. Revision of wollen. Health and Fitness. To name parts of the body and describe illnesses. To get and give medical advice. To discuss attitudes to health and fitness. To talk about injuries and how they occurred. Prepositions and the dative. Reflexive verbs with the direct object. Introduction of wenn.	All students are able to talk about future plans giving reasons for their future career choices. All students are gaining confidence with the use of the conditional tense and are confident with the use of the future tense and wollen. Students are able to identify parts of the body and take part in role plays to give details of illnesses, injuries and remedies. Students can talk about ways to stay fit and healthy.	PSHE: future career and healthy lifestyles.	Reading & Responding. Use new vocabulary and structures already read in spoken and written work. Use reference materials when these are helpful. When reading for personal interest and for information, consult a range of reference sources where appropriate. Cope readily with unfamiliar topics including more complex language. Writing. Use what already read, heard or seen to develop writing. Write pieces of varying length on real and imaginary subjects using appropriate style and language. Use a variety of tenses, including the imperfect tense. Use a wider range and more sophisticated connectives. Listening & Responding. Understand a variety of passages containing some longer more complicated sentences and language not met before. Work out and infer the meaning of passages even when the language is fairly unfamiliar. Recognise attitudes and emotions. Speaking. Adapt language to deal with unprepared or unexpected situations.
SPR	Christmas. Read a letter about Christmas and then write a reply. This covers vocabulary relating to public holidays. Clothes. To name and describe clothes. Learn the basics of	All students write a letter about Christmas and compare with Germany. All students know items of clothing and adjectives relating to clothes. All students are able to	Internationalism: cultural awareness. PSHE: safe use of German website.	Reading & Responding. Understand a range of materials, imaginative and factual, which includes some complex sentences and language not met before. Understand a wide variety of types of

INGTERM	adjective endings and cases relating to describing clothes, including teaching the adjective endings tables. Party. To discuss party planning tasks. To describe a disastrous past party and a future party. To revise food. To talk about household chores before and after a party. To learn to use dass correctly. To revise the perfect tense. Introduction of nachdem and the pluperfect tense. Clothes (areas not covered earlier in term) and Lost Property To report lost property. To describe lost property. To discuss and buy clothes. To revisit adjective ending in more detail. Prepositions with the dative and the accusative.	use adjective endings accurately to describe clothes. All students are able to describe the preparations for a party and the events of a disastrous party. All students are confident with vocabulary from this topic. All students can communicate accurately using different tenses. Students are able to describe a future party. Students can report lost property. Students can describe lost property. Students discuss and buy clothes. Students revisit adjective ending in more detail. Students are confident with prepositions with the dative and the accusative.	English/Drama/His: role plays, exam oral practice.	written materials. Identify and infer attitudes and emotions in reading. Scan written material for stories or articles of interest and choose books or texts to read on own at own level. Writing. Express and explain ideas, opinions and personal points of view and ask the views of others. Use reference materials to extend the range of language and improve accuracy. Spelling and grammar are generally accurate and the style is appropriate to the content. Speaking. Speak confidently.
SUMMERTERM	Fairy Tale Topic and introduction to the imperfect. To be aware of the cultural significance of The Brothers Grimm. To see and work out the pattern of the imperfect. To develop the skills to be able to write creatively. Newspaper articles and the use of the imperfect tense. To improve confidence and accuracy with the imperfect tense. German History 1945-1989. To learn about the events in German history leading up to the fall of the Berlin Wall in 1989. To understand formal events in the past. To learn the vocabulary needed to understand and describe events in German. The passive. Life as a foreigner in German. To talk about life in a foreign country and being a foreigner. To talk about stereotypes and visiting Germany. The imperfect tense. Literature Leah Nein, danke To read a short story aimed at teenagers and to be able to discuss the issues related to the book.	All students are able to write a fairy tale in German. All students start using the imperfect tense. All students gain increased cultural awareness. All students start to use the imperfect tense with increased accuracy and understand its formation. All students understand the events in German history from 1945-1989, including the reasons for the creation of two German states and their differences. All students are confident with the language for describing these events in German. To write a newspaper article in German reporting the events leading up to the fall of the Berlin Wall from the perspective of a GDR citizen. To use the imperfect tense for formal settings. Students can understand a longer piece of writing and can talk about the issues related to the book. Students can start to read for gist.	Internationalism: cultural awareness. English: story writing and using imagination and awareness of different written registers. History: knowledge of German history 1945-1989.	Reading and Responding. Can scan written material for stories or articles of interest and choose books or texts to read on own at own level. Writing. Write creatively in a variety of styles/registers, e.g. poetry, newspaper articles. Speaking. Take the lead in and develop conversations.

Year 9 Latin Curriculum

	CONTENT *core subject knowledge to foster disciplinary understanding*	CONCEPTS *subject specific, as well as broad, open concepts to encourage deep thinking*	CONNECTIONS *cross-subject links to create interdisciplinary thinking*	COMPETENCIES *attributes and skills to develop versatile learners*
AUTUMN 1	Derivations. Principal parts. Review of all tenses. Vocabulary learning. Aqueducts.	Understanding the inflected nature of the Latin language, through the mastery of verb conjugations and noun declensions. Discovering the connections between ancient and modern language through deductive processes. Discovering and employing effective strategies for memorising essential lexical items. Crafting eloquent and fluent prose translations. Develop strategies for successful collaboration with fellow students. Identifying and summarising essential facts about the importance of water and its transportation in the Ancient World.	MFL: learning techniques. English/MFL: vocabulary and grammatical terminology.	Group work. Independent work. Choices of response. Peer & self-assessment; plus how to give constructive feedback. Target setting and discussion with teacher. Developing good translations, in natural English. Organisation of time and materials. Creativity. Developing memory to aid retention of knowledge, e.g. via mnemonics, derivations etc. Summary & presentation of information.
AUTUMN 2	Dative Case. Future tense. Vocab learning (including derivations). Ancient travel. Ancient Rome.	Developing an appreciation of the challenges facing the ancient traveller, and its impact on diverse areas of life including religion, trade, slavery etc. provoking students to make deep thought and inferences. Analysing the manner in which the sites of a city are representative of its inhabitants.	History: research on Ancient Rome and source analysis. Computing: project work.	Developing presentation skills in Rome project. Source analysis skills. Developing & articulately delivering own responses.
S	Ancient Rome continued. Pluperfect tense.	Analysing the manner in which the sites of a city are representative of its inhabitants.	History: research on Ancient Rome. Computing: project work.	Developing presentation skills in Rome project.

PRING 1	Vocab learning (including derivations).			
SPRING 2	Group 4 & 5 nouns Pliny & Vesuvius.	Implications of major natural disaster on a whole community. Analysis of the nature of the volcanic eruption and its resultant impacts. Reliability of sources and comparative value of archaeological evidence versus literary sources. Study of historiography through epistolography.	Geography: volcanology. Creative subjects: responses are often creative. English: literary analysis of Pliny's text. History: engagement with primary sources, e.g. Pliny's letters & Pompeian casts.	Group work, including leadership skills. Presentation skills. Developing empathy.
SUMMER TERM	*hic & ille* Supported self-study project, including reinforcement of grammar covered and development of grammar & vocab. Games. Roman Baths. Roman Love poetry. Roman woman. Beauty, hair & make-up.	Usage & inflection of demonstrative pronouns. Social interaction among Ancient Romans in a variety of contexts and situations. Expression and appreciation of beauty & love in Ancient Rome. Conceptions of love and beauty in Ancient Rome.	English: analysis of Love Poetry. Art: creative presentation of research. Internationalism: cultural awareness. History: source analysis. Chemistry: Roman make-up.	Independent study skills. Time management & organisation. Sensible selection of presentation techniques. Appropriate research skills.

Year 9 Geography Curriculum

	CONTENT *core subject knowledge to foster disciplinary understanding*	**CONCEPTS** *subject specific, as well as broad, open concepts to encourage deep thinking*	**CONNECTIONS** *cross-subject links to create interdisciplinary thinking*	**COMPETENCIES** *attributes and skills to develop versatile learners*
AUTUMN 1	Plate Tectonics Theory and Earthquakes. Earth's structure, plate tectonics theory, plate boundaries, causes and impacts of earthquakes.	Cause and effect. Process.	Chemistry: limestone cycle. English/History: essay writing.	Comparative writing. Numeracy.
AUTUMN 2	Volcanoes and Super volcanoes. Types of volcano (determined by lava characteristics), potential impacts of a super eruption at Yellowstone.	Process. Management. Future.	Chemistry: atomic structure, links to viscosity. Latin: Pompeii and Vesuvius.	Extended writing. Independent research.
SPRING	Exploring Asia, China and The Middle East. Variations across the continent, perceptions and issues in the Middle East, China's global role and influence.	Perceptions of place. Conflict.	Art: cultural identity. History: MUN. History: Terrorism in the Middle East.	Numeracy. Map skills. Comparative writing.

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SPRING 2	Exploring Modern India. Physical and human characteristics, India's economic development. Critical analysis of 'Slumdog Millionaire'.	Perceptions of place. Development issues. Inequality.	Art: cultural identity. Maths: identifying trends. History: Indian Independence.	Independent research. GIS + ICT. Justification.
SUMMER 1	Ethics and the Global Economy. Global fashion industry, fair trade and ethical practices	Global conscience. Globalisation. Development.	Art: creative professions.	Justification. Independent research.
SUMMER 2	Environmental Challenges. Group research and presentations on Chernobyl, Bhopal, Deepwater Horizon, climate change, water wars and overfishing.	Sustainability. Management. Global conscience.	Chemistry: climate change, fossil fuels & biofuels and future technologies for sustainability.	Independent research. Public speaking.

Year 9 History Curriculum

	CONTENT *core subject knowledge to foster disciplinary understanding*	CONCEPTS *subject specific, as well as broad, open concepts to encourage deep thinking*	CONNECTIONS *cross-subject links to create interdisciplinary thinking*	COMPETENCIES *attributes and skills to develop versatile learners*
AUTUMN TERM	Causes of World War I. Nature of World War I on the Western front. Why World War I was a world war – i.e. other fronts. Trip to Ypres. How did the War end? Impact of World war I on Britain. Impact of World War I on the USA. Britain and the USA in the 1920s – how did Britain and the USA change in the post-war era?	Throughout emphasis on chronology. Causation – why did World war I break out? Empathy – the practical difficulties facing the Generals in fighting the war re: strategies. Significance and the importance of Remembrance. Interpretations – were British soldiers Lions led by Donkeys? Significance – importance of World War I.	Maths: number ordering. Art: War artists. Geography: redrawing of countries' borders after WWI; landscape influencing war strategy and events. English: extended writing on KS3 assignment on WWI. Biology: impact of war on medical advances, and injuries. Economics: 1920s and Wall Street Crash	Consolidating knowledge and understanding re: chronology. Developing vocabulary through word of the day. Evaluation of source material and presentation of cases for and against 'Lions being led by Donkeys' assignment. Construction of a focused, well-supported argument re: KS3 assignment. Class presentations on character profiles in 1920s USA.
SPRING TERM	India 1900 – 1947: the fight for independence and the significance of Gandhi. Causes of World War II. Overview of key events in World War II. Why did the Allies win World War II in Europe? The War in the East. Was the dropping of the Atomic Bomb justified? Overview of the History of anti-Semitism; the Holocaust.	Significance of individuals – Gandhi versus Nehru versus Mountbatten. Evaluation of historical evidence and interpretations– Gandhi, dropping atomic bomb. Causation – why Independence for India; why World War I. Difference– history of Anti-Semitism.	English: extended writing for KS3 assignment on role of Gandhi in gaining Indian Independence. RS: ethics of dropping the atomic bomb; history of anti-Semitism and discrimination.	Evaluation of historical source material and historians' interpretations on whether Gandhi was the most important person in bringing about Indian independence. Class debate on Gandhi v Nehru Class debate on whether the dropping of the Atomic Bomb was justified. Understanding discrimination.

SUMMER TERM	Africa in the twentieth century: recap and colonisation; decolonisation and independence. History of Terrorism. History of British involvement in Afghanistan. Osama Bin Laden; Sep. 11th MUN.	Causation – why independence and why colonisation. Significance – impact of colonisation. Understanding conflict and concept of Terrorism. Insight into conflict resolution.	RS: slavery. Geography: importance of raw materials in colonisation. French: colonisation of African countries. Maths: evaluating data. English: public speaking RS: conflict resolution.	All students will give a presentation on one African country's experience of the twentieth century. Each student will research their allotted country for the MUN and will act as delegate in a scenario.

Year 9 Religious Studies Curriculum

	CONTENT *core subject knowledge to foster disciplinary understanding*	CONCEPTS *subject specific, as well as broad, open concepts to encourage deep thinking*	CONNECTIONS *cross-subject links to create interdisciplinary thinking*	COMPETENCIES *attributes and skills to develop versatile learners*
AUTUMN TERM	Topic 1: Religion in modern society. The role of religion in modern society. Humanism. Technology and belief in God. The Amish. Topic 2: New Religious Movements. Definition of a New Religious Movement, a cult and a sect. The People's Temple. Scientology.	Is religion obsolete? What does religion offer the world? Can religion help if society started again? Can religion survive and ignore change? Defining a NRM. Cultural change.	History: links with civil rights and 1960's America.	Independent research (Humanism leaflet task). Critical judgement. Cultural, social and historical awareness. Analysis. Awareness of cultural, social and historical context. Critical thinking. Analysis and evaluation.
SPRING TER	Topic 3: Buddhism. The history of Buddhism. The Buddha and his early life. The three marks of existence. The four noble truths. The eightfold path. The wheel of life. The Five Precepts and Buddhist morality. Symbolism in Buddhism. Is Buddhism compassionate or fatalistic?	Difference between historical accuracy and religious importance. Buddhism as a way of life or as a religion? Can anyone be a Buddhist? Buddhism in the world: focus on Sri Lanka.	Art: design of own wheel of life, study of statues and drawings of the Buddha. History/Geography: case study of the Sinhalese Buddhists in Sri Lankan civil war.	Artistic interpretation. Creativity. Independent learning. Critical thinking. Awareness of history.

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S U M M E R T E R M	Topic 4: Spirited arts project.		Art: students have to design and create a piece of artwork that is related to one of ten religious/philosophical themes for a national competition.	Creativity. Independent thinking and research.

Year 9 Art Curriculum

	CONTENT *core subject knowledge to foster disciplinary understanding*	CONCEPTS *subject specific, as well as broad, open concepts to encourage deep thinking*	CONNECTIONS *cross-subject links to create interdisciplinary thinking*	COMPETENCIES *attributes and skills to develop versatile learners*
AUTUMN TERM	Seed Pod. 3D form and texture - imaginative study. A mixed media 3D piece incorporating the design process and material testing. Paper rmache. Plastic trapping. Felting Stitch and textiles. Looking at the Photographers or Rob Kesseler & Wolfgang Stuppy.	What is a seed? What does a seed need to grow? Question life and death.	Science: plant growth and photosynthesis. Geography: continents. RS: ethics. English: creative writing.	Enquiring, creative, knowledgeable, reflective and resilient. New skills: research skills
SPRING 1	Careers in Art. In-depth research on a chosen career in art to encourage students to gain knowledge of careers in the creative industries. Main focus is to produce a visual mood board to talk about in an interview.	What job do I want to do? What is the salary? Is the job global? What GCSE, A/AS levels, degree do I need? What is the description for the job?	Computing: research. PSHE: career pathways. English: study on chosen career. Maths: finance.	Enquiring, creative, knowledgeable, reflective, principled, articulate and resilient. New skills: knowledge of current events and careers and research skills.
SPR	Portraits. Accurate and detailed studies of the face - main focus on proportions, accuracy, shade, tone and mark making. Artist – Lucian Freud.	What are proportions important? Are we all the same or are the proportions different in different cultures/countries?	Science: Leonardo Da Vinci. Maths: grids. History: British culture and family trees.	Enquiring, creative, knowledgeable, reflective, principled, articulate and resilient.

ING 2			English: descriptions.	New skills: discovery of your own identity, spatial awareness, identity and cultural differences.
SUMMER TERM	Illustration. I, me and mine/senses illustration. Creative topic using mixed media. Looking at artists Mark Hearld and Lauren Childs.	What makes me, me? What is my purpose?	RS: life English: creative writing. Biology: how people are made.	Enquiring, creative, knowledgeable, reflective, principled, articulate and resilient. New skills: initiative and mindfulness.

Year 9 Computing Curriculum

	CONTENT *core subject knowledge to foster disciplinary understanding*	CONCEPTS *subject specific, as well as broad, open concepts to encourage deep thinking*	CONNECTIONS *cross-subject links to create interdisciplinary thinking*	COMPETENCIES *attributes and skills to develop versatile learners*
AUTUMN 1	More hardware.	A more in-depth look at the workings of some specific hardware, such as printers along with how performance is affected. Storage capacities from Bit to Terabyte are covered.	Science: SI metric system (kilo, mega, gig, terra, etc.)	Enquiring, creative, knowledgeable and articulate. New skills: terminology for storage, along with hardware performance.
AUTUMN 2	Scratch on a raspberry pi.	Further to earlier units on scratch programming and using a raspberry pi, these skills are combined along with exploring using direct user inputs and outputs to control real world events.		Enquiring, creative, knowledgeable, reflective, principled, articulate and resilient. New skills: real-world interfacing with computers as control devices.
SPRING	Python quiz-making.	Extending the use of python to include using a GUI (tkinter). By using buttons and message labels, students produce a quiz in tkinter.	The topic of the quiz is open to be used by students for any subject they wish.	Enquiring, creative, knowledgeable, reflective, principled, articulate and resilient. New skills: generating programs with user interfaces written in a high level language.

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SPRING 2	Boolean algebra.	Looking at the maths of computing, in particular Boolean algebra and logic. Students work on converting between bases 16, 10 and 2. Boolean addition and logic tables for the main gates AND, OR, NOT, NANND, NOR, XAND and XOR.	Maths: base 10 (normal denary number systems) and binary are explored.	Enquiring, knowledgeable, reflective, principled, articulate and resilient. New skills: gates, logic tables, boolean algebra and binary addition.
SUMMER TERM	Debate based on past paper question, followed by a past a453 task using JavaScript and HTML.	We start to really look at some example GCSE material, including past paper questions and a mock controlled assessment task. The task chosen calls on prior knowledge of HTML and coding experience in Python, but will require this to be applied to a new language JavaScript.	English/History: debating skills.	Enquiring, creative, knowledgeable, reflective, principled, articulate and resilient. New skills: applying general programming concepts to a new unfamiliar language.

Year 9 Drama Curriculum

	CONTENT *core subject knowledge to foster disciplinary understanding*	CONCEPTS *subject specific, as well as broad, open concepts to encourage deep thinking*	CONNECTIONS *cross-subject links to create interdisciplinary thinking*	COMPETENCIES *attributes and skills to develop versatile learners*
AUTUMN 1	Joyride. Direction. Large group script. Blocking/staging successfully.	Consideration of effective staging.	Geography: tourism. Geography/Drama: link to 'Coach Journey' unit Y8.	Essay writing.
AUTUMN 2	Physical theatre and hard to swallow. Physical Theatre skill. Body props. Use of economic language effectively and non-verbal communication.	Inventive script writing and stage directions. How to use language effectively.	Biology: food/diet, obesity and malnutrition.	Presentation skills. Persuasive language. Ethics/morals. Evaluation.
SPRIN	Teachers. Multi-role. Creating character.	Script interpretation.	English: scrip work.	Analysis. Evaluation.

G 1				
S P R I N G 2	Abstract and props. Inventive use of props. Choreographed movement.	Symbolism. Abstract style.	Art: representations.	Creativity. Design.
S U M M E R 1	The Tree (script). Inventive script work – demonstrating all skills learned. Some use of technical lighting and sound.	Environmental issues. Script interpretation.	Chemistry: quarrying. Geography: fracking and global warming.	Environmental awareness. Ethical judgement.
S U M M E R 2	Devising section A (GCSE link). Demonstration of devising skills. Learned/techniques applied to a piece of original theatre. Potential final project work.	Independent original planning. Pre-GCSE section A/evaluation written preparation.	Script about progress versus nature and the environment.	KS3 certificate work.

Year 9 Music Curriculum

	CONTENT *core subject knowledge to foster disciplinary understanding*	CONCEPTS *subject specific, as well as broad, open concepts to encourage deep thinking*	CONNECTIONS *cross-subject links to create interdisciplinary thinking*	COMPETENCIES *attributes and skills to develop versatile learners*
AUTUMN 1	Minimalism.	Introduction to the avant-garde genres. Performance skills using non-traditional and traditional instruments. Composition and aural development.	Geography/History: the USA. Maths: ratio, phase shift and repetition.	Confidence in performance. Leadership of groups. Independent thinker and worker. Cooperative team player. Creative solutions to compositional problems. Resilience through persistence. Co-construction through learner choice.
AUTUMN 2	Samba.	Performance skills, including solo and ensemble performances. Higher aural skills. Arrangements of an existing melody.	Geography/Internationalism: Brazil RS: Shrove Tuesday and customs around the world.	Confidence in performance. Leadership of groups. Independent thinker and worker. Cooperative team player. Creative solutions to compositional problems. Resilience through persistence. Co-construction through learner choice.

SPRING 1	Music for a special occasion.	Aural development. Performance skills and historical context. Compositional technique.	RS: ceremonies. History: study of the Last Post.	Confidence in performance. Leadership of groups. Independent thinker and worker. Cooperative team player. Creative solutions to compositional problems. Resilience through persistence. Co-construction through learner choice.
SPRING 2	Musical theatre.	Gospel performance focused unit – specifically larger ensemble work.	Internationalism: Africa and the USA.	Confidence in performance. Leadership of groups. Independent thinker and worker. Cooperative team player. Creative solutions to compositional problems. Resilience through persistence. Co-construction through learner choice.
SUMMER TERM	Popular song composition. Gamelan.	Performance, aural and compositional elements all included. Extended performances and studio recording. Further development of understanding of non-Western harmonic convention and structure.	Maths: ratio, phase shift and repetition.	Confidence in performance. Leadership of groups. Independent thinker and worker. Cooperative team player. Creative solutions to compositional problems. Resilience through persistence. Co-construction through learner choice.

Year 9 Physical Education Curriculum

	CONTENT *core subject knowledge to foster disciplinary understanding*	CONCEPTS *subject specific, as well as broad, open concepts to encourage deep thinking*	CONNECTIONS *cross-subject links to create interdisciplinary thinking*	COMPETENCIES *attributes and skills to develop versatile learners*
AUTUMN & SPRING TERMS	Dance. Dance styles. Body management. 1. Axel F – lyrical/modern. Motif & theme. Dynamics. Pair & group work. Use of action words. 2. Matrix – action & reaction. Contrast in dance styles. 3. Performance skills. Confidence of performing in front a group. Knowing where your audience is when choreographing dances. Expression. Learning & remembering routines. Gymnastics. 1. Flight – use of springboards, trampetes and ropes. Use of previous skills and knowledge. Body tension, strength, body control in air, dynamics. Contrasts & mirroring. Fluency of movement. Pair/group performance. Performance skills – as per dance. Hockey & Netball. 1. Invasion games. Introduction of advanced skills and game play. Warm ups – Lead groups using correct terminology. Advanced and whole team tactics.	Assessment – peer & teacher. Variety of stimulus to create dances. Adaption of movements. Body management. Physical literacy e.g. co-ordination, strength and body tension. Resilience in learning new skills. Body management. Reflection. Health & Safety for large apparatus. Communication. Leadership skills. Knowledge of rules and tactics. Communication skills. Organisation – self & teams. Pursuit of excellence. Analysis of own and others' techniques. Team work & co-operation. Use of team tactics within a game.	Music: timing to music. Musicality Drama: portraying different emotions and characters. Changes in dynamics & costume. Performance to an audience. Interpretation of scenes from film scenes. English: literacy – new dance specific words. English: literacy – new gymnastic specific words. Drama: changes in dynamics & costume. Performance to an audience. English: literacy – new sport specific words. Geography: comparisons of different invasion games played by different countries & why.	Interpretation skills. Creativity. Understanding of action and reaction. Physical literacy – learning how their bodies work and move. Enquiring. Resilience. Knowledgeable. Reflection. Physical literacy – learning how their bodies work and move. Use previous knowledge to create interesting routines and share ideas with partner. Use knowledge to analyse own and peers techniques and skills, as well as team performance. Principled – fair play, following rules. Resilience – practise/hard work, etc. .Use knowledge of the game to officiate small/full sided games. Increased confidence and knowledge to able to lead warm ups correctly.

SUMMER TERM	Athletics. Introduce more advanced techniques for throws, jumps & track events. Understand how to officiate. History of Paralympics. Tennis. Recap strokes – forehand, volley backhand & serve. History of Wimbledon & other Grand Slams. Double Tactics and game play. Rounders. Batting & fielding game. Basic skills – batting; fielding; throwing & catching skills. Team work & tactics.	Health related fitness. Health & Safety. How to officiate events and lead. How the body moves and improves fitness. Peer analysis. Paralympics – events & athletes knowledge. Resilience – learning new skills and techniques. Practise skills. Knowledge of past and present players & tournaments. Physical literacy. Team cohesion. Physical literacy. Team organisation skills. Leadership skills. Knowledge of different countries and which F&B games they play.	English: literacy – new sport specific words. History: Paralympics. Science: flight of javelin & discus. Drug testing. Mathematics: angles of release and take off. English: literacy – new sport specific words. History: Wimbledon & Grand slams & Champions. French: scoring system. Mathematics/Science: Newton's Laws. Angles of shots. English: literacy – new sport specific words. Mathematics: scoring system.	Good communication skills allowing students to able to officiate and coach peers. Understanding how science can help athletics to improve their performances. Improved communication skills allowing students to able to officiate and coach peers. Working in pairs. Officiating games. Principled – fair play, etc. Able to use communication skills to control game and team tactics. Able to give individual and team performance analysis.