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 clearly communicated through our School vision – Developing the leaders of tomorrow – and our curriculum aims:

- the pursuit of excellence
- fulfilling 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
- 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 by 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 the 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 leaner
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. 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.

Chelmsford County High School

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. Suspense and horror writing: Understanding of generic conventions and application of these in a scaffolded creative writing piece (a horror story). Introduction to canonical English gothic fiction: *Dracula*, *Frankenstein*, Edgar Allen Poe, Mervyn Peake. Analysis and evaluation of suspense writing. Creating characterisation and atmosphere. Analysing and filming horror scenes.	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. Film analysis.	History: considering historical, social and political contexts around the literature of fear, mystery and suspense from the 19th and 20th Century. Media analysis. Use of technology (mobile filming and editing software). Drama – scripting and performance.	Creative writing: engagement with characterisation, setting, narrative voice. Understanding genre. Appreciation of 19th Century prose fiction (a GCSE topic). Deduction and inference. Evaluation or justification of opinions based on the analysis of a writers' work. Use of the PQE paragraph format for literary analysis. Teamwork and allocation of responsibility within a group task. Research behind the topic and acquisition of subject-specific knowledge (about genre). Grammatical literacy.

AUTUMN 2	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 of analysis to produce a critical essay. Developing a critical vocabulary.	Journalism and the language of newspapers. Bias, opinion vs. fact. Essay writing. Emulation of style.	PSHE: current affairs, local and global citizenship, the role of the media and the importance of critical thinking Oracy: reading and articulating opinions in discussions including current affairs. Maths: analyse graphs and written interpretation of data. Geography: Around the world – comparisons and evaluative writing about different countries.	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.
SPRING 1	Poetry including The Lady of Shalott by Alfred, Lord Tennyson and a short poetry anthology. 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.	English literary heritage. Ballad poetry and poetic form. Poetic terminology.	History: contexts and cultures from the medieval and Victorian periods. PSHE: feminist theory, perspectives and approaches to patriarchally structured texts.	Developing use of PQE paragraph structure. Developing skills of literary analysis. Furthering knowledge of poetic techniques and devices.
SPRING 2	Shakespeare monologues: Understanding Shakespeare's language, verse form and play form. Performing Shakespeare monologues aloud. Shakespeare biographical contexts. An overview of several key Shakespeare texts.	How to read and understand Shakespeare's language, meter, characterisation and plot. How to perform Shakespeare aloud.	Drama: textual reading and performance. History: 16th and 17thC contexts. Oracy. PSHE: literary heritage.	Developing confidence reading, understanding, studying and performing these key texts.

SUMMER 1	Novel Study – *Animal Farm* OR *The Boy in the Striped Pyjamas* OR *Noughts and Crosses*. Contextual study/thematic study – racism/sacrifice/friendship/World War II. Racist/antisemitic attitudes. The role of literature as propaganda. The holocaust/Second World War/Russian Revolution. Development of analytical and comprehension skills. Creative writing response to the novel. Research into context. Evaluation of strengths and weaknesses of the novel studied.	Research into historical or social context. Narrative writing. Critical and comprehension writing. Creative reading. Creative writing.	History: WW2 and study of sources and literature related to the war. Study of the holocaust and other global historical genocide. The Russian Revolution. The role of propaganda. Geography: global awareness. PSHE: Global citizenship. The Black Lives Matter movement.	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 2	Novel study continued. Refining skills of analysis, evaluation and comprehension. Grammar practice. Refining written expression through timed and marked examples.	Written expression. Timed writing.	History: WW2 Study skills: revision – developing revision technique, practising past papers and writing in timed conditions.	Continuing to develop skills of analysis. Essay writing structure and style.

Chelmsford County High School

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*
SECTION 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/Economics: 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.
SECTION 2	2D and 3D shapes. Approximation. Decimals. Angle facts for shapes, polygons, angles on parallel lines. 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 above to also include quadrilaterals. Emphasis that both are identities.	Technology: engineering drawings. Physics/Geography/Tech: project design	Selecting appropriate grid/paper to represent shapes, e.g. isometric, dotted, squared. Round using decimal places and significant figures. Applying BIDMAS to manipulate decimal values. Applying correct angle fact details to solve problems. Develop vocabulary to communicate effectively. Apply rules/facts about angles in quadrilaterals. Algebraic manipulation.

SECTION 3	Linear equations. Trial and improvement. Calculator use. Use Cartesian co-ordinates to plot vertical, horizontal and other straight-lined graphs. Fractions. Perform short division to convert a simple fraction into a decimal. Ratio.	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 being able to use 4 quadrant grids for various aspects of maths appropriately Understand and use equivalences FDPR. Apply to ratio and proportion. Calculate using ratios and divide a quantity in a given ratio. Fractions of amounts and adding/subtracting.	Computing: Excel use. Science/Geography: graph plotting, equation of line of best fit. Art: scaling of picture parts to create a whole. Tech: scale drawings for design.	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. 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.

SECTION 4	Percentages. Averages. Scatter diagrams. Factor and multiple work. Index notation. Sequences. Unit conversions. Divisibility tests.	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. Understand and use quick divisibility tests.	Science/Tech/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.
SECTION 5	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.	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.

Chelmsford County High School

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 and organs.	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. Technology: enables us to extend our knowledge of living organisms. Maths: timekeeping, 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 TERM	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 and analyse relationships between number of offspring, reproduction rate and survival rates.	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 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.

Chelmsford County High School

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 well-rounded and progressive learners*
AUTUMN TERM	Particle Model. Changes of State. Gases – diffusion & pressure. Limitations of the Particle Model. Mixtures / Pure Substances. Solutions (Enquiry: Planning). Filtration (Enquiry: Practical). Evaporation (Enquiry: Practical). Distillation. Chromatography.	All matter is particulate. Concept of all substances being made of elements. Concept of particle diagrams Pure and impure substances from a chemical perspective. Elements, compounds and mixtures Separation of substances using different techniques Concept of a mixture & a compound. Applying particulate theory Relative scale of particle size in terms of separating techniques.	Number lines and concept of smaller as more negative. (maths) Particles used in biology and physics.	Practical skills in manipulating equipment Working safely under direction. Working collaboratively as part of a practical partnership. Applying knowledge to design, implement and evaluate experimental work on a qualitative level. Evaluating the potential risks and ensuring they are minimised. Using models to explain abstract concepts. Report writing. Evaluation. Drawing particle diagrams.
SPRING TERM	Properties of Metals / Non-Metals. Metal + Acid. Reactivity Series. Metal / Non-Metal Oxides. Displacement Reactions. pH Scale. Neutralisation. Acids + Metal Carbonates.	Concept of elements being either metals or non-metals. The idea of relative reactivity and the reactivity series. The different properties of metal oxides vs non-metal oxides. Idea of neutralisation of acids. Chemical reactions are a rearrangement of particles. Representing chemical reactions using word equations.	Maths/Chemistry – particles.	Practical skills in manipulating equipment. To be able to write word equations for reactions. To identify metals and non-metals using the periodic table.

SUMMER TERM	Structure of the Earth. Gases in the Atmosphere. Sedimentary rocks. Igneous rocks. Metamorphic rocks. Physical weathering. Chemical weathering. Rocks as raw materials. Human impacts (quarrying).	The concept of the Earth being made of elements/compounds/mixtures. The idea of different types of rocks and how they are formed. The concept of weathering. The idea of rocks being a source of raw materials.	Conservation of volume/mass. Pie charts and percentages. (maths/geography) Diagrammatic representations. (maths)	To describe the basic structure of the Earth. To explain how the different types of rocks are made and their different properties. To evaluate the pros and cons of quarrying.

Chelmsford County High School

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. Force of 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 TERM	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.

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.

Chelmsford County High School

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 + colours. Follow clear instructions for homework tasks. Have an awareness of the basic geography of France rivers, mountains and main towns. Describe where they live. use numbers 1-20. 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.	Nouns : gender (masculine/feminine) number (singular/plural) irregular plurals Verbs: Choice of tu/vous form of address 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.

	Learn about French traditions at Christmas.			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	Use French phrases to play games learn months and discuss important events of the French calendar. Give their birthday and ask others about theirs. Describe clothes and say what they wear. . 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.	Regular er verbs in full (aimer) Irregular verbs Avoir and Etre in full 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 etc 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.

	Discuss Mardi Gras and Easter traditions in France.			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. 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. 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. Body parts Dialogue at the doctors Basic health phrases	Verbs regular ir and re verbs revision of er verbs revision aller + inf use 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		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 as well as the present. Listening & Responding: Recognise if people are speaking about the future or in the present. Speaking: Speak about the future as well as the present. Take part in longer structured conversations. Take part in role play dialogues.

Chelmsford County High School

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	**1. <u>Personal information.</u>** 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. Numbers 0-100. To say how old, you are. To know days and months. To say when your birthday is. To know how to produce dates.	Know that German has extra letters and some common sound patterns: accurate pronunciation. Know German has capital letters for all nouns. Know how to ask questions.	Literacy. Geography. Maths.	Able to use some common sound patterns to help speak and read. Able to understand spoken and written words and short simple sentences. Able to read words/short texts. Starting to be able to write short sentences in German. Awareness of where German is spoken and its location within Europe and the wider world.
	2. <u>Family.</u> To introduce one's family. To describe oneself and one's family. To talk about pets and recognise pets in German.	Know vocabulary to talk about their family and pets and describe them using the correct genders, cases and verb endings. Grammar: articles. Grammar: nominative and accusative case. Grammar: verb endings in the present tense. Grammar: irregular verbs haben & sein.	PSHE: time management.	Starting to be able to use prior knowledge to help work out words. Use cognates and context to help guess words. Use a dictionary to find words in a foreign language. Able to understand spoken and written texts and starting to write longer sentences. Able to see patterns within language structure.

	Assessment 1 **Weihnachten:** To introduce students to a 'typical' German Christmas.	Know the common Christmas celebrations in Germany. Have worksheet pack to work through. Students are aware of the differences between Christmas in UK and Germany.	Internationalism: Cultural awareness RS.	Initial vocabulary acquisition revisited each year to embed knowledge thoroughly.
SPRING TERM	**3. School.** To describe one's timetable and school subjects. To give opinions about school, including using "weil' Recap of numbers 0-59 To tell the time using the 12 & 24 hour clock. To learn common classroom objects To describe one's daily routine. *Assessment 2* 4. **Free time**. To be able to describe free time activities using all present tense verb forms confidently. To be able to use the present tense with regular and irregular verbs. To be able to give opinions on free time activities using gern, nicht gern, lieber, am liebsten. **4b. Weather.** To be able to know the weather in German. To give a weather forecast orally or a picture presentation. Revisit what Germany looks like.	Know school topic vocabulary and able to talk about their timetables and school subjects offering opinions. Grammar: word order verb 2nd idea. Grammar: word order after weil… verb at end. Know how to tell the time in German. Increase understanding of verbs and revisit verb endings Know how to talk about daily routine varying word order to make work more interesting. All students can describe their free time activities and those of their family using regular and irregular present tense verbs. Opinions on free time activities using "gern, nicht gern, lieber, am liebsten". Grammar: consolidation of present tense verb endings and introduction of irregular verb stem changes. Weather vocabulary. Students can describe the weather and understand weather forecasts. Grammar: word order after wenn plus verb.	Literacy. Cultural Awareness – German schools. Maths. Geography: world weather.	Also starting to use a dictionary to work out genders of nouns. Awareness of sentence structure and increasing confidence with verb endings to transfer to other verbs. Word order rules in German for written work – starting to think about sentence structure when writing longer sentences. Beginning to link sentences to vary writing style. Able to understand longer pieces of information in both spoken and written and work. Uses vocabulary and sentence structure rules to translate into German and English. Confident with verb endings and awareness of stem changes in irregular verbs. Gaining a broader vocabulary base of verbs and nouns. Able to link ideas further by expressing opinions in more detail. Starting to write even longer pieces of text. Able to understand more complex texts in both spoken and written work. Awareness of some main towns in Germany. Consolidation of verb second idea. Increasing vocabulary base. Starting to be able to reuse material/structures from other topics in new situations.

		They can recycle the free time vocabulary to learn the grammar point wenn.		
	5. <u>My House.</u> To describe one's house type. To identify different rooms. To talk describe furniture in rooms and one's bedroom.	Students can describe their homes, including rooms and furniture. Grammar: dative case and consolidation of nominative & accusative case.	Technology: design house.	Reusing the patterns from family to work out articles for rooms and furniture. Able to write and speak about their house. Having an awareness of cases and their use in German.
S U M M E R T E R M	6. **<u>Past Tense</u>**. To write about what you did using the past perfect tense. *Assessment 3* 7. **<u>Town</u>**. 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.	Grammar: Perfect Tense All students can write about what they (and their family) have done in the last week using the past perfect tense correctly. Recycle the free time vocabulary and change the tense of the known verbs. 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.	Art: Design a town plan. Cultural Awareness – some famous monuments in Germany.	An awareness of the formation of the past tense in German and its uses, seeing if there are any patterns between present and perfect tense. Able to understand a wider range of both spoken and written text. Able to write in two tenses and also include opinions. Able to reapply the pattern of articles from Family and School and House to buildings in a town. Increasing awareness of sentence patterns in German with regard to verb positions in a sentence. Students are able to talk more confidently with good pronunciation. They have an awareness of a modal verb and are starting to be able to use it with some accuracy in both spoken and written work. They are able to understand and read longer texts made up of familiar and unfamiliar language.

Chelmsford County High School

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 Place in the World: Key concepts Map projections Atlas skills Global spatial awareness	 Place Space Scale Interdependence Sustainability Physical / Human Diversity	 Art: visual representations. History: maps over time.	 Place description. Atlas skills. Map analysis.
AUTUMN 2	Our Place in the World: Perceptions of place Understanding development Development theories Haiti case study	 Perceptions Development Colonialism	 History: Haiti colonial rule. Citizenship: empathy.	 Justification. Map analysis. Comparison. Numeracy.
SPRING 1	Our Place in the World: Sustainable Development Goals Global climate change Impacts of climate change Tackling climate change	 Sustainable development. Climate change. Carbon-zero. Mitigate and adapt.	 Citizenship: inequalities and change. Science: climate change causes.	 Direct comparisons. Graph analysis. Map analysis.

SPRING 2 & SUMMER 1	Getting to Know Our Continent: Introduction to Europe Europe's environments Exploring Russia and the Arctic	Ecosystems and biomes. Taiga. Variation and difference. Direct comparisons.	Science: biomes. History: Russia's place in Europe. Politics: resource competition.	Research and presentation skills.
SUMMER 2	The Geography of the UK: Physical landscape variation (mountain ranges and the coast) OS map skills Challenging Perceptions: Group research and written investigation	Perceptions. Geographical investigations.	Maths: numeracy and graphing skills. Science: investigative skills.	OS map skills. Research and presentation skills. Graphical skills. Numeracy. Extended written work.

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; whether 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.

Chelmsford County High School

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:** Religion and Belief Assessing what it means to have faith and belief. Exploring the differences between theist, atheist and agnostic belief systems. Exploring monotheist religion vs polytheistic religion.	Perspective. Objectivity. Universal or personal truth? Is truth knowledge/fact? What is it to believe? Why do people believe? Representing belief and identifying with belief. Respect. Tolerance.	Social, Moral, Cultural and Spiritual. Development: asking important questions History: Religion through time. Science: How scientific discoveries have challenged religious belief.	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 TERM	**Topic 2:** Holy Books The value of books in society. What can we learn from a book? What makes a book 'holy'? Can a book tell us how to live? An exploration of the Bible, the Qur'an and the Guru Granth Sahib.	Distinction between facts and values/data and meaning. What gives something meaning? What gives something authority? Representing belief and identifying with belief. Respect. Tolerance.	Social, Moral, Cultural and Spiritual. Development: asking important questions Science: How scientific discoveries have challenged religious claims in holy books. History: How historical events have affected interpretation of scripture.	Communication skills. Critical thinking. Analysis. Reflection. Sound judgement. Identifying relevance. Comparative skills. Interpretation. Independent research. Qualitative and quantitative analysis. Self-reflection. Evaluation. Formulating questions.

S U M M E R T E R M	**Topic 3:** Signs and Symbols The universal language of signs and symbols. The purpose and significance of signs and symbols. Symbolism in life events: birth, marriage and death.	Methods of international communication. Representing belief and identifying with belief. Interpretation and symbolic representation of belief. Respect. Tolerance.	Social, Moral, Cultural and Spiritual. Development: asking important questions Internationalism: exploring different cultural communications. Geography: How significant life events are celebrated in different parts of the world.	Communication skills. Critical thinking. Analysis. Reflection. Sound judgement. Identifying relevance. Comparative skills. Interpretation. Independent research. Qualitative and quantitative analysis. Self-reflection. Evaluation. Formulating questions.

Chelmsford County High School

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 Chimpsky 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 TERM	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.	Articulate. Knowledgeable. Enquiring. Resilient.
SUMMER TERM	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.

Chelmsford County High School

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. Technology: building materials. 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.

SPRINGTERM	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, Aztec, North American Indians. Mexican Day of the Dead African Art – dancing to the beat of the drum worksheet based on silhouette figures.	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? Is art just drawings and paintings or is it something bigger?	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.
SUMMER TERM	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. ICT: research into impressionism. Cross-curricular work with French and History. Local and global awareness.	LP- Enquiring, knowledgeable, reflective, and resilient. New skills -Appreciation and respect toward nature and the environment.

Year 7 Computer Science 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 CCHS Systems and Online safety. Bebras UK Competition.	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 and MS Teams. L1 – Welcome to the computing lab. L2 – Welcome to your workstation. L3 – Respectful online communication L4 – Who are you talking to Bebras UK – All Year 7 students are entered into an international competition during the Autumn Term.	PSHE: Online safety and communication IT skills development - Developing presentational skills, exploring new software platforms that can be used in other subjects.	New skills: email and online communication etiquette. Developing digital literacy skills in a chosen media. Students will learn: How to keep accounts secure by using a sensible password. How to keep our online data secure when playing games online. The consequences of writing inappropriate comments online. How to be respectful when communicating online. How to be safe online Digital footprint. How to obtain copyright free images to use in their own digital products. How to use presentation software
AUTUMN 2	Networks.	L1 – Computer networks and protocols. L2 – Networking hardware. L3 – Wired and wireless networks. L4 – The Internet. L5 – Internet services. L6 – The World Wide Web.	PSHE: social networks, working collaboratively.	Contemplate the number of internets connected devices on the planet. Define a computer network Protocols (rules of communication) How data is transmitted across the network. Identify key hardware components found in a network. Build network diagrams.

				Explore the different wireless technologies and how bandwidth differs between them. Discuss the mobile technologies 3G, 4G and 5G. Explore the internet and its uses. How messages can be successfully sent from one device to another across the planet in under a second using packets and IP addresses. Explore the internet and its services. The difference between the Internet and the WWW Explore the 'Internet of Things' and think about the advantages as well as disadvantages, focussing on privacy and security. Understand the difference between HTTP and HTTPS protocols.
S P R I N G 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. L1 - Introduction to HTML. L2 – Headings. L3 – Mini Project – HTML Web Page. L4 – Digital Footprint. L5 – Styling Text with CSS. L6 – Mini Project – Your Personal Style. L7 – Using Images. L8 – Styling elements with CSS. L9 – Personal Webpage. L10 – Project – Personal Web Page.	IT skill development. Provide constructive feedback. Future technologies website – Mini Project PSHE – being safe online and digital footprint Copyright.	Enquiring, knowledgeable, reflective, and resilient. New skills: strong focus on independent learning to develop HTML and CSS coding skills. How to communicate both the content and structure of a website to a computer. Focus on working together and debugging problems. Create section titles. Create a simple webpage on a topic of choice using all the skills learned. Explore the personal information that people choose to share digitally and with whom. Introduces CSS to style elements on the page. Learn the basic syntax for CSS rulesets and then explore properties that impact HTML text elements.

				Engaging in a formal feedback process. Consider the ethical implications of using images on websites, specifically in terms of intellectual property. Add images to their website and site them appropriately. Explore the different reasons why people make websites.
S P R I N G 2	Block Programming, flowcharts, and algorithms.	L1 – Introduction and sequencing. L2 – Turtle and Iteration. L3 – User Input and Data Types. L4 – Variables. L5 – Functions. L6 - Build a project. L7 – Edublocks python worksheets/challenges.	Developing computational thinking skills.	New Skills – Practise using abstraction and decomposition when solving problems and designing algorithms. Comparing Scratch & Python Understand basic coding concepts Learn about Algorithms/Sequencing. Introduction to EduBlocks. Learn about turtle and drawing shapes and patterns. Introduction to flowcharts. Learn about Iteration. Learn about User Input in Python. Understand errors in Python. Learn about basic data types. Use logic in Python. Learn about variables and how they are used/work. Learn about Functions, subroutines, arguments. Use functions with turtle. Build a project in Turtle. Work with python Edublocks.

S U M M E R 1	Physical Computing – Using Microbits.	L1 Introduction and first coding project and animated heart. L2 Create an animated heartbeat and guessing game. L3 Micro bit and python. L4 Physical computing.	Developing computational thinking skills. Get Active SOW- link to PE and being active. Focus is on variables. Getting active | micro:bit (microbit.org)	Students code their first few programs using block programming. Students are introduced to the python environment in subsequent projects. Hello world, Mood maker and calculator, sorting Hat and dice Sequencing, selection, and iteration will be covered in the series of lessons. Depending on time and resources, students will be introduced to physical programming using the micro bits.

Chelmsford County High School

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: *An Introduction to Drama. An exploration into the different types of skills required to build, develop, and succeed when making Drama. These skills are explored through a variety of practical based activities.* My Arts Inspiration: *A speaking and listening topic which asks students to identify and apply different presentational skills to deliver a speech on an inspirational person of their choice from the Arts world.*	To use collaborative exercises to explore the required skills to collaborate in a drama setting. To reflect on the required skills that are required for Drama at Key Stage 3 (that have been explored through collaboration exercises). To develop confidence and interpersonal skills through collaboration. To explore the lives of inspirational people in the Arts Industry. To prepare and deliver an effective public speech to a group of peers. To reflect on the necessary skills that define an effective public speech and apply these to their own public speech.	Drama: - An introduction to the skills that are used throughout Drama in Key Stages 3, 4 and 5. Collaborative Tasks in All Subjects: - The skills explored in this unit can be applied to collaboration in other subjects, such as: English, History, PE, and Music. Drama: - Presenting and communicating to an audience. - Vocal and physical skills to communicate ideas to an audience. English: - GCSE Spoken Language Assessments. Jack Petchey/Stand Up Speak Out.	Collaboration Skills: Teamwork Speaking and listening Communication Critical thinking Skills: Speak and listening Communication Public Speaking Vocal and Physical Skills
AUTUMN 2	It was Terrifying *An introduction to the vocal and physical skills used in Drama. Moreover, it is an introduction to different theatrical techniques used. This Scheme of Work explores the stimulus of a terrified character on their first day at a new school.*	- To review/define devising tools and theatrical techniques that are appropriate for Drama throughout KS3, 4 and 5. Devising tools include: Tableaux /Freeze-Frame, Thought-tracking, Levels, Space/ Proxemics, Role-Play etc. Theatrical skills include:	PSHE: - Exploring the feelings and emotions of characters who are impacted by anxiety. Drama: - An introduction to theatrical skills and techniques used for devising throughout Key Stage 3 and GCSE.	Skills: Vocal and Physical Skills Spelling Grammar Punctuation Public Speaking Evaluation

		Facial Expressions, Body Language, Gesture, Posture, Movement, Gait etc. - To apply a variety of devising tools and theatrical skills to build a performance in Drama. - To collaborate to build a devised Drama performance. - To evaluate the use of devising tools and theatrical skills in a performance.		
SPRING 1	Mime. *An exploration of how movement and physical skills can communicate meaning to an audience. Moreover, it also explores different theatrical techniques that can create mood and atmosphere in a Mime.*	- To define the features that make an effective mime performance. - To apply these features to create a mime performance. - To evaluate the use of mime skills in communicating meaning to the audience. - To define and apply the following skills: facial expressions, body language, gait, gesture, physicality, movement. - To consider and apply the following practices to a mime: exaggeration, precision/clarity, audience awareness, slow-motion, slapstick.	Drama: - Application of physical skills in Drama work to communicate wider meaning in a theatrical context. This can be applied to all stages of the Drama course. - Evaluation of performance work particularly effective in developing skills for evaluation/appraisal of Live Theatre in KS4/5 and in Year 8 (Live Theatre unit). - Skills are effective in preparing students for elements of Melodrama in Year 8 – particularly exaggeration and physicality.	Skills: Physical Skills. Theatrical Mime Skills. Spelling. Grammar. Punctuation. Public Speaking. Evaluation.
SPRING 2	The Tempest by William Shakespeare *A practical exploration of The Tempest. This topic explores how mood and atmosphere can be create through sound-scapes and how motivations, feelings and emotions can be communicated to an audience.*	- To develop a knowledge and understanding of The Tempest by William Shakespeare. - To explore key scenes from the text; understanding the language and how these scenes can be staged in a theatrical setting. - To apply theatrical drama techniques to explore the characters and scenes within the play.	English: - Exploration of a Shakespearean text in KS3, 4 and 5 English classes. Particularly effective preparation for Shakespeare exploration in GCSE English (Romeo and Juliet). History: - Exploration of Elizabethan/ Jacobean playwright. Music: - Exploration of atmosphere through sound-scapes.	Skills: Vocal and Physical Skills. Theatrical Skills. Spelling. Grammar. Language. Iambic Pentameter. Public Speaking. Evaluation.

SUMMER 1	Fish *An exploration into a short, scripted extract which explores the features of backstory, physicality, proxemics and motivation.*	- To develop a knowledge and understanding of Fish. - To identify the backstory of different characters in the script. - To consider and apply how physicality can be used to communicate a character's backstory. - To apply appropriate proxemics to communicate character relationships.	English: - Exploration of Script Work through a critical lens, appropriate for GCSE and A-Level English. Drama: - Effective preparation for GCSE and A-Level scripted work.	Skills: Vocal and Physical Skills. Theatrical Skills. Public Speaking. Evaluation.
SUMMER 2	Pyramus and Thisbee. *Working with Shakespearian language.* *A creative adaptation.*	To develop a knowledge and understanding of Pyramus and Thisbee. - To explore key scenes from the text; understanding the language and how these scenes can be staged in a theatrical setting. - To apply theatrical drama techniques to explore the characters and scenes within the play.	English: - Shakespeare work and page to stage work. History: - Elizabethan/Jacobean period.	Skills: Vocal and Physical Skills. Theatrical Skills. Spelling. Grammar. Language. Iambic Pentameter. Public Speaking. Evaluation.

Chelmsford County High School

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	Musical Elements and Performing Skills.	Basics of Western notation. Ensemble instrumental and vocal performances. History of the March.	Geography/History: Connections between Western Classical Music Traditions and the context of how and where they have developed over time. Maths: ratio and division. History: context of March.	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	Chords and inversions. Singing as an ensemble.	Basics of chords, triads construction and degrees of the scale. Rehearse and sing in harmony.	MFL: Italian terms associated with manuscript. RS: connection through music at Christmas. Maths: Roman numeral chord labelling and degrees of a scale.	Confidence in performance. Identifying and reading signs and symbols Lead and follow when time appropriate. Cooperative team player. Resilience through persistence.
SPRING 1	Introduction to Ukulele and further singing.	Aural development through chords. Learning to play Ukulele and reading chord symbols.	Maths: chord labels and formation, tab diagrams. P.E: fine motor skills and coordination.	Confidence in performance. 3-way learning – read, play and sing. Ensemble skills, following and leading.

SPRING 2	Features of the Western Classical Tradition (2).	Holistic unit covering performance, composing and aural skills with a focus towards performing as a class orchestra Beethoven's 'Ode to Joy'.	Geography/History: Connections between Western Classical Music Traditions and the context of how and where they have developed over time. Maths: patterns, sequences, melodic shape and the basic 4/4 time keeping MFL: Italian terms and definitions	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	Using technology to create music.	Introduction to using the music software called VIP Charanga. Basic skills for creating, mixing and editing samples. These are vital for learning through KS3, KS4, KS5 and beyond.	Computing: Manipulating data to create sound.	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	Features of Western Classical Tradition – Theme and Variation.	Continuing use of standard western music notation. History, analysis and composition of a theme and variation.	History & Geography – Why/where and when this happened during the classical period. Mathematics: analysis of shapes and structures used to develop a musical theme. Languages: Development of subject specific musical vocabulary e.g. Italian terms.	Leadership of groups. Independent thinker and worker. Cooperative team player. Creative solutions to compositional problems. Resilience through persistence. Co-construction through learner choice. Use of relevant Italian musical vocabulary built upon during the academic year.

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	1. Dance - Introducing dance styles/genre. -Ghostbusters–introduction of dynamic devices – especially timing and musicality in group work. -Still Life at the Penguin Cafe – pair work. Contrast in dance styles – in particular, country dancing & ballet. -Performance skills – Body management, expression, portray story Confidence of performing in front a group, knowing where your audience is when choreographing dances. Remembering routines – muscle & visual memory including chunking & music cues. 2. Gymnastics - Shapes & Locomotion. -Individual performance. -Importance of flexibility, body tension, strength, body control, dynamics & fluency of movement -Performance skills – as per dance. 3. Invasion games – Basketball, Hockey & Netball -Introduction of basic skills and game play including individual tactics -Comparisons of different invasion games & recognising transferable skills/tactics.	1. Differences behind dance styles; Body control – how this allows a better performance. Understand how variation of choreographic devices & facial expression can enhance overall performance. How a choreographer uses movement to express an emotion or story. Able to give and respond to evaluation, analysis & constructive feedback. SLAPC dance – meaning behind the dances - the extinction of animals as well as why and how this has happened & continues to. 2. Body management – body control & flow Physical literacy, e.g. co-ordination, body tension, extension. Differences and similarity between educational and Olympic gymnastics. Resilience in learning new skills. Movement recall. 3. Leadership skills within a team.	1. 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. 2. Drama: performing to an audience. Changes in dynamics. English: literacy – new gymnastic specific words. History: brief understanding of gymnastics and where it originated from. 3. English: literacy – new sport specific words. Latin: muscle names. History: history of invasion games. 4. Maths: timing stroke counts. Geography: water safety – pools/lakes/sea /tides. GCSE PE – Introduction of muscular & skeletal systems & their importance in sport, physical training & practical elements.	-Enhancing creativity & interpreting themes & ideas. -Awareness of cultural differences through dance styles. -Applying knowledge of choreographic ideas to create an interesting routine. -Dance and Gymnastic skills overlap & are transferable. -Working well together in pairs and teams. Organisation – able to organise self & others to warm-up and play as a team. -Knowledge of how to perform techniques and skills to enable analysis. -Evaluation of self, peers and teams & using reflection to improve performances. -Understanding and applying at all times how to stay safe around water - essential & highly important life skill. -Principled – fair play, following rules.

	-Warmups & cool downs – importance, how to perform movements correctly and use muscle names. 4. Swimming. Improving two strokes - Backstroke & Breaststroke including turns & race rules. -Personal survival skills – treading water. -Health & Safety around pool – including entering and exiting pool. 5. Health Related Fitness & Baseline testing -Introduction to a sample of GCSE PE fitness testing.	Communication skills during warmups & game play. Knowledge of rules and tactics – observation of them in high-level game play. Able to use of practise when in the pursuit of excellence. Analysis of own and others' techniques. Teamwork & co-operation & personal responsibility. 4. Coaching partners & understanding use of practice structures in learning & improving skills. Understanding the importance of swimming as a life skill. 5. Allows students to know their starting point so they can acknowledge their individual progress & understanding how to improve areas of fitness.		-Physical Literacy – learning how their bodies work and move. -Knowledgeable in all areas of the curriculum and able to ask questions to deepen understanding further. -Resilience - needed for practise/hard work, etc.
SUMMER TERM	1. Athletics – track & field events. Field events – shot putt, discus, javelin, long jump & high jump. Introduce basic techniques for at least 2 throws & 2 jumps. Simple officiating rules. Track events - Hurdles, sprint (100m & 200m) & middle distance (800m) & relay (4x50m or 4x100m). Introduction on how to perform sprint, pace, different starts & exchange batons - race starts, tactics used & down sweep exchange etc.	Health related fitness – basic principles of training to improve fitness levels. Learning of skills – Understand the need to break down of skills to learn them & improve performance. Resilience & patience to preserve until you achieve correct technique. Health & Safety – ensuring all students understand & follow all rules.	History: Olympic & Paralympic legacy. Commonwealth games. World records – who holds them etc. Geography: Athletes, competitions & countries. Maths: Timing, measuring & scoring English: Literacy – new sport specific words. GCSE PE – continuation of learning about muscular & skeletal systems, introduction to circulatory & respiratory systems & their importance in sport, physical training & practical elements of course.	Resilience – hard work and continual practise in order to improve. Teamwork – work together to use tactics to win games. Outwitting an opponent. Physical literacy. Principled – Officiating skills - following rules/fair play, etc. Officiating games – must have knowledge of rules. Helps increase understanding of game/event.

	Understanding differences between track events - which are anaerobic or aerobic & how to train correctly. History of the Olympics & Commonwealth games. 2. Striking games – Rounders & Cricket Introduction to basic skills – hitting balls, fielding & bowling. Performing simple tactics in game play.	Officiating – Understanding of the specific rules so able to officiate events & games. Increase confidence to lead in lessons through officiating, peer assessing & taking warmups. Physical literacy - How their body move during different events & aware of transferable skills.		

Chelmsford County High School

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	'Many Voices': Poetry and prose study. Including writing by John Agard, Maya Angelou, Imtiaz Dharker, Chinua Achebe, Grace Nicholls.	Reading poetry and prose from a broad and diverse range of British cultural backgrounds. What is meant by 'canon' and decolonizing the curriculum.	PSHE: citizenship History: cultural background of Britain, Windrush generation.	Introducing Bloom's Taxonomy essay writing style. Analysing literature. Relating texts directly to historical contexts. Understanding social structures including race, gender and class.
AUTUMN 2	Literary Heritage: *Far From the Madding Crowd*. Board Game Project.	Literary appreciation. Viewing high quality film versions of classic heritage texts. Writing to instruct.	Film and media: analysing film. History: texts within 19th Century contexts.	Analysis of film. Appreciation of plot, character. Linking texts to historical contexts. Discussion task: sharing views and opinions as part of class debate. Analysing 19th Century prose (GCSE Literature).

SPRING 1	19th Century Prose fiction: *The Speckled Band* by Arthur Conan Doyle. Features and tropes of the detective genre. Popular mystery fiction in literary, film, TV and play form. Creative writing.	Literary appreciation. Understanding genre and form. Using creative synthesis to demonstrate learning of form and content.	History: texts in 19th Century contexts PSHE: reviewing older texts in light of more recent perspectives and language use.	Writing own detective story using tropes of the genre.
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.	Developing understanding and appreciation of Shakespeare texts. Stage production, design, direction. Features of genre. Historical contexts.	Drama: text, performance and production. History: texts within 16th Century contexts, eg attitudes to women, marriage, racism/antisemitism in society, the class system.	Developing essay writing on a Shakespeare text against the GCSE Assessment Objectives (GCSE Literature). Assessed as part of Year 9 assessment with GCSE extract to whole question.
SUMMER 1	Shakespeare continued Revision for exams. Either: Shakespeare essay OR: comprehension style answer. Critical analysis in timed conditions.	Critical analysis. Timed writing.	Drama: text, performance and production. History: texts within 16th Century contexts, e.g. attitudes to women, marriage, racism/antisemitism in society, the class system.	Building skills of producing high-quality work in timed conditions.
SUMMER 2	Nonfiction writing: Environment unit. Using nonfiction writing and media to explore a range of environmental issues.	Nonfiction text types. Journalism and news reports. Writing style. News and media bias. Understanding critical eco concepts.	Geography: awareness of climate and eco issues. Politics: understanding the nature of eco issues. Science: understanding the science behind eco issues. PSHE: global citizenship.	Writing own nonfiction texts in correct style and format etc for a range of article, news media and other text types. Use of technology.

Chelmsford County High School

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*
SECTION 1	Estimation. Percentages. Formulae. Changing the subject of a formula in simple cases. Working with numbers between 0 and 1. Fractions. Plot simple quadratic graphs and other curves including cubic and reciprocal graphs.	Understand the effects of multiplying and dividing by numbers between 0 and 1. Recognise the shape expected from the expression and possible models these represent.	Science: atom weight.	When estimating answers to calculations, round to one significant figure and multiply and divide mentally. Calculate fractional percentage changes. Re-arranging formulae as required. Re-arranging formulae. Multiply and divide numbers by 0.1, 0.001… Multiply and divide a fraction by an integer and by a fraction. Using table of values as/if required.
SECTION 2	Line graphs. Stem and leaf diagrams. Frequency polygons. Compound measures. Travel graphs and other real-life graphs. Grouped data and averages.	Interpret line graphs representing real data. Understand and use these as relevant to speed, density and rates of pay. Pressure and unit prices. Exchange rates. Interpreting different aspects of these graphs effectively. Selecting the statistic most appropriate to the line of enquiry.	Physics: triangles used for SDT and DMV. PE: Speed and related graphs. Science: speed, density and pressure. Biology: averages for data that has been collected from experiments.	Graphs – construct accurately, plot accurately and re-arrange to find required unknown for each formula. Determine the modal class and estimate the mean, median and range of sets of grouped data.

SECTION 3	Calculator use. Loci and constructions. Enlargement (transformations). Linear equations. Forming and solve linear equations including those with unknown on both sides and with brackets. Bearings and scale drawings.	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. Substitute into formulae to find other than the subject. Interpret the solution found based on the model it represents. Angle problems interior + exterior.		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. Form equations to represent real life scenarios.
SECTION 4	Proportion. Lengths, areas, and volumes in plane shapes. Pythagoras' Theorem. Two-way tables for discrete and grouped data. Venn diagrams.	Understand proportional changes. Understand, derive, and apply Pythagoras' theorem when solving problems in two dimensions. Appreciate that it is an identity. Use and understand two-way tables efficiently. Use these and other methods to solve probability problems, selecting appropriately.	History: Pythagoreans. Classics: Greeks.	Calculating the result of any proportional change using multiplication methods. Calculate lengths, areas and volumes in plane shapes and right prisms, including compound shapes. Use and understand two-way tables for discrete and grouped data.
SECTION 5	Standard index form. Calculate with standard index form. Venn diagrams, including intersection, union and complement. Similar triangles. Set notation. Inequalities. Multiply to expressions of the form (x + n) and simplify the corresponding quadratic expression.	Use standard index form expressed in conventional notation and on a calculator display. Applying understanding of similar triangles to find missing information. Use for solutions. Find and describe using symbols. Emphasis on this being an identity.	Physics: distance of planets. Geography: population Chemistry: series of atoms. Biology: scale drawings.	Convert numbers to and from standard form. Clear communication and accurate use of axes for interpretation. Solving simple inequalities. Correct expanding of brackets. Square a linear algebraic expression.

Chelmsford County High School

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.	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 and link to spring term work on figure a 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.

	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 and breathing rates. 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.	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.

	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 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, 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).	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/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.

	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.			

Chelmsford County High School

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 well-rounded and progressive learners*
AUTUMN TERM	Periodic Table structure. Group 1 (metals + water). Group 7 (trends). History of the PT. Compounds. Chemical Formulae. Atoms, Molecules & Giant structures. Polymers, Ceramic & Composites.	Concept of the periodic table and it use in ordering elements. The trends and patterns in groups in the periodic table. The use of formulae to represent chemical reactions. The structures of different substances and link to properties. The link between properties of substances and their uses.	Periodic table links to biology and physics Use of formulae (maths).	Making predictions of reactions based on extrapolating from other data. General English skills Practical skills in manipulating equipment. Interpretation of data and utilising it to determine uses of materials.
SPRING TERM	Exo/Endothermic. Making/breaking bonds. Catalysts. Thermal decomposition Combustion. Balancing Equations. Enquiry: Planning. Enquiry: Practical. Enquiry: Analyse/Evaluate.	Concept of chemical bonds needing energy to break and releasing energy when formed. The idea of endo and exothermic reactions. The concept of the conservation of mass and its link to chemical equation balancing. The idea of catalysts and how/why they are used.	General maths skills. General English 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. Writing balanced chemical equations from given formulae.

SUMMER TERM	Carbon Cycle. Greenhouse Effect. Global Warming & Climate Change Finite resources. Displacement Reactions. Extracting metals – displacement. Extracting metals – electrolysis. Conserving Resources (R, R, R).	The application and relevance of school chemistry to the real world. Sustainability and finite resources. Addressing the issue of waste materials. Concept of an ore The idea of reactivity to explain displacement reactions.	General maths skills. General English skills. Presentation skills. Climate change (geography and biology).	Practical skills in manipulating equipment. Using diagrammatic representations. Using chemical knowledge to explain real world applications.

Chelmsford County High School

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	Energy. That energy can be stored 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).	Recall the energy stores and energy pathways. State 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 to the surroundings and that the total amount of energy is constant, but it becomes less useful. Describe how fossil fuels are formed. Explain the problems of using fossil fuels (finite and greenhouse gases and acid rain). Describe the working of 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.	Latin: used occasionally in this topic as the structure of key terms. Maths: efficiency calculations and tabulating/graphing of experimental data. PE: energy transfers in gymnastics, athletics and ball sports. Chemistry: discussion of energy changes between chemical and physical stores/processes. Biology: discussion of energy changes between chemical and physical stores/processes.	Draw simple energy transfer diagrams. To be able to present information that has been researched to an audience (fossil fuels).

AUTUMN 2 & SPRING 1	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. Differences in resistance between conducting and insulating components (quantitative).	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 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.	Chemistry: discussion of the electron as a subatomic particle and its physical properties as matter. Maths: simple problem solving that involves rearranging equations	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 2	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 its mass.

SUMMER TERM	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.

Chelmsford County High School

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/daily routine Talk about activities they do using Faire and what they want to do using Vouloir. Talk about recent events in the perfect tense. 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 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/tandis 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.
SPRING TERM	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 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. Describe a journey/holiday in the past. Name some monuments in Paris and describe a visit to Paris/London. Discuss holidays.	Verbs Revision near future aller + infinitive Revision Faire de Irregular verbs Present tense prendre to talk about travelling partir + prepositions 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'était + adjective Use of prepositions with towns and countries Asking and answering questions in Perfect tense	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. 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. Read holiday accounts identifying 3-time frames.
SUMMER TERM	Discussing chores. Making arrangement to go out. Revisions of this year's key concepts Petit Nicolas film.	Verbs Reflexive verbs in Perfect tense Full paradigm of devoir pouvoir and vouloir mettre in the near future, presentfuture, present and perfect tenses Negatives: use with the Perfect tense Adjectives : revision of agreement Demonstative adjectives: ce/cette/ces		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. Usually pronounce things well. Use a range of vocabulary, structures and time references. Develop role play skills.

Chelmsford County High School

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 TERM	**1. <u>Daily Routine Revision</u>** To revise the time and present and past tenses. To understand and use the perfect tense with separable verbs and reflexive verbs. To talk about daily routine in the present and perfect tense. *Assessment 1* **2. <u>Holidays</u>** To introduce and consolidate the future tense. To be able to talk about holiday activities and express opinions in the past, present and future tenses. To describe a previous holiday. To revise time/manner/place rule. To use in +acc and in+dat. *Assessment 2* **<u>Nikolaustag/Weihnachten</u>** To revise prior learning about German celebrations at Christmas	All students can understand and use the perfect tense of regular verbs, irregular verbs and separable verbs. Practice of longer reading texts. 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 German speaking countries/Great Britain Students able to discuss their own traditions	English/Drama/History: role plays. Maths: telling the time. Geography: students are able to talk about trips to other countries and describe. Internationalism: all students are aware of some major German festivals and RS – links to Christian festivals.	Able to express themselves in past and present tenses including irregular verb patterns. Able to understand longer spoken and written texts in the past tense and able to increase complexity of their own writing with use of a wider range of vocabulary, grammar, time phrases and connectives. Able to express themselves in past, future and present tenses including irregular verb patterns. Continued focus on understanding longer spoken and written texts across 3 tenses and continued focus on increasing complexity of their own writing with use of a wider range of vocabulary, grammar, time phrases and connectives.

	and New Year. To use question words.			
S P R I N G T E R M	**3.Town** To be able to talk in more detail about their town. To use modal verbs in the present and imperfect. To be able to use existing grammar knowledge to understand and use a broader range of complex vocabulary. To use comparatives and superlatives. *Assessment 3* **4. Environment** To talk about environmental problems and their solutions and environmental issues. To revise and use comparatives and superlatives. To revise modal verbs eg. man kann/ man muss. To revise past/present and future tenses of frequently occurring verbs related to topic. To use weil, obwohl and um...zu... *Assessment 4*	All students understand how to form comparisons. All students are able to talk about their hometown and to compare it with other towns in Great Britain or abroad and give opinions about their town and reasons for their opinions. All students can recognise vocabulary related to environmental problems and use a variety of pronouns/modal verbs/tenses to express solutions.	Geography: comparing towns in Great Britain to towns in Germany. Starting to identify environmental issues e.g. air and noise pollution, traffic jams. Geography/Science – identifying environmental issues, causes and solutions.	Able to use modal verbs appropriately and express themselves in past, present and future tenses including irregular verb patterns. Able to understand longer spoken and written texts in the past tense and able to increase complexity of their own writing with use of a wider range of vocabulary, grammar, time phrases and connectives. Students able to apply existing knowledge of verb tenses to new topic related verbs and express in past, present and future tenses using a range of pronouns as well as using modal verbs. Students able to express key issues and solutions and understand longer spoken extracts and texts expressing these.

S U M M E R T E R M	**5. Food and Drink** To identify German food and drink. To revise talking about preferences with gern, lieber, am liebsten. To order ice-creams and food in a snack bar. To revise past/present and future tenses using essen and trinken. **Restaurant role plays** To practise ordering German food and drink in a restaurant. **6. Pocket money** 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 can recognise vocabulary of food and drink. All students have participated in dialogues asking for food in shops and can talk in German about their food preferences. All students have participated in dialogues asking for items in shops/cafes and their prices. All students are able to talk about pocket money and some part-time jobs and chores. All students can use the structures with "weil" and "um…zu".	PHSE: healthy eating Cultural awareness: typical foods and drinks in German speaking countries. Cultural awareness of buying food and drink and shopping in a German speaking country. Maths/Economics – using foreign currencies. Maths/Economics: managing money and talking about money.	Students are able to describe their eating and drinking preferences and express their habits in past/present and future tenses. They are also able to understand texts and spoken extracts containing these details. Learning how to cope in situations in Germany, oral practice. Students are able to express what part time jobs/chores they do to earn money and express their ideas using more complex sentences structures. They are also able to understand longer texts and extracts.

Chelmsford County High School

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 Chapters 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. Textiles/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 Chapters 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.

SPRING 1	Vocabulary learning of Chapters 9-10. Ablative case plus prepositions, imperatives. Roman Housing.	Developing an understanding of the ways in which Romans utilised the different rooms in their houses.	History: Roman housing & society English: Public speaking and presentation.	Developing the confidence to exploit the knowledge of others, formulating sensible questions in an articulate manner.
SPRING 2	Vocabulary learning of Chapters 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.	
SUMMER 1	Vocabulary learning of Chapters 13-16. Imperfect and perfect tenses; neuter nouns. Travel; numbers.		Maths: numbers/numeracy.	
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.

Chelmsford County High School

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	Biomes and Ecosystems: Characteristics and processes (including a small-scale UK ecosystem) Global distribution The Tropics: Tropical rainforest biome	Biomes. Ecosystems. Global atmospheric circulation. Flora. Fauna.	Science: Ecology and biomes. Maths: graphical skills and numeracy. Art: nature in art.	Map analysis. Climate graph construction. Justification.
AUTUMN 2	The Tropics: Life in the tropical rainforest Exploiting the rainforest	Indigenous populations. Deforestation. Soil erosion. Carbon store.	English: comparative writing. Citizenship: empathy and engagement with different cultures.	
SPRING 1	Issue evaluation: Amazon Highway development	Development. Inequality. Logging. Sustainability. Evaluation.	Maths: numeracy. English: writing justifications.	Investigation. Public speaking. Justification. Numeracy. Comprehension.

SPRING 2	The Tropics: Exploring South America Population distribution Landscape variation In-depth focus on Brazil, Chile, Venezuela, Paraguay, Peru and Bolivia The River Amazon and Basin	Population distribution. Population density. Choropleth mapping. Income variation. Development. River systems and processes.	Maths: map and graph production. Science: the rock cycle and river systems. MFL: cultural awareness and the spread of languages.	Numeracy. GIS. Comparative writing. Cartographical skills.
SUMMER 1	The Tropics: Exploring Africa Population distribution Landscape variation	Population distribution. Population density. Choropleth mapping.	MFL: cultural awareness and the spread of languages. Maths: map and graph production.	GIS + ICT. Numeracy.
SUMMER 2	The Tropics: Exploring Africa In-depth focus on Democratic Republic of Congo, Congo, Chad, Central African Republic, Kenya, Uganda The Congo River and Basin Comparisons with the UK The River Thames OS map skills	Income variation. Development. River systems and processes. Scale.	Art: African art. MFL: cultural awareness and the spread of languages. Science: the rock cycle and river systems.	OS map skills. Comparative writing. Independent research.

Chelmsford County High School

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.

Chelmsford County High School

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:** Miracles Exploring the differences between miracles, luck and coincidence Religious vs scientific interpretations of extreme events The religious concept of miracles within Christianity, Hinduism, Islam and Judaism	The definition and use of language Are religion and science compatible on the issue of miracles? Evaluating the credibility of religious teachings. Tolerance. Respect.	History: Miracles in human history English: use of newspaper articles and clips. Science: How science interprets evidence.	Good use of literacy. Specialist vocabulary. Independent learning. Peer teaching. Planning and writing an essay. Critical thinking skills. Debate and discussion.
SPRING TERM	**Topic 2:** Islam. The history of Islam The Life of Prophet Muhammad. The Five Pillars of Islam. Islam in the news. Challenging misconceptions about Islam Group research into Prayer, Pilgrimage, Fasting and Marriage	How religions spread How culture and religion influence each other. Challenging negative stereotypes. Tolerance. Respect.	History: study the spread of Islam and the impact of Arab culture . English: use of newspaper articles and clips. Art: Islamic art (calligraphy and mosaic). Geography: Where in the world we find Islam.	Team/paired/group work. Comparative skills. Secondary research skills. Peer led teaching. Articulate speech. Use of reasoned argument. Analysis and evaluation.

SUMMER TERM	**Topic 3:** Rights and Responsibilities What are rights? What are responsibilities? The UN Declaration of Human Rights Rights and responsibilities in religion – Christianity, Judaism, Sikhism, Buddhism	What it means to be human. The rights of ourselves and others Our responsibility to ourselves and others. What should we do when rights are not met? Different interpretations of rights and responsibilities in religion.	History: Human rights over time Geography: Where in the world rights are not met. Politics: The role of the government. English: Use of newspaper articles.	Good use of literacy. Specialist vocabulary. Independent learning. Peer teaching. Planning and writing an essay. Critical thinking skills. Debate and discussion.

Chelmsford County High School

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. ICT: 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.	How can nature be used in the design world? Is quality important?	English: poetry. ICT: research. Technology: printed fabrics to be made into cushions, dresses, etc.	Enquiring, creative, reflective, principled, articulate and resilient. New skills: spatial awareness and environmental awareness.

	Artist research and transcription. Drawing of natural forms. Colour pencil and blending.			
SPRING 1	Figure work and proportion. Figure measuring and accurate proportion rules. Carving and casting - Henry Moore. Moore - underground studies. Da Vinci, Durer and Beardsley.	How do artists accurately draw the human figure? Why is it important to draw the figure accurate? Do different people and cultures have different body proportions? How have our bodies evolved?	Science: anatomy, skeleton and evolution. Maths: geometry. Latin: words for parts of the body. PSHE: body image.	Enquiring, creative, reflective, principled, articulate and resilient. 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. Technology: materials.	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. Technology: architecture. RS: cultural buildings. ICT: 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 Computer Science 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	Python Programming.	L1 Python Basics. L2 Sequencing. L3 Selection. L4 Iteration. L5 Random and lists. L6 Subroutines. L7 Adventure Game.	Cross curricular – Literacy and numeracy (arithmetic expressions). Developing problem solving skills. PRIMM approach . Continuation from programming concepts learnt in year 7 through block programming.	Enquiring, knowledgeable, reflective, and resilient, logical reasoning. New skills: programming concepts, including for, while do while loops, case statement, in-built functions, inputs and outputs, data types and arrays. Use variables as counters in iterative programs. Combine iteration and selection to control the flow of program execution. Use Boolean variables as flags. Use two or more programming languages, at least one of which is textual, to solve a variety of computational problems. Understand several key algorithms that reflect computational thinking; use logical reasoning to compare the utility of alternative algorithms for the same problem. Understand how instructions are stored and executed within a computer system. Design, use and evaluate computational abstractions that model the state and behaviour of real-world problems and physical systems.

AUTUMN 2	Computer Crime and Cyber Security.	L1 You and your data. L2 Social engineering. L3 Script Kiddies. L4 Rise of the bots. L5 there is no place like 127.0.0.1. L6 Under Attack.	Cross curricular – PSHE, Law. Understand a range of ways to use technology safely, respectfully, responsibly, and securely, including protecting their online identity and privacy; recognise inappropriate content, contact, and conduct, and know how to report concerns. This unit focuses on the following key areas of cybersecurity, cybercrime, and the laws in place surrounding these issues: ● Profiling ● Data Protection Act ● Computer Misuse Act ● Hacking ● Malware ● Protection methods such as firewalls, anti-malware, and password authentication	Explain the difference between data and information. Critique online services in relation to data privacy. Identify what happens to data entered online. Explain the need for the Data Protection Act. Recognise how human errors pose security risks to data. Implement strategies to minimise the risk of data being compromised through human error. Define hacking in the context of cyber security. Explain how a DDoS attack can impact users of online services. Identify strategies to reduce the chance of a brute force attack being successful. Explain the need for the Computer Misuse Act. List the common malware threats. Examine how different types of malware causes problems for computer systems. Question how malicious bots can have an impact on societal issues. Compare security threats against probability and the potential impact to organisations. Explain how networks can be protected from common security threats. Identify the most effective methods to prevent cyberattacks.

S P R I N G 1	Computer Systems PG Online.	L1 Elements of a computer. L2 The CPU. L3 Understanding Binary. L4 Binary Addition. L5 Storage Devices.	Cross curricular – Maths, perform simple binary arithmetic. State strengths and weaknesses of different storage devices. Describe briefly how data is stored on a CD. Identify input and output devices for more complex scenarios. Explain how characters are encoded using the ASCII system. Use an ASCII reference chart to convert a character into binary and its decimal equivalent.	Distinguish between hardware and software. Give examples of computer hardware and software. Draw a block diagram showing CPU, input, output and storage devices. Name the three stages in the Fetch Execute Cycle. Define Hz, MHz and GHz and state how these relate to the speed of the processor. Name different types of permanent storage device. Suggest appropriate input and output devices for a simple scenario. Explain what RAM and ROM are used for. Show how numbers and text can be represented in binary. Define a Bit, Byte, Kb, Mb and Gb. Convert integers to binary numbers. Convert binary numbers to integers. Look up from a table the bit pattern for a given character. State how many different characters can be represented using 8 bits. Give examples of alphanumeric characters and special symbols that can be represented in ASCII. Show that a bit pattern can represent either a character or a decimal number. Explain the impact of future technologies.

SPRING 2	Modelling data – Spreadsheets.	L1 Getting to know a spreadsheet. L2 Quick calculations. L3 Collecting Data. L4 Become a data master! L5 Level up your data skills! L6 Assessment.	Cross curricular – Math, Geography, Science. Design, use, and evaluate computational abstractions that model the state and behaviour of real-world problems and physical systems. Undertake creative projects that involve selecting, using, and combining multiple applications, preferably across a range of devices, to achieve challenging goals, including collecting and analysing data and meeting the needs of known users.	Identify columns, rows, cells, and cell references in spreadsheet software. Use formatting techniques in a spreadsheet. Use basic formulas with cell references to perform calculations in a spreadsheet (+, -, *, /) Use the autofill tool to replicate cell data Explain the difference between data and information. Collect Data. Analyse data. Create appropriate charts in a spreadsheet. Use the functions SUM, COUNTA, MAX, and MIN in a spreadsheet. Analyse data. Use a spreadsheet to sort and filter data. Use the functions AVERAGE, COUNTIF, and IF in a spreadsheet. Use conditional formatting in a spreadsheet. Apply all of the spreadsheet skills covered in this unit.
SUMMER 1	Greenfoot.	Interacting with Greenfoot. Movement and Key Control. Detecting and Removing Actors, and making Methods. Saving the World, Making and Playing Sound. Adding a Randomly Moving Enemy. How to Access One Object from another.	Greenfoot teaches object orientation with Java. Create 'actors' which live in 'worlds' to build games, simulations, and other graphical programs. Greenfoot is visual and interactive. Visualisation and interaction tools are built into the environment. The actors are programmed in standard textual Java code, providing a combination of programming experience in a traditional text-based language with visual execution.	Using a alternative programming IDE 2D Graphics and sound. Introducing to the Objects and the object-oriented paradigm. Similarities between python and Java discussed. Introduction to a GUI Interface. Sequencing, selection, iteration, Random.

S U M M E R 2	Raspberry pi's & Physical computing.	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.	Write programs that use GPIO pins to generate output and receive input Write programs that control lights, sound.	Enquiring, creative, knowledgeable, reflective, principled, articulate, and resilient. New skills: using alternate operating systems and install software.

Chelmsford County High School

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	Melodrama *To explore the theatrical genre of Melodrama through this scripted extract 'Clever Else'. To identify and apply different melodramatic stock characters to the extract in the appropriate style.*	- To develop a knowledge and understanding of the term 'Melodrama'. - To identify appropriate techniques to building a piece of melodrama (exaggeration, physical skills, stock characters etc.) - To apply appropriate melodrama techniques to both scripted and devised scenarios. - To reflect on self/peer's work; identifying moments of strength and areas for development.	Drama: - Developing skills previously learnt in Year 7 mime unit and in Year 7 'It was Terrifying' unit. - Stock characters and exaggeration explore in 'Teechers' by John Godber in Year 9. - Elements of Melodrama are reviewed in A Servant to Two Masters by Carlo Goldoni in Year 12/13. Italian: - The Melodrama style of theatre was developed in Italy.	Skills: Speaking and listening. Confidence. Performing. Evaluation. Collaboration. Exploration.
AUTUMN 2	Character Building (The Coach Journey) *Using the narrative of a coach journey, students are required to build and develop characters using a variety of dramatic forms. This explores characters through role-play, improvisation, role on the wall and thought tracking.*	- To be able to develop and understand the role of spontaneous improvisation to develop acting skills. - To understand the logistical elements of an effective spontaneous improvisation, applying these to a whole class example. - To develop the role of a character through 'role on the wall' and 'thought-tracking'. - To apply appropriate vocal and physical skills to demonstrate a clear role to the audience.	Drama: - Character development is appropriate for GCSE Devised and Scripted performances. The need to interpret and demonstrate interpretations of a character are particularly poignant. - Thought-tracking and role-play both developed in Rosa Parks unit later in Year 8. Devising tools are used in both units to explore character perspectives.	Skills: Speaking and listening. Confidence. Performing. Evaluation. Collaboration. Exploration.

		- To use production elements (strobe/lighting) to build tension. - To use theatrical skills and techniques to build tension in a role-play drama. - To reflect on the work of themselves and others – identify areas of strength and development in their practical work.		
SPRING 1	Theatre in Education (TiE) *This unit requires students to work together to build a piece of Drama about a theme or topic that society needs to be educated on. They are then required to include different techniques that fall under the genre to build their piece of Drama and appropriate educate their audience.*	- To define the term of Theatre in Education. - To identify topics that are appropriate to be used within a piece of TiE. These should also be justified by the students. - To understand and identify techniques that are used to build a piece of theatre in education. - To apply appropriate TiE techniques when building a performance. - To consider and apply appropriate vocal and physical skills that are effective in explore your chosen theme or issue. - To reflect on the work of themselves and others – identifying areas of strength and development in their practical work. - To collaborate with others towards a common goal.	Drama: - TiE could be used as an appropriate style of theatre for a GCSE devised performance. PSHE: - Explores themes/issues raised in PSHE and social subjects – for example, homelessness, sex and relationship education, prejudice etc. Change@CCHS: - Some topics explored within this unit may be applicable in exploring some of the topics outlined under CHANGE@CCHS.	Skills: Speaking and listening. Confidence. Performing. Evaluation. Collaboration. Exploration. Education.
SPRING 2	Live Theatre (The Play that Goes Wrong) *An exploration into the elements that make up a piece of live theatre. This unit explore theatre roles and responsibilities and asks students to consider Drama beyond a performance context.*	- To identify different roles and responsibilities in the theatrical profession. - To consider appropriate enterprise/transferable skills that would be appropriate for someone in the theatre industry. - To review and evaluate a section of 'The Play that Goes Wrong'.	Drama: - Exploration of Set and Costume – requirements of the GCSE and A-Level written examination. - Effective preparation for GCSE/A-Level Drama and Theatre Live Theatre review.	Skills: Description. Analysis. Evaluation. Appraisal. Art.

		- To clearly identify and describe appropriate skills and techniques that define an effective piece of theatre. - To evaluate where appropriate skills/techniques were executed within 'The Play that Goes Wrong'. - To identify, describe and analyse: - An appropriate set design. - An appropriate costume design For The Play that Goes Wrong. - To understand, define and apply appropriate stage directions to a piece of script. - To demonstrate an understanding of the style of mischief theatre.	Art: - Elements of Set and Costume design are sketched.	
SUMMER 1	Rosa Parks *An exploration into Rosa Parks and The Montgomery Bus Boycott. It explores the conditions that led to the boycott; the impact is had; and the events that followed.*	- To develop a knowledge and understanding of the activist Rosa Parks, the Montgomery Bus Boycott and the prior/subsequent events of this. - To explore the story of Rosa Parks through dramatic techniques and mediums. - To demonstrate a knowledge and understanding of the story of Rosa Parks though different dramatic techniques and mediums. - To empathise /sympathise with Rosa Parks – using vocal and physical skills to demonstrate appropriate motivations, feelings and emotions.	PSHE: - Explores topics to do with race and diversity explored within the PSHE curriculum. Drama: - Uses devising tools/ explorative strategies that are developed and refined at GCSE level (and could be included within a student's devised work). History: - Reviews Historical events – but this not yet covered in the History curriculum.	Skills: Sympathy. Empathy. Creativity. Evaluation. Collaboration. Reflection.

S U M M E R 2	Mask *Mask work originates from before the 16th Century. Throughout this unit, students are required to understand how to use masks in a piece of theatre and apply these requirements to their practical work.*	- To develop a knowledge and understanding of the rules of Mask. - To use creativity to stage scenarios around the use of Mask. To develop resilience in working around problems with Masks. - To evaluate students', own/peers' ability to use Masks and the rules of Masks successfully.	History: - 16th Century Europe with some links to Commedia Dell' Arte. Drama: - Using physical skills and physicality to communicate meaning.	Skills: Teamwork. Collaboration. Audience Awareness. Interdependent Working.

Chelmsford County High School

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	Singing as an ensemble weekly starter. The Blues.	Harmony – how and why. Focus on 12 bar blues, blues scale. What gives the blues its distinctive and characteristic sound? Building skills to incorporate. Improvising into performances.	History: slave trade links to the southern state of the USA. Geography: fusion music and different cultures influenced developments in music style and genre.	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	Using technology to create music (2). Singing Skills.	Further development of skills using the music software called Sibelius. Creating original music These are vital for learning through KS3, KS4, KS5 and beyond. Focus towards festive singing in preparation for Christmas concert and school carol service.	Computing: manipulating data to create sound . RS: addressing the appropriate musical elements for the festival of Christmas and its celebrations.	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	Programme Music.	Aural development. Performance skills and historical context. Building knowledge of how composers write to depict a place, person, or object.	Art: storyboards. History: Context of specific composers in relation to the 20th century up to present day.	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	Guitar skills – Pop songs (P2).	Chords and how they work on various instruments and shapes. Aural skills – tuning and instrument.	Physical and motor skills – hand shapes, flexibility, and technique. History developments on technology and popular culture on music. Maths – working within a framework, pattern, and sequence.	Individual performance skills and techniques Conducting a group. Resilience and medium-term self-target setting.
SUMMER 1	The Planets – Gustav Holst.	Development of aural skills in relation Holst's Planets suite. Focus on how composers develop a strong musical theme. Performance skills development of the piece Jupiter.	Science: astrology links with reference to understanding of our solar system.	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	Bhangra Music.	Focus on the development of Bhangra music. Students will use music technology to sequence an original modern Bhangra composition.	History: looking at the development of modern-day Bhangra music and how this fusion music came to be with a focus on Indian and western musical cultures.	Confidence in performance 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 encourage deep thinking*	CONNECTIONS *cross-subject links to create interdisciplinary thinking*	COMPETENCIES *attributes and skills to develop learners*
AUTUMN & SPRING TERMS	1. Dance - Levels – Crockett's theme. Dance styles- introduction to lyrical/contemporary body management – extension, flow, control etc. Motif & theme, variation of dynamics, pair/group work -Performance skills - As per Year 7 & continues to improve muscle memory & confidence in performing 2. Gymnastics - Partner balances. -Partner work with small apparatus. -Continuing the use of locomotion within routines with a variety of dynamic changes. -Inclusion of unison/canon & contrast/mirror/match -Fluency of movement – improved body tension & flexibility. -Performance skills – as per dance. 3. Net games – Badminton -Introduction of basic skills & rules– in particular serving – forehand & backhand and scoring. 4. Invasion games – Basketball, Hockey & Netball. Progression of basic skills and tactical game play. Warmups – three phases – pulse raiser, stretch/mobility & drills	As per Year 7 plus- 1&2. Differences behind dance styles. Body management & control to improve overall performances. Physical literacy e.g., coordination, balance, agility. Creativity – modifying movements/actions/ideas to produce interesting routines & performances Group choreography & formation/contrasts. Evaluation & Assessment – self, peer & group. Analysis of own and others' techniques. Reflection as individual & group. Health & Safety of moving equipment. Resilience in learning new skills. 3&4. Increased knowledge of rules and tactics used to outwit others & win games. Leadership skills – improving communication, organisation further in order to manage others Teamwork & cooperation along with personal responsibility. Officiating small, sided games	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 & sport specific words. History: past national & international competitions. Maths: timing. Stroke counts, scoring. Geography: water safety – pools/lakes/sea. GCSE PE – continuation of learning about muscular, skeletal, circulatory & respiratory systems & their importance in sport, physical training, health & fitness and practical elements.	Interpretation of music and themes when choreographing & improved understanding of what is needed to create even better routines & performances. Creating unique balances to enhance performance. Learning & remembering routines – motor/muscle memory. Able to explain how skills overlap & are transferable between different activities Use learnt knowledge to analyse own and peers techniques, skills & performances. Importance of communication skills when working with others. Team cohesion Ensuring understanding of sportsmanship through being principled – fair play, following rules. Resilience – understanding the need for hard work and practise. Knowledgeable in all areas of the curriculum and able to ask questions to deepen understanding further.

	Selecting correct stretches for muscles. Lead self & small groups in warm-ups. 5. Swimming - Front crawl, Butterfly & turns – including races & relay rules. Personal survival skills – straddle entry & surface dives. Health & Safety around pool – continuing to follow rules 6. Health Related Fitness & Baseline testing Further introduction to GCSE PE fitness testing & what understanding what principles of fitness they test.	5. Understanding of importance of swimming. Life skill – staying safe around all type of water & what to do in an emergency 6. Fitness – Importance of living healthy active lives – physical, emotional & social		
SUMMER TERM	1. Athletics – track & field events Field events – shot putt, discus, javelin, long jump & high jump Recap basic techniques for all field events and start to introduce modified version of advanced techniques. Simple officiating rules – ensure different roles are undertook Track events - Hurdles, sprint (100m & 300m) & middle distance (800m) & relay (4x50m or 4x100m). Recap how to perform sprint, pace, different starts & exchange batons -	As per Year 7 plus – Health Related Fitness – how improved strength can improve performance Learning of skills – Understand which guidance suits them best – visual, verbal, mechanical & manual (or combination) when learning new skills. Resilience & patience to persevere until you achieve correct technique. Health & Safety – ensuring all students understand & follow all rules.	Sciences: Physics - Centripetal force. Aerodynamics. Newton's Laws of Motion. How science can help development of techniques, improve performances etc. English: literacy – new sport specific words. Maths: use of angles in sport; correct use of measuring and timing equipment. History: background to fielding and batting games. Geography – where different sports/events have taken place & will in the future. English: literacy – new sport specific words.	Leadership & communication skills Allowing students to able to officiate and coach peers. Team cohesion to win games Outwitting an opponent. Ensuring understanding of sportsmanship through being principled – fair play, following rules. Officiating games – must have knowledge of rules. Helps increase understanding of game/event

	race starts, tactics used & down sweep exchange etc. Understanding differences between track events – know which form of training is needed to improve performance. History of techniques & how changes have developed through sport science. History of the Olympics & Commonwealth games. 2. Batting & Fielding – Rounders & Cricket Recap of basic skills – hitting balls, fielding & bowling Selecting which tactics to use during game play in order to win. Comparison to other fielding games e.g., softball, baseball. 3. Net games – Tennis Introduce basic strokes – forehand & backhand and modified serves. Understand scoring system Single game play – with & without rackets How use of angles can help win games History of Wimbledon & other Grand Slams.	Officiating – Understanding of the specific rules so able to officiate events & games confidently. Physical literacy - How their body move during different events & aware of transferable skills.	GCSE PE – continuation of learning about muscular, skeletal, circulatory & respiratory systems & their importance in sport, physical training, health & fitness and practical elements. Introduction of areas of movement analysis & sport psychology.	Resilience through learning and practising to improve skills, techniques & performance. Physical literacy.

Chelmsford County High School

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. How to 'read' a painting or image (with links to GCSE Language Paper 1 Q5).	Narrative conventions. Planning an extended narrative. 'Show don't tell'. Rhythm, pace, cadence in prose fiction.	Art: appreciating, analysing and decoding paintings, using a range of cultural heritage paintings. Music: opportunities to write from a number of cultural heritage music texts.	Developing students' approach to GCSE English Language Paper 1 Q5. 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.	Dramatic conventions (monologues). Character development. Peer-assessment and class assessment of performance. Non-verbal communication skills.	Drama: scripting and performance. PSHE: national citizenship, class, disadvantage, social and environmental factors. History: late 20th C British history and society.	Enhanced ability to understand and craft character and personality through empathy with other moving stories. Enhanced skills of presentation and delivery. Focus on subtlety – 'less is more'. Developing skills of communication in both verbal and non-verbal delivery of information

	Creative writing. Poetry of the First World War.	Poetic form, structure and language.	History: First World War Ypres Trip.	and for a variety of different purposes and intentions – understanding audience. Bloom's Taxonomy analytical paragraphs – essay writing. Linking literature to historical contexts. Understanding 20th Century texts within their contexts (GCSE Literature).
SPRING 1	Literary Heritage: The 19th Century. Novel: *Emma* OR *Pride & Prejudice.*	Literary appreciation. Viewing high quality film versions of classic heritage texts.	Film and media: analysing film. History: texts within 19th Century contexts.	Analysis of film. Appreciation of plot, character. Linking texts to historical contexts. Discussion task: sharing views and opinions as part of class debate. Analysing 19th Century prose (GCSE Literature).
SPRING 2	Novel Study: *Of Mice & Men* OR *Lord of the Flies.* Structure, plot, narrative voice.	Literary heritage texts. Analysing texts against modern perspectives and contexts.	History: texts within 20th Century contexts, e.g. Great Depression, dust bowl etc.	Engaging with different perspectives. Relating texts to their contexts. Developing analysis skills of 20th Century texts in their contexts (GCSE Literature).
SUMMER 1	Shakespeare: *Much Ado About Nothing* OR *The Merchant of Venice.* Appreciation and recap of Shakespearean language – text and performance. Directing and acting out Shakespeare – group and pair work.	Developing understanding and appreciation of Shakespeare texts. Stage production, design, direction. Features of genre. Historical contexts.	Drama: text, performance and production. History: texts within 16th Century contexts, e.g. attitudes to women, marriage, racism/antisemitism in society, the class system.	Developing essay writing on a Shakespeare text against the GCSE Assessment Objectives (GCSE Literature). Assessed as part of Year 9 assessment with GCSE extract to whole question.

	Critical writing – recapping and practising analytical skills. Creative writing based on Shakespeare's plot and characterisation.			
SUMMER 2	GCSE English Language Paper 1 A first look at the objectives and structure of the Language Paper.	Knowledge of the paper. Analysing unseen texts. Bloom's Taxonomy paragraphs. Creative writing.	Other essay writing and/or exam subjects.	Developing creative reading. Timing and answer strategy for the GCSE English Language exam.

Chelmsford County High School

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*
SECTION 1	Laws of Indices. Algebraic formulae. Rearranging formulae. Cumulative frequency tables and diagrams. Box plots for grouped data. Comparing distributions. Number Theory.	Evaluate different forms, including indices, substituting fractions, decimals and negative numbers. Application to real life scenarios and using the diagrams to find solutions. HCF/LCM including algebraic problems.	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.
SECTION 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 e.g. $x^2 - 3$. 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 cm's). Factorising and understanding how this is the 'reverse' of expanding. Formulate quadratic equations from a situation, solve and interpret the result. Application of Pythagoras.

SECTION 3	Straight line equations. Sketching quadratics. Sketching other graphs. Probability. Number types. Simultaneous equations. Quadratic Sequences.	Understand y=mx+c, gradient and y intercept, parallel grads, also ax+by=c. Interpret gradient as a rate of change. 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.
SECTION 4	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. Invariant points.	Geography. Science. Technology.	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.

SECTION 5	Functions. Indices. Scale factors.	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. Solving equations with algebraic indices.	Technology.	Find functions, including inverse and composite. Use fractional, negative and zero powers in simplifying numerical and algebraic expressions. Calculate an appropriate moving average.

Chelmsford County High School

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.	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 those 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.

	Metabolic rate may be affected by inherited factors. Inherited factors also affect our health; for example cholesterol level.			
NB: Students begin to work on material linked to their forthcoming GCSE studies during the Spring and Summer terms.				

Chelmsford County High School

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 well-rounded and progressive learners*
AUTUMN TERM 1	All substances are made of atoms. Atoms are made up of subatomic particles. Know the specific relative masses and charges of subatomic particles. The definition of an isotope. Definition of an element Atomic mass and atomic number. 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.	Atoms/Mass. Relative Mass. Standard Form (Maths).	Calculating numbers of protons, electrons, neutrons for Weighted averages General maths skills General English skills
AUTUMN TERM 2	To know the gases in air. Evolution of the atmosphere over time. Greenhouse effect. Climate change. Pollution.	The concept of air being a mixture of gases with different boiling points. The concept of the atmosphere evolving over a period of time and the processes involved in this Causes of climate change and the impacts this has.	Percentages (maths). Geography and biology.	Writing equations. Interpreting experimental data and drawing conclusions. General maths skills. General English skills.

SPRING TERM	Learn the reactivity series. Reactions of metals. Acidic, basic oxides and amphoterism. Reduction of metal oxides by carbon. Definition of an ore. To know raw materials, products and equations for the blast furnace State definition of alloys. Alternative methods of extracting methods. Causes of rusting. Implications of rusting.	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.		Writing equations. Practical skills. Interpreting experimental data and drawing conclusions. Following a complex method. General maths skills. General English skills. Diagrammatic representations. To evaluate environmental, social and economic factors.
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. Carbon footprint. 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.	Global conscience (chemicals in fashion industry – geography – quite lose). Climate change (geography).	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	**Particle Model of Matter** Density definition and how to measure density in regular and irregular objects. Use concept of density to develop physical models of state of matter. Describe and explain transfer of thermal energy in different states by either conduction, convection, radiation and evaporation. Describe factors that affect the rate of thermal energy transfer and can describe good absorbers and emitters. Describe increases and decreases in the of internal energy of a substance associated with changes in temperature and changes of state.	Understand density and how to use density in the description of states of matter of a substance. Can link density to how thermal energy transfer can occur in different states. Is able to explain the process by which conduction, convection and radiation can all transfer thermal energy. How thermal conductors/insulators work and examples of these in a house/clothing and factors that affect rate of energy transfer. Understand what specific heat capacity is and how to calculate it. Use understanding of changes of state and can link to changes of internal potential energy and specific latent heat.	Chemistry: physical models of states of matter.	Designing and carrying out experiments to work out density of objects (regular and irregular). Use standard form to express measured and calculated quantities.
SPRING 1	**Moments, levers and gears** Distinguish between mass and weight. Identify the position of centre of mass in regular and irregular objects. Use the principle of moments to explain some everyday examples. Identify some simple levers and conclude that levers are force multipliers. Consider the purpose of gearing on a bicycle and how this impacts the	Explain how mass and weight are related but distinct quantities. Identify the position of centre of mass in regular and irregular objects. Define a moment and identify moments in static systems. Calculate the size of a force, or its distance from a pivot, acting on an object that is balanced using the moment equation. Describe the stability of objects using the ideas about centre of mass and moments	PE – Lever systems, examples of their use in activity and the mechanical advantage they provide in movement.	Ability to manipulate equations and solve problems. Plotting graphs and identifying relationships between variables. Analysing and evaluating the quality of data.

	force the rider needs to apply to the pedals.	Apply the principle of moments to solve problems. Explain how levers and gears transmit the rotational effects of forces.		
SPRING 2	**Pressure** Use the idea of pressure changing with depth to explain underwater effects. Carry out calculations involving pressure, force and area in hydraulics. Explain why objects either sink or float using weight and upthrust. Use particle model in gases to explain what causes atmospheric pressure and why it varies with height above surface.	Explain how pressure acts in a fluid. Calculate pressure at different depths in a liquid. Explain what causes upthrust. Describe the factors which influence floating and sinking. Describe a simple model of the Earth's atmosphere and of atmospheric pressure. Explain why atmospheric pressure varies with height above surface.	Geography- Layers of the atmosphere.	Manipulating equations. Researching and presenting. Citing and referencing.
SUMMER TERM	**Space physics** What is in our universe? Measuring distance using light years. The main features of the solar system and its bodies. The lifecycles of stars, birth, development and death. Formation of various elements at different stages within the star.	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. Relate the composition of the Earth and its life forms to the elements formed in the star. Describe how new evidence changes our understanding of our universe.	RS: the philosophical beginnings of the universe and how different cultures (including scientific) have their own beliefs.	Manipulate calculations that involve standard form. Use descriptive language to describe and explain the life cycle of stars and relate to the composition of the Earth and its life forms. Develop mnemonics to remember complicated sequences of nuclear reactions. Link evidence from various sources to develop scientific predictions/conclusions.

Chelmsford County High School

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. . Understand and discuss leisure activities and give opinions. Use of depuis +present Recognise and use expressions of frequency with the present tense. Discuss TV programmes, books, films.	Verbs Revise and practise Present tense of regular verbs inc. those with irregular stem changes Revise and practise reflexive verbs Revise and practise Future time frames Revise and Practice 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	History: research skills. English: presentation skills.	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.
SPRING TERM	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 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.	Verbs Revision and use of Modal Verbs Devoir Vouloir and Pouvoir Revision Near Future tense Formation and use of the Future tense. Expression of obligation and future intent il faut je dois je voudrais je peux j'espère + inf je vais j'ai l'intention de Negatives Ne …plus, ne….. rien…. ne….. jamais, ne…… personne	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 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. Develop skills for GCSE picture task
SUMMER TERM	Describe weather in future, present, imperfect and perfect tenses. Discuss past, future and favourite holidays. Read and write poetry. Discuss environmental issues and protection of endangered species. Have greater awareness of the existence and location of other 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 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. Speaking: Take the lead in and develop conversations in a small team produce and deliver a presentation on French speaking countries.

Chelmsford County High School

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	**1. Health and Fitness** To name parts of the body and describe illnesses. To get and give medical advice. To talk about injuries and how they occurred. *Assessment 1* **2. Clothes.** To name and describe clothes. To learn the basics of adjective endings and cases relating to describing clothes To learn language for buying clothes and describing problems. To give opinions and use comparisons. To take part in a fashion show. *Assessment 2*	Students can identify parts of the body and take part in role plays to give details of illnesses, injuries and remedies. Possessive adjectives Seit Plurals of nouns Past tense practice All students can use adjective endings with increased accuracy to describe clothes. All students take part in role plays buying clothes. To use 'du' and 'Sie' appropriately understand the different registers. Revision of giving opinions and comparisons.	PSHE: health. Stand up, speak out/internationalism Performing a role play to the class. Use German cultural events or environmental awareness to produce a fashion show.	Use new vocabulary and adapt structures in spoken and written work. Use reference materials. Use knowledge of language to cope with unfamiliar topics including more complex language. Use grammar structures with increasing accuracy. Produce longer passages of German with good accuracy using knowledge of language and adapting effectively. Develop confidence in speaking to an audience. Start to gain knowledge of skills required for GCSE speaking. Develop an understanding of the German case system and use of with increased accuracy.

S P R I N G T E R M	**3. Media** To learn the vocabulary for describing TV, films, music and books. To be able to describe media habits using the past, present and future tenses. To be able to give opinions and justify them. *Assessment 3*	All students can talk about their viewing habits and about music, and express opinions confidently. Past present and future tense practice Practice of conjunctions. Introduction of general phrases to give opinions. Practice of cases including adjectives, possessive adjectives, demonstrative adjectives and welch.	Cultural awareness: German TV, film and music.	Narrate in different tenses and give opinions confidently. Understand longer passages of written and spoken German containing unfamiliar language developing strategies reading and listening for gist.
	4. Jobs and Future Plans. To be able to talk about future school 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 become familiar with GCSE style picture and role play tasks. *Assessment 4*	All students can talk about future plans giving reasons for their future career choices. All students are introduced to GCSE style speaking tasks. All students are gaining confidence with the use of the conditional tense and are confident with the use of the future tense, möchten and wollen.	PHSE: future plans. GCSE style speaking practice.	Use new vocabulary and structures in spoken and written work. Use a range of reference sources where appropriate. Understand longer passages including unfamiliar language. Adapt new language to use in writing and speaking. Use a variety of tenses. Use a wider range and more sophisticated connectives. Understand a variety of passages containing some longer more complicated sentences and unfamiliar language. Continue gaining an understanding of the requirements of the GCSE speaking examination.

S U M M E R T E R M	**5. 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 talk about a future party *Assessment 5 (End of year)*	All students can 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. Use of dass. Introduction of the pluperfect tense with bevor and nachdem.		Understand and use the pluperfect tense. Use tenses with increased confidence. Use a wider range of conjunctions. Continue developing strategies for understanding longer texts. Plan and write a piece of longer writing using prior language knowledge and new language from the current unit.
	6. 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.	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. read for gist.	Internationalism: cultural awareness. English: story writing and using imagination and awareness of different written registers.	Start to develop understanding of texts in different registers. Recognise the imperfect tense and understand when it is used. Write a short text using the imperfect tense.
	7. Film Study To study a German film with a focus on life in East Germany.	All students can use basic German to describe the characters and the events in the film. All students have an awareness of life in East Germany.	Internationalism: Cultural awareness. Understanding the restrictions of living in East Germany, History of modern Germany	Start to use literary language to describe characters and events in a film. Understand the main differences in life in East and West Germany prior to 1989.

Chelmsford County High School

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. English: Public speaking and presentation	Developing presentation skills in Rome project. Source analysis skills. Developing & articulately delivering own responses.

SPRING 1	Ancient Rome continued. Pluperfect tense. Vocab learning (including derivations).	Analysing the manner in which the sites of a city are representative of its inhabitants.	History: research on Ancient Rome. English: Public speaking and presentation	Developing presentation skills in Rome project.
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. Prophecy: augury, haruspicy, representations & interpretations of omens.	Usage & inflection of demonstrative pronouns. Influence of omens on Roman individuals & society. Explorations of different means of prophecy. Impact of prophecy on individuals' actions – self-fulfilling prophecy?	General: creative, presentation and of research. Internationalism: cultural awareness. History: source analysis.	Independent study skills. Time management & organisation. Sensible selection of presentation techniques. Appropriate research skills.

Chelmsford County High School

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	Tectonic Hazards: The Earth's structure and plate tectonics theory Plate boundaries Causes and impacts of earthquakes	Tectonic processes. Impacts of hazards. Influencing factors.	Chemistry / Physics: tectonic processes. English/History: extended writing.	Comparative writing. Numeracy skills. Group research and presentation.
AUTUMN 2	Tectonic Hazards: Tsunami hazards Types of volcano (determined by lava characteristics) Supervolcanic activity	Tectonic processes. Scale.	Chemistry: atomic structure as an influence on lava type and volcanic hazards. Latin: Pompeii and Vesuvius.	OS map skills. GIS skills. Independent research. Theoretical application.
SPRING 1	Tectonic Hazards: Yellowstone supervolcano Monitoring and managing volcanic activity Exploring Asia:	Hazard management. Impact prediction. Inequalities and diversity.	Science: the role of volcanoes in shaping the global climate. Art: cultural identity. History: The Middle East.	Theoretical application. Numeracy. Direct comparison. Independent research.

	Variations across the continent Perceptions and issues in the Middle East	Perceptions. Conflict. Water scarcity.		Extended writing.
SPRING 2	Exploring Asia: China's global role and influence Introduction to Modern India	Perceptions of place. Economic development. Inequalities.	Art: cultural identity. Maths: identifying trends. History: Indian Independence.	GIS. Justification. Direct comparison.
SUMMER 1	Exploring Asia: India's changing economy Mumbai	Perceptions and representations of place. Economic development. Urbanisation.	History: India. Art: visual representations of place.	GIS. Group research and presentation.
SUMMER 2	The Challenge of Resource Management: Introduction to global resource issues (energy, water and food) Water resource issues UK food production and consumption	Resources. Sustainability. Management. Water security. Water scarcity. Food (in)security. Energy (in)security. Consumption. Production.	Science: climate change, fossil fuels & biofuels and future technologies for sustainability. Citizenship: inequalities in production and consumption.	Statistical analysis. Map analysis. Direct comparison.

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.

Chelmsford County High School

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:** Medical Ethics What makes human life special? When does human life begin? The abortion debate Genetically modified humans Transplant surgery and organ donation	Is there a soul? What happens when we die? Is life sacred? How are important medical decisions made? How does religion affect moral decision making? Is religion outdated in the scientifically advanced world?	History: changes in ethical thinking over time. English: Analysis of newspaper articles. Science: The relationship between science and religion. Social, Moral, Cultural & Spiritual: Important life questions.	Critical judgement. Cultural, social and historical awareness. Analysis. Awareness of cultural, social and historical context. Critical thinking. Analysis and evaluation. Respect. Tolerance.
SPRING TERM	**Topic 2:** The Philosophical Problem of Evil What is evil and suffering? Why is evil a problem for religion? Religious answers to the origins of evil – Christianity, Hinduism, Buddhism Religious teachings in response to evil and suffering - Christianity, Hinduism, Buddhism.	Difference between moral and natural evil. To what extent can we reduce/eliminate evil and suffering. Is evil compatible with religious belief? How should we respond to suffering in the world around us?	History: examples of evil throughout history. Social, Moral, Cultural & Spiritual: Important life questions. English: Analysis of newspaper articles.	Critical judgement. Cultural, social and historical awareness. Analysis. Awareness of cultural, social and historical context. Critical thinking. Analysis and evaluation. Respect. Tolerance.

SUMMER TERM	**Topic 3:** New Religious Movements The emergence of new religions Difference between religions, cults and sects An exploration of Humanism Life in the Amish community What is Scientology and why is it controversial	Reasons behind breakaway religions Cultural and political influence on the emergence of new religions.	History: examples of changes in religion in history. Geography: Where in the world do new religions emerge? Social, Moral, Cultural & Spiritual: Important life questions. English: Analysis of newspaper articles.	Critical judgement. Cultural, social and historical awareness. Analysis. Awareness of cultural, social and historical context. Critical thinking. Analysis and evaluation. Respect. Tolerance.

Chelmsford County High School

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. Papier-mâché. 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?	ICT: 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.

SPRING 2	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. English: descriptions.	Enquiring, creative, knowledgeable, reflective, principled, articulate, and resilient. 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 Computer Science 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	**App Development (**App Lab is a programming environment where you can make simple apps. Design an app, code in JavaScript with either blocks or text, then share for evaluation).	1. Decomposition and GUI Interface Development. 2. Investigating the initial stages of app development and familiarity with App Lab interface. 3. Selecting a project brief and applying concepts. 4. The importance of user input. 5. Independent development of an app (several lessons are required for the completion of this stage – 1/3 dedicated to interface, 2/3 dedicated to functionality).	Numeracy: Logic and arithmetic. Literacy: Writing with economy and clarity for an audience. Development of programming constructs across a new platform and language. Opportunity for high ability students to develop code in JavaScript.	Use decomposition to identify when a problem needs to be broken down. Implement and customise GUI elements to meet the needs of the user. Recognise that events can control the flow of a program. Use user input in an event-driven programming environment. Use variables in an event-driven programming environment. Develop a partially complete application to include additional functionality. Establish user needs and apply success criteria to help evaluate the success of a project. Start to design the solution to a real-world problem. Use user input in a block-based programming language. Use a block-based programming language to order instructions in a sequence. Use variables in a block-based programming language. Use a block-based programming language to include sequencing and selection. Use user input in a block-based programming language. Use variables in a block-based programming language. Reflect on and react to user feedback.

AUTUMN 2	**3D Animation using Blender** (Blender if a free open-source software used to develop 3D animations. This unit introduces students to key concepts in animation and 3D design, and develops key skills in the creation of their own creation).	1. Introduction to basic interface controls. 2. Application of animation techniques: parenting, using the timeline and object naming conventions. 3. Complex models and colours. 4. Organic modelling and using powers of observation to identify edited materials. 6. Introduce highlighting and camera views to own animation.	Art and Design. Maths. Create, reuse, revise, and repurpose digital artefacts for a given audience, with attention to trustworthiness, design, and usability.	**Add**, **delete**, and **move** objects. **Scale** and **rotate** objects. Use a **material** to add **colour** to objects. Add, move, and delete **keyframes** to make basic **animations.** Play, pause, and move through the animation using the **timeline.** Create useful **names** for objects. Join multiple objects together using **parenting.** Use **edit mode** and **extrude.** Use **loop cut** and **face addition.** Apply different **colours** to different parts of the same model. Use **proportional editing.** Use the **knife tool.** Use **subdivision.** Add and edit **lighting.** Set up the **camera.** Compare different render modes.
SPRING 1	**Databases (**This is a practical unit covering the basic theory, creation and use of a single-table database and a simple relational database involving two tables in a one-to-many relationship).	1 Introduction to Databases. 2 Writing queries using conditions and suitable operators. 3 Designing a database structure - focus on data types and validation techniques. 4 Build database and design an input form. 5 Develop understanding of SQL. 6 Read and write SQL queries.	Maths.	Give examples of databases used by organisations which are accessible to the public via the Internet. Create a database table using several fields with different data types. State the purpose of a primary key in a database. Create a basic input form to input data. Query the database using more than one criterion to find answers to user queries. Create a basic report with suitable headings. Create a front-end application menu with buttons linking to a form and a report. Add features to an input form to make it more user-friendly.

				Fully customise their input forms and reports. Create the relationship between two linked tables. Create a complex query which uses two tables in a relational database. Create a report which uses data from linked tables . Edit a report structure and add subtotals and/or a total to the report.
SPRING 2	**A Digital Society: Ethics and Environmental Issues** (This unit explores a range of controversial issues that society and organisations are faced with because of an increase in the use of digital technology).	1. Censorship and Privacy – Great Firewall of China and DPA. 2. Artificial Intelligence – The use of CAPTCHA, machine learning and advances in AI. 3. Research and explore the culture of biohacking and its implications on national / personal security. 4. Digital divide and the environment – Ghana E-Waste.	Geography. History. RS. Literacy.	Research techniques. Critical judgement. Source validity. Cultural, social, and historical awareness. Critical thinking. Respect. Tolerance.
SUMMER	Advanced Python using a TIME approach (functions first). (Try, Investigate, Make, Evaluate) This final unit of KS3 develops students' knowledge of programming constructs to support a functions first approach to allow structured programming, arguments, and parameters to take a central focus in the unit. This unit provides a suitable transition from KS3 to KS4 programming content.	1. Learn how to write structured programs. 2. Learn how to use selection. 3. Learn how to use number data types. 4. Learn how to use string data types. 5. Learn how to use counter-controlled iterations. 6. Learn how to use condition-controlled iterations. 7. Learn how to handle user inputs. 8. Learn how to use arrays and lists. 9. Learn how to use serial files. 10. Learn how to master the basics.	Numeracy: Logic and arithmetic.	Adopt a structured approach to developing solutions. Use the TIME strategy. Make predictions about what a program will do. Interrogate code to understand program mechanics. Trace code to follow the changing values Design algorithms. Run and test code. Debug code and correct errors. Paired programming.

Chelmsford County High School

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 *This unit explores the impact of joyriding from different character perspectives. It also encourages students to act as directors and think about Drama beyond acting, considering the whole performance. This includes: staging, props and use of the performance space.*	- To develop a knowledge and understanding of the play 'Joyride'. - To consider and apply appropriate vocal and physical skills to demonstrate the motivation, feelings and emotions of your given character in the script. - To consider different staging positions/styles when staging your final performance. - Stretch and Challenge: - To direct others in your group to achieve the aims and objectives of the scripted piece. - To perform as part of an ensemble cast. - To collaborate in groups to achieve the aims and objectives of a scripted piece.	Drama: - Scripts are explored further in Year 9 (reviewing the Tree and Teechers) and again in Year 10 (reviewing either Bouncers or The Last Resort). - Exploring scripts is appropriate preparation for students pursuing GCSE/A-Level Drama as an ability to perform a script is required for these assessed pathways. English: - Working with scripts and analysing how language can inform ideas about characters. PSHE: - The effects of joyriding on Road Safety.	Skills: Collaboration. Reflection. Reading Speaking and Listening. Performing. Communication.
AUTU	Physical Theatre *This is an exploration into using movement and physical theatre as a*	- Review, research and describe the following Drama genres: - Physical Theatre. - To define the term Physical Theatre.	Biology: Food/diet, obesity and malnutrition through Hard to Swallow extract explored in lessons.	Skills: Presentation skills. Persuasive language. Ethics/morals.

M N 2	*means of communicating meaning to an audience. This unit explores how physical theatre can be used as a devising stimulus, but also how it can be used to aid and assist an existing scripted narrative.*	- To identify and understanding the different theatrical techniques used within physical theatre (e.g. movement, body propping, physical skills etc.) - To apply appropriate physical theatre techniques to build a physical theatre performance. - To consider and apply physical skills in order to communicate meaning within a piece of physical theatre. - To reflect on the work on themselves and others reviewing how physical theatre has been used to communicate meaning to the audience.	PSHE: The subject of eating disorders is briefly mentioned in the script we review as part of this unit. Drama: - Physical Theatre is reviewed again in Year 10 and 12; this topic provides a good basis for an introduction to Frantic Assembly. - This style could be developed to be performed in a GCSE Devised examination in Year 10. Dance/PE: - GCSE Dance/PE – both disciplines can review how physical theatre is used to communicate meaning though physicality and movement.	Evaluation. Physical Skills Movement. Evaluation. Collaboration.
S P R I N G 1	'Teechers' by John Godber *Teechers is a comedy set in a comprehensive school. It explores three students who multi-role as different characters playing both the other teachers and the other students in the school, too. It teaches the key skills of: stock characters, exaggeration and multi-role.*	- To be able to define and describe the style of John Godber - To be able to identify and describe the different techniques associated with the style of John Godber (e.g. stock characters, exaggeration, multi-role etc.) - To apply appropriate vocal and physical skills to demonstrate a clear stock character. - To apply contrasting vocal and physical skills, in addition to changes in costume, to demonstrate multi-rolling in a scripted piece. - To review the play 'Teechers' by John Godber. - To identify and describe the different characters in 'Teechers' –	English: - Scrip work preparing students for script work at GCSE and A-Level. Drama: - Scripts are explored further in Year 9 (reviewing the Tree and Teechers) and again in Year 10 (reviewing either Bouncers or The Last Resort). - The style will be further explored at Key Stage 4 through exploration of The Last Resort or Bouncers. Both these texts are similar to Teechers in style (through the use of exaggeration and multi-roling etc.) - Exploring scripts is appropriate preparation for students pursuing GCSE/A-Level Drama as an ability to	Skills: Speaking and listening. Communication. Analysis. Evaluation. Comedy. Interpretation.

		clearly identify and understanding the different stock characters in the script. - To apply the features associated with a John Godber styled performance to an extract from Teechers. - To reflect on the work of themselves/others in their ability to achieve the style of John Godber.	perform a script is required for these assessed pathways.	
S P R I N G 2	Epic Theatre by Bertolt Brecht *Bertolt Brecht is a German playwright and theatre practitioner. He explores issues and themes that impact society. This topic teaches students to use different effects under the umbrella of Epic Theatre to achieve the aims and objects of Brecht.*	- To be able to explore the role of Epic Theatre. - To be able to identify the principles encompassing Epic Theatre as a genre. - To define the theatrical term verfremdungseffekt. - To be able to apply different verfremdungseffekts in a piece of theatre to either distance an audience or promote a social/political message. - To explore different social and political messages in response to a stimulus. - To explore the role of distancing in a piece of Epic Theatre. - To reflect on pieces of theatre considering their ability to highlight social and political messages and distance an audience.	PSHE: - The work of Brecht explores social and political issues which may be explored elsewhere within the PSHE curriculum. History: - Brecht was inspired to develop this style of theatre in response to the atrocities he experienced as a medical auxiliary during WWI. - Much of Brecht's work was a retaliation to Hitler's Nazi regime. English/Art: - The work of Brecht can often be presented in an allegorical way; which would also be explored during GCSE/A-Level English and Art. Drama: - Bertolt Brecht and Epic Theatre is studied in further detail in Key Stage 5. - Techniques developed throughout this topic could be used within both the GCSE and A-Level Devised Performance Exams.	Skills: • Criticality. • Political Thinking. • Creativity. • Collaboration. • Communication. • Reflection.

SUMMER 1	The Tree *The Tree gives learners an opportunity to implement skills and techniques reviewed throughout Key Stage 3 into a piece of scripted Drama. It allows students to see scripted text as an opportunity for theatrical technique development in additional to skill development.*	- To develop a knowledge and understanding of the script 'The Tree'. - Consider theatrical techniques used throughout Key Stage 3 to build/develop a section of the script. - To consider and apply appropriate vocal and physical skills to demonstrate your interpretation of your chosen character in the script. - To review the script and identify appropriate interpretations of characters, identifying: motivation, characteristics, feelings and emotions. - To reflect on the work of themselves and others – identifying moments of strength and areas for development.	Chemistry: - Quarrying is an issue explored within the script 'The Tree'. Geography: - Fracking and global warming are issues explored within the text 'The Script'. Drama: - GCSE scripted exam – students transfer skills, re: character interpretation and using theatrical skills to stage an extract of script.	Skills: • Environmental awareness. • Ethical judgement. • Collaboration. • Textual Analysis. • Creativity. • Reflection. • Theatrical Skills and Techniques.
SUMMER 2	Noughts and Crosses *Noughts and Crosses introduces students to a GCSE set text. It explores the issues of prejudice in a society which are then discuss in a safe environment in Drama lessons. The relationships of the various characters in the text are explored practically using different theatrical techniques.*	- To explore the themes and issues raised within the theatrical interpretation of Noughts and Crosses. - To explore the themes and issues within Noughts and Crosses with integrity and sensitivity. - To interpret the different roles and characters within Noughts and Crosses. - To apply different theatrical skills to demonstrate the given circumstances of the different characters in the play. These skills should reflect the characters circumstances and backstory. - To use the theatrical techniques of role-play, thought-tracking and proxemics to demonstrate different characters and their character relationships.	English: - Students explore the literary version of Noughts and Crosses in Year 7; this gives them an overview of the themes and topics addressed. History/Religious Studies: - Noughts and Crosses explores themes around race and society – students will have previously explored these in the above subjects. PSHE: - Noughts and Crosses explores themes around race and society. Drama: - Noughts and Crosses is a GCSE set text and introduces students to the expectations of Component 3 of the GCSE syllabus.	Skills: • Textual Analysis. • Interpretation. • Creativity. • Collaboration. • Reflection. • Empathy. Sympathy.

		- To identify different character motivations and interpretations within scripted extracts, and then demonstrate these on stage. - To reflect on the different theatrical interpretations of various characters within Noughts and Crosses.		

Chelmsford County High School

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	Film Music.	Understanding the developments of music for film (link to GCSE music). Focus on key musical devices such as Leit-motif and Diegetic/Non-Diegetic music. Understanding the skills required for writing original music to moving images.	Art and Media: the development of film and moving images.	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	Using technology to create music.	Using Sibelius to develop an original composition in response to a given brief. These are vital for learning through KS3, KS4, KS5 and beyond.	Computing: manipulating data to create sound.	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 in Adverts – VIP Studios (P1).	Analysis of musical features and attributing to sonority or emotion for the purpose of advertising. Designing and composing a musical advertisement through appraisal of others, target audience and market appeal. Use of Music technology and software to create a composition.	History – analysis of adverts through the decade, trends, politics and equality issues I.T use software to build, edit and manipulate sound.	Project management from product design to refinement of finished composition. Group planning and role allocation. Cooperative team player. Creative solutions with a broad starting point.

SPRING 2	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.
SUMMER TERM 1	Ensemble performance.	Looking at how composers arrange themes for a specific subject matter – how music reflects genre. History of Dr Who Theme tune by Victoria Derbyshire and technological advances. Conducting skills and non-verbal communication when performing as an ensemble.	History: Context of how and why composers adapted themes. IT – technological changes over time. P.E - motor skills and shapes conducting and maintaining strict pulse within. Non-verbal directions and signs.	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 2	Class Concert – Performance Skills.	Opportunity for students to showcase their performance skills in any style or genre. Opportunity for solo and small group performances.	Business Skills: organisational skills to choose/rehearse and perform a piece.	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 to create interdisciplinary thinking*	COMPETENCIES *attributes and skills to develop versatile learners*
AUTUMN & SPRING TERMS	1. Trampolining Health & Safety – moving, getting out & putting away trampolines, spotting Transference of skills from gymnastics, introduction of basic jumps, 2. Net Games – Badminton – Recap of basic skills, serves & Volleyball – Introduction of basic skills such as dig, volley & serve. Understanding of scoring and serve rotation 3. Invasion Games – Warm ups – Lead groups using correct terminology Basketball – recap Yr7&8 skills, introduce modified team tactical play & full rules. Handball, Lacrosse, Football & Tag-Rugby. Introduction of basic skills and small sided game play. 4. Swimming	1. Body management & Physical literacy e.g. co-ordination, muscular strength & endurance and body tension. Resilience in learning new skills. Assessment – peer & teacher of skills & routines. Reflection & evaluation of own & others' performances. 2&3. Analysis of own and others' techniques – able to give constructive feedback. Increased knowledge of rules and tactics used to outwit others & win games. Pursuit of excellence. Leadership skills – improving communication, organisation further in order to manage others Teamwork & cooperation along with personal responsibility. Officiating small sided games - Knowledge of rules Captain/team manager roles- Communication & leadership skills and use of tactical knowledge. 4. Use of choreographic devices & formations Analysis of strokes – BLABT & use of practice structure	Drama – confidence in performance. English: literacy: new sport specific words. History: Looking at past and present sporting events and benefits of holding them. Geography: comparison of participation & popularity of sports around the world. Maths: Importance of angles in all sport, whether to win points or release throws correctly. Sciences: Physics - Centripetal force, Aerodynamics. Newton's Laws of Motion. How science can help development of techniques, improve performances etc. GCSE PE – continuation of learning about muscular, skeletal, circulatory & respiratory systems & their importance in sport, physical training, health & fitness and practical elements, sports psychology & movement analysis.	Interpretation skills & understanding how skills can transfer Creativity: Able to problem solve Understanding of action and reaction. Enquiring – able to question Knowledgeable & Reflection: Use knowledge to analyse own and peers' techniques and skills, as well as team performance. Physical literacy – learning how their bodies work and move & learning how their bodies work and move. Use previous knowledge to create interesting routines and share ideas with partner. Principled – fair play, following rules. Resilience – practice/hard work, etc. Leadership skills & attributes – Use of knowledge to officiate small/full sided games. Increased confidence and knowledge to able to lead warmups correctly etc.

	Recap of strokes – Front crawl, backstroke & breaststroke especially Butterfly. Relay techniques & strategies Personal survival – recap treading water, entering & exiting water, safety around water etc. Synchronised swimming – pairs or small groups 5. Health Related Fitness & Baseline testing Further introduction to GCSE PE fitness testing & what understanding what principles of fitness they test.	Safety around water. 5. Introduction to GCSE PE – Physical training section. Components of fitness. Knowledge of fitness testing & interpretation of Results.		

SUMMER TERM	1. Athletics. Introduce more advanced techniques for throws, jumps & track events. Able to officiate both track & field events plus explain rules to athletes taking part. History of Paralympics. 2. Net games - Tennis. Recap strokes – forehand, volley backhand & serve. Knowledge of singles & double rules & able to umpire matches Improve game play through working with a partner to outwit opponents. Able to name of Wimbledon & other Grand Slams winners past & present. 3. Batting & Fielding - Cricket & Rounders. Progression of basic skills to enhance individual performance as well as team performance – batting; fielding; throwing & catching skills. Officiating small-sided games Teamwork	Understanding & importance of Health & Safety during lessons & performance. How to officiate events and lead. How the body moves and improves fitness. Peer analysis & constructive feedback Paralympics – events & athletes' knowledge. Resilience – learning new skills and techniques. Practise skills. Team cohesion & Team organisation skills. Leadership skills. Knowledge of past and present players & tournaments. Knowledge of different countries and which F&B games they play.	English: literacy – new sport specific words. History: Paralympics & origins; Wimbledon & Grand slams & champions. Science: Newton's laws, flight of javelin & discus. Importance of sportsmanship - Drug testing. Mathematics: scoring systems, angles of release and take off. French: Tennis scoring system. GCSE PE – continuation of learning about muscular, skeletal, circulatory & respiratory systems & their importance in sport, physical training, health & fitness and practical elements. Introduction of areas of movement analysis & sport psychology.	As above Leadership skills - Good communication skills allowing students to able to officiate and coach peers. Able to use communication skills to control game and team tactics. Able to give individual and team performance analysis. Knowledgeable - Understanding how science can help athletics to improve their performances. Principled – fair play etc.