



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 learner

Resilient – courageous character

Scholarly School

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

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

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

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

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



Year 7 English Curriculum

	CONTENT <i>core subject knowledge to foster disciplinary understanding</i>	CONCEPTS <i>subject specific, as well as broad, open concepts to encourage deep thinking</i>	CONNECTIONS <i>cross-subject links to create interdisciplinary thinking</i>	COMPETENCIES <i>attributes and skills to develop versatile learners</i>
A U T U M N 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: <i>Dracula</i>, <i>Frankenstein</i>, <i>Edgar Allen Poe</i>, <i>Susan Hill</i> Analysis and evaluation of language usage in 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 skills Evaluation or justification of opinions based on the analysis of a writers' works Use of the PQA 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)
A U T U M N 2	News and Travel Writing Understanding of the features and style of tabloid and broadsheet newspapers Understanding the use of structure within compelling news article writing Creating a travel brochure which applies persuasive techniques and writing styles Developing a critical vocabulary	Journalism and the language of newspapers Persuasive writing techniques and strategies Bias, opinion, and fact Emulation of style models	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-wing and right-wing perspectives
S P R I N G 1	Novel Study – <i>Animal Farm</i> To understand the importance of Orwell’s contribution to literature Research into historical, political, and social contexts	Research into historical or social context. Narrative writing Critical and comprehension writing Creative reading	History: The Russian Revolution. The role of propaganda Geography: global awareness PSHE: Global citizenship	Developed awareness of historical movements, world events, and contexts Engagement with characters in novels to enhance attributes of empathy and sympathy

	Contextual study/thematic study – friendship/authoritarianism/The Russian Revolution. The role of literature as propaganda. Development of analytical and comprehension skills Creative writing response to the novel Evaluation of strengths and weaknesses of the novel studied	Creative writing		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
S P R I N G 2	Novel study continued Refining skills of analysis, evaluation and comprehension Grammar practice Continued refinement of skills of analysis to produce a critical essay	Written expression Timed writing	History: The Russian Revolution. The role of propaganda Geography: global awareness PSHE: Global citizenship	Continuing to develop skills of analysis Essay writing structure and style
S U M M E R 1	An Introduction to Poetry and The Lady of Shalott	Research into historical or social context. To have a clear understanding of the ballad form and its historical significance	History: Victorian context Geography: global awareness PSHE: Global citizenship	Developed awareness of historical movements, world events, and contexts Engagement with social and political ideas communicated in poetry

		To examine new iterations in modern forms such as Slam poetry Creative reading and writing		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
S U M M E R 2	Shakespeare Monologues: understanding Shakespeare's language, verse form, and play form Performing Shakespeare monologues aloud Shakespeare biographical contexts An introductory overview of several key Shakespeare texts	How to read and understand Shakespeare's language, metre, characterisation, and plot. How to perform Shakespeare aloud	Drama: textual reading and performance History: 16th and 17th century contexts Oracy PSHE: literary heritage	Developing confidence reading, understanding, studying, and performing these key texts



Year 7 Mathematics Curriculum

	CONTENT	CONCEPTS	CONNECTIONS	COMPETENCIES
	<i>core subject knowledge to foster disciplinary understanding</i>	<i>subject specific, as well as broad, open concepts to encourage deep thinking</i>	<i>cross-subject links to create interdisciplinary thinking</i>	<i>attributes and skills to develop versatile learners</i>
SECTIO N 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/Geog/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.
SECTIO N 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/Geog/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.	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 Fractions of amounts and adding/subtracting.	Computing: Excel use. Science/Geog: 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. Add and subtract fractions using a common denominator.
SECTION 4	FDP equivalences. Percentages. Averages. 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.	Science/Tech/Geog: 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

		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. Understand and use equivalences FDPR.		of a sequence when the rule is linear or sequences which can be thought of as a combination of linear sequences. Work with the rough metric equivalents of imperial units still in daily use (pounds, feet, miles, pints and gallons). Convert one metric unit to another.
S E C T I O N 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. Ratio	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. Sharing and proportional reasoning.	Physics: practical volume calculations. Geography: life skills and maps. Art: symmetry.	Identify all the symmetries of 2D shapes. Reflect in a mirror line (knowing the equation of a line). Note that the only mirror lines that will be examined are: $x = k$, $y = k$, $y = x$, $y = -x$. Rotate by a multiple of 90° about a centre of rotation. Translate using vectors. Understand and use appropriate formulae. Know the language associated with circles. Use knowledge and skills to solve problems.



Year 7 Biology Curriculum

	CONTENT <i>core subject knowledge to foster disciplinary understanding</i>	CONCEPTS <i>subject specific, as well as broad, open concepts to encourage deep thinking</i>	CONNECTIONS <i>cross-subject links to create interdisciplinary thinking</i>	COMPETENCIES <i>attributes and skills to develop versatile learners</i>
A U T O M N	Students should develop a secure body of scientific knowledge and increasingly use it to describe, explain and apply scientific ideas. Students can achieve this by: - Identifying the main structures of animal and plant cells and explaining the function of the cell membrane, cytoplasm, nucleus, mitochondria, cell wall, chloroplast and vacuole. - Explaining similarities and differences between plant and animal cells. - Using MRS GREN to identify the characteristics of living organisms. - Understanding the distinction between unicellular and multicellular organisms and describing examples of microorganisms.	The topic provide opportunities to move beyond factual recall towards models, relationships, patterns, evidence and explanation. Students should develop the ideas that: - The cell is the fundamental unit of living organisms. Structure is related to function – cells are different because they have different jobs. - Living things can be organised hierarchically, from cells through to whole organisms. - Life can exist at very different scales, from individual cells to complex multicellular organisms. - Diffusion provides an important mechanism for the movement of substances into, out of and between cells. - Classification involves identifying patterns and	The topic offer strong opportunities for students to recognise that scientific ideas and skills are not isolated from other disciplines. Students can: - Connect microscopy to Physics, particularly lenses, magnification and the idea that technology extends human observation. - Apply Mathematical skills through magnification, measurements, time and graphing. - Develop English skills through peer assessment, communication and explaining scientific observations. - Connect practical work to PE, particularly decision-making, communication, risk-taking and following rules.	Students have repeated opportunities to develop working scientifically, practical, mathematical, communication and independent-learning skills. Practical and scientific enquiry Students can demonstrate competence by: - Selecting and using appropriate laboratory equipment safely. - Following practical procedures accurately. - Making and recording observations and measurements. - Setting up investigations and identifying appropriate variables. - Repeating measurements and calculating means. - Recognising anomalous results.

	• Explaining how specialised cells are adapted to their functions, using examples such as red blood cells, nerve cells, root hair cells and leaf cells. • Understanding the hierarchy from cells → tissues → organs → organ systems → organisms. • Describing characteristics of bacteria and fungi and using classification ideas to distinguish groups of organisms.	characteristics shared by organisms. This allows students to think through questions such as: • <i>What makes something living?</i> • <i>Why don't all cells look the same?</i> • <i>How does the structure of a cell help it carry out its job?</i> • <i>How can one cell carry out all the processes needed for life?</i>	• Recognise the role of technology in extending our ability to investigate structures that cannot be seen with the naked eye.	• Identifying patterns in data and using evidence to draw conclusions. • Suggesting improvements to experimental methods. Observation and representation Students can develop their ability to: • Draw accurate scientific diagrams. • Label diagrams using appropriate scientific terminology. • Represent cells accurately from microscope observations. • Present data using appropriate tables and graphs. The Cells topic specifically expects students to prepare slides, use a light microscope and produce accurate microscope drawings, including appropriate titles, magnification and labelling conventions. Mathematical competence Students can: • Apply equations rather than simply recall them. • Rearrange equations to find unknown quantities. • Convert units. • Calculate averages. • Interpret graphs and identify relationships. • Use magnification calculations.
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				Communication and collaboration Students can develop as versatile learners by: • Explaining scientific ideas using appropriate scientific vocabulary. • Justifying conclusions using evidence. • Discussing and challenging ideas with peers. • Working collaboratively during practical investigations. • Presenting research findings to others. • Peer assessing work. • Translating observations into clear written and visual explanations. The Cells topic uses collaborative research and presentations around specialised cells. Critical thinking and problem solving Students can: • Identify and correct misconceptions. • Predict what might happen before an investigation. • Explain observations using scientific models. • Decide which method is appropriate for a particular problem.
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				• Compare alternative explanations. • Apply knowledge to unfamiliar contexts. • Ask questions and use evidence to refine their thinking.
S P R I N G	Students can achieve in this area by accurately labelling reproductive structures, explaining processes using appropriate scientific vocabulary, sequencing stages of development and applying knowledge to unfamiliar examples. The topic also expects students to use data to analyse patterns in reproduction and survival. Students should be able to: • Identify and describe the structures and functions of the male and female reproductive systems. • Explain that sperm and egg cells are specialised gametes and describe how their structures support their functions. • Describe fertilisation as the fusion of male and female gametes. • Explain how a fertilised egg develops through cell division to form an embryo and foetus.	Students can demonstrate conceptual understanding by explaining <i>why</i> sperm and egg cells have particular adaptations, linking reproduction to the earlier study of cells, explaining the role of diffusion and interpreting patterns in reproductive data rather than simply recalling facts. The key concepts are: • Life processes: all living things reproduce and grow. • Life cycles: organisms pass through recognisable stages of growth and development. • Specialisation: the structure of a cell is related to its function. • Cell division: growth and development occur through repeated cell division and the formation of specialised cells. • Exchange: substances move between the mother and foetus through the placenta by diffusion. • Variation and survival: different reproductive strategies influence the number of offspring	Students can achieve by transferring knowledge from the Cells topic to explain gamete specialisation, using prior learning about vertebrates to compare reproductive strategies and applying biological understanding to health-related scenarios. Cross-subject links to create interdisciplinary thinking Biology and PSHE The Reproduction topic connects directly with: • Cells: specialised cells, tissues, organ systems, cell division and diffusion. • Key Stage 2 Biology: life cycles and vertebrate groups. • PSHE and Relationships Education: puberty, reproduction, pregnancy, personal responsibility and healthy lifestyle choices. • Health education: the effects of maternal lifestyle on foetal development and the importance of care during pregnancy.	Students are expected to develop the following competencies. Students should be able to: • Ask relevant scientific questions. • Make predictions and develop hypotheses. • Identify independent, dependent and control variables. • Select suitable equipment and follow safe working procedures. • Make accurate observations and measurements. • Record results in tables and diagrams. • Repeat measurements where appropriate. • Identify patterns, anomalies and sources of uncertainty. • Draw conclusions based on evidence. • Evaluate methods and suggest improvements.

	- Describe the role of the placenta in exchanging substances between mother and foetus. - Explain how maternal lifestyle can affect foetal development. - Describe the physical and hormonal changes that occur during puberty. - Describe the menstrual cycle, including ovulation. - Compare reproduction in different vertebrate groups. - Explain relationships between the number of offspring, reproduction rate and survival rates.	produced and their chances of survival. Relationships and responsibility: biological knowledge can be used to understand puberty, reproduction, pregnancy and healthy lifestyle choices.		Achievement is demonstrated when students can complete practical work with increasing independence, explain the purpose of each step and identify potential errors or safety concerns. Mathematical competence Students should be able to: - Measure and record quantities accurately. - Use units correctly. - Interpret numerical data. - Draw and interpret line graphs, bar charts and scatter graphs. - Identify relationships and trends. - Use equations and rearrange them where appropriate. - Present answers to a suitable degree of accuracy. Examples include analysing reproduction data and comparing gestation periods. Communication and collaboration Students should be able to: - Use precise scientific vocabulary. - Explain processes in complete sentences.
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			• Annotate diagrams clearly. • Present evidence-based conclusions. • Discuss ideas with partners and groups. • Peer-assess and improve written work. • Communicate scientific findings to different audiences. Students can achieve by communicating ideas clearly, responding to feedback and adapting explanations for different contexts. Critical thinking and problem solving Students should be able to: • Challenge misconceptions using evidence. • Distinguish observation from explanation. • Compare alternative explanations. • Apply knowledge to unfamiliar examples. • Recognise that scientific models have limitations. • Use patterns to make predictions. • Evaluate claims using data. • Suggest improvements when results do not support a prediction.
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				• Make justified decisions based on scientific evidence.
S U M M E R T E R M	Students develop a secure foundation of scientific knowledge across progressively moving from recalling key facts and terminology to applying knowledge to unfamiliar situations. Students develop knowledge of: • Habitats, populations, communities and ecosystems. • Producers, consumers, herbivores, carnivores, omnivores, predators and prey. • Food chains and food webs, including trophic levels and the direction of energy transfer. • Biomass and the transfer and loss of energy through food chains. • Interdependence and competition between organisms. • Pollination, fertilisation and seed dispersal, including adaptations of insect- and wind-pollinated plants.	Change and continuity Students develop the idea that natural systems are dynamic. They consider: • Changes in populations and ecosystems. • Decomposition and carbon cycling. Students achieve this by describing sequences of change, explaining causes and consequences, and recognising that change can occur at very different rates and timescales. Evidence, inference and explanation A key disciplinary concept is that scientists often cannot directly observe the phenomenon they are trying to understand. Students explore this through: • Fossils and rock formations as evidence of past environments and continental drift.	There are numerous opportunities for students to see science as connected to other disciplines rather than as a collection of isolated topics. Mathematics Students use mathematical thinking to: • Calculate means and analyse data in Ecology. • Measure and analyse experimental data. Achievement is demonstrated when students select and apply appropriate mathematical methods to a scientific context and interpret what the result means scientifically, rather than treating calculations as isolated exercises. Geography Students connect science to: • Habitats and environmental change.	The course develops students as increasingly independent scientific thinkers and investigators. Scientific enquiry Students learn to: • Ask scientific questions. • Make predictions. • Identify variables to change and control. • Plan investigations. • Write clear methods. • Consider risk and safety. • Collect appropriate data. • Analyse results. • Draw evidence-based conclusions. • Evaluate reliability, accuracy and validity. • Suggest improvements and extensions. The Ecology topic explicitly requires students to plan investigations, identify variables, write methods and risk

• Decomposition, detritivores and decomposers, and factors affecting decomposition. • The carbon cycle, including photosynthesis, respiration and decomposition. • Human influences on ecosystems, including pollution, conservation, deforestation and bioaccumulation, with DDT and mercury used as examples. Students can demonstrate achievement by accurately defining scientific terminology, constructing and interpreting food chains/webs, explaining changes within ecosystems, describing biological processes, interpreting case studies and applying ecological knowledge to human impacts.	• Data from investigations into decomposition and ecological processes. Achievement involves students using evidence to support an explanation rather than simply stating a conclusion. Scale, quantity and proportionality Students increasingly reason about quantities and relative effects: • Energy and biomass decrease through food chains. • Small quantities of toxic substances can become significant higher in a food chain. Achievement involves students using quantitative information, comparisons, diagrams and calculations to explain scientific phenomena. Cause and effect Students are encouraged to ask why rather than simply what: • Why does removing a species affect other populations? • Why does decomposition occur faster under some conditions?	• Human impacts on ecosystems. • Climate change and atmospheric change. • Acid rain and pollution. • Natural resources and quarrying. • Global environmental consequences of energy use. English and communication Students develop scientific literacy through: • Learning and correctly using specialist vocabulary. • Explaining scientific processes in written form. • Producing posters, leaflets, storyboards and scientific summaries. • Writing conclusions and evaluations. • Presenting findings orally. • Summarising and commenting on scientific or news articles. • Constructing evidence-based arguments. Computing and digital literacy Students can use digital tools to: • Research scientific information. • Present scientific findings. • Create videos or presentations.	assessments, collect and analyse data, and evaluate limitations and improvements. Communication Students become increasingly able to: • Use scientific vocabulary accurately. • Construct explanations. • Annotate diagrams. • Present scientific ideas orally. • Produce written scientific responses. • Justify conclusions using evidence. Achievement means students can communicate scientific understanding clearly for a particular purpose and audience, rather than relying solely on recall. Critical thinking and problem solving Students develop the ability to: • Identify patterns and relationships. • Predict consequences. • Interpret evidence. • Challenge misconceptions. • Compare possible explanations.
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		Students achieve by producing linked explanations using appropriate scientific vocabulary and logical cause-and-effect reasoning.	• Access and interpret scientific resources. Geography, citizenship and Sustainability There are many opportunities to connect scientific knowledge with questions about resources, environmental impact, human decision-making and competing needs. The Energy topic explores responsibility for reducing fossil-fuel use.	• Apply knowledge to unfamiliar situations. • Recognise limitations in models and explanations. Examples include predicting the consequences of removing a species from a food web. Collaboration Students work collaboratively through: • Group investigations. • Practical activities. • Food-web modelling. • Research tasks. • Presentations. • Structured discussions and debates. • Role-play activities. They achieve by contributing ideas, listening to others, using evidence to support their contribution and responding constructively to alternative explanations. Reflection and resilience Students are expected to: • Identify their starting knowledge. • Self-assess. • Respond to feedback. • Correct misconceptions. • Evaluate their own practical work.
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				• Improve responses following assessment. Applying knowledge to real-world problems Students increasingly use scientific knowledge to address authentic questions: • How should ecosystems be protected? • What happens when human activity changes an ecosystem? • How does human activity affect the carbon cycle? • How can acid rain be reduced? • How should energy resources be used? • How can energy consumption be reduced?
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Year 7 Chemistry Curriculum

	CONTENT <i>core subject knowledge to foster disciplinary understanding</i>	CONCEPTS <i>subject specific, as well as broad, open concepts to encourage deep thinking</i>	CONNECTIONS <i>cross-subject links to create interdisciplinary thinking</i>	COMPETENCIES <i>attributes and skills to develop versatile learners</i>
A U T U M N T E R M	Students should develop a secure body of scientific knowledge and increasingly use it to describe, explain and apply scientific ideas. Students can achieve this by: - Describing the particle arrangement and movement in solids, liquids and gases and using the particle model to explain their properties. - Explaining changes of state – melting, freezing, boiling, condensation, evaporation and sublimation – in terms of particles gaining or losing energy. - Explaining gas pressure and diffusion using particle movement and interpreting observations from demonstrations.	There are opportunities to move beyond factual recall towards models, relationships, patterns, evidence and explanation. Students should develop the concept that: Matter is particulate, and the observable properties of substances can be explained by what their particles are doing. - Scientific models are useful but have limitations; students should consider what the particle model explains and what it does not. - The properties of substances can be used to separate mixtures. - Changes that appear very different at a macroscopic level can have a common particle-level explanation. - Scientific explanations should be based on evidence from	There are strong opportunities for students to recognise that scientific ideas and skills are not isolated from other disciplines. Students can: - Connect the particle model to Physics through ideas about particles, pressure and diffusion. - Connect diffusion and osmosis to Biology. - Use Mathematics to investigate changes in mass when substances dissolve. - Develop English literacy through extended writing and comprehension activities. - Explore the historical and cultural development of the Periodic Table, including the origins of element names and the question of who is credited with scientific discoveries.	Students have repeated opportunities to develop working scientifically, practical, mathematical, communication and independent-learning skills. Practical and scientific enquiry Students can demonstrate competence by: - Selecting and using appropriate laboratory equipment safely. - Following practical procedures accurately. - Making and recording observations and measurements. - Setting up investigations and identifying appropriate variables. - Repeating measurements and calculating means. - Recognising anomalous results.

• Distinguishing between atoms, elements, compounds, molecules and mixtures and recognising their representations using symbols and particle diagrams. • Explaining dissolving using the terms solute, solvent and solution, including what happens to particles and overall mass. • Selecting and explaining appropriate methods for separating mixtures: filtration, evaporation, distillation, separating funnels and chromatography. • Applying their knowledge to unfamiliar examples, such as identifying an appropriate separation technique or explaining why a compound has different properties from its constituent elements.	observations and experiments, for example using gas-pressure demonstrations or diffusion. Useful questions for developing conceptual understanding include: • <i>What are things made of?</i> • <i>What are particles?</i> • <i>How can we separate mixtures?</i> • <i>How can we use something we cannot see to explain something we can observe?</i>	• Connect the topic to careers, particularly analytical chemistry.	• Identifying patterns in data and using evidence to draw conclusions. • Suggesting improvements to experimental methods. Observation and representation Students can develop their ability to: • Draw accurate scientific diagrams. • Label diagrams using appropriate scientific terminology. • Draw particle models. • Present data using appropriate tables and graphs. Mathematical competence Students can: • Apply equations rather than simply recall them. • Rearrange equations to find unknown quantities. • Convert units. • Calculate averages. • Interpret graphs and identify relationships. Communication and collaboration Students can develop as versatile learners by: • Explaining scientific ideas using appropriate scientific vocabulary.
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				• Justifying conclusions using evidence. • Discussing and challenging ideas with peers. • Working collaboratively during practical investigations. • Presenting research findings to others. • Peer assessing work. • Translating observations into clear written and visual explanations. Matter topic includes paired/ group discussion, comprehension and extended writing opportunities. Critical thinking and problem solving Students can: • Identify and correct misconceptions. • Predict what might happen before an investigation. • Explain observations using scientific models. • Decide which method is appropriate for a particular problem. • Compare alternative explanations. • Apply knowledge to unfamiliar contexts. • Ask questions and use evidence to refine their thinking.
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S P R I N G T E R M	Students can achieve in this area by correctly identifying substances, describing observable evidence of reactions, writing accurate word equations, using the reactivity series to make predictions and explaining the products formed. Students should be able to: • Define and use key terms such as acid, alkali, base, pH, indicator, neutralisation, salt, oxidation, reactivity and displacement. • Use the pH scale to distinguish between acidic, neutral and alkaline solutions. • Describe neutralisation reactions as acid + alkali → salt + water. • Explain reactions between acids and metal carbonates, including the production of carbon dioxide. • Identify and test gases produced during chemical reactions. • Describe the properties of metals and non-metals and relate these properties to their uses. • Explain that metals and non-metals react differently with oxygen.	Students can demonstrate conceptual understanding by explaining why a reaction has occurred, linking observations to products, using particle models to explain changes and evaluating whether experimental evidence supports a prediction. The key concepts are: • Change: chemical reactions produce new substances with different properties. • Conservation: substances do not simply disappear during a reaction; they are rearranged to form new products. • Reactivity: substances react differently depending on their chemical properties. • Patterns: the reactivity series allows students to identify patterns and make predictions about unfamiliar reactions. • Evidence: observations such as colour change, gas production, temperature change or the formation of a solid can provide evidence of a reaction. • Representation: word equations, particle diagrams and symbol equations are different ways of representing chemical change.	Chemical Reactions connects with: • Mathematics: measurement, volumes, pH scales, tables, graphs and interpreting experimental data. • Technology: selecting metals and non-metals for particular applications based on their properties. • Biology: understanding indigestion and the use of antacids. • Chemistry: oxidation, metal extraction, reactivity and displacement. • English literature: using scientific vocabulary, writing word equations and explaining chemical processes. Students can achieve by choosing suitable ways to represent data, linking material properties to real-world uses and explaining how chemical knowledge supports practical decision-making. The antacid investigation provides an opportunity to apply neutralisation and acid-carbonate reactions to an authentic problem.	Students are expected to develop the following competencies. Students should be able to: • Ask relevant scientific questions. • Make predictions and develop hypotheses. • Identify independent, dependent and control variables. • Select suitable equipment and follow safe working procedures. • Make accurate observations and measurements. • Record results in tables and diagrams. • Repeat measurements where appropriate. • Identify patterns, anomalies and sources of uncertainty. • Draw conclusions based on evidence. • Evaluate methods and suggest improvements. Students demonstrate this through investigations such as testing gases from acid-carbonate reactions, comparing metal reactivity and evaluating antacids.
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	- Describe reactions between metals and acids. - Recall and use the reactivity series to predict whether displacement reactions will occur. - Represent reactions using word equations, particle diagrams and, where appropriate, symbol equations.	Application: chemical reactions can be used to solve practical problems, such as treating indigestion.	Achievement is demonstrated when students can complete practical work with increasing independence, explain the purpose of each step and identify potential errors or safety concerns. Mathematical competence Students should be able to: - Measure and record quantities accurately. - Use units correctly. - Interpret pH scales and numerical data. - Draw and interpret line graphs, bar charts and scatter graphs. - Identify relationships and trends. - Use equations and rearrange them where appropriate. - Present answers to a suitable degree of accuracy. Communication and collaboration Students should be able to: - Use precise scientific vocabulary. - Explain processes in complete sentences. - Annotate diagrams clearly.
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				• Present evidence-based conclusions. • Discuss ideas with partners and groups. • Peer-assess and improve written work. • Communicate scientific findings to different audiences. Students can achieve by communicating ideas clearly, responding to feedback and adapting explanations for different contexts. Critical thinking and problem solving Students should be able to: • Challenge misconceptions using evidence. • Distinguish observation from explanation. • Compare alternative explanations. • Apply knowledge to unfamiliar examples. • Recognise that scientific models have limitations. • Use patterns to make predictions. • Evaluate claims using data. • Suggest improvements when results do not support a prediction.
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				Make justified decisions based on scientific evidence.
S U M M E R T E R M	Students can demonstrate achievement by describing, explaining and linking geological processes, using evidence to make deductions about processes that cannot be directly observed and processes that occurred in the distant past. Students are to explain why different Earth layers have different properties and to use evidence such as seismic waves and Earth's density to support explanations. Students develop knowledge of: - The structure and properties of the Earth's layers. - Evidence used by scientists to infer the structure of parts of Earth that cannot be directly observed. - The composition and changing nature of Earth's atmosphere. - Sedimentary, igneous and metamorphic rocks and the processes that form them. - Fossils, strata and their significance as evidence. - Tectonic plates, continental drift, volcanoes and convection. - The rock cycle.	Change and continuity Students develop the idea that natural systems are dynamic. They consider: - Decomposition and carbon cycling. - Changes in Earth's atmosphere over geological time. - Formation and transformation of rocks. - Weathering and erosion. Students achieve this by describing sequences of change, explaining causes and consequences, and recognising that change can occur at very different rates and timescales. The Earth topic particularly emphasises that processes may occur outside the lifetime of an individual even when the materials involved appear permanent. Evidence, inference and explanation A key disciplinary concept is that scientists often cannot directly observe the phenomenon they are trying to understand. Students explore this through:	The topic provide numerous opportunities for students to see science as connected to other disciplines rather than as a collection of isolated topics. Mathematics Students use mathematical thinking to: - Interpret quantitative information about Earth's structure and atmospheric composition. - Measure and analyse experimental data. Achievement is demonstrated when students select and apply appropriate mathematical methods to a scientific context and interpret what the result means scientifically, rather than treating calculations as isolated exercises. Geography Students connect science to: - Acid rain and pollution. - Natural resources and quarrying.	The unit develops students as increasingly independent scientific thinkers and investigators. Scientific enquiry Students learn to: - Ask scientific questions. - Make predictions. - Identify variables to change and control. - Plan investigations. - Write clear methods. - Consider risk and safety. - Collect appropriate data. - Analyse results. - Draw evidence-based conclusions. - Evaluate reliability, accuracy and validity. - Suggest improvements and extensions. Communication Students become increasingly able to: - Use scientific vocabulary accurately. - Construct explanations. - Annotate diagrams. - Present scientific ideas orally.

- Physical, biological and chemical weathering and erosion. - Acid rain and its environmental effects. - Rocks and conditions on other planets. - The uses of rocks and the social, economic and environmental issues associated with quarrying.	- Seismic waves as evidence for Earth's internal structure. - Fossils and rock formations as evidence of past environments and continental drift. - Evidence for changes in Earth's atmosphere. Achievement involves students using evidence to support an explanation rather than simply stating a conclusion. The Earth topic explicitly asks students to understand how scientists use evidence to make deductions about things they cannot see and about events that happened long ago. Scale, quantity and proportionality Students increasingly reason about quantities and relative effects: - Earth's layers vary in depth, temperature and pressure. - Geological processes operate over very long timescales. Achievement involves students using quantitative information, comparisons, diagrams and calculations to explain scientific phenomena.	- Global environmental consequences of energy use. English and communication Students develop scientific literacy through: - Learning and correctly using specialist vocabulary. - Explaining scientific processes in written form. - Producing posters, leaflets, storyboards and scientific summaries. - Writing conclusions and evaluations. - Presenting findings orally. - Summarising and commenting on scientific or news articles. - Constructing evidence-based arguments. The topic includes research and presentation activities. Computing and digital literacy Students can use digital tools to: - Research scientific information. - Present scientific findings. - Create videos or presentations. - Access and interpret scientific resources. Geography, citizenship and	- Produce written scientific responses. - Justify conclusions using evidence. - Communicate complex processes through models, diagrams and visual representations. Achievement means students can communicate scientific understanding clearly for a particular purpose and audience, rather than relying solely on recall. Critical thinking and problem solving Students develop the ability to: - Identify patterns and relationships. - Predict consequences. - Interpret evidence. - Challenge misconceptions. - Compare possible explanations. - Apply knowledge to unfamiliar situations. - Recognise limitations in models and explanations. Examples include inferring Earth's internal structure from seismic evidence. Collaboration
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		Cause and effect Students are encouraged to ask why rather than simply what: • Why does Earth's structure have different layers? • Why does cooling rate affect crystal size? • Why does acid rain cause environmental damage? Students achieve by producing linked explanations using appropriate scientific vocabulary and logical cause-and-effect reasoning.	sustainability The Earth topic particularly connects scientific knowledge with questions about resources, environmental impact, human decision-making and competing needs as well as the social, economic and environmental dimensions of quarrying.	Students work collaboratively through: • Group investigations. • Practical activities. • Food-web modelling. • Research tasks. • Presentations. • Structured discussions and debates. • Role-play activities. They achieve by contributing ideas, listening to others, using evidence to support their contribution and responding constructively to alternative explanations. Reflection and resilience Students are expected to: • Identify their starting knowledge. • Self-assess. • Respond to feedback. • Correct misconceptions. • Evaluate their own practical work. • Improve responses following assessment. Applying knowledge to real-world problems Students increasingly use scientific knowledge to address authentic questions:
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				• How can acid rain be reduced? • What are the implications of quarrying? • How can scientific evidence inform decisions?
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Year 7 Physics Curriculum

	CONTENT <i>core subject knowledge to foster disciplinary understanding</i>	CONCEPTS <i>subject specific, as well as broad, open concepts to encourage deep thinking</i>	CONNECTIONS <i>cross-subject links to create interdisciplinary thinking</i>	COMPETENCIES <i>attributes and skills to develop versatile learners</i>
A U T U M N	- Calculating speed using distance and time and distinguishing between average and instantaneous speed. - Constructing and interpreting distance-time graphs. - Understanding forces as pushes or pulls arising from interactions and distinguishing between contact and non-contact forces. - Representing forces using force arrows and identifying balanced and unbalanced forces. - Explaining gravitational, magnetic and electrostatic forces as forces acting at a distance. - Distinguishing between mass and weight and applying $(W = mg)$.	Students should develop the idea that: Forces arise from interactions between objects. An object can be stationary even when forces are acting on it; the forces may be balanced. An unbalanced force produces a change in motion, which may involve speeding up, slowing down, starting, stopping or changing direction. Forces can act through fields and without direct contact. Force, mass, weight and pressure are related but distinct concepts. Scientific relationships can be represented through equations, graphs, diagrams and practical evidence. Deep-thinking questions include:	Students can: - Use Mathematics extensively through equations, rearranging formulae, unit conversion, averages, graphing and interpreting relationships. - Connect motion to Mathematical graphing, particularly distance-time graphs. - Apply scientific thinking to engineering and design, for example springs, bungee cords, friction, drag and pressure. - Connect forces to everyday experiences such as vehicles, sport, parachuting, swimming and structures. - Develop digital and technological understanding through the use of motion sensors and dataloggers to collect and represent motion data.	Students have repeated opportunities to develop working scientifically, practical, mathematical, communication and independent-learning skills. Practical and scientific enquiry Students can demonstrate competence by: - Selecting and using appropriate laboratory equipment safely. - Following practical procedures accurately. - Making and recording observations and measurements. - Setting up investigations and identifying appropriate variables. - Repeating measurements and calculating means. - Recognising anomalous results.

• Explaining how forces affect motion, shape and pressure. • Understanding friction and drag, including their useful effects and ways of reducing them. • Describing deformation and applying the relationship between force and extension, including Hooke's Law.	How do we know a force is acting if we cannot see the force itself? Why can something remain stationary when forces are acting on it? How can the same force have different effects? What evidence would convince us that two variables are related?	• Develop literacy through precise scientific explanation and discussion of evidence. A key interdisciplinary outcome across the three SOWs is that students learn to transfer a scientific idea into another context, rather than treating each topic as a separate collection of facts. • Identifying patterns in data and using evidence to draw conclusions. • Suggesting improvements to experimental methods. This is particularly evident where students investigate speed, friction, mass and weight, springs and pressure. Students can develop their ability to: • Label diagrams using appropriate scientific terminology. • Represent forces using arrows. • Draw and interpret distance-time and force-extension graphs. • Present data using appropriate tables and graphs. Mathematical competence Students can: • Apply equations rather than simply recall them. • Rearrange equations to find unknown quantities. • Convert units. • Calculate averages. • Interpret graphs and identify relationships. • Apply quantitative relationships such as speed = distance ÷ time, weight = mass ×
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				gravitational field strength, and pressure calculations. Communication and collaboration Students can develop as versatile learners by: • Explaining scientific ideas using appropriate scientific vocabulary. • Justifying conclusions using evidence. • Discussing and challenging ideas with peers. • Working collaboratively during practical investigations. • Presenting research findings to others. • Peer assessing work. • Translating observations into clear written and visual explanations.
S P R I N G T E R M	Students can achieve in this area by describing wave behaviour accurately, interpreting wave diagrams and oscilloscope traces, drawing ray diagrams, completing calculations and applying scientific knowledge to technologies such as microphones, sonar, ultrasound and optical devices. Students should be able to:	Students can demonstrate conceptual understanding by correcting misconceptions, explaining observations using models and applying ideas about waves to new situations. For example, they should be able to explain why sound cannot travel through space, why a louder sound has a greater amplitude and why light behaves differently from sound.	Waves connects with: • Mathematics: measuring frequency, interpreting scales, calculating distance using echoes, using units and rearranging equations. • Technology: microphones, speakers, sound sensors, oscilloscopes, sonar, ultrasound, hearing aids and optical equipment.	Students are expected to develop the following competencies. Students should be able to: • Ask relevant scientific questions. • Make predictions and develop hypotheses. • Identify independent, dependent and control variables.

• Describe waves as transfers of energy and distinguish between mechanical and electromagnetic waves. • Identify and compare transverse and longitudinal waves. • Explain wave behaviour, including reflection, absorption and superposition. • Describe how sound is produced by vibrating objects and how it travels through a medium. • Explain why sound cannot travel through a vacuum. • Describe amplitude, frequency and wavelength. • Relate amplitude to loudness and frequency to pitch. • Explain how the ear detects sound and how excessive sound levels can cause hearing damage. • Describe echoes, ultrasound and their applications. • Explain how light enables us to see objects. • Distinguish between luminous and non-luminous objects. • Describe transmission, absorption, diffuse scattering and specular reflection.	The key concepts are: • Energy transfer: waves transfer energy without transferring matter overall. • Medium: mechanical waves require a medium, whereas electromagnetic waves can travel through a vacuum. • Wave characteristics: amplitude, frequency and wavelength describe different aspects of wave behaviour. • Interaction: waves can be reflected, absorbed, transmitted, refracted or combined. • Representation: diagrams, models and oscilloscope traces can represent wave behaviour. • Cause and effect: changes in frequency affect pitch, while changes in amplitude affect loudness. • Application: wave behaviour explains communication technologies, hearing, imaging, navigation and vision.	• Biology: the structure and function of the ear, hearing damage and the detection of sound. • Engineering: reflection, refraction, lenses, mirrors, soundproofing and non-destructive testing. • Geography and animal behaviour: echolocation, navigation and the use of sonar. • Music: pitch, frequency, loudness, vibration and musical instruments. • Art and design: colour, filters, light sources and the appearance of objects under different lighting. Students can achieve by applying wave concepts to real technologies, explaining how scientific principles are used in everyday devices and making links between sound, light, communication and human perception.	• Select suitable equipment and follow safe working procedures. • Make accurate observations and measurements. • Record results in tables and diagrams. • Repeat measurements where appropriate. • Identify patterns, anomalies and sources of uncertainty. • Draw conclusions based on evidence. • Evaluate methods and suggest improvements. Achievement is demonstrated when students can complete practical work with increasing independence, explain the purpose of each step and identify potential errors or safety concerns. Mathematical competence Students should be able to: • Measure and record quantities accurately. • Use units correctly. • Calculate volumes, distances and other quantities.
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• Apply the law of reflection. • Explain refraction in terms of changes in the speed of light. • Describe dispersion, filters and the relationship between light and colour.		• Draw and interpret line graphs, bar charts and scatter graphs. • Identify relationships and trends. • Use equations and rearrange them where appropriate. • Present answers to a suitable degree of accuracy. Communication and collaboration Students should be able to: • Use precise scientific vocabulary. • Explain processes in complete sentences. • Annotate diagrams clearly. • Present evidence-based conclusions. • Discuss ideas with partners and groups. • Peer-assess and improve written work. • Communicate scientific findings to different audiences. Students can achieve by communicating ideas clearly, responding to feedback and adapting explanations for different contexts.
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				Critical thinking and problem solving Students should be able to: • Challenge misconceptions using evidence. • Distinguish observation from explanation. • Compare alternative explanations. • Apply knowledge to unfamiliar examples. • Recognise that scientific models have limitations. • Use patterns to make predictions. • Evaluate claims using data. • Suggest improvements when results do not support a prediction. Make justified decisions based on scientific evidence.
S U M M E R T E R M	Students can demonstrate achievement by identifying energy stores and transfers, constructing energy-transfer diagrams, calculating energy and power, interpreting efficiency, explaining how energy resources are formed or used, and applying scientific knowledge to energy-generation and environmental questions.	There are opportunities for students to move beyond factual recall and develop powerful scientific concepts. Students understand that scientific systems are interconnected and that changing one part can affect other parts. • In Energy, they recognise that energy is transferred between	The unit of work provide numerous opportunities for students to see science as connected to other disciplines rather than as a collection of isolated topics. Mathematics Students use mathematical thinking to:	The aim of the unit is to develop students as increasingly independent scientific thinkers and investigators. Scientific enquiry Students learn to: • Ask scientific questions. • Make predictions. • Identify variables to change and control. • Plan investigations.

Students develop knowledge of: • Energy stores, including chemical, kinetic, gravitational potential, elastic potential, thermal, electrical, light and nuclear stores. • Conservation of energy. • Energy transfers, transformations and dissipation. • Efficiency and Sankey diagrams. • Fossil fuels and how they form. • Renewable and non-renewable energy resources. • Climate change, greenhouse gases and acid rain. • Power and the relationship between power, energy transferred and time. • Heat and temperature. • Electricity generation using fossil fuels, nuclear energy and renewable sources.	stores rather than being created or destroyed. Students achieve this by explaining relationships rather than simply identifying individual components. For example, they should be able to predict consequences when a population changes or explain how one geological process leads to another. Change and continuity Students develop the idea that natural systems are dynamic. They consider: • Energy transformations and dissipation. • Changing patterns of human energy use and environmental impact. Students achieve this by describing sequences of change, explaining causes and consequences, and recognising that change can occur at very different rates and timescales. Evidence, inference and explanation A key disciplinary concept is that scientists often cannot directly observe the phenomenon they are trying to understand. Students explore this through:	• Calculate energy flow and energy transfers. • Calculate power, energy transferred and time. • Work with efficiency and Sankey diagrams. • Measure and analyse experimental data. Achievement is demonstrated when students select and apply appropriate mathematical methods to a scientific context and interpret what the result means scientifically, rather than treating calculations as isolated exercises. Geography Students connect science to: • Global environmental consequences of energy use. English and communication Students develop scientific literacy through: • Learning and correctly using specialist vocabulary. • Explaining scientific processes in written form.	• Write clear methods. • Consider risk and safety. • Collect appropriate data. • Analyse results. • Draw evidence-based conclusions. • Evaluate reliability, accuracy and validity. • Suggest improvements and extensions. The Energy topic expects students to make predictions, conduct practical work safely, write conclusions and evaluate investigations. Communication Students become increasingly able to: • Use scientific vocabulary accurately. • Construct explanations. • Annotate diagrams. • Present scientific ideas orally. • Produce written scientific responses. • Justify conclusions using evidence. • Communicate complex processes through models, diagrams and visual representations.
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	- Experimental evidence for energy transfer and heat loss. Achievement involves students using evidence to support an explanation rather than simply stating a conclusion. Scale, quantity and proportionality Students increasingly reason about quantities and relative effects: - Energy efficiency compares useful and wasted outputs. - Power relates the amount of energy transferred to the time taken. Achievement involves students using quantitative information, comparisons, diagrams and calculations to explain scientific phenomena. Cause and effect Students are encouraged to ask <i>why</i> rather than simply <i>what</i>: - Why does energy become less useful after dissipation? Students achieve by producing linked explanations using appropriate scientific vocabulary and logical cause-and-effect reasoning.	- Producing posters, leaflets, storyboards and scientific summaries. - Writing conclusions and evaluations. - Presenting findings orally. - Summarising and commenting on scientific or news articles. - Constructing evidence-based arguments. For example, the Energy topic asks students to create presentations/ videos about fossil fuels and climate change. Computing and digital literacy Students can use digital tools to: - Research scientific information. - Present scientific findings. - Create videos or presentations. - Access and interpret scientific resources. Geography, citizenship and Sustainability The Energy topic particularly connect scientific knowledge with questions about resources, environmental impact, human decision-making and competing	Achievement means students can communicate scientific understanding clearly for a particular purpose and audience, rather than relying solely on recall. Critical thinking and problem solving Students develop the ability to: - Identify patterns and relationships. - Predict consequences. - Interpret evidence. - Challenge misconceptions. - Compare possible explanations. - Apply knowledge to unfamiliar situations. - Recognise limitations in models and explanations. Examples include evaluating different energy resources. Collaboration Students work collaboratively through: - Group investigations. - Practical activities. - Food-web modelling. - Research tasks. - Presentations. - Structured discussions and debates. - Role-play activities.
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			needs. The Energy topic explores responsibility for reducing fossil-fuel use.	They achieve by contributing ideas, listening to others, using evidence to support their contribution and responding constructively to alternative explanations. Reflection and resilience Students are expected to: • Identify their starting knowledge. • Self-assess. • Respond to feedback. • Correct misconceptions. • Evaluate their own practical work. • Improve responses following assessment. Applying knowledge to real-world problems Students increasingly use scientific knowledge to address authentic questions: • How should energy resources be used? • How can energy consumption be reduced? • How can scientific evidence inform decisions?
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Year 7 French Curriculum

	CONTENT <i>core subject knowledge to foster disciplinary understanding</i>	CONCEPTS <i>subject specific, as well as broad, open concepts to encourage deep thinking</i>	CONNECTIONS <i>cross-subject links to create interdisciplinary thinking</i>	COMPETENCIES <i>attributes and skills to develop versatile learners</i>
A U T U M N T E R M	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.	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

	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. Learn about French traditions at Christmas.			paragraphs of three or four sentences. Write and spell so that meaning is understood despite some mistakes. Use dictionaries or word lists to check spellings of familiar words. Give personal responses e.g. likes, dislikes, feelings. Listening & Responding: Understand short phrases and commands, e.g. instructions and questions, showing understanding with words or actions. Pick out and note main points and some details including personal responses, likes and dislikes. Speaking: Name and describe people, places and things with visual clues (e.g. pictures or mime) use single words and simple phrases to reply to oral/aural stimulus. Take part in simple conversations with a few
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				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
S P R I N G T E R M	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.	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,

	Ask for information and obtain a map from a tourist office. Ask for, understand and give directions. Describe their town Discuss Mardi Gras and Easter traditions in France.		asking for and giving information and opinions. Use dictionaries to check words and look up new words to improve writing. Listening & Responding: Understand short spoken passage, e.g. short message or conversation spoken clearly and fairly quickly Understand longer spoken passages made up of simple sentences and familiar language from several different topics. Pick out and note main points and specific details including opinions and justifications. Speaking: Give own opinions and simple justifications. Use grammar to change known phrases to say something new. Pronounce things accurately and imitate sounds and intonation. Take part in short conversations giving and asking for information and opinions.
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S U M M E R T E R M	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.
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Year 7 Spanish Curriculum

	CONTENT <i>core subject knowledge to foster disciplinary understanding</i>	CONCEPTS <i>subject specific, as well as broad, open concepts to encourage deep thinking</i>	CONNECTIONS <i>cross-subject links to create interdisciplinary thinking</i>	COMPETENCIES <i>attributes and skills to develop versatile learners</i>
A U T U M N 1	Módulo 1: ¡Mi vida! Greetings and introductions Age Birthdays Personal descriptions Cultural focus: learning about endangered animals in Spain	Verb ser and tener (1st & 3rd person) Numbers to 31 Nouns & gender Definite/indefinite articles	English: - Formal vs informal language (register) - Sentence structure and introductions Maths: - Numbers (0–31), dates, basic counting Geography: - Spanish-speaking countries and capitals PSHE: - Identity and self-expression ICT/Computing: - Creating digital profiles or avatars in Spanish	Basic questions & answers Describing yourself Writing short paragraphs
A U T U M N	Family members Describing physical appearance and personality Pets Rooms in the house Describing your bedroom	Verb tener (full conjugation) Possessive adjectives (mi, mis) Adjective agreement Prepositions of place	Biology: - Basic genetics (family traits, inheritance discussions) PSHE: - Relationships, family diversity, respect - Responsibilities at home	Talking about family and pets Describing people Developing spoken and written fluency

2	Cultural focus: Feliz Navidad! Talking about Christmas in Spain		English: - Adjectives and descriptive writing Art: - Drawing/creating family trees visually - Drawing floor plans Maths: - Family trees and logical structures - Measurements, room dimensions Design & Technology: - House design, layouts	
S P R I N G 1	Free-time activities Hobbies Weather Frequency expressions Cultural focus: Carnaval de Cádiz	Regular -ar verbs (1st & 3rd person) Time phrases Using cuando + present tense	PE: - Sports vocabulary and healthy lifestyles Maths: - Time, frequency expressions, survey data (e.g. favourite sports) Music: - Discussing musical preferences PSHE: - Importance of hobbies and wellbeing ICT: - Creating surveys or presentations about hobbies	Talking about hobbies Listening for key information Creating short spoken and written texts

S P R I N G 2	School subjects Opinions & reasons Describing your school day Cultural focus: La Semana Santa en España	Opinion phrases with me gusta, odio Verb tener Justifying opinions with porque	Citizenship: - Comparing education systems (UK vs Spain) English: - Justifying opinions Maths: - Telling the time, timetables Geography: - School life in different countries PSHE: - School routines and organisation	Describing timetable Giving opinions Using connectives in writing
S U M M E R T E R M 1	Places in town Describing your town What you do in town Future plans Cultural focus: Learning about Spanish towns	Hay / no hay Ir (to go) + a + place Near future tense (voy a + infinitive) introduction	Geography: - Maps, urban vs rural areas Maths: - Directions, coordinates, distance ICT: - Digital mapping tools Citizenship: - Community and local services Art/Design: - Designing a model town	Talking about places Expressing future intentions Creating dialogues about your area

S U M M E R T E R M 2	End of Year 7 revision End of year 7 assessment Ordering in a café Cultural focus: reading about the right to education in Guatemala Learning about Spanish festivals	Near future tense Opinion verbs Adding justifications Consolidation of tenses learned	Geography: • Maps, urban vs rural areas Maths: • Directions, coordinates, distance ICT: • Digital mapping tools Citizenship: • Community and local services Art/Design: • Designing a brochure Geography: • Researching Spanish-speaking countries	Reading about Spanish holiday destinations Creating a brochure in Spanish End-of-year revision tasks
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Year 7 Latin Curriculum

	CONTENT <i>core subject knowledge to foster disciplinary understanding</i>	CONCEPTS <i>subject specific, as well as broad, open concepts to encourage deep thinking</i>	CONNECTIONS <i>cross-subject links to create interdisciplinary thinking</i>	COMPETENCIES <i>attributes and skills to develop versatile learners</i>
A U T U M N 1	Vocabulary learning of <i>Suburani</i> Chapters 1-2 1 st , 2 nd , 3 rd person verb endings Nominative and Accusative singular noun endings The city of Rome and its varying societal strata	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.	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. Working to deadlines. Manipulation of word endings & application of grammatical concepts.

A U T U M N 2	Vocabulary learning of <i>Suburani</i> Chapter 3 Nominative and Accusative plural noun endings Public festivals Chariot racing & the Circus Maximus	Extracting key information from sources. Initial discussions over the impact of slavery with Roman society	History/RS/PSHE: Festivals and entertainment; slavery	Developing empathy
S P R I N G 1	Vocabulary learning of <i>Suburani</i> Chapter 4 Neuter nouns 2 nd & 3 rd Person Plural ('we' and 'you') verb endings Christianity and Roman religion	Developing an understanding of the impact of expansion and colonisation on the religious beliefs of citizens	History/RS/PSHE: Religion	Continued empathy and making & justifying logical conclusions on motivations for religious decisions
S P R I N G 2	Vocabulary learning of <i>Suburani</i> Chapter 5 Infinitives and the modal verbs <i>posse, velle, nolle</i> Water in the Roman world (Baths, aqueducts, sanitations)	Expanding understanding of the importance of sanitation on Rome's ability to expand and sustain such a large population Develop an understanding of the role of the Baths within Roman society	History/Science: The use and construction of the Roman bathing complexes	Expanding capacity to probe sources (textual and archaeological) to generate questions showing insight into a temporally and geographically distant culture
S U M M E R 1	Vocabulary learning of <i>Suburani</i> Chapter 6 The ablative case (endings, and its use with prepositions & in time phrases) Slavery (how people became enslaved, the lives of enslaved people, manumission and escape)	Reflect on the impact of life as an enslaved people, with a focus on how this might affect children and families	History/PSHE: Slavery	Continuing to develop empathy and reflect on why enslaved people might make particular decisions in their circumstances

S U M M E R 2	Preparation for final assessment, embedding this year's content Roman life project, exploring how different aspects of life in Rome are impacted by one's status (considering gender, free vs enslaved, wealth etc.)	Consider and evaluate the variety of experiences present in Roman life, based on one's status	History/English: Source analysis and summarisation Art/Computing/Drama/Music: Creativity in multi-modal responses	Hone examination technique, ensuring full precision and detail, in accordance with mark schemes Develop research skills and creativity in responses
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Year 7 Geography Curriculum

	CONTENT <i>core subject knowledge to foster disciplinary understanding</i>	CONCEPTS <i>subject specific, as well as broad, open concepts to encourage deep thinking</i>	CONNECTIONS <i>cross-subject links to create interdisciplinary thinking</i>	COMPETENCIES <i>attributes and skills to develop versatile learners</i>
A U T U M N 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
A U T U M N 1	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.
S P R I N 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.

G 1				
S P R I N G 2 & S U M M E R 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.
S U M M E R 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 <i>core subject knowledge to foster disciplinary understanding</i>	CONCEPTS <i>subject specific, as well as broad, open concepts to encourage deep thinking</i>	CONNECTIONS <i>cross-subject links to create interdisciplinary thinking</i>	COMPETENCIES <i>attributes and skills to develop versatile learners</i>
A U T U M N T E R M	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.
S P R I N G T E R M	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.

M				
S U M M E R T E R M	What were the crusades? What can Eleanor of Aquitaine tell us about medieval women? How did the role of women change from the medieval to the early modern period? Witches – a local study. The Black Death. Population growth after the Black Death. Changes in medicine – from the medieval to the modern period.	Change and continuity – role of women. Significance – impact of the Black Death. Causation – why the population of Britain has grown. Change – medical practices and beliefs. Rights – what have been women’s rights and what are they today. Evaluation – three most important people and events studied over the whole year.	RS: the crusades and conversion. Maths/Biology: analysing Black Death data. Biology: medicine. French: Eleanor of Aquitaine.	Analysing sources and different interpretations on the crusades. Role play in French on Eleanor of Aquitaine. Project work and independent research on witches in Essex.



Year 7 Religious Studies Curriculum

	CONTENT <i>core subject knowledge to foster disciplinary understanding</i>	CONCEPTS <i>subject specific, as well as broad, open concepts to encourage deep thinking</i>	CONNECTIONS <i>cross-subject links to create interdisciplinary thinking</i>	COMPETENCIES <i>attributes and skills to develop versatile learners</i>
A U T U M N T E R M	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

S P R I N G T E R M	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.



Year 7 Philosophy Curriculum

	CONTENT <i>core subject knowledge to foster disciplinary understanding</i>	CONCEPTS <i>subject specific, as well as broad, open concepts to encourage deep thinking</i>	CONNECTIONS <i>cross-subject links to create interdisciplinary thinking</i>	COMPETENCIES <i>attributes and skills to develop versatile learners</i>
A U T U M N T E R M	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.	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.

	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?			
S P R I N G T E R M	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.

S U M M E R T E R M	Is it foolish to be hopeful in a world full of difficulties? Is equality simply a dream? Is the death penalty just? Should we trust our memories? We can and must learn from the past (history). Do we ever really learn from our mistakes? Is nostalgia dangerous?	Ethics, hope, justice and equality. Memory & nostalgia, history & hindsight, second thought and regret & refinement.	English. Geography. History. RS	Articulate. Principled. Reflective. Resilient.
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Year 7 Art Curriculum

	CONTENT <i>core subject knowledge to foster disciplinary understanding</i>	CONCEPTS <i>subject specific, as well as broad, open concepts to encourage deep thinking</i>	CONNECTIONS <i>cross-subject links to create interdisciplinary thinking</i>	COMPETENCIES <i>attributes and skills to develop versatile learners</i>
A U T U M N 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 Picabia.	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.
A U T U M N	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.

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S P R I N G T E R M	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 dotted 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 world? 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

S U M M E R T E R M	Landscape. Drawing, painting and photography. Painting techniques and mark making. Observational tonal drawing of local landscape. Landscape and perspective. Colour theory. Water Colours. Composition - basic viewpoints. Effect of light.French Impressionism: Monet, Ruan cathedral and Boudin.	How has science helped to evolve art? What impact has colour theory had on the way artists used to work and how they work today?	Geography: landscape and mountain formation. Science: optical colour mixing. Science: different types of habitat/ecosystems History: France in 1800. Languages: French. 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.
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Year 7 Computer Science Curriculum

	CONTENT <i>core subject knowledge to foster disciplinary understanding</i>	CONCEPTS <i>subject specific, as well as broad, open concepts to encourage deep thinking</i>	CONNECTIONS <i>cross-subject links to create interdisciplinary thinking</i>	COMPETENCIES <i>attributes and skills to develop versatile learners</i>
A U T U M N 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 Esafety 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	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.

		competition during the Autumn Term.		How to obtain copyright free images to use in their own digital products. How to use presentation software
A U T U M N 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. ³⁷ 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.	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

		L7 – Using Images. L8 – Styling elements with CSS. L9 – Personal Webpage. L10 – Project – Personal Web Page.		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.³⁸ 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.
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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
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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
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Year 7 Drama Curriculum

	CONTENT <i>core subject knowledge to foster disciplinary understanding</i>	CONCEPTS <i>subject specific, as well as broad, open concepts to encourage deep thinking</i>	CONNECTIONS <i>cross-subject links to create interdisciplinary thinking</i>	COMPETENCIES <i>attributes and skills to develop versatile learners</i>
A U T U M N 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	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.	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	Collaboration Skills: - Teamwork - Speaking and listening - Communication - Critical thinking Skills: - Speak and listening - Communication - Public Speaking - Vocal and Physical Skills

	speech on an inspirational person of their choice from the Arts world.	To reflect on the necessary skills that define an effective public speech and apply these to their own public speech.	ideas to an audience. English: - GCSE Spoken Language Assessments. Jack Petchey/Stand Up Speak Out.	
A U T U M N 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, Thoughttracking, Levels, Space/ Proxemics, Role-Play etc. Theatrical skills include: 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	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

		and theatrical skills in a performance.		
S P R I N G 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.
S P R I N G	The Tempest by William Shakespeare A practical exploration of The Tempest. This topic explores how mood and	- To develop a knowledge and understanding of The Tempest by William Shakespeare. - To explore key scenes from the text; understanding the language and how	English: - Exploration of a Shakespearean text in KS3, 4 and 5 English classes. Particularly effective preparation for Shakespeare exploration in	Skills: Vocal and Physical Skills. Theatrical Skills. Spelling. Grammar. Language. Iambic Pentameter.

2	atmosphere can be create through soundscapes and how motivations, feelings and emotions can be communicated to an audience	these scenes can be staged in a theatrical setting. - To apply theatrical drama techniques to explore the characters and scenes within the play.	GCSE English (Romeo and Juliet). History: - Exploration of Elizabethan/Jacobean playwright. Music: - Exploration of atmosphere through soundscapes.	Public Speaking. Evaluation.
S U M M E R 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.
S U M M E R 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	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.

		to explore the characters and scenes within the play.		
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Year 7 Music Curriculum

	CONTENT <i>core subject knowledge to foster disciplinary understanding</i>	CONCEPTS <i>subject specific, as well as broad, open concepts to encourage deep thinking</i>	CONNECTIONS <i>cross-subject links to create interdisciplinary thinking</i>	COMPETENCIES <i>attributes and skills to develop versatile learners</i>
A U T U M N 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.
A U T U M N 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.

S P R I N G 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.
S P R I N G 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.
S U M M E R 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.
S U M M E R	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:	Leadership of groups. Independent thinker and worker. Cooperative team player. Creative solutions to compositional problems. Resilience through persistence.

2			Development of subject specific musical vocabulary e.g. Italian terms.	Co-construction through learner choice. Use of relevant Italian musical vocabulary built upon during the academic year.
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Year 7 Physical Education Curriculum

	CONTENT <i>core subject knowledge to foster disciplinary understanding</i>	CONCEPTS <i>subject specific, as well as broad, open concepts to encourage deep thinking</i>	CONNECTIONS <i>cross-subject links to create interdisciplinary thinking</i>	COMPETENCIES <i>attributes and skills to develop versatile learners</i>
A U T U M N & S P R I N G T E R M	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	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	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	-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

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. -Warmups & cool downs – importance, how to perform movements correctly and use muscle names. 4. Swimming. Improving two strokes - Backstroke &	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. 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 & cooperation & personal responsibility. 4. Coaching partners & understanding use of practice structures in learning & improving skills.	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.	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. -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.
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	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.	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.		
S U M M E R T E R M	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. Officiating – Understanding of the specific rules so able to officiate events & games. Increase confidence to lead in lessons	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	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	through officiating, peer assessing & taking warmups. Physical literacy - How their body move during different events & aware of transferable skills.	training & practical elements of course.	
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Chelmsford County High School



Year 8 English Curriculum

	CONTENT <i>core subject knowledge to foster disciplinary understanding</i>	CONCEPTS <i>subject specific, as well as broad, open concepts to encourage deep thinking</i>	CONNECTIONS <i>cross-subject links to create interdisciplinary thinking</i>	COMPETENCIES <i>attributes and skills to develop versatile learners</i>
A U T U M N 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 decolonising 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.
A U T U M N 2	Literary Heritage: 19th century novel (<i>Far from the Madding Crowd</i> or <i>Pride and Prejudice</i>) Researching historical context and key contextual issues in 19th century society	Literary appreciation Viewing high-quality film versions of classic heritage texts Writing to instruct Evaluating ideas and problem solving	Film and media: analysing film History: texts within 19th century contexts, e.g. attitudes to women, marriage, the class system PSHE: Using recycled materials to create a finished product	Analysis of film and direction Appreciation of plot, character Linking texts to historical contexts Presentation task: sharing critical views and opinions by responding to a topical question

	Reading key extracts from selected novel to explore key contextual issues Board Game Group Project Inventing and creating a board game with an original concept Learning to use instructive / imperative language confidently			Analysing 19th century prose (GCSE Literature) Teamwork and role delegation Project management
S P R I N G 1	Crime Fiction: extracts including <i>Sherlock Holmes</i>, <i>Murders in the Rue Morgue</i>, and <i>The Curious Incident of the Dog in the Night Time</i> Examining and recreating features and conventions of the detective genre Developing skills of inference and deduction 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: Exploring neurodivergence through the reading of key protagonists	Students write their own detective stories by synthesising conventions of the genre Enhanced skills of inference and deduction
S P R I N G	Shakespeare: <i>Macbeth</i> Engagement with Shakespeare – text and performance Engagement with Shakespeare’s language	Developing understanding and appreciation of Shakespeare texts Stage production, design, direction. Features of genre	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 using the GCSE extract and whole-text question model, designed to establish foundations of GCSE-style writing

2	Critical writing skills	Historical contexts		
S U M M E R 1	Shakespeare continued: preparation for structured critical essay in timed conditions PQA / Bloom's analysis, specifically applying context	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
S U M M E R 2	Non-fiction writing: The Environment Using non-fiction writing and media to explore a range of environmental issues Writing for Purpose: speech, news, and letter writing. Debate	Non-fiction 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 non-fiction texts in correct style and format etc. for a range of article, news media and other text types. Writing for Purpose skills create a foundation for GCSE-level non-fiction Use of technology



Year 8 Mathematics Curriculum

	CONTENT	CONCEPTS	CONNECTIONS	COMPETENCIES
	<i>core subject knowledge to foster disciplinary understanding</i>	<i>subject specific, as well as broad, open concepts to encourage deep thinking</i>	<i>cross-subject links to create interdisciplinary thinking</i>	<i>attributes and skills to develop versatile learners</i>
SECTION 1	Estimation Percentages Formulae Changing the subject of a formula in simple cases. Working with numbers between 0 and 1. Fraction Plot simple quadratic graphs and other curves including cubic and reciprocal graphs. SL coordinate geometry	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. Use of SL equation in multiple forms	Science: atom weight.	When estimating answers to calculations, round to one significant figure and multiply and divide mentally. Calculate fractional percentage changes. Sketching Graphs. 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	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.	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 formulae. Determine the modal class and estimate the mean, median and range of sets of grouped data.

2	Two-way tables for discrete and grouped data.	Selecting the statistic most appropriate to the line of enquiry. Use and understand two-way tables efficiently. Use these and other methods to solve probability problems, selecting appropriately.		Use and understand two-way tables for discrete and grouped data.
SECTIO N 3	Vector arithmetic 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.	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.	Arts: loci used to form movement and shape Geo – bearings and compass use	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.
SECTIO N 4	Proportion Lengths, areas, and volumes in plane shapes. Pythagoras' Theorem. All compound measures	Understand proportional changes. Understand, derive, and apply Pythagoras' theorem when solving problems in two dimensions. Appreciate that it is an identity. Relationship between linear measures and compound measures including conversions.	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.

		Applying proportional change knowledge to compound measures.		
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. Basic Index laws	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. Using index laws to simplify expressions.	Physics: distance of planets. Geog: population Chem: 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.



Year 8 Biology Curriculum

	CONTENT <i>core subject knowledge to foster disciplinary understanding</i>	CONCEPTS <i>subject specific, as well as broad, open concepts to encourage deep thinking</i>	CONNECTIONS <i>cross-subject links to create interdisciplinary thinking</i>	COMPETENCIES <i>attributes and skills to develop versatile learners</i>
A U T U M N T E R M	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.	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.	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 the structure of the human lungs. Define diffusion and explain the factors that affect the rate of gas exchange/ diffusion. Describe the structure of the alveolus and explain its adaptations for gas exchange Describe how breathing in and out occurs (mechanism of ventilation). Compare the composition of inhaled and exhaled air. Suggest explanations for the reasons for these differences. Investigate lung volumes. Investigate the relationship between exercise and lung capacity. Describe the effects of smoking and asthma on gas exchange. Analyse data related to smoking and cancer. Suggest reasons for the effects that smoking has on the health of smokers. Recall the word and symbol equation	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).		
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	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			
S P	Genetics and evolution.	The concept of a species as a distinct	RS: ethics, e.g. biodiversity.	Record process and present data relating to

R I N G T E R M	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	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.	Art: body forms/body measurements. Maths: discrete and continuous data, norm distribution curves, bar charts and probability	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 crosses 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.
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Recall the history of the discovery of its structure. Explain how inheritance (nature) and environment (nurture) act together to produce an individual's characteristics. Recognise that all living things reproduce, and that reproduction can be asexual or sexual. Give the similarities and differences between cell division and sexual reproduction. Outline how cells divide during mitosis. Explain why sperm and eggs contain only half the amount of genetic material that is found in the other cells of an organism. State what is meant by a mutation. Explain how the inheritance of characteristics is controlled by dominant and recessive alleles. Describe some genetic disorders Predict or explain the outcomes of genetic crosses between different individuals using genetic diagrams. Give examples of how variation	The concept of Biodiversity and its importance for future generations. The concept of extinction (and the importance of it).		
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	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			
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S U M M E R T E R M	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	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.
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	photosynthesis. Explain why light, carbon dioxide, chlorophyll and water are needed by plants. Suggest how changing these factors may affect the growth of the plant. Suggest how differences in the rate of photosynthesis may affect competition between plant species (link to ecology Yr 7). Explain why some species of plants grow in different places or at different times of the year. Outline the events that occur during the carbon cycle. Explain how the rate of photosynthesis limits food chains and the carbon cycle. Identify the organisms involved in decompositions and describe the role of decomposers in the carbon cycle. Recall the factors that affect microbial growth. Investigate the factors that affect			
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	microbial growth. Suggest how the impact of humans may affect the carbon cycle.			
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Year 8 Chemistry Curriculum

	CONTENT <i>core subject knowledge to foster disciplinary understanding</i>	CONCEPTS <i>subject specific, as well as broad, open concepts to encourage deep thinking</i>	CONNECTIONS <i>cross-subject links to create interdisciplinary thinking</i>	COMPETENCIES <i>attributes and skills to develop versatile learners</i>
A U T U M N T E R M	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 its 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.
S P R I N G T E R	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	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,

M		they are used		including line/curve of best fit. Writing balanced chemical equations from given formulae.
S U M M E R T E R M	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.



Year 8 Physics Curriculum

	CONTENT	CONCEPTS	CONNECTIONS	COMPETENCIES
	<i>core subject knowledge to foster disciplinary understanding</i>	<i>subject specific, as well as broad, open concepts to encourage deep thinking</i>	<i>cross-subject links to create interdisciplinary thinking</i>	<i>attributes and skills to develop versatile learners</i>
A U T U M N 1 & A U T U M N 2	Circuits. Static electricity separation of positive or negative charges when objects are rubbed together. Forces between charged objects. The idea of electric field in terms of forces acting across the space between objects not in contact. Current electricity. Current is flow of charge. Electric current is measured in amperes. Differences between series and parallel circuits. Potential difference is measured in volts. Resistance is measured in ohms. 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.
A U	Space. To be able to explain, using forces, how planets can orbit the	Gravity is an attractive force between masses. A planet's	Geography: use of satellites for monitoring weather, seasons and	To be able to define the terms moon, planet, star, solar system,

T U M N 2 & S P P R I N G 1	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.	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.	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.	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.
S P R I N G 2 & S U M M E R 1	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.
S U M M E R 1 & S U M M E R 2	Thermal Physics: 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. 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.	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. Understand density and how to use density in the description of states of matter of a substance. 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.	Chemistry: Density definition and how to measure density in regular and irregular objects. Physical models of state of matter.	Able to explain the process by which conduction, convection and radiation can all transfer thermal energy. How thermal conductors/insulators work and examples.



Year 8 French Curriculum

	CONTENT <i>core subject knowledge to foster disciplinary understanding</i>	CONCEPTS <i>subject specific, as well as broad, open concepts to encourage deep thinking</i>	CONNECTIONS <i>cross-subject links to create interdisciplinary thinking</i>	COMPETENCIES <i>attributes and skills to develop versatile learners</i>
A U T U M N T E R M	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	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

		ça/ finalement Other : cependant/ pourtant/ comme/ puisque/ donc/ tandis que		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
S P R I N G T E R M	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.	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	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:

	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.	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		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
S U M M E R T E R M	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 skill



Year 8 Spanish Curriculum

	CONTENT <i>core subject knowledge to foster disciplinary understanding</i>	CONCEPTS <i>subject specific, as well as broad, open concepts to encourage deep thinking</i>	CONNECTIONS <i>cross-subject links to create interdisciplinary thinking</i>	COMPETENCIES <i>attributes and skills to develop versatile learners</i>
A U T U M N 1	Módulo 1: Mis vacaciones Talking about the summer they have just had Introducing students to the preterite tense Describing a holiday in the past: activities, opinions, transport, etc Cultural focus: talking about tourist places in Spain	• Preterite of ir • Preterite of regular -ar, -er and -ir verbs • Preterite of ser • Using two tenses together	Geography: • Countries, climates, tourism, map skills • Comparing holiday destinations (Spain vs UK) Maths: • Budgets for holidays, currency conversion English: • Writing recounts (holiday narratives) PSHE: • Cultural awareness and travel experiences	Using exclamations Using sequencers Predicting skills (R) Making sentences more interesting (W) Doing a presentation (S) Recognising cognates
A U T U M N 2	Módulo 2: Todo sobre mi vida Developing what pupils can say about their lives and their likes/dislikes, including comparatives.	• Revision of present tense • Revision of me gusta(n) + noun • Stem-changing verbs (preferir) • Preterite of hacer • Using two tenses together • Using 3rd person sing of preterite	PSHE: • Lifestyle choices, routines, wellbeing Maths: • Comparisons (more/less), interpreting survey data English:	Asking Yes/No questions Context, cognates, gist (R) Giving opinions and reasons Sentences in 3rd person

	Revising the present tense and continuing to practise the preterite. Discussing music and television programmes Discussing mobile phone uses. Cultural focus: Learning about Hispanic singers		- Expressing opinions with reasons PE: - Active vs inactive lifestyles ICT: - Creating lifestyle surveys and analysing results	
S P R I N G 1	Módulo 3: A comer! Expressing likes/dislikes around food Learning transactional language relating to eating out (including usted(es)). Cultural focus: Learning about traditional foods of Spain, Central and South America	- Negatives (no, nunca, nada) - Near future - Three tenses together	Food Technology: - Nutrition, balanced diet, preparing meals Maths: - Prices, bills, percentages (e.g. splitting a bill) Geography: - Traditional foods from Spain & Latin America Business Studies: - Restaurants, customer service, transactions	Using cognates (R) Using the present and preterite together Using fillers (S) Responding when you don't understand (S) Listening and reacting (L/S) Sustaining the flow (S) Using connectives, opinions and reasons
S P R I N G 2	Módulo 4: Qué hacemos Arranging to go out. Accepting and refusing invitations Learning reflexive verbs in the context of getting ready to go out. Cultural focus: Learning about Spanish shops	- me/te gustaría + inf - Stem-changing verbs querer/poder - tener que + infinitive - Reflexive verbs	Drama: - Role-play (making plans, conversations) English: - Functional language (invites, responses) PSHE: - Social interaction, friendships Maths: - Time planning and scheduling	Time expressions and sequencers (W) Using a dictionary

S U M M E R T E R M 1	Módulo 4 (cont) and Módulo 5 Operación verano Talking about getting ready for a fiesta Talking about sporting events Describing a fancy dress outfit Learning about the Spanish holiday destination of Mallorca Describing holiday homes Discussing activities available in a holiday location. Cultural focus: Learning about Spanish towns	- Using “this/these” - The near future tense - The comparative - The superlative	Geography: - Travel and global awareness Maths: - Budgeting for trips or events English: - Writing about future intentions	Using 3 tenses together Using frequency words
S U M M E R T E R M 2	Módulo 5: Operación verano Asking for and giving directions Understanding and discussing summer camps Cultural focus: learning about Latin American cities Cultural project: Any one of the following: - Fiestas in the Spanish speaking world - A Hispanic Country	Imperative form (you sing.)	Geography: - Travel and global awareness English: - Writing about future intentions	Using fillers (S) Listening for time expressions, verb tenses, points of view, gist (L)



Year 8 Latin Curriculum

	CONTENT <i>core subject knowledge to foster disciplinary understanding</i>	CONCEPTS <i>subject specific, as well as broad, open concepts to encourage deep thinking</i>	CONNECTIONS <i>cross-subject links to create interdisciplinary thinking</i>	COMPETENCIES <i>attributes and skills to develop versatile learners</i>
A U T U M N 1	Vocabulary learning of <i>Suburani</i> Chapter 7 Imperfect & Perfect tenses Roman London (Londinium)	Developing strategies to differentiate between different tenses, particularly the subtlety between imperfect (was ...ing) and perfect (-ed) Exploring how life in Roman Britain would vary from life in other parts of the empire	History/Geography: Roman London's overlap and impact on the modern city	Developing the capacity to consider the breadth of the empire and the consequences of this, on areas such as trade, access to food etc.
A U T U M N 2	Vocabulary learning of <i>Suburani</i> Chapter 8 Consolidation and expansion of past tenses, including variation in perfect tense stems Superlative adjectives Roman Britain more widely, including Colchester (Camulodunum) & the Druids	Interrogating sources, considering intent and bias (e.g. of Caesar/Tacitus' accounts of the druids Reflecting on impact of colonisation and people's responses to it, collaborating or resisting	History: Impacts of colonisation RS: Druidic beliefs PSHE: Debate over individual responses to colonisation	Developing capacity to view unfortunate situations from multiple perspectives and consider motivations for competing actions

S P R I N G 1	Vocabulary learning of <i>Suburani</i> Chapter 9 The dative case The Roman army	Exploring the success of the Roman military and comparison with the fighting forces of the Britons	History: Roman army, resistance to colonisation	
S P R I N G 2	Vocabulary learning of <i>Suburani</i> Chapter 10 Adjectives and adjectival agreement Roman Bath (Aquae Sulis) Syncretism Curse tablets	Understand the link between religion and bathing facilities (physical and spiritual cleanliness)	History/Science: The use and construction of Roman bathing complexes RS: Syncretism, curse tablets	Explore the impact of syncretism, and motivations for this as a tool in colonisation to pacify the conquered
S U M M E R 1	Vocabulary learning of <i>Suburani</i> Chapter 11 The Genitive Case Suffixes (-ne and -que) Roman interactions with the sea (food, travel, trade etc.)	Reflect on the importance of the sea for a variety of reasons for a developing society	History/Geography: Sea travel RS: Seeking protection of the gods during sea travel	Consider reasons for fear of the sea, both practical and spiritual
S U M M E R 2	Vocabulary learning of <i>Suburani</i> Chapter 12 Imperatives & the vocative case The Great Fire of Rome Mythology project, interacting with a range of adapted myths from Ovid's <i>Metamorphoses</i>	Consider the reasons why myths are told (aetiological, didactic, etc.) Debate the causes and explore the impact of the fire of Rome	History/English: Source analysis and summarisation Art/Computing/Drama/Music: Creativity in multi-modal responses	Interrogate sources to consider their validity, balancing evidence to reach and justify conclusions Develop research skills and creativity in responses



Year 8 Geography Curriculum

	CONTENT <i>core subject knowledge to foster disciplinary understanding</i>	CONCEPTS <i>subject specific, as well as broad, open concepts to encourage deep thinking</i>	CONNECTIONS <i>cross-subject links to create interdisciplinary thinking</i>	COMPETENCIES <i>attributes and skills to develop versatile learners</i>
A U T U M N 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.
A U T U M N 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.	
S P R I N G	Issue evaluation: Amazon Highway development	Development. Inequality. Logging. Sustainability. Evaluation.	Maths: numeracy. English: writing justifications.	Investigation. Public speaking. Justification. Numeracy. Comprehension

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S P R I N G 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.
S U M M E R 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.
S U M M E R 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.



Year 8 History Curriculum

	CONTENT <i>core subject knowledge to foster disciplinary understanding</i>	CONCEPTS <i>subject specific, as well as broad, open concepts to encourage deep thinking</i>	CONNECTIONS <i>cross-subject links to create interdisciplinary thinking</i>	COMPETENCIES <i>attributes and skills to develop versatile learners</i>
A U T U M N T E R M	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.

S P R I N G T E R M	17 th 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.
S U M M E R T E R M	Urbanisation and Public Health. The British Empire – overview, slavery, India. Migration. Britain 1890-1914 – a Golden Age?	Causation – why the population of Britain has grown and its significance. Causation – why the British Empire. Slavery – causation, justifications, impact. Evaluation – what is a Golden Age?	Biology: for urban health and population growth. Religious Studies: slavery. Maths: evaluating data. English: multicultural fiction; extended writing for KS3 assignment on the Golden Age. Geography: spread of the British Empire and its impact.	All students will give a speech for or against the abolition of slavery. Evaluation of historical sources and historians’ interpretations on the British Empire. Extended essay writing on whether Britain had a Golden Age.



Year 8 Religious Studies Curriculum

	CONTENT <i>core subject knowledge to foster disciplinary understanding</i>	CONCEPTS <i>subject specific, as well as broad, open concepts to encourage deep thinking</i>	CONNECTIONS <i>cross-subject links to create interdisciplinary thinking</i>	COMPETENCIES <i>attributes and skills to develop versatile learners</i>
A U T U M N T E R M	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
S P R I N G T E R M	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,	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

	Pilgrimage, Fasting and Marriage			
S U M M E R T E R M	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.



Year 8 Art Curriculum

	CONTENT <i>core subject knowledge to foster disciplinary understanding</i>	CONCEPTS <i>subject specific, as well as broad, open concepts to encourage deep thinking</i>	CONNECTIONS <i>cross-subject links to create interdisciplinary thinking</i>	COMPETENCIES <i>attributes and skills to develop versatile learners</i>
A U T U M N 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.
A U T U M N 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	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.

	Richard Long. William Morris Arts & Craft Movement, Owen Jones and August Pugin. Applied Arts. PowerPoint on artists inspired by nature, including land artists like Richard Long and Andy Goldsworthy Artist research and transcription. Drawing of natural forms. Colour pencil and blending.			
S P R I N G 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 accurately? 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.
S P R I N G 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.

S U M M E R 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.
S U M M E R 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.	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.

	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			
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Year 8 Computer Science Curriculum

	CONTENT <i>core subject knowledge to foster disciplinary understanding</i>	CONCEPTS <i>subject specific, as well as broad, open concepts to encourage deep thinking</i>	CONNECTIONS <i>cross-subject links to create interdisciplinary thinking</i>	COMPETENCIES <i>attributes and skills to develop versatile learners</i>
A U T U M N 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.
A U T U M N 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	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.

			• Malware • Protection methods such as firewalls, anti-malware, and password authentication	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.
SPRING 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.	Distinguish between hardware and software. Give examples of computer hardware and software. Draw a block diagram showing CPU, input, output and storage devices.

			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.	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.
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S P R I N G 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
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S U M M E R 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 objectoriented 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.



Year 8 Drama Curriculum

	CONTENT <i>core subject knowledge to foster disciplinary understanding</i>	CONCEPTS <i>subject specific, as well as broad, open concepts to encourage deep thinking</i>	CONNECTIONS <i>cross-subject links to create interdisciplinary thinking</i>	COMPETENCIES <i>attributes and skills to develop versatile learners</i>
A U T U M N 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.

A U T U M N 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. - To use production elements (strobe/lighting) to build tension. - To use theatrical skills and techniques to build tension in a roleplay drama. - To reflect on the work of themselves and others – identify areas of strength and development in their practical work.	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.
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S P R I N G 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.
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S P R I N G 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'. - 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	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. Art: - Elements of Set and Costume design are sketched	Skills: Description. Analysis. Evaluation. Appraisal. Art.
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		of script. - To demonstrate an understanding of the style of mischief theatre		
S U M M E R 1	Rosa Parks An exploration into Rosa Parks and The Montgomery Bus Boycott. It explores the conditions that led to the boycott; the impact it 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 through 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 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
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Year 8 Music Curriculum

	CONTENT <i>core subject knowledge to foster disciplinary understanding</i>	CONCEPTS <i>subject specific, as well as broad, open concepts to encourage deep thinking</i>	CONNECTIONS <i>cross-subject links to create interdisciplinary thinking</i>	COMPETENCIES <i>attributes and skills to develop versatile learners</i>
A U T U M N 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.
A U T U M N 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.

S P R I N G 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 20 th 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.
S P R I N G 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.
S U M M E R 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.
S U M M E R 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 <i>core subject knowledge to foster disciplinary understanding</i>	CONCEPTS <i>subject specific, as well as broad, open concepts to encourage deep thinking</i>	CONNECTIONS <i>cross-subject links to create interdisciplinary thinking</i>	COMPETENCIES <i>attributes and skills to develop versatile learners</i>
A U T U M N & S P R I N G T E R M S	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.	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.	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	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

-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 Selecting correct stretches for muscles. Lead self & small groups in warmups. 5. Swimming - Front crawl, Butterfly & turns – including races & relay rules. Personal survival skills – straddle entry & surface dives.	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 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	systems & their importance in sport, physical training, health & fitness and practical elements.	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.
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	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.			
S U M M E R T E R M	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 undertaken Track events - Hurdles, sprint (100m & 300m) & middle distance (800m) & relay (4x50m or 4x100m). Recap how to perform sprint, pace,	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. Officiating – Understanding of the specific rules so able to officiate events	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 be 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 Resilience through learning and practising to improve skills, techniques & performance. Physical literacy.

different starts & exchange batons – 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.	& 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.	
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	Understand scoring system Single game play – with & without rackets How use of angles can help win games History of Wimbledon & other Grand Slams.			
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Year 9 English Curriculum

	CONTENT	CONCEPTS	CONNECTIONS	COMPETENCIES
	<i>core subject knowledge to foster disciplinary understanding</i>	<i>subject specific, as well as broad, open concepts to encourage deep thinking</i>	<i>cross-subject links to create interdisciplinary thinking</i>	<i>attributes and skills to develop versatile learners</i>
A U T U M N 1	Writing from Paintings Developing skills of narrative writing – recapping conventions Semiotics: how to ‘read’ the key details in a painting or image (creating foundational links to GCSE Language Paper 1, Section B) To understand the concept of ekphrasis Developing sentence structure	Narrative conventions Planning an extended narrative Rhythm, pace, cadence in prose fiction.	Art: appreciating, analysing, and decoding paintings, using a range of cultural heritage paintings Music: opportunities to write from several cultural heritage music texts	Developing students’ approaches 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

A U T U M N 2	<i>Talking Heads</i> monologues by Alan Bennett	Dramatic conventions (monologues)	Drama: scripting and performance	Enhanced ability to understand and craft character and personality through empathy with other moving stories
	Monologue conventions	Character development.	PSHE: national citizenship, class, disadvantage, social and environmental factors	Enhanced skills of presentation and delivery
	Analysis of characterisation and plot (inferential skills)	Peer-assessment and class assessment of performance.	History: late 20 th c. British history and society	Developing skills of communication in both verbal and non-verbal delivery of information and for a variety of different purposes and intentions – understanding audience
	Performance inspired by monologues	Non-verbal communication skills	History: First World War	Bloom’s Taxonomy analytical paragraphs – essay writing.
	Creative writing	Poetic form, structure, and language	Film and media: analysing film	Linking literature to historical contexts.
	Poetry of the First World War	Literary appreciation	History: texts within 19 th century contexts	Understanding 20 th century texts within their contexts (GCSE Literature)
	Literary Heritage: The 19 th century Novel: <i>Emma</i> or <i>Pride & Prejudice</i> .	Viewing high quality film versions of classic heritage texts		Analysis of film Appreciation of plot, character Linking texts to historical contexts Discussion task: sharing views and opinions as part of class debate

				Analysing 19 th century prose
S P R I N G 1	Shakespeare: <i>Romeo & Juliet</i> Appreciation and recap of Shakespearean language – text and performance Directing and acting out Shakespeare – group and pair work Critical writing – recapping and practising analytical skills. Creative writing based on Shakespeare’s plot and characterisation	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 using the GCSE extract and whole-text question model, designed to establish foundations of GCSE-style writing
S P R I N G 2	Completion and assessment of Shakespeare: <i>Romeo & Juliet</i> Novel Study Structure, plot, narrative voice To identify and explore key issues in the author’s contemporary society To deconstruct how ideas are conveyed through language choice in the text	Writing extended analytical essays using organised structure Analysing texts against modern perspectives and contexts To create linked layers of evidence which develops the analysis of a key character Examination of how key events are structured within the text to maximise their impact	History: texts within 20th century contexts PSHE: social and environmental factors	Developing essay writing on a Shakespeare text using the GCSE extract and whole-text question model, designed to establish foundations of GCSE-style writing Engaging with different perspectives Relating texts to their contexts Developing analysis skills of 20th century texts in their contexts (GCSE Literature)

S U M M E R 1	Novel Study continued	Continued development of Spring 2 novel		Developing essay writing skills using the GCSE extract and whole-text question model, designed to establish foundations of GCSE-style writing
S U M M E R 2	English Language Paper 1 A first look at the objectives and structure of the GCSE Language Paper 1	Knowledge of the GCSE paper and assessment objectives in anticipation of KS4 Analysing unseen texts Writing analytically, using Bloom's Taxonomy-style paragraphs Creative writing	Cross-curricular: essay writing appropriate for all essay-based subjects	Developing reading skills in the context of literary fiction Timing and answer strategy for the GCSE English Language exam



Year 9 Mathematics Curriculum

	CONTENT	CONCEPTS	CONNECTIONS	COMPETENCIES
	<i>core subject knowledge to foster disciplinary understanding</i>	<i>subject specific, as well as broad, open concepts to encourage deep thinking</i>	<i>cross-subject links to create interdisciplinary thinking</i>	<i>attributes and skills to develop versatile learners</i>
SECTIO N 1	Laws of Indices (neg and fract.) Algebraic formulae. Rearranging formulae. Cumulative frequency tables and diagrams. Box plots for grouped data. Comparing distributions. Factorise simple quadratics 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.
SECT I	Sequences and recurrence relations Prisms, including cylinders. Further quadratics including forming and solving.	Emphasis that this is an identity. Recognise/know the difference of two squares. Including eg $x^2 - 3$. Solve quadratic expressions of the form $x^2 + / - \dots$ by	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.

ON2	Trigonometry in right-angled triangles.	factorisation, including the difference of two squares. Use trigonometrical relationships in right-angled triangles and use these to solve problems. Improve knowledge of sequence notation.		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.
SECTION3	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. $\sqrt{2}$, $2\sqrt{2}$, 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. 2D representation of inequalities	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. Time Series and seasonal trends General probability rules and tree diagrams.	Identify seasonality and trends in time series, from tables or diagrams; interpret graphs modelling real situations. Solving equations with algebraic indices. Understand the change in notation for functions. Use tree diagrams to solve conditional probability problems.	Technology.	Find functions, including inverse and composite. Use fractional, negative and zero powers in simplifying numerical and algebraic expressions. Calculate an appropriate moving average.



Year 9 Biology Curriculum

	CONTENT	CONCEPTS	CONNECTIONS	COMPETENCIES
	<i>core subject knowledge to foster disciplinary understanding</i>	<i>subject specific, as well as broad, open concepts to encourage deep thinking</i>	<i>cross-subject links to create interdisciplinary thinking</i>	<i>attributes and skills to develop versatile learners</i>
A U T U M N T E R M	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.	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).	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.

Define diffusion and explain the factors that affect the rate of gas exchange/ diffusion. Describe the structure of the alveolus and explain its adaptations for gas exchange. Describe how breathing in and out occurs (mechanism of ventilation). Compare the composition of inhaled and exhaled air. Suggest explanations for the reasons for these differences. Investigate lung volumes. Investigate the relationship between exercise and lung capacity. Describe the effects of smoking and asthma on gas exchange. Analyse data related to smoking and cancer. Suggest reasons for the effects that smoking has on the health of smokers. Recall the word and symbol equation for aerobic and anaerobic respiration. Distinguish between breathing and respiration Describe the roles of energy within cells. Recall the formula for anaerobic respiration in humans and compare it to aerobic respiration	The concept of rate of reaction. That microbes can be used by humans to make useful substances (fermentation).		
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	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.			
S P R I N G T E R M	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	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).	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 crosses to show how sex is determined and how simple dominant or recessive characteristics are inherited. Use the idea of natural selection to explain

show continuous and discontinuous variation. Explain the different causes for the two types of variation in terms of the environment and genetics. Explain why identical twins show the same characteristics. Describe the link between a cell, nucleus, chromosome and gene. Outline the structure of DNA Recall the history of the discovery of its structure. Explain how inheritance (nature) and environment (nurture) act together to produce an individual's characteristics. Recognise that all living things reproduce, and that reproduction can be asexual or sexual. Give the similarities and differences between cell division and sexual reproduction. Outline how cells divide during mitosis. Explain why sperm and eggs contain only half the amount of genetic material that is found in the other cells of an organism. State what is meant by a mutation. Explain how the inheritance of characteristics is	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).		why a species may change over time.
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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.			
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	Outline how Biodiversity can be increased or maintained through conservation and the use of seed banks.			
S U M M E R T E R M	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.	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 light, carbon dioxide, chlorophyll and water are needed by plants. Suggest how changing these factors may affect the growth of the plant. Suggest how differences in the rate of photosynthesis may affect competition between plant species (link to ecology Yr 7). Explain why some species of plants grow in different places or at different times of the year. Outline the events that occur during the carbon cycle. Explain how the rate of photosynthesis limits food chains and the carbon cycle. Identify the organisms involved in decompositions and describe the role of decomposers in the carbon cycle. Recall the factors that affect microbial growth. Investigate the factors that affect microbial growth. Suggest how the impact of humans may affect the carbon cycle.			
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Year 9 Chemistry Curriculum

	CONTENT <i>core subject knowledge to foster disciplinary understanding</i>	CONCEPTS <i>subject specific, as well as broad, open concepts to encourage deep thinking</i>	CONNECTIONS <i>cross-subject links to create interdisciplinary thinking</i>	COMPETENCIES <i>attributes and skills to develop versatile learners</i>
A U T U M N T E R M	Particle Model. Changes of State. Gases – diffusion & pressure. Limitations of the Particle Model. Mixtures / Pure Substances. Solutions Filtration Evaporation 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. Evaluation. Drawing particle diagrams.
S P R I N G	Physical and chemical changes Heating/cooling Dissolving Evaporation and water cycle Gas tests Exo/endothermic reactions	Concept of changes either being temporary or permanent The concept of temperature changes during heating/cooling vs melting/freezing The changes that occur when substances dissolve	Maths/Chemistry – particles.	Practical skills in manipulating equipment. To be able to write word equations for reactions. To use diagrams and graphs to represent different process used in chemistry

T E R M	Evidence of chemical reactions Conservation of mass	The idea of the water cycle and its relevant processes The concept of energy changes in reactions How to evaluate evidence for chemical reactions taking place The concept of conservation of mass		
S U M M E R T E R M	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.



Year 9 Physics Curriculum

	CONTENT	CONCEPTS	CONNECTIONS	COMPETENCIES
	<i>core subject knowledge to foster disciplinary understanding</i>	<i>subject specific, as well as broad, open concepts to encourage deep thinking</i>	<i>cross-subject links to create interdisciplinary thinking</i>	<i>attributes and skills to develop versatile learners</i>
A U T U M N T E R M	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.	- Define density and how to use density in the description of states of matter of a substance. Link density to how energy transfer can occur in different states. - Explain the process by which conduction, convection and radiation can all transfer energy by heating. - Explain how thermal conductors/insulators work and examples of these in a house/clothing and describe factors that affect rate of energy transfer. - Define what specific heat capacity is and solve problems using the equation. - Define what specific latent heat is and can link to changes of	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.

		internal energy and specific latent heat.		
S P R I N G 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 force the rider needs to apply to the pedals.	• 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 • Apply the principle of moments to solve problems • Explain how levers and gears transmit the rotational effects of forces.	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.
S P R I N G 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	• 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.	Geography- Layers of the atmosphere	Manipulating equations. Researching and presenting. Citing and referencing

	pressure and why it varies with height above surface.	• Explain why atmospheric pressure varies with height above surface. • Explain how pressure in a gas is affected by volume and temperature.		
S U M M E R T E R M	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 in our solar system and categorise the type of object as either star, planet, asteroid or moon. • 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.



Year 9 French Curriculum

	CONTENT <i>core subject knowledge to foster disciplinary understanding</i>	CONCEPTS <i>subject specific, as well as broad, open concepts to encourage deep thinking</i>	CONNECTIONS <i>cross-subject links to create interdisciplinary thinking</i>	COMPETENCIES <i>attributes and skills to develop versatile learners</i>
A U T U M N T E R M	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.
S P R I N G T E R M	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 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

S U M E R T E R M	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
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Year 9 Spanish Curriculum

	CONTENT <i>core subject knowledge to foster disciplinary understanding</i>	CONCEPTS <i>subject specific, as well as broad, open concepts to encourage deep thinking</i>	CONNECTIONS <i>cross-subject links to create interdisciplinary thinking</i>	COMPETENCIES <i>attributes and skills to develop versatile learners</i>
A U T U M N 1	Módulo 1: Mis vacaciones Talking about the summer they have just had Introducing students to the preterite tense Describing a holiday in the past: activities, opinions, transport, etc Cultural focus: talking about tourist places in Spain	• Preterite of ir • Preterite of regular verbs (full paradigm) • Preterite of ser • Using two tenses together	Geography: • Countries, climates, tourism, map skills • Comparing holiday destinations (Spain vs UK) English: • Writing recounts (holiday narratives) PSHE: • Cultural awareness and travel experiences	Using exclamations Using sequencers to add complexity (W) Predicting skills (R) Recognising cognates (R)
A U T U M N 2	Módulo 2: Todo sobre mi vida Discussing types of music and television programmes and preferences Discussing mobile phone uses in the present and past tenses	• Revision of present tense • Revision of me gusta(n) + noun • Stem-changing verbs (preferir) • Preterite of hacer • Using two tenses together	PSHE: • Lifestyle choices, routines, wellbeing Maths: • Comparisons (more/less), interpreting survey data English: • Expressing opinions with reasons PE:	Asking Yes/No questions Context, cognates, gist (R) Giving opinions and reasons

			Active vs inactive lifestyles	
S P R I N G 1	Módulo 3: A comer! Expressing likes/dislikes around food Describing mealtimes Ordering a meal. Describing a party in the past Cultural focus: Learning about traditional foods of Spain, Central and South America	- Negatives (no, nunca, nada) - Near future - Three tenses together	Food Technology: - Nutrition, balanced diet, preparing meals Geography: - Traditional foods from Spain & Latin America Business Studies: - Restaurants, customer service, transactions	Using cognates (R) Using the present and preterite together Responding when you don't understand (S) Using connectives, opinions and reasons
S P R I N G 2	Módulo 4: Qué hacemos Arranging to go out. Accepting and refusing invitations Giving excuses Learning reflexive verbs in the context of getting ready to go out.	- me/te gustaría + inf - Stem-changing verbs querer/ poder - tener que + infinitive - Reflexive verbs	Drama: - Role-play (making plans, conversations) English: - Functional language (invites, responses) PSHE: - Social interaction, friendships	Time expressions and sequencers (W)
S U M M E R T E R M	Módulo 4 (cont) and Módulo 5 Operación verano Talking about sporting events Describe a fancy dress outfit Learning about the Spanish holiday destination of Mallorca Describing holiday homes Discussing activities available in a holiday location.	- Using "this/these" - The near future tense - The comparative - The superlative	Geography: - Travel and global awareness English: - Writing about future intentions	Using 3 tenses together Using frequency words

1	Cultural focus: Learning about Spanish towns			
S U M M E R T E R M 2	Módulo 5: Operación verano Asking for and giving directions Understanding and discussing summer camps EOY9 grammar and vocabulary revision. Cultural focus: learning about Latin American cities Cultural project: Any one of the following: - Fiestas in the Spanish speaking world - A Hispanic Country	Imperative form (you sing.	Geography: - Travel and global awareness Maths: - directions, reading a map English: - Writing about future intentions	Using fillers (S) Listening for time expressions, verb tenses, points of view, gist (L)



Year 9 Latin Curriculum

	CONTENT <i>core subject knowledge to foster disciplinary understanding</i>	CONCEPTS <i>subject specific, as well as broad, open concepts to encourage deep thinking</i>	CONNECTIONS <i>cross-subject links to create interdisciplinary thinking</i>	COMPETENCIES <i>attributes and skills to develop versatile learners</i>
A U T U M N 1	Vocabulary learning of <i>Suburani</i> Chapter 13 Relative Pronouns & Relative Clauses Roman Gaul (Arelate) Ancient Theatre	Exploring the different cases in which relative pronouns can exist and their translations (and presence) in English Exploring the links between drama and religion in the ancient world Considering how more established colonies compared to those in Britannia Considering how more primitive societies dealt with the issue of senectitude	History/Geography: Roman Gaul and its impact on modern France Drama: Ancient Theatre English: Pyramus & Thisbe, links to Shakespeare	Developing the capacity to consider the impact of a lack of social welfare system and how this impacted on society more broadly
A U T U M N 2	Vocabulary learning of <i>Suburani</i> Chapter 14 Future tense Comparative adjectives Roman Spain and Portugal, including the mining operation of Las Medulas	Interrogating sources, considering intent and bias (e.g. of Caesar/Tacitus' accounts of the druids Reflecting on impact of colonisation and people's responses to it, collaborating or resisting	History: Impacts of colonisation Science/Geography: Mining by water pressure in Las Medulas	Predicting future events based on narrative foreshadowing

S P R I N G 1	Roman poetry project, exploring authentic Latin Literature Produce a creative response to one of the texts under study	Translating and analysing authentic poetry, considering the authors' intents and stylistic techniques, in preparation for GCSE Literature	English: Literary analysis Art/Computing/Drama/Music: Creativity in multi-modal responses	Developing the insight to identify literary techniques and describe their effect on an audience To write persuasively, to convince a reader of these findings Develop creativity in responses
S P R I N G 2	Vocabulary learning of <i>Suburani</i> Chapter 15 Indirect statements Roman villas Roman food and dining	Consider the importance of dining as a social indicator and networking tool	History/Geography: The trade involved in sourcing many of the Roman ingredients	Predicting future events based on narrative foreshadowing Compare the way in which English and Latin construct indirect statements as a means of comparative linguistics
S U M M E R 1	Vocabulary learning of <i>Suburani</i> Chapter 16 Demonstrative pronouns Roman marriage customs	Explore the similarities and differences of marriage customs from the ancient world and today, in a variety of cultures Consider the impact of gender on one's experience of marriage in the ancient world	RS: Marriage customs Drama: Dramatic performances of the story of <i>anulus</i>	Develop creativity, in producing a story to 'fill the gap' between stories in the narrative.
S U M M E R 2	Preparation for End Of Year exam, consolidating knowledge across Key Stage 3 Prophecy project	Explore Roman beliefs of omens and prophecy Consider similarities with existing beliefs (e.g. tarot, astrology)	RS: Comparison of beliefs on prophecy with other cultures through the ages	Hone learning and revision techniques to give best account of one's ability under terminal examination Develop the ability to rationalise ancient beliefs, and make comparison to existing thought systems



Year 9 Geography Curriculum

	CONTENT <i>core subject knowledge to foster disciplinary understanding</i>	CONCEPTS <i>subject specific, as well as broad, open concepts to encourage deep thinking</i>	CONNECTIONS <i>cross-subject links to create interdisciplinary thinking</i>	COMPETENCIES <i>attributes and skills to develop versatile learners</i>
A U T U M N 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
A U T U M N 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.
S P R I N G 1	Tectonic Hazards: Yellowstone supervolcano Monitoring and managing volcanic activity Exploring Asia: Variations across the continent Perceptions and issues in the	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. Extended writing.

	Middle East			
S P R I N G 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.
S U M M E R 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.
S U M M E R 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 <i>core subject knowledge to foster disciplinary understanding</i>	CONCEPTS <i>subject specific, as well as broad, open concepts to encourage deep thinking</i>	CONNECTIONS <i>cross-subject links to create interdisciplinary thinking</i>	COMPETENCIES <i>attributes and skills to develop versatile learners</i>
A U T O M N T E R M	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.

S P R I N G T E R M	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.
S U M M E R T E R M	Africa in the twentieth century: recap and colonisation; decolonisation and independence. History of Terrorism. History of British involvement in Afghanistan. Osama Bin Laden; Sep. 11 th MUN.	Causation – why independence and why colonisation. Significance – impact of colonisation. Understanding conflict and concept of Terrorism. Insight into conflict resolution.	RS: slavery. Geography: importance of raw materials in colonisation. French: colonisation of African countries. Maths: evaluating data. English: public speaking RS: conflict resolution.	All students will give a presentation on one African country’s experience of the twentieth century. Each student will research their allotted country for the MUN and will act as delegate in a scenario.



Year 9 Religious Studies Curriculum

	CONTENT <i>core subject knowledge to foster disciplinary understanding</i>	CONCEPTS <i>subject specific, as well as broad, open concepts to encourage deep thinking</i>	CONNECTIONS <i>cross-subject links to create interdisciplinary thinking</i>	COMPETENCIES <i>attributes and skills to develop versatile learners</i>
A U T U M N T E R M	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.
S P R I N G T E R M	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 -	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.

	Christianity, Hinduism, Buddhism			
S U M M E R T E R M	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.



Year 9 Art Curriculum

	CONTENT <i>core subject knowledge to foster disciplinary understanding</i>	CONCEPTS <i>subject specific, as well as broad, open concepts to encourage deep thinking</i>	CONNECTIONS <i>cross-subject links to create interdisciplinary thinking</i>	COMPETENCIES <i>attributes and skills to develop versatile learners</i>
A U T U M N T E R M	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 Kessler & 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.
S P R I N G 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.

S P R I N G 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.
S U M M E R T E R M	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 <i>core subject knowledge to foster disciplinary understanding</i>	CONCEPTS <i>subject specific, as well as broad, open concepts to encourage deep thinking</i>	CONNECTIONS <i>cross-subject links to create interdisciplinary thinking</i>	COMPETENCIES <i>attributes and skills to develop versatile learners</i>
A U T U M N 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.
A U T U M N 2	3D Animation using Blender (Blender is 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.

S P R I N G 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.
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S P R I N G 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.
S U M M E R T E R M	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.



Year 9 Drama Curriculum

	CONTENT <i>core subject knowledge to foster disciplinary understanding</i>	CONCEPTS <i>subject specific, as well as broad, open concepts to encourage deep thinking</i>	CONNECTIONS <i>cross-subject links to create interdisciplinary thinking</i>	COMPETENCIES <i>attributes and skills to develop versatile learners</i>
A U T U M N 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

A U T U M N 2	Physical Theatre This is an exploration into using movement and physical theatre as a 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.	- Review, research and describe the following Drama genres: - Physical Theatre. - To define the term Physical Theatre. - 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.	Biology: Food/diet, obesity and malnutrition through Hard to Swallow extract explored in lessons. 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.	Skills: Presentation skills. Persuasive language. Ethics/morals. 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	- 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	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	Skills: Speaking and listening. Communication. Analysis. Evaluation. Comedy. Interpretation.

	teaches the key skills of: stock characters, exaggeration and multi-role.	characters, exaggeration, multirole 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 multirolling in a scripted piece. - To review the play 'Teechers' by John Godber. - To identify and describe the different characters in 'Teechers' –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.	(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 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.	- 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	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	Skills: • Criticality. • Political Thinking. • Creativity. • Collaboration. • Communication. • Reflection.

	This topic teaches students to use different effects under the umbrella of Epic Theatre to achieve the aims and objects of Brecht.	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.	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/ ALevel 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.	
S U M M E R 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 addition 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,	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.

		characteristics, feelings and emotions. - To reflect on the work of themselves and others – identifying moments of strength and areas for development		
S U M M E R 2	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. - To identify different character motivations and interpretations within scripted	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.

		extracts, and then demonstrate these on stage. - To reflect on the different theatrical interpretations of various characters within Noughts and Crosses		
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Year 9 Music Curriculum

	CONTENT <i>core subject knowledge to foster disciplinary understanding</i>	CONCEPTS <i>subject specific, as well as broad, open concepts to encourage deep thinking</i>	CONNECTIONS <i>cross-subject links to create interdisciplinary thinking</i>	COMPETENCIES <i>attributes and skills to develop versatile learners</i>
A U T U M N 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.
A U T U M N 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.

S P R I N G 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.
S P R I N G 2	Minimalism.	Introduction to the avant-garde genres. Performance skills using nontraditional 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.
S U M M E R T E R M 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.

S U M M E R T E R M 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.
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Year 9 Physical Education Curriculum

	CONTENT <i>core subject knowledge to foster disciplinary understanding</i>	CONCEPTS <i>subject specific, as well as broad, open concepts to encourage deep thinking</i>	CONNECTIONS <i>cross-subject links to create interdisciplinary thinking</i>	COMPETENCIES <i>attributes and skills to develop versatile learners</i>
A U T U M N & S P R I N G T E R M S	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	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	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.	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.

	team tactical play & full rules. Handball, Lacrosse, Football & Tag Rugby. Introduction of basic skills and small sided game play. 4. Swimming 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.	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 Safety around water. 5. Introduction to GCSE PE – Physical training section. Components of fitness. Knowledge of fitness testing & interpretation of Results.	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	
S U M M E R T	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.	Understanding & importance of Health & Safety during lessons & performance. How to officiate events and lead. How the body moves and improves fitness.	English: literacy – new sport specific words. History: Paralympics & origins; Wimbledon & Grand slams & champions.	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

E R M	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	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.	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.	give individual and team performance analysis. Knowledgeable - Understanding how science can help athletics to improve their performances. Principled – fair play etc.
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