

ART	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
TOPIC/UNIT	Logo's (2 weeks) Matisse 3D Shoe		Aboriginal Print		Cubism card sculpture	
CURRICULUM - Big ideas/ core knowledge.	Development of graphic logo design skills. Develop skills in observational drawing exploring a range of media and techniques focusing on line, form, tone, and textural mark making. Research and analytical skills will be developed through looking at relevant artists and students will use this knowledge to influence their design ideas. In the second half of the term students will develop their 3D skills by constructing a cardboard shoe inspired by Matisse.		To gain knowledge and understanding of Aboriginal Art and culture. To explore the symbols meanings and messages conveyed through the art to inspire their own work. Students will develop and explore painting techniques when working with Aboriginal imagery. In the second half of the term students will develop a polyprint design and will explore print making.		To gain knowledge and understanding of Cubism referring to the work of Picasso and Braque. Students will develop their drawing skills through looking at musical instruments. They will also develop collage skills looking at how positive and negative shapes inspired cubist work. In the second part of the term students will learn how to create a 3D cubist sculpture focusing on shape, form and surface texture.	
ASSESSMENT - how we find out what students have learnt and use it to inform planning and curriculum.	Assessment is done through verbal formative feedback and questioning every lesson, teachers reflect and respond accordingly, addressing any misconceptions. Self, peer assessment activities are also incorporated into the lessons at certain points in the project. Homework is marked using 1*- 4 for achievement and effort along with strategies of how to improve. Directed improvement time is built into lessons once a half term to give students the opportunity to reflect and improve. At the end of each project students will be assessed on four assessment objectives, this will be recorded on the assessment sheet in their sketchbook.					
HOMEWORK - how we will provide the opportunity to practise, embed, extend upon or apply the knowledge from lessons.	Homework for KS3 is sketchbook based and is set fortnightly. Tasks will include artist research, observational drawings, collage activities, design idea development or responding to feedback by improving or refining current work. Activities are set alongside class work to enhance and develop the students experience.					
CURRICULUM ENHANCEMENT- how parents can support the learning that is happening in lessons.	Having access to computer software for research purposes, having a range of drawing equipment at home (variety of shading pencils, pens, watercolour paints, glue etc) to enhance the quality of student outcomes. Any visits to local, national or international galleries or exhibitions to help broaden the students mind and appreciation of art and the world around them.					

COMPUTING/ ICT	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
TOPIC/UNIT	Digital Literacy & e-safety	Introduction to flowcharts - flowol	Coding and physical computing - micro bits	Programming in block code	Handling data - user interfac	3D gaming	
CURRICULUM - Big ideas/ core knowledge.	Students are introduced to safety and use of cloud computing - classes around staying safe and risks to networks and people online are covered. Everything from viruses, fake news to digital footprints are covered.	How does a computer work? Students familiarise themselves with inputs, outputs and storage devices in this unit. They gain a understanding of binary and learn how to change denary numbers into binary numbers.	We are lucky enough that the school has enough micro bits for one per person. The BBC micro:bit is a pocket-sized codeable computer with motion detection, a built-in compass and Bluetooth technology. This enables block coding to suddenly come to life and you can programme a hand held device. Lessons cover - higher lower games, sending messages, step counter, Rock paper scissors and Harry Potter sorting hats.	Students will explore some higher level block programming concepts through Scratch. We will look at variables and the key understanding between Sequencing, Selection and Iteration.	Students will investigate real life data, they will explore how to interpret data using spreadsheet software. Students will create graphs and tables to represent the data in an easier to understand format. They will then learn what a dashboard is before making their own one using the data.	3D gaming - block coding is used for students to create their own 3D game in Kodu. They are given a design brief and take on the role of games developer to make the game as per the specification. There are different levels of difficulty as some students will have experienced this software before. The game will end up with a number of levels and different behaviours for the different characters depending on factors in the game play. Students get a chance to start exploring careers in this industry alongside their lessons.	
ASSESSMENT - how we find out what students have learnt and use it to inform planning and curriculum.	The assessment across key stage three for the subject is divided into ICT and Computer Science for the summative assessments. Students will sit an online test before each trackingpoint report home in both ICT and Computer Science. This gives students a very clear indication to their strengths in the two subjects that are taught together at key stage 3. Live marking occurs during lessons - where the teacher gives students instant feedback on their work and teachers also look at students work between lessons in their online books.						
HOMEWORK - how we will provide the opportunity to practise, embed, extend upon or apply the knowledge from lessons.	Students across the whole of key stage 3 are set relevant and challenging homeworks via the idea award. The Inspiring Digital Enterprise Award, known as iDEA, is an international programme that helps you develop and demonstrate your digital, enterprise and employability skills. Every two weeks students are set a badge that best fits their current programme of study, this is anything from Python quiz to Cyber Security to Teamwork. iDEA badges themselves are short interactive online modules, created in consultation with industry experts. The students are tracked by teachers through the award and can gain a bronze or silver award, the aim is by the end of year 9 the students will have all achieved bronze award and a certificate from Buckingham Palace. Many students find the badges engaging and relevant and choose to go ahead and complete more in their spare time.						
CURRICULUM ENHANCEMENT- how parents can support the learning that is happening in lessons.	Explore the CEOP and the thinkyouknow site together at home, there are some great resources for parents around opening conversations around e-safety.	If you have an old PC, your teen would love the chance to take this apart and start to look at the components inside the machine	A micro:bit can be purchased for under £13. your teen can then show you what they have created in code.	Scratch is a free online website - encourage your teen to show you what they can make in Scratch or set them a challenge of your own at home.	Ask students to make some graphs at home, or add up the cost of a day out using a spreadsheet.	Download the kudo game lab free from microsoft at home and maybe ask your teen to create you a game. Ask them about how they have made it and enjoy playing it together..	

DRAMA	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
TOPIC/UNIT	Ernie's Incredible Illucinations		Melodrama	Greek Theatre	Oliver!	Japanese Puppetry
CURRICULUM - Big ideas/ core knowledge.	An introduction to fundamental Drama skills with a focus on cooperation, communication and building confidence. Students explore the text 'Ernie's Incredible Illucinations' as a class with a focus on introducing the main areas of assessment - creating, performing and evaluating. Students will participate in a variety of workshops designed to develop their understanding of devising and responding to a script. "To act means to play", students are offered a safe environment to explore their own creativity. They are given their own extract from the play towards the end of the term and must apply the skills and knowledge they have learned.		Students explore the style of melodrama with a focus on stock characters and an exaggerated acting style. They work in small groups to explore structure and story telling and the use of music/ sound effects to build tension and communicate emotion.	A focus on key conventions of the Greek theatre style, looking at how theatre originated. Students explore the use of Greek chorus and ensemble as a way to act as a conscience and tell a story. Students develop their own versions of different Greek stories such as Hercules, King Midas and Pandora's box with a focus on how to tell the story using different techniques and conventions.	A scripted assessment, students work independently in groups to rehearse sections from the script with less teacher input. This unit teaches students about empathy, characterisation, contrast and supports the English curriculum. Students develop mime and physical theatre particularly within the pickpocket lesson. An opportunity to develop own skills in terms of structuring a piece of work.	This is an opportunity to explore theatre from around the world making more cultured and diverse students. This is an opportunity for practical prop making in the form of puppets and how to interact with these in performance. This unit teaches them respect for other roles in theatre other than performer, a big focus on teamwork and working together to bring their puppet to life.
ASSESSMENT - how we find out what students have learnt and use it to inform planning and curriculum.	Assessment is done through verbal formative feedback and questioning every lesson, teachers reflect and respond accordingly, addressing any gaps in knowledge and areas to develop in terms of basic stagecraft. Self, peer assessment activities are also incorporated into the lessons at certain points in the term. Students follow the idea of www.ebi (what went well, even better if) when looking at their own work and the work of others. Students are expected to perform in front of their peers at various points throughout the term - the focus of this is often on the structure of work and understanding of style and not necessarily the performance aspect.					
HOMEWORK - how we will provide the opportunity to practise, embed, extend upon or apply the knowledge from lessons.	Due to the collaborative nature of the subject homework is set minimally with a focus on learning key terminology and lines.					
CURRICULUM ENHANCEMENT- how parents can support the learning that is happening in lessons.	Support students in learning any scripts that come home, encourage students to participate in extracurricular activities within the department, take students to see any live local theatre that may be taking place.					

DT	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
TOPIC/UNIT	Food Preparation and Nutrition		Design & Technology		Textiles	
CURRICULUM - Big ideas/ core knowledge.	<p>Technical knowledge: -Develop practical cooking skills - wide range of preparation and cooking techniques -Develop knowledge and understanding of ingredients & Healthy Eating. -Develop knowledge of consumer food and drink choices. -To begin applying food science to practical cooking situations. - Understand and explore a range of ingredients and processes from different culinary traditions. -Understand and apply the principles of nutrition and health in relation to the eatwell guide. -Understand and explore a range of ingredients and processes from the British tradition .</p> <p>Make:</p> <ul style="list-style-type: none"> -Knife Skills -Egg experiment -Cous cous -Mediterranean tart - Flap Jack -Seasonal crumble -Egg Frittata 		<p>Technical Knowledge: Students are able to identify and give examples for each material category. Confidently discuss the 3 categories of Timber. Students can articulate the health and safety rules and routines during practical lessons in the workshop in addition to the names of tools/machines and processes.</p> <p>Make: Students select from and use specialist tools, techniques, processes, equipment and machinery precisely and independently to create their designs. A hand made key ring and another or magnet will be created using 2D design and the laser cutter.</p> <p>Evaluate: Final product is evaluated at each manufacturing stage with consistent use of technical language 'Manufacturing Diary'.</p>		<p>Students will develop knowledge and understanding of textile artists Kate Talbot and Holly Levell and will be able to confidently discuss and analyse the work. Students will develop their ideas through collage focussing on the accuracy of shape, colour, texture and proportions when designing their food plate. Students will explore fabric applique and a range of hand stitching and embellishment skills (running, cross, chain stitch, couching). Students will learn to work with a range of materials and specialist equipment safely and effectively.</p>	
ASSESSMENT - how we find out what students have learnt and use it to inform planning and curriculum.	<p>Assessment is completed through regular questioning and verbal feedback during practical lessons. Written work/evaluation is often live marked and questions added to further students knowledge and use of tier 3 vocabulary. All homework is marked and feedback given for students to reflect and improve on. An end of unit test is completed. All tasks are based on retrieval of what has been covered in lessons, additionally allowing them to extend their learning further.</p>		<p>Students are assessed through regular questioning and verbal feedback during practical lessons. Written work/evaluation is often live marked and questions added to further students knowledge and use of tier 3 vocabulary. At the end of the project students will be assessed with a test and their practical outcome.</p>		<p>Assessment is done through verbal formative feedback and questioning every lesson. Teachers reflect and respond accordingly, addressing any misconceptions. Self, peer assessment activities are also incorporated into the lessons at certain points in the project. Homework is marked using 1*- 4 for achievement and effort along with strategies of how to improve. Directed improvement time is built into lessons once a half term to give students the opportunity to reflect and improve. At the end of each project students will be assessed on four assessment objectives, this will be recorded on the assessment sheet in their workbooks.</p>	
HOMEWORK - how we will provide the opportunity to practise, embed, extend upon or apply the knowledge from lessons.	<p>Homework is set on a fortnightly basis. The homework sheet builds upon the knowledge acquired during the theory lesson. The homework sheet also includes a list of ingredients (recipe) which will be needed for the following practical lesson.</p>		<p>Homework for KS3 is workbook based and is set fortnightly. Tasks include manufacturing diary (lesson reflection), health and safety/machinery worksheets, designer research, materials research.</p>		<p>Homework for KS3 is workbook based and is set fortnightly. Tasks will include artist/designer research, observational drawings, collage activities, design idea development or responding to feedback by improving or refining current work. Activities are set alongside class work to enhance and develop the students experience.</p>	
CURRICULUM ENHANCEMENT- how parents can support the learning that is happening in lessons.	<p>Computer access for research purposes. Allow students to help prepare/cook meals at home. Allow students to help wash up/order online shopping at home. Visits to Supermarkets, specialist food retailers, farms.</p>		<p>Computer access for research purposes. Visit design exhibitions. Allow students to develop their practical skills around the house eg: assembling furniture, decorating, modelling kits etc.</p>		<p>Having access to computer software for research purposes, having a range of drawing equipment at home (variety of shading pencils, pens, watercolour paints, glue, needle, threads etc) to enhance the quality of student outcomes. Any visits to local, national or international galleries or exhibitions to help broaden the students mind and appreciation of art and the world around them.</p>	

ENGLISH	Autumn 1	Spring 1	Summer 1	Summer 2
TOPIC/UNIT				
CURRICULUM - Big ideas/ core knowledge.	<p>Introduction- Letter writing with a focus on spelling, punctuation and grammar (SPaG). We will then be reading a range of myths and focus on introducing students to new vocabulary. This will be followed by a unit on Animal Farm, where we introduce essay writing skills using the What, How, Why (WHW) paragraphs which is a structure they will continue to become familiar with during their study of English to help them write analytical responses.</p>	<p>Essay for Animal Farm preparation and writing up (2 weeks) Introduction to poetry/creative writing</p> <p>Memorise a poem WHW comparing poems</p> <p>Create an anthology: Sonnet Ballad Narrative Free verse Different voices Poems from different cultures Nothings change</p>	<p>Creative Writing - students will develop their writing skills by reading a range of extracts focusing on setting and character. They will use ideas from their Poetry study as prompts for their own writing. This unit will also assess and develop their SPAG knowledge.</p>	<p>As Summer 1 for the last two weeks. Then a S&L programme to be introduced, based on a theme of their choice.</p>

<p>ASSESSMENT - how we find out what students have learnt and use it to inform planning and curriculum.</p>	<p>Benchmark of Brilliance- focusing on SPaG and letter writing structure. This allows teachers to gain an understanding of any gaps in students knowledge and skills and address them going forward. It also sets our high expectations of what students can and will achieve through writing. For the Animal Farm assessment, students will complete an essay. This essay is written in exam conditions and students are allowed to take a plan and flashcards in. This informs us on how well students have understood the novel and how they can apply their vocabulary to an analytical essay. All assessments are followed up by a 'feed forward' lesson and activity, where we identify areas of support and reteach the skill to embed knowledge and support areas for development.</p>	<p>Students are taught the importance of public speaking and are assessed through a written speech (transactional). This allows them to learn a range of rhetorical devices which they follow up in the summer term through a Speaking and Listening programme of study.</p>	<p>Student will write their own piece of creative writing under timed conditions in lessons. This will help develop ideas and skills that will be required throughout their study of English.</p>	<p>Students are taught the importance of public speaking and are assessed through a written speech (transactional). This allows them to learn a range of rhetorical devices which they follow up in the summer term through a Speaking and Listening programme of study. End of year exam, which will be a poetry assessment, supported by a quiz testing their learning over the year.</p>
<p>HOMEWORK - how we will provide the opportunity to practise, embed, extend upon or apply the knowledge from lessons.</p>	<p>Homework is always linked to vocabulary and tests understanding of texts covered in lessons and SPaG.</p>	<p>Homework is always linked to vocab and tests both understanding of texts covered and SPaG.</p>	<p>Homework is always linked to vocab and tests both understanding of texts covered in lessons and SPaG.</p>	<p>Homework is always linked to vocab and tests both understanding of texts covered and SPaG.</p>
<p>CURRICULUM ENHANCEMENT- how parents can support the learning that is happening in lessons.</p>	<p>Reading the novel with their child and getting them to explain/describe/recall key parts of the plot. Evidence has shown 20 minutes reading a day improves understanding of vocabulary and improves exam performance. Parents can also support by testing on vocab for homework and supporting the use of flashcards.</p>	<p>Discussing or reading poems learnt in class. Supporting students with homework particularly testing them using flashcards created.</p>	<p>Discuss texts they have been reading.</p>	<p>Listening to their speeches, help them to research any areas of interest. Build confident speaking with a short prompt.</p>

FRENCH	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
TOPIC/UNIT	Introduction	Media	Paris		Chez Moi (At home)	
CURRICULUM - Big ideas/ core knowledge.	Students are introduced to the language and explore key differences between French and English. This unit focuses on consolidating grammatical knowledge which builds on students' varying levels of experience of studying MFL. Students are also able to practise their pronunciation as we look at the most important sound-spelling links in French. By the end of the unit, students are able to provide key information about themselves.	Students use different phrases to give and justify opinions on a range of different media (films, music etc) in a real life context . By using French examples of this media (e.g. French poets, French musicians), students' cultural knowledge is also developed. Students are equipped with key strategies to tackle reading and listening exercises.	In this unit, various grammatical structures are explored through the context of a virtual tour around Paris. Cultural understanding is be developed through use of video and authentic materials related to the topic of Paris. Writing skills are further developed as students write in more detail to describe their own region and what they are going to do.		In this unit, students apply their grammatical knowledge to describe key aspects of their lives. Key elements of this topic include describing their home, talking about food likes and dislikes and discussing what they did yesterday. There is also further opportunity to develop students' cultural knowledge through discussion of French food and French celebrations. The focus will be on students applying their knowledge to real life situations, such as ordering in a restaurant.	
ASSESSMENT - how we find out what students have learnt and use it to inform planning and curriculum.	Live marking and verbal feedback are used in every lesson to allow students to make immediate corrections. Students will complete three summative assessments throughout the year. DIRT tasks will be completed after each assessment. Homework and classwork will be peer/self-assessed, with regular book checks allowing teachers to adapt future planning.					
HOMEWORK - how we will provide the opportunity to practise, embed, extend upon or apply the knowledge from lessons.	Homework is set fortnightly and follows the same structure. Task 1 - vocabulary learning, using Quizlet. Task 2 - vocabulary/reading/translation tasks usually involving the completion of a Google Form via Google Classroom.					
CURRICULUM ENHANCEMENT- how parents can support the learning that is happening in lessons.	Supporting the use of our online learning platforms, such as Quizlet and DuoLingo. These are both available for free as desktop sites or as mobile apps. Access to a bilingual dictionary would support students learning at home, which could be an online dictionary such as wordreference.com. Talking to students about the importance of learning a language for future career/travel opportunities would also be helpful. Exploring cultural aspects of Francophone countries would also support the learning in class - this could be looking at or cooking a traditional recipe from a French country, finding information on a French-speaking celebration or researching a French-speaking country.					

GEOGRAPHY	Autumn 1/Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2			
TOPIC/UNIT	Extreme Environments	Population	World of Work	Migration	Weather in the UK			
CURRICULUM - Big ideas/ core knowledge.	This unit of work is designed to provide students with an engaging start to KS3 Geography, by embedding the learning and development of key geographical skills such as map skills into a unit of work exploring some of the most unique, interesting and extreme environments in the world. Students will study a variety of extreme global locations such as Mount Everest, Virunga National Park and Death Valley using these settings to develop an understanding of how humans and the environment interact and impact on each other, while also considering how sustainable human life in some of these locations is.	This unit of work will study the core issue of global population increase. The unit of work will look at differences in population growth between countries and over time, through use of the demographic transition model. Students will explore factors that affect population change such as birth and death rates, and how these are intrinsically linked to economic development. Students will complete the unit by considering "How many people can live on planet earth?", looking at the impacts of over population and the need for potential population control.	This unit of work is intended to develop students understanding of the economic structure of society. Students will learn how to categorise jobs as primary, secondary, tertiary and quaternary. From this base they will begin to explore how the economic structure of a country can indicate its level of development, and how the UK's economic structure has changed over the last 100 years. This will allow an exploration of key geographical themes such as de-industrialisation and outsourcing.	This unit of work follows on perfectly from the previous unit of population, using various examples of major migration routes from around the world to consider the reasons for migration and the impacts of this on the region of origin and the host country.	This unit of work examines the factors that affect a location's weather, with a particular focus on the weather of the UK. The unit will link to core concepts such as global atmospheric circulation and atmospheric pressure. The unit will also examine the impact climate change is having on the UK's weather and question whether or not the UK's weather is becoming more extreme, through the study of several case studies.			
ASSESSMENT - how we find out what students have learnt and use it to inform planning and curriculum.	Students will receive two pieces of formative assessment on extended writing tasks throughout the unit of work, but will also receive regular low stake quizzing and live marking on other pieces of work. At the end of the unit students will complete a summative assessment that will be composed of a variety of short and long answer questions that will involve students both recalling and applying the knowledge and skills they have been taught over the course of the whole unit.	Students will be given formative assessment on one piece of writing comparing key population statistics such as birth rates, infant mortality rate and life expectancy between the UK and at least two other countries. Students will complete a summative assessment at the end of the unit, assessing work from this unit and the previous two topics through a mixture of short and long answer questions.	Students will be given formative assessment on one piece of extended writing in this unit of work (in addition to the feedback they will receive on their homework). This piece of work will be based on the positive and negative impacts of outsourcing of industry in the UK, by looking at examples such as Dyson.	Students will be formatively assessed on two pieces of work. One will be completed in class as a piece of extended writing examining the push and pull factors for migration, and the other will be based on the extended homework task listed below.	Students will be formatively assessed on one piece of extended writing examining the impacts of a weather event on the UK (i.e. the Beast from the East), while regular low stake quizzing, live marking and homework feedback will also take place. The end of year test will assess content from the entire of year 8.			
HOMEWORK - how we will provide the opportunity to practise, embed, extend upon or apply the knowledge from lessons.	Homework will be set on a fortnightly basis and will consist of 3 different tasks. The cycle will repeat for the second half term. The first will require students to learn the spellings and definitions of key vocabulary and apply these to test sentences and sentence stems linked to the unit of work, the second homework is designed to widen students' horizons and get them reading geographical texts. Students will be given an article on an extreme environment and be asked to answer a series of questions to test their comprehension of the article. The final piece of the homework will be a review homework asking students a variety of assessment style questions on the extreme environments they have been studying.	Homework will be set on a fortnightly basis and be made of 3 different tasks. The first will require students to learn the spellings and definitions of key vocabulary linked to the unit of work, the second homework is designed to widen students horizons and get them reading geographical texts. Students will be given an article on the world's environment and resource stock and be asked to answer a series of questions to test their comprehension of the article. The final piece of the homework will be a review homework asking students a series of assessment style questions on the topics they have been studying.	Homework will be set on a fortnightly basis and be made of 3 different tasks. The first will require students to learn the spellings and definitions of key vocabulary linked to the unit of work, the second homework is designed to widen students horizons and get them reading geographical texts. Students will be given an article on an example of how the UK's economy is changing and be asked to answer a series of questions to test their comprehension of the article. The final piece of the homework will be a review homework asking students a series of assessment style questions on the topics they have been studying.	Homework for this unit will take the standard 3 part format, however the second piece will give students an opportunity to research and then complete a written piece of work on a migration route of their choice. Students will be assessed on the quality of the work produced and how it demonstrates their understanding of the causes and impacts of migration.	Homework will be set on a fortnightly basis and be made of 3 different tasks. The first will require students to learn the spellings and definitions of key vocabulary linked to the unit of work, the second homework is designed to widen students horizons and get them reading geographical texts. Students will be given an article on an extreme weather event in the UK and be asked to answer a series of questions to test their comprehension of the article. The final piece of the homework will be a review homework asking students a series of assessment style questions on the topics they have been studying.			
CURRICULUM ENHANCEMENT- how parents can support the learning that is happening in lessons.	Parents can help students with their homework, especially in the creation and use of flash cards to support the acquisition of vocabulary. Parents can also help students explore some of the possible places they are studying in class remotely, for example by using Google Earth, watching TV programmes or getting hold of holiday brochures that focus on these areas.	Parents can help students with their homework, especially in the creation and use of flash cards to support vocabulary acquisition. Students could also look at online resources such as choropleth maps showing life expectancy differences across the UK and consider reasons for the variation across the UK. In addition students can speak to elderly relatives to discuss how attitudes towards children/having a family has changed in their life time and the subsequent impact on birth rates.	Parents can help students with their homework, especially in the creation and use of flash cards to support vocabulary acquisition. Parents can also support students by encouraging them to speak to family members about the jobs they do and getting them to categorise these, and speaking to older relatives who will have experienced the UK's economic change to a tertiary based industry. Other tasks such as getting students to search for UK made products in their home compared to the amount of products made in countries from Asia etc is also a good way of demonstrating the lack of manufacturing completed in the UK. Local museums such as the Amberley Working Museum also offer a great insight into the former industries and ways of working in the UK.	Parents can encourage students to engage with new stories (both online TV and in papers) concerning migration - examples such as migration from northern Africa into Europe are common in British papers. Parents can take students to visit areas that have been positively affected by migration such as China Town in London or complete surveys in their local area of the services/shop types designed to cater for different nationalities.	Parents can help students with their homework, especially in the creation and use of flash cards to support vocabulary acquisition. Also encouraging students to watch the the daily weather forecast and discuss the factors affecting the weather such as high or low pressure will encourage the students to engage with their class work. Also parents can encourage their children to speak to relatives that may have lived through extreme weather events such as the Great Storm and also get them to recall events the students have experienced such as recent storms.			

HISTORY	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
TOPIC/UNIT	Life in Medieval England- The Norman Conquest	Life in Medieval England- Early Medieval period	Monarchs and religion- Later medieval period	Monarchs and religion- Henry VIII and the Reformation	Early Modern England- The Tudors	Early Modern England- The Stewarts
CURRICULUM - Big ideas/ core knowledge.	This unit of study is designed to help students understand one of the most significant events in British History. Students will study the reasons for the Norman invasion, the conquest itself, including the Battle of Hastings and the eventual outcomes. The course will provide students with context about the foundations of British society, ranging from control, the system of law and the changing role of the Church and monarch.	The Norman conquest changed much in England, however it was only the beginning of the Normanisation of England. The next unit of study will take students through the narrative of growing influence of the Church as well the building of new castle and the revolts that took place. The methods of how William took control of the North of England will be scrutinized as well as issues surrounding his succession.	Williams invasion and the years which followed established England and made it one of the wealthiest and most powerful countries in Europe. As a result of this English monarchs had the ability to wage war with countries such as France and even conflicts further away in the Middle East. The Crusade and competition with France will be looked at in depth during this period. Alongside this monarchs also had to deal with the new problem of the Black Death and the growing demands for changes to society, particularly for the peasants during the peasants revolt.	The Tudor period is undoubtedly one of the most studied and celebrated periods of History in Britain. During this unit of study students will investigate the reign of Henry VIII and arguably the most significant event of English History the Reformation. With the growing tensions between the Church and the Crown the conflict will be explored in more depth and its role will be examined in England's break from Rome. It will also be compared to the importance of Henry's desperation for a male heir and the corruption of the Catholic Church in England.	The next unit of study takes students through the reigns of Henry VIII's children. The main themes studied are around the continuing problem of completing the reformation. This includes the changing of the countries religion from Catholicism to Protestantism and the problems this brings. The unit of study ends with a depth study and Elizabeth's England and the growth of Britain into the most powerful country in Europe and arguably the world.	With Elizabeth dead, students will then begin their studies by investigating her successor James I. He begins by uniting England and Scotland then sets about colonising the new world. Students will investigate these changes as well as his own obsession with witchcraft. Students studies of this period will end with a depth study of the English Civil War. The reasons for the war, the events and the results will be investigated in detail.
ASSESSMENT - how we find out what students have learnt and use it to inform planning and curriculum.	Weekly formative assessment takes place every week in lessons. Alongside this students are also quizzes through homework testing. A summative assessment will take place during autumn 2, where this information will be tested.	Weekly formative assessment takes place every week in lessons. Alongside this students are also quizzes through homework testing. A summative assessment will take place during autumn 2, where this information will be tested.	Weekly formative assessment takes place every week in lessons. Alongside this students are also quizzes through homework testing. A summative assessment will take place during Spring 2, where this information will be tested.	Weekly formative assessment takes place every week in lessons. Alongside this students are also quizzes through homework testing. A summative assessment will take place during Spring 2, where this information will be tested.	Weekly formative assessment takes place every week in lessons. Alongside this students are also quizzes through homework testing. A summative assessment will take place during summer 2, where this information will be tested.	Weekly formative assessment takes place every week in lessons. Alongside this students are also quizzes through homework testing. A summative assessment will take place during summer 2, where this information will be tested.
HOMEWORK - how we will provide the opportunity to practise, embed, extend upon or apply the knowledge from lessons.	Homework 1- Key terms, Homework 2- Test sentences, Homework 3- Explanation writing	Homework 1- Key terms, Homework 2- Test sentences, Homework 3- Explanation writing	Homework 1- Key terms, Homework 2- Test sentences, Homework 3- Explanation writing	Homework 1- Key terms, Homework 2- Test sentences, Homework 3- Explanation writing	Homework 1- Key terms, Homework 2- Test sentences, Homework 3- Explanation writing	Homework 1- Key terms, Homework 2- Test sentences, Homework 3- Explanation writing
CURRICULUM ENHANCEMENT- how parents can support the learning that is happening in lessons.	Parents can help students develop their understanding by helping with homework. This can include helping students make flash cards and then test their student. Alongside this there is also a number of local sites connected to this unit of study. Ranging from Hastings, Pevensey bay, Winchester and even the National Archives where the domesday book can be viewed.	Parents can help students develop their understanding by helping them with their homework. This can include making flashcards and then testing students. Visits to local castles could also be helpful in showing students how the Normans changed the landscape of England.	Parents can help students develop their understanding by helping them with their homework. This can include making flashcards and then testing students. Visits to important Medieval cities such as Winchester could also help develop students understanding.	Parents can help students develop their understanding by helping them with their homework. This can include making flashcards and then testing students. The Mary rose museum in Portsmouth can also supply students with an insight into the Tudors.	Parents can help students develop their understanding by helping them with their homework. This can include making flashcards and then testing students.	Parents can help students develop their understanding by helping them with their homework. This can include making flashcards and then testing students

MATHS	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
TOPIC/UNIT						
CURRICULUM - Big ideas/ core knowledge.	<p>Understanding Algebra Using a letter to represent an unknown, simplifying algebra by applying four operations.</p> <p>Negative Numbers Using inequality signs to represent negative numbers, applying four operations to negative numbers</p> <p>Sequences Recognising numbers in a pattern and applying rules of sequences to find missing numbers</p>	<p>Ratio Understand ratio notation, simplifying and sharing in a ratio</p> <p>Properties of Shape Exploring rules of angles, lines and properties of 2D shapes</p>	<p>Decimals Rounding and ordering decimal numbers</p> <p>Number Exploring four operations and application of these</p> <p>Fractions Understanding and comparing fractions</p>	<p>Percentages Understanding percentages as a part of a number, calculating percentages</p> <p>Measure Reading scales including time, calculating with time</p>	<p>Perimeter Measuring and calculating the perimeter of regular and irregular shapes</p> <p>Coordinates Plotting coordinates, discovering patterns, finding midpoints and distances between</p> <p>Area Calculating the area of rectangles, triangles, parallelograms and compound shapes.</p>	<p>FDP Converting and comparing fractions, decimals and percentages</p> <p>Proportion Understanding proportion, calculating with currency conversions and best buy problems</p> <p>Data Handling Exploring bar charts and pictograms</p>
ASSESSMENT - how we find out what students have learnt and use it to inform planning and curriculum.	Pre and post topic tests, live marking in lessons, end of term assessments, formatively using assessments and homework to identify and close learning gaps.					
HOMEWORK - how we will provide the opportunity to practise, embed, extend upon or apply the knowledge from lessons.	Fortnightly worksheet consolidating skills learnt in lessons.					
CURRICULUM ENHANCEMENT- how parents can support the learning that is happening in lessons.	Use of online platforms, Hegarty maths as extensions to homework and Maths Pad to support with homework and extra revision. Parents can also support by using the knowledge organisers to test students knowledge of keywords within a topic or to use Hegarty Maths to go over topics done in class, or to use "MEMRI" revision.					

SCIENCE	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
TOPIC/UNIT						
CURRICULUM - Big ideas/ core knowledge.	<p>Introduction to lab safety- safety rules in a lab, scientific equipment</p> <p>Atoms and bonding- drawing and labelling an atom, electron configuration. Separation techniques</p> <p>Energy and states of matter- particle diagrams, identifying energy stores. Transferring thermal energy by conduction, convection and radiation</p>	<p>Health and disease- pathogens, non-specific body defences, types of drugs, nutrition</p> <p>Electricity- renewable and nonrenewable energy resources, power stations, series and parallel circuits, current and charge</p> <p>Periodic table- arrangement of the periodic table, properties of elements</p>	<p>Cells and tissues- plant and animal cells, microscopes, specialised cells</p> <p>Reactions- chemical and physical reactions, word equations, gas tests, using</p> <p>Forces and motion- identifying types of forces, calculating weight, defining and calculating speed</p>	<p>Salts- acids and alkalis, neutralization, testing household substances</p> <p>Materials- properties of materials, testing properties of materials, advantages and disadvantages of plastics</p> <p>Organ systems- digestive, nervous, respiratory and skeletal systems</p>	<p>Space and Radiation- planets, Earth's orbit, satellites, objects in the universe</p> <p>Bioenergetics- respiration, photosynthesis, plant organs</p> <p>Reactivity- reactivity series of metals, reactions of metals, extraction of metals</p>	<p>Waves- transverse waves, labelling waves, light, structure of the eye</p> <p>Ecosystems- food chains and webs, classifying plants and animals, human impact on the environment</p> <p>Reproduction- male and female reproductive organs, fertilization, variation- genetic and environmental</p>
ASSESSMENT - how we find out what students have learnt and use it to inform planning and curriculum.	Live marking and verbal feedback in lessons. DIRT tests and the end of each topic, with time in lessons to make corrections before moving on to new topic. Termly cumulative assessment.					
HOMEWORK - how we will provide the opportunity to practise, embed, extend upon or apply the knowledge from lessons.	Range of practice questions, multiple choice, short answer, required practicals and retrieval practice questions. Homework set at the end of every topic.					
CURRICULUM ENHANCEMENT- how parents can support the learning that is happening in lessons.	Encourage students to go to science/STEM club. Look at science in the news articles, visit science museums. Watch Dr Kyle Explains you tube channel- science videos created by our own Dr Kyle					

MUSIC	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
TOPIC/UNIT	Rhythm and Stomp	Vocal Technique	History of Music	Reading Music	Music Technology 1	Arranging Music
CURRICULUM - Big ideas/ core knowledge.	This unit, through the context of Stomp and creating rhythmic compositions, covers the vocabulary used for key musical elements, specifically - Texture, Dynamics, Tempo, Pulse, Silence and Rhythm. Student begin by creating clapping and body percussion compositions and then move onto a whole class Stomp performance. They work as an ensemble to apply their knowledge from body percussion into creating a stomp composition.	This unit of work is the introductory music course for all students at DHS. It covers some key basic elements, usually addressed at Primary level (Pitch, Range, Dynamics), but also teaches key vocal skills, such as using your diaphragm, breathing correctly and good performance posture. This scheme of work works particularly well at the start of the year as it gives a chance for all Year 7s to settle as a form class quickly in the music classroom, singing in front of each other and working together in small groups.	This course takes students through the traditional Western Music Timeline, from the Medieval Period to the 20th Century. Students learn about iconic composers, key works and musical trends throughout Western History. Each week students focus on one composer of a new period and then begin to play an already lettered work of that composer on keyboard. This is the Year Group's first experience on classroom keyboards.	This course reinforces the History of music unit, exploring works through the music history timeline as learnt previously, however the difference being that students are expected to write and letter each piece on their own. Within this course the fundamental learning is focused around notation using the Treble Clef.	This unit covers the basic processing skills of using loops via garageband. The main objective from this unit is that students are aware of the basic routines and expectations when using the Mac suite. They will need to create a Binary composition, of two contrasting sections and a transition. The work covers, looping, automation and filters.	The final topic of the year combines the elements of all of the year in one topic. Students are expected to perform Pachelbel's Canon in D, but an arrangement of their own construction. They are required to count and fit the durations and rhythms together in one piece, play keyboards to an appropriate standard and arrange creatively using the different musical elements.
ASSESSMENT - how we find out what students have learnt and use it to inform planning and curriculum.	Assessment is done through verbal formative feedback and questioning every lesson, teachers reflect and respond accordingly, addressing any gaps in knowledge and areas to develop in terms of basic music skills. Self, peer assessment activities are also incorporated into the lessons at certain points in the term. Students are expected to perform in front of their peers at various points throughout the term - the focus of this is often on the skills learned and understanding of style and not necessarily the performance aspect. Students also complete a vocabulary assessment at the end of each half term.					
HOMEWORK - how we will provide the opportunity to practise, embed, extend upon or apply the knowledge from lessons.	Students will be given key musical vocabulary which will be set on connect, they will receive a vocabulary test at the end of each half term. This vocabulary enhances not only how students discuss and verbalise what they hear, but it will improve how they listen to unfamiliar music, focusing on the elements and how they work in composition and performances.					
CURRICULUM ENHANCEMENT- how parents can support the learning that is happening in lessons.	Parents can quiz students on the set key, tier 2/3 vocabulary, for this topic: Posture, Diaphragm, Range etc. Students could also be encouraged to sing through the class songs at home.	Parents can quiz students on the set key, tier 2/3 vocabulary, for this topic: Dynamics, Tempo, Pulse, Timbre, Texture etc.	Parents can recall the traditional music timeline learned in class, from 500-1900, focusing on periods and iconic composers. Students are always encouraged to take their books home if they have access to keyboard facilities at home and practice with parental support.	Parents can revise the key element of this topic, reading with the treble clef, and review the mnemonics - Every Good Boy Deserves Food / FACE. Students are again encouraged to take their books home if they have access to keyboard facilities at home and practice with parental support.	Students at home can discuss the key sampling concepts at home, but, parental enhancement can come in the form of wider listening, encouraging pupils to listen to a range of music and identify when songs have made use of sampling/loops.	Students can review the key musical elements covered in this academic year at home and are encouraged to devise a knowledge organiser of these words at home for the coming year: Pitch, Dynamics, Texture, Timbre, Silence, Tempo, Silence, Rhythm (Duration).

PE	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
TOPIC/UNIT	Rotation of activities	Rotation of activities	Rotation of activities	Rotation of activities	Rotation of activities	Rotation of activities
CURRICULUM - Big ideas/ core knowledge.	<p>Students will focus on developing their individual skills and techniques. Students will select and apply their skills so that they can carry out tactics with the intention of outwitting their opponents, both individually and as part of a team.</p> <p>Students will work on a rotation of activities across the Autumn and Spring Terms.</p> <p>Developing Skills and Techniques Modifying and refining skills to improve performances</p> <p>Activities within rotations - Football, Basketball, Badminton, Rugby, Netball, Handball, OAA, Hockey, Fitness, Gymnastics, Dance, Table Tennis, Volleyball</p>	<p>Students will focus on developing their individual skills and techniques. Students will select and apply their skills so that they can carry out tactics with the intention of outwitting their opponents, both individually and as part of a team.</p> <p>Students will work on a rotation of activities across the Autumn and Spring Terms.</p> <p>Developing Skills and Techniques. Modifying and refining skills to improve performances.</p> <p>Activities within rotations - Football, Basketball, Badminton, Rugby, Netball, Handball, OAA, Hockey, Fitness, Gymnastics, Dance, Table Tennis, Volleyball.</p>	<p>Students will focus on developing their individual skills and techniques. Students will select and apply their skills so that they can carry out tactics with the intention of outwitting their opponents, both individually and as part of a team.</p> <p>Students will work on a rotation of activities across the Autumn and Spring Terms.</p> <p>Developing Skills and Techniques. Modifying and refining skills to improve performances.</p> <p>Activities within rotations - Football, Basketball, Badminton, Rugby, Netball, Handball, OAA, Hockey, Fitness, Gymnastics, Dance, Table Tennis, Volleyball.</p>	<p>Students will focus on developing their individual skills and techniques. Students will select and apply their skills so that they can carry out tactics with the intention of outwitting their opponents, both individually and as part of a team.</p> <p>Students will work on a rotation of activities across the Autumn and Spring Terms.</p> <p>Developing Skills and Techniques. Modifying and refining skills to improve performances.</p> <p>Activities within rotations - Football, Basketball, Badminton, Rugby, Netball, Handball, OAA, Hockey, Fitness, Gymnastics, Dance, Table Tennis, Volleyball</p>	<p>Students will focus on developing their individual skills and techniques. Students will select and apply their skills so that they can carry out tactics with the intention of outwitting their opponents, both individually and as part of a team.</p> <p>Students will work on a rotation of activities throughout the Summer Term.</p> <p>Developing Skills and Techniques. Modifying and refining skills to improve performances.</p> <p>Activities within rotations - cricket, athletics, rounders, softball, tennis, stoolball, alternative striking and fielding games.</p>	<p>Students will focus on developing their individual skills and techniques. Students will select and apply their skills so that they can carry out tactics with the intention of outwitting their opponents, both individually and as part of a team.</p> <p>Students will work on a rotation of activities throughout the Summer Term.</p> <p>Developing Skills and Techniques. Modifying and refining skills to improve performances.</p> <p>Activities within rotations - cricket, athletics, rounders, softball, tennis, stoolball, alternative striking and fielding games.</p>
ASSESSMENT - how we find out what students have learnt and use it to inform planning and curriculum.	Assessment is done through verbal formative feedback and questioning within every practical lesson. Teachers reflect and respond accordingly, addressing any gaps in knowledge and areas to develop in terms of basic skill development/tactical or technical development in the activities being covered. Self, peer assessment activities are incorporated into the lessons regularly.	Assessment is done through verbal formative feedback and questioning within every practical lesson. Teachers reflect and respond accordingly, addressing any gaps in knowledge and areas to develop in terms of basic skill development/tactical or technical development in the activities being covered. Self, peer assessment activities are incorporated into the lessons regularly.	Assessment is done through verbal formative feedback and questioning within every practical lesson. Teachers reflect and respond accordingly, addressing any gaps in knowledge and areas to develop in terms of basic skill development/tactical or technical development in the activities being covered. Self, peer assessment activities are incorporated into the lessons regularly.	Assessment is done through verbal formative feedback and questioning within every practical lesson. Teachers reflect and respond accordingly, addressing any gaps in knowledge and areas to develop in terms of basic skill development/tactical or technical development in the activities being covered. Self, peer assessment activities are incorporated into the lessons regularly.	Assessment is done through verbal formative feedback and questioning within every practical lesson. Teachers reflect and respond accordingly, addressing any gaps in knowledge and areas to develop in terms of basic skill development/tactical or technical development in the activities being covered. Self, peer assessment activities are incorporated into the lessons regularly.	Assessment is done through verbal formative feedback and questioning within every practical lesson. Teachers reflect and respond accordingly, addressing any gaps in knowledge and areas to develop in terms of basic skill development/tactical or technical development in the activities being covered. Self, peer assessment activities are incorporated into the lessons regularly.
HOMEWORK - how we will provide the opportunity to practise, embed, extend upon or apply the knowledge from lessons.						
CURRICULUM ENHANCEMENT- how parents can support the learning that is happening in lessons.	<p>Out of lessons, at home and in the community, students could be encouraged to:</p> <ul style="list-style-type: none"> • practice skills at home • take part in school sport, either competitively or socially • join clubs in the community and/or use local facilities • watch live and recorded matches, to appreciate high-quality performance • make up games that focus on improving technique and fitness • read rule books and sports reports in newspapers and magazines 	<p>Out of lessons, at home and in the community, students could be encouraged to:</p> <ul style="list-style-type: none"> • practice skills at home • take part in school sport, either competitively or socially • join clubs in the community and/or use local facilities • watch live and recorded matches, to appreciate high-quality performance • make up games that focus on improving technique and fitness • read rule books and sports reports in newspapers and magazines 	<p>Out of lessons, at home and in the community, students could be encouraged to:</p> <ul style="list-style-type: none"> • practice skills at home • take part in school sport, either competitively or socially • join clubs in the community and/or use local facilities • watch live and recorded matches, to appreciate high-quality performance • make up games that focus on improving technique and fitness • read rule books and sports reports in newspapers and magazines 	<p>Out of lessons, at home and in the community, students could be encouraged to:</p> <ul style="list-style-type: none"> • practice skills at home • take part in school sport, either competitively or socially • join clubs in the community and/or use local facilities • watch live and recorded matches, to appreciate high-quality performance • make up games that focus on improving technique and fitness • read rule books and sports reports in newspapers and magazines 	<p>Out of lessons, at home and in the community, students could be encouraged to:</p> <ul style="list-style-type: none"> • practice skills at home • take part in school sport, either competitively or socially • join clubs in the community and/or use local facilities • watch live and recorded matches, to appreciate high-quality performance • make up games that focus on improving technique and fitness • read rule books and sports reports in newspapers and magazines 	<p>Out of lessons, at home and in the community, students could be encouraged to:</p> <ul style="list-style-type: none"> • practice skills at home • take part in school sport, either competitively or socially • join clubs in the community and/or use local facilities • watch live and recorded matches, to appreciate high-quality performance • make up games that focus on improving technique and fitness • read rule books and sports reports in newspapers and magazines

SME	Autumn 1	Autumn 2	Spring 1		Spring 2	Summer 1	Summer 2
TOPIC/UNIT	Be Kind (Bullying, Teamwork and Responsibilities)	Puberty	Healthy Living	Prejudice and Discrimination	Religious Festivals	Body Confidence	Creation Stories
CURRICULUM - Big ideas/ core knowledge.	Supporting transition into secondary school by looking at the importance of kindness, teamwork and taking responsibilities. In this topic we will discuss bullying ensuring that every child is aware of how to report bullying both inside and outside of school. Visits from external agency 'Safer in Sussex'	How the body changes through puberty, why the body changes, and what to expect.	The positive effects of healthy living. This topic focuses on exercise, balanced diets, mental wellbeing, personal hygiene and sleep/ rest	Different types of Prejudice and Discrimination in Society. Students will look at historic cases and how these were challenged, as well as looking at what is currently happening in society and around the world and what can be done to stop this.	To explore different religious festivals and to have an understanding of their importance marked by adherents to that religion. Festivals to include: Diwali, Hannukah, Easter, Holi Festival and Eid-al-fitr.	Promoting positive body image and encourages pupils to open up a discussion with their peers and to explore the impact of 'ideal' bodies in society, professional & social media on body image.	A comparison of different views of how the world was created.
ASSESSMENT - how we find out what students have learnt and use it to inform planning and curriculum.	Written assessment - 45 minutes Including mix of multiple choice exam style questions and longer mark explain and compare skill questions.	Use of baseline mindmaps to assess knowledge in lesson. Use of retrieval quizzes every lesson to assess knowledge and misconceptions. Pause lessons to assess knowledge and any gaps.	Spring term written assessment- 45 minutes. Assessment to cover knowledge learned throughout the year. Mixture of multiple choice and longer mark answers. Practicing exam skills of evaluation, comparing, explaining.	Written Task- 45 minutes. - Exam style debate questions encouraging students to start justifying own opinions and explaining counter arguments.	Use of baseline mindmaps to assess knowledge in lesson. Use of retrieval quizzes every lesson to assess knowledge and misconceptions. Pause lessons to assess knowledge and any gaps	Use of baseline mindmaps to assess knowledge in lesson. Use of retrieval quizzes every lesson to assess knowledge and misconceptions. Pause lessons to assess knowledge and any gaps	Written assessment- 45 minutes Multiple choice questions and longer mark answers practicing skills of evaluation, comparing and explanation.
HOMEWORK - how we will provide the opportunity to practise, embed, extend upon or apply the knowledge from lessons.	1. Bullying scenarios homework - Students work through scenarios and evaluate best course of action and signpost where to go for help in each case	1.Key Terms from knowledge organisers for assessment revision 2. Complete mind map re: key topics	1. Key words vocabulary test 2.Design a three course healthy menu. To include a breakdown of what the food groups are	1. Key words vocabulary test 2.Complete word gap knowledge organiser in preparation for written task	1. Key terms vocabulary test 2.Design an event for a festival in our community.	1. Key vocabulary test 2.Create a revision resource for the end of year exam	1. Spelling and Key Vocabulary task 2. Complete a Venn diagram to show the similarities and differences between two creation stories
CURRICULUM ENHANCEMENT- how parents can support the learning that is happening in lessons.	Complete a random act of kindness - Use DHS facebook page to research acts of kindness and complete own random act of kindness.	Take a look at the NHS website for more information on puberty https://www.nhs.uk/live-well/sexual-health/stages-of-puberty-what-happens-to-boys-and-girls/	The Change 4 life website provides easy to take on healthy living ideas such as 10 minute shake up activities and snack swap.	Research protests and marches against discrimination. Use Amnesty international website to research Human Rights violations and how global citizens are trying to change injustice https://www.amnesty.org.uk/giving/donate/make-some-noise?utm_source=bing&utm_medium=paid&utm_campaign=BRD_GEN_brand&utm_content=amnesty%20international&msclkid=d64d1ba580771afa7578455d29db95fa .	To visit a place of worship. E.g. Gurdwara, Mandiah Temple, Cathedral/ Church, Synagogue, Mosque	Watch the BBC learning zone video on body ideals https://www.bbc.co.uk/programmes/b01pctsd	BBC- Creation stories A-Z https://www.bbc.co.uk/teach/class-clips-video/religious-education-ks3-a-z-of-religion-and-beliefs-c-is-for-creation-stories/zvfp382 Use website to delve deeper into different beliefs about our creation.

SPANISH	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
TOPIC/UNIT	Vamos (Let's go!)	El colegio (School)		Mi familia (Family)		Donde vivo (Where I live)
CURRICULUM - Big ideas/ core knowledge.	Students are introduced to the language and explore key differences between Spanish and English. This unit focuses on consolidating knowledge which builds on students' varying levels of experience of studying MFL. Students are also able to practise their pronunciation as we look at the most important sound-spelling links in Spanish. By the end of the unit, students are able to provide key information about themselves.	This module focuses on describing key aspects of school life including giving a range of justified opinions on school subjects, describing teachers and saying what you eat in the school canteen. This gives students the opportunity to practise numbers, prices and ordering food. In this half term, we will also look at the Mexican celebration of the Day of the Dead to develop students' cultural understanding.		Using key irregular verbs, students will describe themselves and their family, as well as talking about their pets and homelife. At the end of the module, students will produce an extended piece of writing in the form of a Wanted poster.		This module gives students an opportunity to manipulate verbs to describe their home. Students also use other grammatical structures such as prepositions of place and indefinite articles to add more detail to their descriptions.
ASSESSMENT - how we find out what students have learnt and use it to inform planning and curriculum.	Live marking and verbal feedback are used in every lesson to allow students to make immediate corrections. Students will complete three summative assessments throughout the year. DIRT tasks will be completed after each assessment. Homework and classwork will be peer/self-assessed, with regular book checks allowing teachers to adapt future planning.					
HOMEWORK - how we will provide the opportunity to practise, embed, extend upon or apply the knowledge from lessons.	Homework is set fortnightly and follows the same structure. Task 1 - vocabulary learning, using Quizlet. Task 2 - vocabulary/reading/translation tasks usually involving the completion of a Google Form via Google Classroom.					
CURRICULUM ENHANCEMENT- how parents can support the learning that is happening in lessons.	Supporting the use of our online learning platforms, such as Quizlet and DuoLingo. These are both available for free as desktop sites or as mobile apps. Access to a bilingual dictionary would support students learning at home, which could be an online dictionary such as wordreference.com. Talking to students about the importance of learning a language for future career/travel opportunities would also be helpful. Exploring cultural aspects of Spanish-speaking countries would also support the learning in class - this could be looking at or cooking a traditional recipe from a Spanish-speaking country, finding information on a Spanish-speaking celebration or researching a Spanish-speaking country.					