

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>TOPIC/UNIT</b>	<b>Cryptography</b>	<b>Textual programming - python Introduction</b>	<b>Webdesign</b>	<b>How Computers work: part 1</b>	<b>How Computers work: part 2</b>	<b>Image Editing</b>
<b>CURRICULUM - Big ideas/ core knowledge.</b>	Students learn about the different methods of encryption, from César Cipher, public and private keys to PigPen and substitution ciphers. They have a go at breaking codes and making codes along the way to make this a really fun topic. They learn about the need of encryption to keep data secure.	Students learn textual programming for the first time, they are reminded what concepts they learnt in block programming: sequence, selection and iteration before moving on to Python. Sequence and selection concepts are covered. Students investigate how to think logically and solve a number of problems.	Students are given a task from a business to make a website for them - they explore how websites are key for businesses and the process of setting up a business website is looked into, from domain names to HTTPS. This is a design led unit and allows students to be very creative. They will learn about colour schemes and use of fonts - this is a good set up for the work covered in BTEC IT and also Business GCSE.	Due to start WB 21/3/22 (until then most classes still covering Spring 1) Developing flowcharts - as algorithms is such a key understanding point for Computer Science and ICT we make sure that we return to the flow chart symbols again, this time at a higher level, with some students discovering subroutines. We also explore hexadecimal and binary addition. Students are also introduced to some of the important components inside a PC, such as CPU, ROM & storage devices. We will even look inside computers to learn more about how this parts all work together inside the computer	Once students are confident in how a computer works - we look at how they are networked together. Students learn the difference between a wired and wireless network, star and mesh topology.	Students end the year by editing images. They use industry standard software with the adobe suite. They also explore the differences between vector and bitmap images and how images are saved in file formats and file sizes. They also have some class debates about the ethics behind edited images
<b>ASSESSMENT - how we find out what students have learnt and use it to inform planning and curriculum.</b>	The assessment across key stage 3 for the subject is divided into ICT and Computer Science for the summative assessments. Students will sit an online test before each tracking point report home in both ICT and Computer Science, this gives students a very clear indication of 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.					

<p><b>HOMEWORK - how we will provide the opportunity to practise, embed, extend upon or apply the knowledge from lessons.</b></p>	<p>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 Team Work. 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.</p>					
<p><b>CURRICULUM ENHANCEMENT- how parents can support the learning that is happening in lessons.</b></p>		<p>Any visit to an escape room would link to this topic well (students do get a chance to visit some of the local ones as part of the departmental trips during the year). A trip to Bletchely Park would also be a great experience for students.</p>	<p>Python 3 and Thonny are both free, ask your child to teach someone at home how to program!</p>			

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>TOPIC/UNIT</b>	<b>Fauve Landscapes - Painting project</b>		<b>Expressionism - Printing project</b>		<b>Aztec Masks - 3D relief/casting</b>	
<b>CURRICULUM - Big ideas/ core knowledge.</b>	Development of graphic logo design skills. Develop skills in observational drawing, perspective, colour theory, exploring a range of media and techniques in Landscape Art through paint, collage, colour, line, 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 painting skills by painting their own landscape in the style of The Fauves.		To gain knowledge and understanding of Expressionism. To explore the social and contextual issues of the time conveyed through the art to inspire their own work. Students will develop and explore cross hatching, distortion, printing, directional lines, markmaking, ink, positive and negative techniques whilst developing an understanding of how emotions are shown through art. In the second half of the term students will develop a polyprint design and will explore print making and the work of artists Ephrem Solomon.		To gain knowledge and understanding of the Aztec art, its symbolism and adornment. Students will develop their drawing and presentation skills in sketchbooks and 3D skills using techniques such as burnishing, peeling, pattern, relief, casting. In the second part of the term students will learn how to create a 3D mask focusing on shape, form and surface texture/appearance.	
<b>ASSESSMENT - how we find out what students have learnt and use it to inform planning and curriculum.</b>	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. DIRT 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 A01,2,3,4 this will be recorded on the assessment sheet in their sketchbook.					
<b>HOMEWORK - how we will provide the opportunity to practise, embed, extend upon or apply the knowledge from lessons.</b>	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.					

<b>CURRICULUM ENHANCEMENT</b> - 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.
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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>TOPIC/UNIT</b>	<b>Food Preparation and Nutrition</b>		<b>Textiles - Distorted stitched portraits</b>		<b>Design and Technology</b>	
<b>CURRICULUM - Big ideas/ core knowledge.</b>	<p><b>Nutritional knowledge:</b></p> <p>1: Health &amp; hygiene, mould, storing food.  2: Food provenance, methods of farming and environmental impact of these.  3: Food labelling &amp; legislation, food assurance schemes - red tractor, RSPCA, Fairtrade.  4: Primary &amp; secondary food processing, wheat production, fortification.  5: Raising agents, experiment introduction (linked to food science), dependent, independent variables and predications.  6: Selection of ingredients linked to the Eatwell guide, nutritional labelling, analysis skills.  7: Selection of ingredients linked to the Eatwell guide, nutritional labelling, analysis skills.</p> <p><b>Practical skills:</b></p> <ul style="list-style-type: none"> <li>- <b>Sausage Rolls</b>, handling raw meat, safe use of oven, working safely in a kitchen environment.</li> <li>- <b>Cheesecake</b>, use of electric hand whisks, setting of foods, working safely in a kitchen environment.</li> <li>- <b>Pasta bake</b>, knife skills, safe use of hob, time management, working safely in a kitchen environment.</li> <li>- <b>Bread rolls</b>, gluten formation.</li> <li>- <b>Raising agents experiment</b>, (linked to food science), working safely in a kitchen environment, recording of results.</li> <li>- <b>Scone based pizza</b>, knife skills, time management, working safely in a kitchen environment, taste testing.</li> </ul>		<p>To develop knowledge and understanding of stitched textiles, referring to the work of Maurizio Anzeri, Jose Romussi, Alana Dee Haynes, Victoria Villisana and Loui Jover. To explore hand and machine embroidery techniques through a range of practical activities. To explore and develop ICT skills through photographic manipulation and photoshop. To develop observational drawing through stitching, mark making and collage work. Students will develop a final photographic stitched portrait incorporating a range of techniques showing clear links to artists studied.</p>		<p><b>Technical Knowledge:</b> Students revisit material types and properties (focus on Polymers and Timbers). Students develop knowledge of the functions of packaging.  <b>Design:</b> Students develop their drawing skills and generate a creative design of a mirror/photo frame, drawn in 3D accurately. Designs are annotated fully using tier 3 vocabulary with the use of opinions.  <b>Make:</b> Students select from and use specialist tools, techniques, processes, equipment and machinery precisely and independently.  <b>Evaluate:</b> Final product is evaluated at each manufacturing stage with consistent use of technical language.</p>	
<b>ASSESSMENT - how we find out what students have learnt and use it to inform planning and curriculum.</b>	<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. All tasks are based on retrieval of what has been covered in lessons, additionally allowing them to extend their learning further.</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. DIRT 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 A01,2,3,4 this will be recorded on the assessment sheet in their workbook.</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>	
<b>HOMEWORK - how we will provide the opportunity to practise, embed, extend upon or apply the knowledge from lessons.</b>	<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 which will be needed for the following practical lesson.</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>		<p>Homework for KS3 is workbook based and is set fortnightly. Tasks include manufacturing diary (lesson reflection), mood board, designer research, product analysis.</p>	
<b>CURRICULUM ENHANCEMENT - how parents can support the learning that is happening in lessons.</b>	<p>Computer access for research purposes.  Allowing the student to help prepare meals at home.  Allowing students to help wash up at home.  Visits to supermarkets, specialist food retailers, farms.</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>		<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>	

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>TOPIC/UNIT</b>						
<b>CURRICULUM - Big ideas/ core knowledge.</b>	<p><b>Linear Equations =</b> Balancing Solving up to unknowns both sides Solving with brackets and simplifying Worded. <b>Angles =</b> Basic angle rules Problem solving Algebra application Parallel lines (H). <b>Averages =</b> Averages &amp; Range inc from diagrams Comparisons Frequency Tables <b>Sequences =</b> Generating Find nth term Problem solve.</p>	<p><b>Percentages =</b> Calculating Increase &amp; Decrease (calc and non-calc) Worded Expressing numbers as a % of another Percentage change <b>Calculating with fractions =</b> Equivalence Four operations Fractions of amounts</p>	<p><b>Linear graphs =</b> Vertical and horizontal lines Generating coordinates in tables Plotting linear graphs Gradients. <b>Expressions =</b> Simplifying Expressions Expanding Brackets Factorising Substitution Forming Expressions.</p>	<p><b>Properties of 2d shapes =</b> Line and Rotational Symmetry Properties of triangles and Quadrilaterals Interior and Exterior angles Plans and Elevations. <b>Area and perimeter =</b> Perimeter Area of rectangles, parallelograms, triangles Trapeziums Compound shapes Area and Perimeter with algebra. <b>Formulae =</b> Substitution Worded Formulae Writing Formulae</p>	<p><b>Ratio and proportion =</b> Simplifying ratio Comparing ratio Sharing in a ratio Scale drawings Direct and Inverse proportion. <b>"Integers, powers and roots" =</b> Factors &amp; HCF Multiples &amp; LCM Primes Squares, Cubes &amp; Roots Product of primes.</p>	<p><b>Rounding:</b> Decimal Places Significant Figures Estimation <b>Probability =</b> Understanding probability Two way tables Sample space Relative frequency. <b>Reflections and translations =</b> Reflecting vertically, horizontally and vertically Describing reflections Understanding and calculating with vectors Translations with vectors. <b>Pie charts =</b> Constructing pie charts Interpreting pie charts.</p>
<b>ASSESSMENT - how we find out what students have learnt and use it to inform planning and curriculum.</b>	Pre and post topic tests, live marking in lessons, end of term assessments and homework to identify and close learning gaps.					

<b>HOMEWORK</b> - how we will provide the opportunity to practise, embed, extend upon or apply the knowledge from lessons.	Weekly task set on Sparx Maths (called "compulsory" homework). Sparx can also be used to complete extra optional tasks called "XP Boost" and "Target" with the target option being even more challenging.
<b>CURRICULUM ENHANCEMENT</b> - how parents can support the learning that is happening in lessons.	Use of online platforms, Sparx, Hegarty maths and Maths Pad to support with homework and extra revision. Parents can also support by using the knowledge organisers to test students knowledge of key words within a topic.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
TOPIC/UNIT	<p><b>Cells</b> Energy Atoms &amp; Bonding</p>	<p><b>Organ Systems</b> Particles &amp; Matter Periodic Table</p>	<p><b>Forces &amp; Space</b> Chemical Reactions Health &amp; Disease</p>	<p><b>Bioenergetics</b> Waves</p>	<p><b>The Earth</b> Electricity &amp; Magnetism Reproduction &amp; Variation</p>	<p><b>Chemical Reactions</b> Ecosystems</p>
<p><b>CURRICULUM -</b> Big ideas/ core knowledge.</p>	<p><b>Cells</b> Unicellular/Multicellular organisms, eukaryotic and prokaryotic cells; specialised cells, their functions and adaptations; diffusion in organisms <b>Energy</b> Recapping energy stores, law of conservation of energy; energy transfers and representing energy transfers; work done and calculations; testing efficiency of a ramp <b>Atoms &amp; Bonding</b> Recapping atoms, elements, compounds, mixtures, explaining distillation and pure substances; diffusion in liquids and gases; atomic structure and PEN numbers; electron configuration</p>	<p><b>Organ Systems</b> Recap cells, tissues and organs, explain function and adaptations of digestive system; the nervous system, receptors and effectors; reaction time and testing reactions <b>Particles &amp; Matter</b> Internal energy, changes of state; gas pressure and kinetic theory; diffusion in liquids and gases in terms of concentration, Brownian motion <b>Periodic Table</b> Organisation of the periodic table, electronic structure; group 1 elements and reactions with water; gas tests; group 7 and 0 elements and reactivity</p>	<p><b>Forces &amp; Space</b> Types of forces, contact and non-contact; resultant forces, balanced forces; speed = distance/time, relative motion; distance-time graphs; space and light years, tides <b>Chemical Reactions</b> Products and reactants, conservation of mass, forming precipitates; word and balanced equations; complete combustion and metal reactions; thermal decomposition and catalysts <b>Health &amp; Disease</b> Pathogens, types of pathogens; hand hygiene and transmission of pathogens; non-specific body defences and transmission; food groups and food tests; effect of disinfectants on bacterial growth</p>	<p><b>Bioenergetics</b> Circulatory system, respiratory system recaps; aerobic respiration and gas exchange; effects of exercise on respiration and the body; photosynthesis, testing leaves for starch and oxygen/co2 concentrations <b>Waves</b> Structure of the eye, visible light and primary/secondary colours of light; forming an image and mirrors; refraction of light using lenses; colours and frequency, prisms and reflection; sound waves, longitudinal waves and speed of sound</p>	<p><b>The Earth</b> Forming fossil fuels, carbon cycle; composition of earth's atmosphere, air pollution and greenhouse gases; land pollution, decomposition; finite resources and three Rs; materials, polymers and ceramics, alternatives to plastic <b>Electricity &amp; Magnetism</b> Static electricity, electrostatic forces; charge, current and time, series and parallel circuits; potential difference in circuits; investigating brightness of a bulb <b>Reproduction &amp; Variation</b> Sexual organs recap, methods of contraception; heredity, basic structure of DNA, Watson, Crick and Franklin; chromosomes, genes and inheritance</p>	<p><b>Chemical Reactions</b> Acids, alkalis, bases, solubility; pH scale and indicators; metal and acid reactions; metal carbonates and co2 testing; making salts; exothermic and endothermic reactions, catalysts; effects of metal reactivity on rate of reaction <b>Ecosystems</b> Food chains/webs, trophic levels; habitats, communities and ecosystems, competitions and interdependence; sampling methods as at GCSE; plant reproduction, pesticides/bioaccumulation; biodiversity</p>
<p><b>ASSESSMENT -</b> how we find out what students have learnt and use it to inform planning and curriculum.</p>	<p>Live marking during each lesson, self marked quick questions, end of topic tests, termly hour long cumulative assessment.</p>					



<p><b>HOMEWORK</b> - how we will provide the opportunity to practise, embed, extend upon or apply the knowledge from lessons.</p>	<p>Homework consists of practice exam style questions (short answer, multiple choice, long answer, calculation) based on current topic and link back retrieval questions from previous topics.</p>
<p><b>CURRICULUM ENHANCEMENT</b> - how parents can support the learning that is happening in lessons.</p>	<p>Use knowledge organisers to help students learn keywords and definitions by quizzing at home. Read around the topic and read about science in the news. Watch science documentaries to deepen understanding of context of school science in real world applications.</p>

English Year 8	Autumn 1	Autumn 2	Spring 1 and 2	Summer 1	Summer 2
TOPIC/UNIT	The Gothic (and creative writing)	Poetry from different cultures	Lord of the Flies	An Introduction to Shakespeare through <i>Much Ado About Nothing</i>	1) Writing a review 2) <i>Blood Brothers</i> by Willy Russell
CURRICULUM - Big ideas/ core knowledge.	<p><b>Declarative/Procedural Knowledge</b></p> <ul style="list-style-type: none"> <li>- <i>A Telltale Heart, The Yellow Wallpaper</i> and <i>The Adventure of the Speckled Band</i> as well as extracts from <i>Frankenstein, Wuthering Heights, Dracula, Woman in Black</i></li> <li>- Key Gothic themes and contextual ideas</li> <li>- How to identify and discuss language used to create atmosphere</li> <li>- How to create an atmospheric setting</li> <li>- How to identify and use pathetic fallacy in their writing</li> <li>- How to create a gothic hero/villain</li> <li>- How to identify and use semantic fields</li> <li>- Sophisticated vocabulary to use in writing</li> <li>- How to identify tone and techniques used to create drama and tension</li> <li>- How to create drama and tension in writing</li> </ul> <p><b>Fortnightly writing lesson</b> - students will have one lesson each fortnight devoted to developing their writing skills. In these lessons, they will write in a range of fiction and non-fiction genres, and also revise and practise key grammatical concepts.</p>	<p><b>Declarative/Procedural Knowledge</b></p> <ul style="list-style-type: none"> <li>- A range of poetry from a diverse range of contemporary British and global voices and perspectives.</li> <li>- A range of themes such as belonging, conflict, poverty.</li> <li>- Poetic form, including regular and irregular structures.</li> <li>- An introduction to poetic devices (linguistic and structural) including but not exclusive to: caesura, enjambment, end-stopped lines, alliteration, metaphor, semantic field ...</li> <li>- How to read a poem independently</li> <li>- How to write analytically about poetry.</li> <li>- How to write an essay response to a poem</li> <li>- How to recite a poem orally</li> </ul> <p><b>Fortnightly writing lesson</b> - students will have one lesson each fortnight devoted to developing their writing skills. In these lessons, they will write in a range of fiction and non-fiction genres, and also revise and practise key grammatical concepts.</p>	<p><b>Declarative/Procedural Knowledge:</b></p> <ul style="list-style-type: none"> <li>Authorial intent and themes: Civilization, the nature of evil, childhood</li> <li>Storytelling and structure: Text and subtext</li> <li>Characterisation: Protagonists / heroes / anti-heroes; characters as symbols; character arc; vocabulary to describe characteristics, personality and behaviour</li> <li>Language: multiple connotations; symbolism; mood, atmosphere, tone</li> <li>Commenting with explicit reference to authorial intent, specifically in relation to the text's overall message or moral - e.g. Golding teaches us .../ Golding warns us ... (all)</li> <li>Retelling the events of a story in chronological order, including the impact of significant moments.</li> <li>Identifying a range of structural and storytelling devices</li> <li>Explaining the impact of writers' choices about structure</li> <li>Developing understanding of text and subtext and beginning to generate plausible connections between 'surface' and 'deeper' meanings ( Exploring writers' use of characterisation by making plausible inferences based on several pieces of evidence (G, LOFT)</li> </ul> <p><b>Fortnightly writing lesson</b> - students will have one lesson each fortnight devoted to developing their writing skills. In these lessons, they will write in a range of fiction and non-fiction genres, and also revise and practise key grammatical concepts.</p>	<p><b>Declarative/Procedural Knowledge</b></p> <ul style="list-style-type: none"> <li>- Plot and characters from = <i>Much Ado About Nothing</i></li> <li>- Shakespeare's life and times</li> <li>- Strategies for reading Shakespeare</li> <li>- Conventions of Shakespearean =comedy</li> <li>- Shakespeare's methods - e.g. soliloquy, aside, monologue, extended metaphor, iambic pentameter, etc</li> <li>- How to read Shakespeare aloud</li> <li>- Analysing Shakespeare's language</li> <li>- A range of Tier 2/Tier 3 vocabulary.</li> </ul> <p><b>Fortnightly writing lesson</b> - students will have one lesson each fortnight devoted to developing their writing skills. In these lessons, they will write in a range of fiction and non-fiction genres, and also revise and practise key grammatical concepts.</p>	<p><b>Declarative/Procedural Knowledge:</b></p> <p><b>Review writing</b></p> <ul style="list-style-type: none"> <li>Rhetorical devices: hyperbole, anaphora, bracketed aside</li> <li>Vocabulary and phrasing to articulate strong opinions</li> <li>Topic sentences</li> <li>Planning a review with a logical, organised structure</li> <li>Writing a review using a range of rhetorical and structural devices</li> </ul> <p><b>Declarative/Procedural Knowledge: Blood Brothers</b></p> <ul style="list-style-type: none"> <li>- The plot sequence and main events.</li> <li>- Characterisation – Mickey, Edward, Mrs Johnstone, Mrs Lyons, Linda, Eva Smith.</li> <li>- Russell's dramatic methods – dramatic irony, tension, high emotion, stage directions, cyclical narrative etc</li> <li>- Themes – Fate, superstition, class, nature vs nurture, violence, poverty</li> <li>- Contextual background: Politics in '80s Liverpool and Britain during a recession</li> <li>- Successfully annotate an extract from the text.</li> <li>- Use the What? How? Why? paragraph structure - develop this further from the Lord of the Flies unit.</li> <li>- Analyse the impact of Russell's methods on the audience using tentative analytical language and play terminology</li> </ul>
ASSESSMENT - how we find out what students have learnt and use it to inform planning and curriculum.	<ul style="list-style-type: none"> <li>- Summative assessment: all students will complete short Gothic-themed piece in which they attempt to emulate the main conventions of the Gothic genre.</li> <li>- A range of formative assessment during the lesson - e.g. teacher questioning of all students, regular low-stakes quizzes, looking at student work/homework under visualiser in front of the class.</li> </ul>	<ul style="list-style-type: none"> <li>- Poetry recital - students will learn a poem by heart and deliver it to the class using a range of spoken language techniques such as correct volume, stress, intonation, pause.</li> <li>- A range of formative assessment during the lesson - e.g. teacher questioning of all students, regular low-stakes quizzes, looking at student work/homework under visualiser in front of the class.</li> </ul>	<ul style="list-style-type: none"> <li>- Summative assessment: Write an essay based on the character of Jack from Lord of the Flies</li> <li>- A range of formative assessment during the lesson - e.g. teacher questioning of all students, regular low-stakes quizzes, looking at student work/homework under visualiser in front of the class.</li> </ul>	<ul style="list-style-type: none"> <li>- A range of formative assessment during the lesson - e.g. teacher questioning of all students, regular low-stakes quizzes, looking at student work/homework under visualiser in front of the class.</li> </ul>	<ul style="list-style-type: none"> <li>- A range of formative assessment during the lesson - e.g. teacher questioning of all students, regular low-stakes quizzes, looking at student work/homework under visualiser in front of the class.</li> </ul>
HOMEWORK - how we will provide the opportunity to practise, embed, extend upon or apply the knowledge	A weekly homework sheet which covers common SPAG misconceptions. vocabulary consolidation, plot consolidation, short and focused writing activities.	A weekly homework sheet which covers common SPAG misconceptions. vocabulary consolidation, plot consolidation, short and focused writing activities.	A weekly homework sheet which covers common SPAG misconceptions. vocabulary consolidation, plot consolidation, short and focused writing activities.	A weekly homework sheet which covers common SPAG misconceptions. vocabulary consolidation, plot consolidation, short and focused writing activities.	A weekly homework sheet which covers common SPAG misconceptions. vocabulary consolidation, plot consolidation, short and focused writing activities.

<p>CURRICULUM ENHANCEMENT- how parents can support the learning that is happening in lessons.</p>	<p>Parents can support their children by providing opportunities to read other Gothic texts such as <i>Dracula</i> and <i>Wuthering Heights</i>. Parents can also support by checking weekly homework before it is returned to class and helping with vocab and SPAG.</p>	<p>Parents can support their children by providing opportunities to read and discuss poetry at home. Parents can also support by checking weekly homework before it is returned to class and helping with vocab and SPAG.</p>	<p>Parents can support their children by providing opportunities to read/watch/discuss the news and opinions about government. Parents can also support by checking weekly homework before it is returned to class and helping with vocab and SPAG.</p>	<p>Parents can support their children by providing opportunities to watch film versions of Shakespeare plays or even take children to the theatre to watch a Shakespeare play. Parents can also support by checking weekly homework before it is returned to class and helping with vocab and SPAG.</p>	<p>Parents can support by checking weekly homework before it is returned to class and helping with vocab and SPAG.</p>
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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>TOPIC/UNIT</b>	<b>Blood Brothers</b>	<b>Commedia Dell'Arte</b>	<b>Theatre in Education</b>	<b>DNA</b>	<b>Game Over</b>	<b>Macbeth</b>
<b>CURRICULUM - Big ideas/ core knowledge.</b>	Students explore and develop their knowledge of key themes within a production which supports their wider understanding of social issues such as class and gender. Students rehearse different extracts from the play and look at voice and movement to create naturalistic characters in conjunction with physical theatre and movement scenes. There are more lines within this piece which adds to the challenge.	This unit looks at the history of theatre as this was a key influence on Shakespeare. Students explore slapstick and physical comedy, this large, exaggerated style is an opportunity to relate to comedy they may see on TV. Students are taught improvisation and are regularly assessed through a series of mini practical tasks and with a variety of different people.	Students look at target audience and what intentions they have when creating a piece of theatre, the target audience is a younger group so students explore how to keep an audience's attention through direct address and audience participation. They turn an existing story into a piece of theatre and must focus on the message this performance is trying to convey. It draws on prior work through year 7 and 8 eg: slapstick and exaggeration, still images and ensemble from year 7.	This is a set text at GCSE level and students have an initial introduction to the character development and performance in preparation for KS4 written exam and component 2 performance exam.	Continuing with wider social issues, this unit deals with the impact of technology within society whilst looking at a modern script by Mark Wheeller. Students are subtly introduced to a variety of practitioners whose work will be explored in KS4 including Frantic Assembly. This unit is a blend of scripted and devised work and students build their piece lesson by lesson, they then decide which order to structure the performance with a focus on their dramatic aims.	Students explore the text Macbeth in a practical way, looking at characters and themes in an attempt to move from page to stage. The unit is to support the work of the English department in a practical way with a focus on interpretation of text.
<b>ASSESSMENT - how we find out what students have learnt and use it to inform planning and curriculum.</b>	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 stage craft. 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.					

<p><b>HOMEWORK</b> - how we will provide the opportunity to practise, embed, extend upon or apply the knowledge from lessons.</p>	<p>Due to the collaborative nature of the subject, homework is set minimally with a focus on learning key terminology and lines.</p>
<p><b>CURRICULUM ENHANCEMENT</b> - how parents can support the learning that is happening in lessons.</p>	<p>Support students in learning any scripts that come home, encourage students to participate in extra curricular activities within the department, take students to see any live local theatre that may be taking place.</p>

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>TOPIC/UNIT</b>	<b>Moi et ma famille (Who am I?)</b>		<b>Mes passe-temps (My hobbies)</b>		<b>Ma vie quotidienne (My daily life)</b>	
<b>CURRICULUM - Big ideas/ core knowledge.</b>	This unit revisits previous learning from Year 7 and builds on it in greater depth. Students use a wider range of grammatical structures and vocabulary to describe themselves, others and their relationships. Students also continue to describe past and future events in greater depth and build on their skills in reading and listening. There is further opportunity for cultural development in this module, with lessons dedicated to discussing Francophone festivals and celebrations.		This unit builds on the Media unit in Year 7 and students discuss their preferences and opinions on internet activities and sports. They learn how to make comparisons between activities and how to say how long they have been doing something. They also practise using the past tense to describe what they did at the weekend.		Students learn how to discuss the details of their daily lives: what they wear, how they help at home and what they eat and drink. They develop their grammatical skills through the use of various negative phrases and modal verbs, as well as continuing to practise past, present and future tenses. Exploration of Francophone cuisine and recipes also allows for cultural development.	
<b>ASSESSMENT - how we find out what students have learnt and use it to inform planning and curriculum.</b>	Live marking and verbal feedback are used in every lesson to allow students to make immediate corrections. Students will complete two summative assessments throughout the year. DIRT tasks will be completed after each assessment. Homework and classwork will be peer/self-assessed where possible, with teachers marking written work and providing class feedback on common errors. This, combined with regular book checks, allows teachers to adapt future planning.					
<b>HOMEWORK - how we will provide the opportunity to practise, embed, extend upon or apply the knowledge from lessons.</b>	Homework is set twice a half term and follows the same structure. Task 1 - vocabulary learning, using Quizlet. Task 2 - listening or reading. Task 3 - Translation. Task 4 - Writing.					

**CURRICULUM  
ENHANCEMENT**  
- how parents  
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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.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>TOPIC/UNIT</b>	Age of expansion- The Age of Empires		Changes in Britain- The Industrial revolution and social change		World War One - the nature of the conflict and the impact on people's lives	



<p><b>CURRICULUM - Big ideas/ core knowledge.</b></p>	<p>Imperialism is one of our key historical concepts for Y8 history. Students will begin by understanding why Britain wanted to develop an empire, and learn about their earliest attempts at forming colonies in America. Students will then explore Britain's journey to become a global superpower by case studies looking at India, Africa, Ireland and Australia. Within this, students will investigate the methods Britain used to expand their empire, how they changed the colonies they controlled, and begin to discover why some countries wanted independence from the British Empire. Students will be encouraged to form their own judgements about the nature of the British Empire after investigating the facts and looking at a range of interpretations. Students will learn about how the Transatlantic Slave Trade was established, and the role Britain played in this. They will then look at how the abolition movement grew and what led to the abolition of the Slave Trade within the British Empire.</p>	<p>Autumn 1 topics run across Autumn 2 also.</p>	<p>As Britain's imperial strength grew so did the wealth of the country. This led to new opportunities for people at home in the UK. This unit of study will explore in detail the new inventions and manufacturing techniques that led to Britain becoming known as the 'workshop of the world'. Alongside this, new social issues developed due to an increase in the population and the development of a larger working class. Students will investigate the development of new laws to protect the wealthy and how the power of the working classes developed further.</p>	<p>With the increasing divide between rich and poor the period 1700-1900 saw major changes in the nature of crimes being committed. Not only was there an increase in the amount of crime but there was also a change in attitudes as to what should be considered a crime. Alongside this, there was an increase in capital punishment and also the development of the prison system. This period also saw the development of the first professional police force designed to enforce the law. The reasons for these changes and outcomes will be examined in depth over the course of this unit.</p>	<p>World War One was an event that altered the world. It brought the most powerful countries in Europe into a conflict that cost millions of lives and altered the landscape forever. Students will begin by learning about the various different causes of WW1, linking this back to their knowledge about Imperialism. Students will be asked to come to a decision about the most important reason for the war starting. The nature of the fighting during the First World War will be explored in depth, including trench warfare and how technology impacted the nature of warfare. Alongside this, as part of students' wider learning this year about social change and the development of people's rights, students will study what life was like for women before WW1, how people campaigned for women to have the right to vote, and the impact of WW1 on women's lives.</p>	<p>Summer 1 topics run across Summer 2 also.</p>
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<p><b>ASSESSMENT</b> - how we find out what students have learnt and use it to inform planning and curriculum.</p>	<p>Students will be assessed on a weekly basis through formative assessment retrieval questions at the start of lessons. Homeworks will also be included in class tests, based on the work that has been set. Students, over the course of the year, will also take part in 2 summative assessments which will be cumulative in terms of the subject knowledge and skills that is required of them.</p>					
<p><b>HOMEWORK</b> - how we will provide the opportunity to practise, embed, extend upon or apply the knowledge from lessons.</p>	<p>Homework 1- Test Sentences Homework 2- Concept Maps</p>	<p>Homework 1- Test Sentences, Homework 2- Multiple Choice Quiz</p>	<p>Homework 1- Test Sentences Homework 2- Concept Maps</p>	<p>Homework 1- Test Sentences, Homework 2- Multiple Choice Quiz</p>	<p>Homework 1- Test Sentences Homework 2- Concept Maps</p>	<p>Homework 1- Test Sentences, Homework 2- Multiple Choice Quiz</p>
<p><b>CURRICULUM ENHANCEMENT</b> - how parents can support the learning that is happening in lessons.</p>	<p>The BBC bitesize website provides a wealth of resources about the British Empire and this information can be used to support students' studies. As well as this, parents can help with testing and the creation of flashcards to help support the process of embedding new information and vocabulary.</p>	<p>The BBC bitesize website provides a wealth of resources about the British Empire and this information can be used to support students' studies. As well as this, parents can help with testing and the creation of flashcards to help support the process of embedding new information and vocabulary.</p>	<p>The BBC bitesize website provides a wealth of resources about Britain between 1700 and 1900 and this information can be used to support students' studies. As well as this parents can help with testing and the creation of flashcards to help support the process of embedding new information and vocabulary.</p>	<p>The BBC bitesize website provides a wealth of resources about Britain between 1700 and 1900 and this information can be used to support students' studies. As well as this parents can help with testing and the creation of flashcards to help support the process of embedding new information and vocabulary.</p>	<p>The BBC bitesize website provide a wealth of resources about the First World War and this information can be used to support students' studies. As well as this, parents can help with testing and the creation of flashcards to help support the process of embedding new information and vocabulary.</p>	<p>The BBC bitesize website provide a wealth of resources about the First World War and this information can be used to support students' studies. As well as this, parents can help with testing and the creation of flashcards to help support the process of embedding new information and vocabulary.</p>

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>TOPIC/UNIT</b>	<b>Reading Music - Folk Music of the British Isles</b>	<b>Riff and Hook</b>	<b>Blues - Improvisation and Syncopation</b>	<b>Expression and Articulation</b>	<b>Rhythms of the world</b>	
<b>CURRICULUM - Big ideas/ core knowledge.</b>	Through the context of <b>Folk Music of the British Isles</b> , students revisit how to read music using the <b>Treble Clef</b> . Students learn and learn one piece in its entirety and develop essential <b>Keyboard Skills</b> . They also understand key characteristics and <b>instrumentation</b> of Folk Music embedded in the music they are learning.	Students begin to learn a range of different classic rock riffs from the last 50 years. Students will learn the riffs on a range of instruments, from ukulele, to guitar and bass. Students are also encouraged to play a 4/4 beat on drums. Classes will work together as an ensemble to recreate the riffs as a band. The unit aims to continue students ensemble awareness, as well as their understanding of key terms and vocabulary.	The topic covers <b>African American Blues</b> music and studies the <b>Slave Trade</b> in conjunction with the students' History topic. The music itself focuses on applying <b>accidentals</b> in music, seen as <b>Blue Notes</b> , but also develops <b>two hand playing</b> , introducing the <b>bass clef</b> into their reading and keyboard knowledge. In the final few weeks students are introduced to <b>Syncopated rhythms</b> and <b>improvisation</b> in music.	Students begin to understand articulation markings ( <b>Staccato and Legato</b> ), dynamic markings ( <b>Piano, Forte, Crescendo and Diminuendo</b> ) and the concept of chromaticism through accidentals ( <b>Sharps and Flats</b> ). This is done through a piece a week scheme of work where students learn a new piece on <b>keyboard</b> focusing on one of the above skills. Students then have 2 weeks to learn a final piece that combines all of the above for a performance assessment. (In the Hall of the Mountain King).	This unit allows students to experience range of different musical genres and cultures from around the world. From Caribbean Calypso and Reggae, to Djembe Drumming and Ukuleles. This scheme aims to enhance students cultural understanding of music, alongside develop their integral musical skills, such as rhythm and time, dynamics and ensemble awareness. This is a unit that students revisit every year, with different pieces taught to increase challenge and further improve students skills.	
<b>ASSESSMENT - how we find out what students have learnt and use it to inform planning and curriculum.</b>	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. In this year there are also two written assessments, recalling key contextual knowledge on Musical Theatre and African American Blues Music. 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.					
<b>HOMEWORK - how we will provide the opportunity to practise, embed, extend upon or apply the knowledge from lessons.</b>	Students will be given key musical vocabulary which will be set on Arbor, 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. In Year 8 students are also given the opportunity to take their work books home and review key concepts and lettering of pieces, all marked at the end of each half term.					
<b>CURRICULUM ENHANCEMENT - how parents can support the learning that is happening in lessons.</b>	Students can revise all key vocabulary set at home, the vocabulary that is listed as homework, but also key learning concepts from the various concepts studied throughout the year. Parental engagement often takes the form of revision of the homework vocabulary, but it is encouraged that key ideas such as, accidentals, dynamics, bass clef reading and articulation are revisited at home. Although not feasible for all, a large sum of students take it into their own hands to practice either acoustically on an instrument, or virtually using software, to show those at home. This can be supported further by keeping a rehearsal journal or video diary at home of performances.					

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>TOPIC/UNIT</b>	<b>Rotation of activities</b>	<b>Rotation of activities</b>	<b>Rotation of activities</b>	<b>Rotation of activities</b>	<b>Rotation of activities</b>	<b>Rotation of activities</b>
<b>CURRICULUM - Big ideas/ core knowledge.</b>	<p>Students will focus on developing team attacking and defending strategies and techniques.</p> <p>Students will select and apply their skills so that they can carry out tactics with the intention of outwitting their opponents.</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. Explicit vocabulary instruction, incidental vocabulary instruction and word consciousness are taught and embedded in every lesson, this is linked to GCSE specification (AQA) and covers a range of key topics</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 team attacking and defending strategies and techniques.</p> <p>Students will select and apply their skills so that they can carry out tactics with the intention of outwitting their opponents.</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. Explicit vocabulary instruction, incidental vocabulary instruction and word consciousness are taught and embedded in every lesson, this is linked to GCSE specification (AQA) and covers a range of key topics</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 team attacking and defending strategies and techniques.</p> <p>Students will select and apply their skills so that they can carry out tactics with the intention of outwitting their opponents.</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. Explicit vocabulary instruction, incidental vocabulary instruction and word consciousness are taught and embedded in every lesson, this is linked to GCSE specification (AQA) and covers a range of key topics</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 team attacking and defending strategies and techniques.</p> <p>Students will select and apply their skills so that they can carry out tactics with the intention of outwitting their opponents.</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. Explicit vocabulary instruction, incidental vocabulary instruction and word consciousness are taught and embedded in every lesson, this is linked to GCSE specification (AQA) and covers a range of key topics</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 team attacking and defending strategies and techniques.</p> <p>Students will select and apply their skills so that they can carry out tactics with the intention of outwitting their opponents.</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. Explicit vocabulary instruction, incidental vocabulary instruction and word consciousness are taught and embedded in every lesson, this is linked to GCSE specification (AQA) and covers a range of key topics</p> <p>Activities within rotations - cricket, athletics, rounders, softball, tennis, stoolball, alternative striking and fielding games.</p>	<p>Students will focus on developing team attacking and defending strategies and techniques.</p> <p>Students will select and apply their skills so that they can carry out tactics with the intention of outwitting their opponents.</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. Explicit vocabulary instruction, incidental vocabulary instruction and word consciousness are taught and embedded in every lesson, this is linked to GCSE specification (AQA) and covers a range of key topics</p> <p>Activities within rotations - cricket, athletics, rounders, softball, tennis, stoolball, alternative striking and fielding games.</p>
<b>ASSESSMENT - how we find out what students have learnt and use it to inform planning and curriculum.</b>	<p>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. Summative assessments are cumulative and cover all activities across the year.</p>	<p>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. Summative assessments are cumulative and cover all activities across the year.</p>	<p>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. Summative assessments are cumulative and cover all activities across the year.</p>	<p>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. Summative assessments are cumulative and cover all activities across the year.</p>	<p>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. Summative assessments are cumulative and cover all activities across the year.</p>	<p>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. Summative assessments are cumulative and cover all activities across the year.</p>

<p><b>HOMEWORK -</b> how we will provide the opportunity to practise, embed, extend upon or apply the knowledge from lessons.</p>						
<p><b>CURRICULUM ENHANCEMENT</b> - how parents can support the learning that is happening in lessons.</p>	<p>Out of lessons, at home and in the community, pupils could be encouraged to:</p> <ul style="list-style-type: none"> <li>•practice skills at home</li> <li>•take part in school sport, either competitively or socially</li> <li>•join clubs in the community and/or use local facilities</li> <li>•watch live and recorded matches, to appreciate high-quality performance</li> <li>•make up games that focus on improving technique and fitness</li> <li>•read rule books and sports reports in newspapers and magazines</li> </ul>	<p>Out of lessons, at home and in the community, pupils could be encouraged to:</p> <ul style="list-style-type: none"> <li>•practice skills at home</li> <li>•take part in school sport, either competitively or socially</li> <li>•join clubs in the community and/or use local facilities</li> <li>•watch live and recorded matches, to appreciate high-quality performance</li> <li>•make up games that focus on improving technique and fitness</li> <li>•read rule books and sports reports in newspapers and magazines</li> </ul>	<p>Out of lessons, at home and in the community, pupils could be encouraged to:</p> <ul style="list-style-type: none"> <li>•practice skills at home</li> <li>•take part in school sport, either competitively or socially</li> <li>•join clubs in the community and/or use local facilities</li> <li>•watch live and recorded matches, to appreciate high-quality performance</li> <li>•make up games that focus on improving technique and fitness</li> <li>•read rule books and sports reports in newspapers and magazines</li> </ul>	<p>Out of lessons, at home and in the community, pupils could be encouraged to:</p> <ul style="list-style-type: none"> <li>•practice skills at home</li> <li>•take part in school sport, either competitively or socially</li> <li>•join clubs in the community and/or use local facilities</li> <li>•watch live and recorded matches, to appreciate high-quality performance</li> <li>•make up games that focus on improving technique and fitness</li> <li>•read rule books and sports reports in newspapers and magazines</li> </ul>	<p>Out of lessons, at home and in the community, pupils could be encouraged to:</p> <ul style="list-style-type: none"> <li>•practice skills at home</li> <li>•take part in school sport, either competitively or socially</li> <li>•join clubs in the community and/or use local facilities</li> <li>•watch live and recorded matches, to appreciate high-quality performance</li> <li>•make up games that focus on improving technique and fitness</li> <li>•read rule books and sports reports in newspapers and magazines</li> </ul>	<p>Out of lessons, at home and in the community, pupils could be encouraged to:</p> <ul style="list-style-type: none"> <li>•practice skills at home</li> <li>•take part in school sport, either competitively or socially</li> <li>•join clubs in the community and/or use local facilities</li> <li>•watch live and recorded matches, to appreciate high-quality performance</li> <li>•make up games that focus on improving technique and fitness</li> <li>•read rule books and sports reports in newspapers and magazines</li> </ul>

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
TOPIC/UNIT	<b>Climate Change and Energy</b>	<b>Geography of Disease</b>	<b>Kenya</b>	<b>Settlements</b>	<b>Landscapes - Fluvial</b>	<b>Landscapes - Coasts</b>
CURRICULUM - Big ideas/ core knowledge.	<p>This unit of work will focus on the significant geographical issue that is climate change. Students will explore historical climate change using past data to examine the natural and anthropogenic drivers of our climate, before studying the predicted future implications of climate change on a global scale. Having studied the role of fossil fuels in driving climate change, students will then study a variety of alternative energy production options including nuclear, solar and wind. Students will assess the viability of these alternatives, by considering the positives and negatives of each.</p>	<p>This unit will look at the geographical spread and impact of diseases. By using a variety of case studies, including COVID-19, students will explore how globalisation has increased the likelihood of disease spread and how diseases can have economic and environmental impacts, beyond just their social reach. Students will also explore how the type of disease is linked to the level of development of the country and how international aid is being used to control and eradicate diseases.</p>	<p>Being a successful geographer involves having an understanding of place and space. This unit is designed to give students an understanding of somewhere (Kenya) that is different in many ways to the UK. Students will gain an understanding of the social, economic and environmental characteristics of Kenya, and how this compares to the UK. Students will examine some of the major geographical issues affecting Kenya including the impacts of mass tourism, economic inequality and water shortages due to intensive agriculture to provide products for the UK.</p>	<p>This unit of work initially starts by exploring the historical development of settlements, examining the characteristics that would have made sites suitable to start a settlement. Having established this understanding the unit of work moves on to consider the concept of changing settlements in the UK, using Brighton as a case study, to study how urban change is creating social, economic and environmental opportunities and challenges such as social deprivation and urban regeneration.</p>	<p>This unit of work will introduce students to the concept of the water cycle, before taking an in depth look into the characteristics of a river drainage basin and the landforms found along a river's course. Students will learn how to explain the formation of these landforms using geographical processes and terminology. The unit of work will end by looking into the human and physical causes of flooding, a flooding case study and discussion of the hard and soft engineering strategies that can be used to reduce the risk of flooding.</p>	<p>This unit of work follows on directly from the previous unit on rivers. Students will examine the physical processes shaping our coastline and use this knowledge to explain the formation of different coastal landforms such as headlands and bays. Students will then look at the impacts of coastal erosion around the UK, focusing on a local case study of Barton on Sea, before evaluating strategies to reduce coastal erosion.</p>

<p><b>ASSESSMENT -</b>  <b>how we find out</b>  <b>what students</b>  <b>have learnt and</b>  <b>use it to inform</b>  <b>planning and</b>  <b>curriculum.</b></p>	<p>Students will be assessed throughout the unit via live marking, regular low stake quizzing and their homeworks. They will also receive formative assessment on a piece of extended writing concerning the advantages/disadvantages of a form of alternative energy (either nuclear or solar). Students will complete a summative assessment that will assess content from this unit and the previous unit on Kenya.</p>	<p>Students will be assessed throughout the unit via live marking, regular low stake quizzing and their homeworks. Students will be formatively assessed on one piece of extended writing looking at the impacts of one particular outbreak, before completing a summative end of year assessment that will assess content from all topics taught in year 8.</p>	<p>Students will be assessed throughout the unit via live marking, regular low stake quizzing and their homeworks. While there is no summative/end of unit assessment students will be formatively assessed on an extended piece of work which involves them practising the key skill of creating a choropleth map to show population distribution and then using geographical reasoning to explain the pattern observed.</p>	<p>Students will be assessed throughout the unit via live marking, regular low stake quizzing and their homeworks. Students will be formatively assessed on one piece of extended writing looking at the levels of social inequality in Brighton and reasons for this.</p>	<p>Students will be assessed throughout the unit via live marking, regular low stake quizzing and their homeworks. One piece of extended writing will be formatively assessed based on student explanation of how at least one fluvial landform (i.e. waterfall) is formed.</p>	<p>Students will be assessed throughout the unit via live marking, regular low stake quizzing and their homeworks. One piece of extended writing will be formatively assessed based on student explanation of how at least one coastal landform is formed. Students will complete the unit by undertaking a summative assessment that will consist of questions from the coasts and fluvial landscapes unit, as well as some questions from the autumn term topics.</p>
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<p><b>HOMEWORK -</b> how we will provide the opportunity to practise, embed, extend upon or apply the knowledge from lessons.</p>	<p>Homework will be set on a fortnightly schedule, and consist of 3 pieces per unit of work. The first will involve students learning the spellings and definitions of key words linked to the unit of work. Secondly students will be given a contemporary geographical text linked to the unit study, from which they will have to respond to a series of questions to demonstrate their comprehension. The final homework will consist of a series of assessment style questions that will require students to review the content that they have been taught in the unit. This will be formatively assessed to guide revision prior to later summative assessments.</p>	<p>Homework will be set on a fortnightly schedule, and consist of 3 pieces per unit of work. The first will involve students learning the spellings and definitions of key words linked to the unit of work and applying these to test sentences and sentence stems. Secondly students will be given a contemporary geographical text linked to the unit study, from which they will have to respond to a series of questions to demonstrate their comprehension. The final homework will consist of a series of assessment style questions that will require students to review the content that they have been taught in the unit. This will be formatively assessed to guide revision prior to later summative assessments.</p>	<p>Homework will be set on a fortnightly schedule, and consist of 3 pieces per unit of work. The first will involve students learning the spellings and definitions of key words linked to the unit of work. Secondly students will be given a contemporary geographical text linked to the unit study, from which they will have to respond to a series of questions to demonstrate their comprehension. The final homework will consist of a series of assessment style questions that will require students to review the content that they have been taught in the unit. This will be formatively assessed to guide revision prior to later summative assessments.</p>	<p>Homework will be set on a fortnightly schedule, and consist of 3 pieces per unit of work. The first will involve students learning the spellings and definitions of key words linked to the unit of work. Secondly students will have the opportunity to complete a small scale research project looking into how Worthing (or a settlement of their choice) has changed over time. The final homework will consist of a series of assessment style questions that will require students to review the content that they have been taught in the unit. This will be formatively assessed to guide revision prior to later summative assessments.</p>	<p>Homework will be set on a fortnightly schedule, and consist of 3 pieces per unit of work. The first will involve students learning the spellings and definitions of key words linked to the unit of work. Secondly students will be given a contemporary geographical text linked to the unit study, from which they will have to respond to a series of questions to demonstrate their comprehension. The final homework will consist of a series of assessment style questions that will require students to review the content that they have been taught in the unit. This will be formatively assessed to guide revision prior to later summative assessments.</p>	<p>Homework will be set on a fortnightly schedule, and consist of 3 pieces per unit of work. The first will involve students learning the spellings and definitions of key words linked to the unit of work. Secondly students will be given a contemporary geographical text linked to the unit study, from which they will have to respond to a series of questions to demonstrate their comprehension. The final homework will consist of a series of assessment style questions that will require students to review the content that they have been taught in the unit. This will be formatively assessed to guide revision prior to later summative assessments.</p>
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**CURRICULUM ENHANCEMENT**  
- how parents can support the learning that is happening in lessons.

Parents can support their child with their homework, especially by encouraging and supporting the use of flash cards as a revision tool for learning vocabulary. In addition they can encourage their children or their whole household to consider ways that they could reduce their carbon footprint. Furthermore, we now have one of the worlds largest wind farms off our coastline, discussing the positive and negatives of this from a local view point with your child may be invaluable. Also as of April 2020 the Rampian Wind Farm Visitor Centre will be opening at the base of the i360 in Brighton, with the aim of offering education of the operation of the wind farm.

Parents can support their child with their homework, especially by encouraging and supporting the use of flash cards as a revision tool for learning vocabulary. In addition to this parents can engage in rich and appropriate discussion with their child about the ongoing impact of the global pandemic we have all been affected by since early 2020. In addition we suggest parents watch the six o'clock news where possible with their child in order to follow the ongoing response to COVID-19 around the world, comparing the effectiveness of responses between countries and regions at different levels of development.

Parents can support their child with their homework, especially by encouraging and supporting the use of flash cards as a revision tool for learning vocabulary. In addition they can encourage students to research the potential holiday types available in Kenya and the reasons why people visit. YouTube also has great clips from a Stacey Dooley BBC documentary examining the impacts of tourism in the country.

Parents can support their child with their homework, especially by encouraging and supporting the use of flash cards as a revision tool for learning vocabulary. In addition, as much of the unit focuses on the social, economic and environmental challenges facing Brighton, visiting the city and reviewing the impacts/success of strategies such as congestion management and urban regeneration down at the Marina would be great opportunities to contextualise the in-class learning.

Parents can support their child with their homework, especially by encouraging and supporting the use of flash cards as a revision tool for learning vocabulary. In addition to this Google Earth provides virtual tours of some of the worlds major rivers, allowing students to visit rivers without even leaving their house! Furthermore, we have some great examples of fluvial landscapes in our local area which you can visit with your child. Places like the New Forest have shallow rivers that students can conduct mini investigations in, and the River Stour in Storrington can be accessed by a public park and again would allow for investigation of how a rivers characteristics change downstream. Finally, the Severn Sisters National Park and Cuckmere Haven have some excellent examples of lower course landforms such as meander bends and oxbow lakes.

Parents can support their child with their homework, especially by encouraging and supporting the use of flash cards as a revision tool for learning vocabulary. In addition to this Google Earth provides virtual tours of some of the UKs best coastlines, allowing students to visit places like the Jurassic Coast without even leaving home. Furthermore, we have some great examples of coastal landscapes in our local area which you can visit with your child. Even just going down to Worthing beach and seeing how the beach height differs from the east side of the groyne to the west indicates which way longshore drift is moving material along our coast. In addition to this and a bit further afield, the Dorset coastline offers some of the world's most spectacular coastal landscapes while Barton On Sea is a staple case study location located on the edge of the New Forest where the impacts of coastal erosion are clearly evident. Littlehampton West Beach is also an excellent example of a sand dune ecosystem and how it is being managed.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>TOPIC/UNIT</b>	<b>Risky Behaviour</b>	<b>Identity and Community and special one off Anti-bullying lessons</b>	<b>Careers making good choices +Body Image</b>	<b>Animal Rights</b>	<b>Human Rights</b>	<b>First Aid +</b>
CURRICULUM - Big ideas/ core knowledge.	Risky Behaviour: Students will look at the idea of risky behaviours, and learn about the risks of drinking and smoking. They will also refresh themselves on road safety and explore county lines and the risks associated with it. Students will understand how to deal with these risks if they ever encounter them in their own lives.	Students start the year by looking at what it means to have an identity, how we identify ourselves and then how that identity fits into larger communities of people in our local, national and international worlds. We explore people who are excluded from those communities, and ways that we can aid excluded people who are in need. Including learning about their rights supported by the Equality Act 2010.	Students will look at skills needed for life after school with budgetting and handling money. They will also look at their own skills and start to think about what career path may best suit them. We will also use the University of Sussex' education programme to allow students to have a deeper understanding of what is available at University to raise aspirations	Students will begin to explore different issues to do with animal rights, including hunting, animal experimentation, animals for entertainment, eating meat and veganism.	Students will gain a clear understanding of the Human rights outlined in the Universal Declaration of Human Rights written by the United Nations. They will be given the opportunity to focus on key human rights and understand the importance of these in insuring safety and development across the globe. This will also be discussing how people can speak out if they think that a human right is being violated as we look at case studies from the UK and abroad.	Students will look at different scenarios where first aid is required and will learn basic first aid skills to promote health within the community. This includes: Head injuries, cuts/ wounds, CPR, allergies
ASSESSMENT - how we find out what students have learnt and use it to inform planning and curriculum.	Retrieval quizzes at the start of lessons. Pause lesson to assess knowledge and fill in gaps. Summative assessment to track student progress of the unit and previous unit.	Retrieval quizzes at the start of lessons. Pause lesson to assess knowledge and fill in gaps. Formative assessment to track student progress of the unit.	Retrieval quizzes at the start of lessons. Pause lesson to assess knowledge and fill in gaps. Formative assessment to track student progress of the unit and previous unit.	Retrieval quizzes at the start of lessons. Pause lesson to assess knowledge and fill in gaps. Summative assessment to track student progress of the unit and previous unit.	Retrieval quizzes at the start of lessons. Pause lesson to assess knowledge and fill in gaps. Formative assessment to track student progress of the unit and previous unit.	Retrieval quizzes at the start of lessons. Pause lesson to assess knowledge and fill in gaps.
HOMEWORK - how we will provide the opportunity to practise, embed, extend upon or apply the knowledge from lessons.	No homework for KS3 SME					
CURRICULUM ENHANCEMENT- how parents can support the learning that is happening in lessons.	Below are a list of useful websites for your reference covering the main topics we look at in this unit: <a href="https://www.nationalcrimeagency.gov.uk/what-we-do/crime-threats/drug-trafficking/county-lines">https://www.nationalcrimeagency.gov.uk/what-we-do/crime-threats/drug-trafficking/county-lines</a> <a href="https://www.drinkaware.co.uk/">https://www.drinkaware.co.uk/</a> <a href="https://www.nhs.uk/smokefree">https://www.nhs.uk/smokefree</a> <a href="http://www.brake.org.uk/project24">http://www.brake.org.uk/project24</a>	<a href="#">BBC Bitesize outlines many of our Human Rights and teaches lessons based on community and identity: Below is a link to thier lesson on the Equality Act 2010 which students will learn in class: https://www.bbc.co.uk/bitesize/guides/zcs4ng8/revision/2</a>	The national careers service provides support for young people wanting to explore different careers. Their website offers advice and guidance <a href="https://nationalcareers.service.gov.uk/">https://nationalcareers.service.gov.uk/</a>	Below is a link outlining the arguments for and against animal rights for your reference to support your childs learning in class: <a href="https://www.bbc.co.uk/ethics/animals/rights/rights_1.shtml">https://www.bbc.co.uk/ethics/animals/rights/rights_1.shtml</a>	Look at <a href="https://www.amnesty.org.uk/">https://www.amnesty.org.uk/</a> The charity Amnesty International promotes raising awareness of the importance of human rights and discusses cases that students can read/ watch videos to enhance their understanding and give examples to use in their debates	Below is a link from British Red Cross about Frist aid for children <a href="https://www.redcross.org.uk/first-aid/learn-first-aid-for-babies-and-children">https://www.redcross.org.uk/first-aid/learn-first-aid-for-babies-and-children</a> British red cross also have an free app available to download on phones to support with first aid in the community

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>TOPIC/UNIT</b>	<b>Los medios (Media)</b>		<b>La comida y la salud (Food and health)</b>		<b>Mi ciudad (My town)</b>	
<b>CURRICULUM - Big ideas/ core knowledge.</b>	In this unit, students use various grammatical structures to give their opinions on different aspects of the media, including TV, film, music and online activities. Cultural knowledge is strengthened by lessons on traditional Spanish/Latin American music and film. Students use past, present and future tenses to describe their activities, as well as using complex structures such as comparatives.		In this unit, students discuss their food likes and dislikes using a broad range of vocabulary. They also speak Spanish in real-life contexts, such as ordering and complaining in a restaurant and buying food at the market. Lessons on food in Spanish-speaking countries also develop students' cultural understanding. In the second part of this unit, students learn vocabulary for parts of the body and how to say what it wrong with them. They practise the real-life context of asking for advice in a pharmacy. They also consider what makes a healthy lifestyle and what you should and should not do to be healthy.		Key elements of this topic include students describing the area where they live and their homes, using adjectives with increasing accuracy. They are able to say what there is and isn't where they live and give opinions about their local area. They also learn how to give and understand directions.	
<b>ASSESSMENT - how we find out what students have learnt and use it to inform planning and curriculum.</b>	Live marking and verbal feedback are used in every lesson to allow students to make immediate corrections. Students will complete two summative assessments throughout the year. DIRT tasks will be completed after each assessment. Homework and classwork will be peer/self-assessed where possible, with teachers marking written work and providing class feedback on common errors. This, combined with regular book checks, allows teachers to adapt future planning.					
<b>HOMEWORK - how we will provide the opportunity to practise, embed, extend upon or apply the knowledge from lessons.</b>	Homework is set twice a half term and follows the same structure. Task 1 - vocabulary learning, using Quizlet. Task 2 - listening or reading. Task 3 - Translation. Task 4 - Writing.					

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- how parents  
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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.