

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
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| TOPIC/UNIT | Cyber security | App Development | How Computers work: part 3 | Textual programming - python intermediate | Images - part 2 | 3D Design and user interface |
| CURRICULUM - Big ideas/ core knowledge. | This unit explores how and why computer systems are attacked. Students look at fraudsters, hackers, viruses and scammers and how and why they operate. There is time in class looking at software such as firewalls and the laws to protect people against such attacks. | App development and design - students will design and create a number of functions in their app to solve real world problems, they will be able to view their app on their own phone and spend time designing an app for a real world scenario. | Due to start WB 21/3/22 (until then most classes still covering Spring 1) Advanced 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, looking at subroutines and iteration. 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. | This course develops the students understanding of textual programming and they use some of the key concepts such as selection and iteration both in count and conditional settings. They start to explore validation, arrays and code efficiency before making their own textual adventure game. | Students further their knowledge of images in this unit that looks at how images are formed on the PC, they investigate the binary behind the images, the metadata and image bit depth. They look at how colours are created using RGB where python code will be used to help. The students use hex colours and also see how images are sent as packets across the internet. | Students are presented the challenge of creating a 'smart home ' of the future, we research the different smart features that are and will be incorporated into modern housing. Students then create their home using 3D design software. Once the design work is created the students then present their findings in a interactive user interface. |
| ASSESSMENT - how we find out what students have learnt and use it to inform planning and curriculum. | 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. | | | | | |
| HOMEWORK - how we will provide the opportunity to practise, embed, extend upon or | 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. | | | | | |

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| <p>CURRICULUM ENHANCEMENT - how parents can support the learning that is happening in lessons.</p> | <p>Show your teen how you protect yourself online at home, home anti virus checks, good passwords. Talk about identity fraud and any victims of online crime you know about.</p> | <p>Again all the software for this is free, can you ask your child to teach you programming language! This is a great way for them to consolidate their learning.</p> | <p>Ask your teen to show you their website via the cloud at home. Share websites you like to visit with them, talk about design and userability with them.</p> | <p>BBC Click has lots of relevant programmes for students to watch at home that will support their learning through lots of the topics this year</p> | | <p>Any episode of grand designs would be helpful to be watched.</p> |
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| TOPIC/UNIT | Germany and the Third Reich- How did Hitler take control of Germany? | Germany and the Third Reich- The Holocaust | Global conflict- World War Two and its impact on Britain | | Global conflict- the Cold War | USA- The Civil Rights Movement |
| CURRICULUM - Big ideas/ core knowledge. | One of the defining moments of the twentieth century was the rise to power of Adolf Hitler. During this unit of study, students will investigate the circumstances in Germany that led to Hitler being elected to power and why exactly he was able to achieve this. Students will also investigate the methods that Hitler used to control the German people such as propaganda, terror and the positives which he offered many people. These methods of control will be examined in detail and students will be expected to reach a judgment about how life changed for ordinary Germans. | Once in power Hitler took the world into a new global conflict. It was under this event that he stepped up his programme of genocide against the Jewish people. This event is still incredibly emotive and students studies will require them to be aware of the mature themes and issues surrounding this. Students will investigate the origins of the Holocaust and that will begin with looking into the History of anti-semitism. These ideas will then be applied to the process of genocide undertaken by the Nazis. This will include an in depth look at the Nuremberg laws, Ghettoisation and the eventual development of death camps. | It was under the shroud of World War Two that Hitler was able put in place the systematic destruction of Jews and this unit investigates the steps to war and the events that took place leading to Hitler's eventual suicide in 1945. Students will begin by investigating the policy of appeasement and trying to come to a decision about how much blame this policy and Neville Chamberlain the British Prime Minister deserve. Students will then investigate important events from during the war such as the evacuation of Dunkirk, the Battle of Britain, operation Barbarossa and the Battle of the Bulge. Students will be expected to reach conclusions about the significance of these events and come to strong decisions about where mistakes were made and successes should be celebrated. Students will then go on to learn about the impact of the end of WW2 on Britain, to investigate why there was an influx of migration to Britain after the war. Students learn about the Windrush Generation and their experiences of racism in Britain, and of campaigns for civil rights. Students also explore the impacts of Asian immigration to Britain on our culture and history. | | With the end of World War Two the world may have hoped that there would be no more major conflict in the world. However this was not to be the case. Without a break after the surrender of Germany, the USA dropped two nuclear weapons on Hiroshima and Nagasaki and the Cold War began. The Cold War was an ideological conflict between Communism and Capitalism. Students will investigate and discover what is meant by these two terms, before then moving on to look more closely at some of the key events from the conflict. These include the Berlin blockade and airlift, the building of the Berlin Wall and the Cuban missile crisis. Students will be expected to look into these events and analyse the key aspects. | During the period of the Cold War the USA spent time dealing with domestic issues surrounding race. This unit explores what was going on 'at home' in the USA in the 20th Century, explores issues of racism, and links back to the year 8 curriculum topic of slavery. The legacy of slavery and the following emancipation of black people in America led to many further issues surrounding race and society. This unit of study will help students understand the roots of segregation and the legal battle for equality in all areas of the USA. Alongside this, students will also examine the black power movement and the 'waking up' of the black consciousness. |
| ASSESSMENT - how we find out what students have learnt and use it to inform planning and curriculum. | Students will be assessed on a weekly basis through 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. | | | | | |
| HOMEWORK - how we will provide the opportunity to practise, embed, extend upon or apply the knowledge from lessons. | Homework 1- Test Sentences Homework 2- Concept Maps Homework 3 - Multiple Choice Quiz | Homework 1- Test Sentences Homework 2- Concept Maps Homework 3 - Multiple Choice Quiz | Homework 1- Test Sentences Homework 2- Concept Maps Homework 3 - Multiple Choice Quiz | Homework 1- Test Sentences Homework 2- Concept Maps Homework 3 - Multiple Choice Quiz | Homework 1- Test Sentences Homework 2- Concept Maps Homework 3 - Multiple Choice Quiz | Homework 1- Test Sentences Homework 2- Concept Maps Homework 3 - Multiple Choice Quiz |
| CURRICULUM ENHANCEMENT- how parents can support the learning that is happening in lessons. | Parents can help support students in the production of their flashcards for homeworks. They can also help with the process of revision by testing their students. The BBC bitesize website also offers a number of useful articles and videos to help with the study of all of the topics. There is also a wealth of documentaries across streaming platforms, youtube, and the BBC about Weimar and Nazi Germany and the Cold War. | | | | | |

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| TOPIC/UNIT | | | | | | |
| CURRICULUM - Big ideas/ core knowledge. | <p>1. Solving equations = Identifying expressions, eqns etc Solving linear equations Forming and solving Simultaneous equations (H). 2. Representing data = Recap bar & pictograms (F) Recap pie charts Scatter graphs Frequency trees (F) Box plots and CF (H) 3. Formulae = Rearranging Using in context. 4. Percentages = Finding % (calc and non) Increase & decrease Percentage change Application Interest Reverse (H)</p> | <p>5. Pythagoras = Understanding Find missing side Application. 6. Indices & Standard Form = Index rules SF conversion to and from ordinary Calculating (H) 7. Estimation = Rounding Error intervals Estimation 8. Transformations = Rotation Enlargement Describing Combining (H)</p> | <p>9. 3D Shapes = Naming 3D shapes & nets Properties of 3D shapes Volume of prisms Surface area of prism Volume of cones/spheres/pyramids (H) 10. Quadratics = Graphing & solving Expanding/factorising recap Factorising & solving quads</p> | <p>11. Fractions = 4 operations Converting FDP Ordering FDP Recurring decimals & fractions 12. Understanding Data = Types of data Mean/mode from freq tables Interpreting charts & averages Recap CF & BP (H) Recap scatter (F) 13. Sequences & Graphs = nth term & generating Graphing sequences Solving sim eqns Equations of linear graphs</p> | <p>13. Sequences & Graphs = nth term & generating Graphing sequences Solving sim eqns Equations of linear graphs 14 Triangles = Angles on parallel lines (F) Congruence Similar triangles Pythagoras recap & Trig intro (F) Trigonometry (H) 15. Probability = Product rule for counting Probability recap (F) Listing/Sample space Venns</p> | <p>16. Area = Recap Compound Converting lengths Problem solving 17. Ratio, Proportion, Rates of change = Rato recap & application Metric conversion Conversion graphs Exchange Rates SDT/DMV/PFA Inverse Proportion 18. Constructions = Using equipment (F) Angle bisector Perpendicular bisector Perpendicular line to a point Constructing triangles</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, DIRT lessons following homework, end of term assessments and homework to identify and close learning gaps. | | | | | |

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| HOMEWORK - 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. |
| CURRICULUM ENHANCEMENT - 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 knowlegde of key words within a topic |

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| TOPIC/UNIT | Cells Forces & Space Atoms & Bonding | Reproduction & Variation Periodic Table Electricity & Magnetism | Bioenergetics Chemical Reactions Particles & Matter | Ecology Rates of Reaction Waves | Ecology Rates of Reaction Waves | Ecology Rates of Reaction Waves |
| CURRICULUM - Big ideas/ core knowledge. | <p>Cells Microscopy; magnification and equations, conversion of units in biology; diffusion, osmosis and required practicals</p> <p>Forces & Space Scalars and vectors, effect of forces; forces in elasticity, work done and energy changes; hooke's law; moment and principles of moments; forces and pressure changes</p> <p>Atoms & Bonding Atomic structure and electronic configuration recaps; ions and ionic bonding; ionic compounds and electrical conduction; metallic bonding and electrical conduction</p> | <p>Reproduction & Variation Variation recaps, key terminology recaps; inheritance of characteristics; evolution and natural selection, evidence for evolution; extinction, examples of extinction, causes of extinction and biodiversity/gene banks</p> <p>Periodic Table Describe newlands and mendeleev in periodic table design; group 1 elements and reactions; displacement reactions; group 1/group 7 reactivity in terms of DFEE, trends in group 0</p> <p>Electricity & Magnetism Series and parallel circuits, resistance and conduction; variable resistor current and potential difference; magnetic fields, repulsion and attraction; electromagnetics and DC motors</p> | <p>Bioenergetics Photosynthesis and gas exchange; aerobic/anaerobic respiration, oxygen debt and training/exercise; word equations for anaerobic respiration and fermentation</p> <p>Chemical Reactions Acids, alkalis and bases, indicators and strong/weak acids; neutralisation, titration; reactivity series and extraction of metals; displacement reactions</p> <p>Particles & Matter Alpha, beta, gamma; uses of radiation; Big Bang Theory and formation of universe, evidence for the big bang</p> | <p>Ecology Biodiversity; competition and adaptation; sampling techniques; carbon/water/decay cycles; sustainability and alternative food production</p> <p>Rates of Reaction Factors affecting the rate of reaction; measuring rates; required practicals as at GCSE; reversible reactions; equilibria</p> <p>Waves Light, reflection, refractions, colour; structure of the eye and vision; types of waves; examples of waves</p> | <p>Ecology Biodiversity; competition and adaptation; sampling techniques; carbon/water/decay cycles; sustainability and alternative food production</p> <p>Rates of Reaction Factors affecting the rate of reaction; measuring rates; required practicals as at GCSE; reversible reactions; equilibria</p> <p>Waves Light, reflection, refractions, colour; structure of the eye and vision; types of waves, longitudinal and transverse waves; examples of waves</p> | <p>Ecology Biodiversity; competition and adaptation; sampling techniques; carbon/water/decay cycles; sustainability and alternative food production</p> <p>Rates of Reaction Factors affecting the rate of reaction; measuring rates; required practicals as at GCSE; reversible reactions; equilibria</p> <p>Waves Light, reflection, refractions, colour; structure of the eye and vision; types of waves, longitudinal and transverse waves; examples of waves</p> |
| ASSESSMENT - how we find out what students have learnt and use it to inform planning and curriculum. | Live marking during each lesson, self marked quick questions, end of topic tests, termly hour long cumulative assessments. | | | | | |
| HOMEWORK - how we will provide the opportunity to practise, embed, extend upon or apply the knowledge from lessons. | 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. | | | | | |
| CURRICULUM ENHANCEMENT- how parents can support the learning that is happening in lessons. | 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. | | | | | |

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| TOPIC/UNIT | Craig and Bentley | Godber | Theatre in Education | Component 1 GCSE Devising | Component 2 GCSE scripted | Component 3 GCSE An Inspector Calls |
| CURRICULUM - Big ideas/ core knowledge. | Students explore the style of documentary theatre using real life events and accounts to create a performance. They are asked to decide whether capital punishment is a suitable sanction for crime which relates to the work of the history department at GCSE. They use a fusion of naturalistic acting and physical theatre techniques such as puppetry to explore two contrasting arguments. | Students will explore the conventions, plot and characters of a selection of plays by John Godber. They will also stage various scripted extracts from the plays using Godber's techniques. KS4 link all three components of the BTEC and two of the GCSE require students to select practitioners/styles. Comp2 on each course requires students to create scripted performances. | Students will participate in a series of workshops that explore creating a piece of Theatre in Education. Students will participate in the development of a devised project. They will work in small groups to mirror the KS4 process. The aim of this SOW is to help students decide on their options and to give them an understanding of creative intentions and target audiences. | Students will participate in a series of workshops focussing on responding to a stimulus and focussing on dramatic intentions and audience awareness . | Students will be able to identify what makes a scripted performance successful, they will explore a variety of texts and styles. this links directly to the GCSE specification. | Students will practically explore An Inspector Calls which is a set text for GCSE Drama and English . |
| 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 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. | | | | | |

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| <p>HOMEWORK - 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>CURRICULUM ENHANCEMENT - 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> |

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| TOPIC/UNIT | Food Preparation and Nutrition | | Textiles - Sculptural Pop Art shoes | | Design and Technology | |
| CURRICULUM - Big ideas/ core knowledge. | <p>Nutritional knowledge: 1: Health & hygiene, nutritional life stages (age). Reference intakes, food labelling, food processing. 2: Religion & International cuisines. 3: Food marketing, influences on food choices, social media legislation, research skills. 4: Mini NEA (linked to GCSE non-examined element), research skills, plagiarism. 5: Micro and macro nutrients, nutritional analysis software. Analysis of mini NEA dishes selected. 6: Mini NEA completion. 7: Taste testing and evaluation.</p> <p>Practical skills: - Technical skills: creating pasta dough, use of the pasta machine. - Vegetable samosa, knife skills, wrapping, safe use of hob and oven, time management, working safely in a kitchen environment. - Technical skills: short crust pastry base, shortening. - Quiche, knife skills, safe use of oven, time management, coagulation, setting, working safely in a kitchen environment. - Lasagne, knife skills, reduction sauce, white sauce, gelatinisation, safe use of hob and oven, time management, working safely in a kitchen environment. - Final NEA dish, independent selection based on context, nutritional value.</p> | | <p>To develop knowledge and understanding of recycled and reinvented textiles. Students will design and customise an existing piece of footwear. Referring to the work of Pop Artists Andy Warhol and Roy Lichtenstein, students will develop ideas and take inspiration from to inform their designs. Students will explore modroc as a way of sculpting and creating new original 3D forms. Students will also develop hand and machine embroidery techniques as well as decoupage work through a range of practical activities.</p> | | <p>Technical Knowledge: Material properties and modelling materials. Students learn about the design process including the types of research, designing and prototyping. Maths content is introduced: scale, proportions, measuring/units. Design: Students develop their drawing skills and generate a range of creative designs, drawn in 3D accurately. Designs are annotated fully using tier 3 vocabulary with the use of their own and peers opinions. The first project is a pet toy design project that explores the use of prototyping with modelling clay with references to jobs such as toy design, product design and automotive design. The second project requires students to work in pairs as architects/interior designers to convert shipping containers into housing that suits a specific design brief and specification set by clients. Make: Students select from and use specialist tools, techniques, processes, equipment and machinery precisely and independently evidenced with photographs in their workbooks.</p> | |

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| <p>ASSESSMENT - how we find out what students have learnt and use it to inform planning and curriculum.</p> | <p>Assessment is done 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 an assessment booklet which is completed by hand with several tasks requiring online access. 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. At the end of the project students will be assessed with a test and their practical skills.</p> |
| <p>HOMEWORK - how we will provide the opportunity to practise, embed, extend upon or apply the knowledge from lessons.</p> | <p>Homework for KS3 is workbook based and is set fortnightly. Tasks will include Health and Hygiene Sheet Heat Transfer Methods, Food Diary. 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 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 drawing activities, rendering activities, packaging design, development write up, product analysis.</p> |
| <p>CURRICULUM ENHANCEMENT - how parents can support the learning that is happening in lessons.</p> | <p>Having access to a computer to assist with research purposes. Support students to buy their ingredients. Encourage Students to cook at home and to wash up properly.</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> |

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| TOPIC/UNIT | Au collège (At school) | | Ma ville et l'environnement (My town and the environment) | | La santé (Health) | Les vacances (Holidays) |
| CURRICULUM - Big ideas/ core knowledge. | <p>This unit focuses on the vocabulary and grammar students need to describe their life at school and future plans. Time is spent developing students' ability to give opinions about subjects, teachers and school rules, including giving reasons for their opinions. They also develop their understanding of correct adjective use when describing teachers. Their confidence with using the past tense is increased through speaking and writing about what they did at school yesterday. As a point of cultural understanding, students also research and discuss the key differences between life at school in England and France. They also practise using the near future tense to talk about their future plans and ambitions.</p> | | <p>In this unit students learn to describe where they live and what people can do in their area. They practise their speaking skills through learning how to ask and give directions. Students also learn how to describe the environmental problems in their area. They reinforce their knowledge of the past tense by describing what they did last weekend..</p> | | <p>Students learn vocabulary for parts of the body and learn how to describe what people should and should not do to lead healthy lives. They also practise using past and future tenses to describe what they have done recently to be healthy and what they are going to do in the future.</p> | <p>This unit focuses on allowing students to combine their knowledge of different tenses to describe typical holidays, past holidays and future holiday plans. It is an important opportunity for consolidating grammatical awareness prior to the start of the GCSE syllabus in Y10.</p> |
| ASSESSMENT - how we find out what students have learnt and use it to inform planning and curriculum. | <p>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.</p> | | | | | |

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| <p>HOMEWORK - how we will provide the opportunity to practise, embed, extend upon or apply the knowledge from lessons.</p> | <p>Homework is set fortnightly and follows the same structure. Task 1 - vocabulary learning. Students are encouraged to use Quizlet to help them with this. Task 2 - listening or reading. Task 3 - Translation. Task 4 - Writing.</p> |
| <p>CURRICULUM ENHANCEMENT - how parents can support the learning that is happening in lessons.</p> | <p>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.</p> |

| TOPIC/UNIT | Noughts and Crosses | 1) Noughts and Crosses 2) Letter writing | Romeo and Juliet | Romeo and Juliet | GCSE Anthology Poetry: War Poems | Spoken Language / Macbeth introduction |
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| CURRICULUM - Big ideas/ core knowledge. | <p>Declarative/Procedural Knowledge Students will understand aspects of a narrative such as characterisation, setting, narrative voice, theme and plot. Students will explore key themes of the text looking at dual narrative/character perspectives and key themes of relationships, gender/ power, discrimination/prejudice. To build on previous text annotation skills which will be required at KS4. To write an essay on a theme which is tracked across the study of the novella with a focus on an understanding of language and structure. Students will also be expected to make connections to the author's own experiences and influences for writing the text as well as thinking about the importance of EDI and the power of language used with the text.</p> <p>Fortnightly writing lesson - 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>Declarative/Procedural Knowledge Noughts and Crosses Students will understand aspects of a narrative such as characterisation, setting, narrative voice, theme and plot. Students will explore key themes of the text looking at dual narrative/character perspectives and key themes of relationships, gender/ power, discrimination/prejudice. To build on previous text annotation skills which will be required at KS4. To write an essay on a theme which is tracked across the study of the novella with a focus on an understanding of language and structure. Students will also be expected to make connections to the author's own experiences and influences for writing the text as well as thinking about the importance of EDI and the power of language used with the text.</p> <p>Declarative/Procedural Knowledge: Letter writing Students reflect and revisit transactional writing skills that have been previously taught in Year 7 (letter writing and speech writing). They are taught key conventions of letter writing and introduced to our transactional writing structure which is used to support students at KS4. Students will write a formal letter based on themes and issues raised by Noughts and Crosses.</p> <p>Fortnightly writing lesson - 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>Declarative/Procedural Knowledge: Students study <i>Romeo and Juliet</i>. Key focus is familiarising students with Shakespeare's language, understanding plot, characterisation and key vocabulary. Contextual knowledge of the Elizabethan and theatre is introduced. <i>Romeo and Juliet</i> is also studied in Year 9 Drama. Students build on their knowledge of universal themes and conventions of a tragedy taught in year 7/8/9. Vocabulary is introduced to support in their future study of <i>Macbeth</i> at KS4.</p> <p>Fortnightly writing lesson - 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>Declarative/Procedural Knowledge: Students will continue to read the text and engage with the characters/narrative and plot. There will be a small section of the unit where students will write a piece of creative writing on a character from R&J, using the GCSE structure that is taught in KS4. Students will be taught different language devices to use within their writing, a range of vocabulary and a variety of sentence structures to diversify their writing.</p> <p>Fortnightly writing lesson - 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>Declarative/Procedural Knowledge Students begin their GCSE study after Easter, focusing on four of the poems from the GCSE Anthology, which all focus on War. This serves as an introduction to the content of GCSE English Literature and allows students to explore a range of voices from the Nineteenth to Twenty-first centuries exploring the immediate and longer term effects of war on soldiers and their loved ones, patriotism and propaganda. Students further develop their analytical writing as well as their creative writing skills, using a range of creative tasks to explore the poems from within.</p> <p>Fortnightly writing lesson - 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>Declarative/Procedural Knowledge: SPOKEN LANGUAGE: students will complete a 3-4 minute speech on a topic of their own choice that offers challenging insights and ideas. During the lessons, students will be writing their speeches in class using persuasive language devices previously taught in Year 7/8. Also, students will have been taught these devices at the beginning of Year 9 in the letter writing unit. Students will also practice performing their speeches, thinking about the delivery and the way that they communicate their speeches to an audience. The process of writing a speech will prepare students for the transactional writing unit in Year 10/11. Students are required to write two pieces of transactional writing in their Year 11 language exam so students get the practice before KS4.</p> |

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| <p>ASSESSMENT - how we find out what students have learnt and use it to inform planning and curriculum.</p> | <p>Students will be formatively assessed through questioning, visualiser marking and feedback on student work and homework.</p> | <p>Summative assessment: Essay based on the theme of conflict in Noughts and Crosses</p> | <p>A range of formative assessment during the lesson eg teacher questioning of all students, regular low-stakes quizzes, looking at student work /homework under the visualiser in front of the class.</p> | <p>A range of formative assessment during the lesson eg teacher questioning of all students, regular low-stakes quizzes, looking at student work /homework under the visualiser in front of the class. Provide students with live feedback during written tasks so that students work on their targets and make changes in the moment of them writing.</p> | <p>Summative assessment: Students analyse a poem from the War section of the GCSE anthology. They are assessed on their use of terminology to aid analysis of language and structure, exploring how the context of the poem influenced its writing. A range of formative assessment during the lesson eg teacher questioning of all students, regular low-stakes quizzes, looking at student work /homework under the visualiser in front of the class.</p> | <p>Spoken Language assessment: Students will be awarded a pass, merit or distinction based on their performance and the ideas that they explore. All students will be expected to deliver their speech to the whole class.</p> |
| <p>HOMEWORK - how we will provide the opportunity to practise, embed, extend upon or apply the knowledge from lessons.</p> | <p>A fortnightly homework is linked to vocabulary and tests both understanding of context, plot, memorising quotes, spelling, punctuation and grammar practice. Parents should also support students when they are preparing for their formal speech in Summer 2 - a letter will go home at the time with more details about how to he;lp.</p> | | | | | |
| <p>CURRICULUM ENHANCEMENT - how parents can support the learning that is happening in lessons.</p> | <p>Perhaps the most useful thing that parents/carers can do is to encourage their child to read regularly. Mrs Baker and your child's teacher can help select challenging but enjoyable texts. We recommend that students read at least half an hour a day. As well as fiction, newspapers and other forms of non-fiction are useful to develop reading and find out more about the world around us as well as the structural and linguistic features that newspaper articles employ. Additionally, there is a wealth of online content on sites such as BBC Bitesize that will further support what we are learning in class. When students are preparing for their spoken language assessment, it would be good for students to practice their speech in front of their family to gain feedback on their performance and to see how long their speech is. Constructive feedback and support can help students when they then perform to the class and their class teacher. In relation to GCSE texts like Macbeth, parents/carers can buy copies of the text and the CGP books to help students with their future revision in KS4.</p> | | | | | |

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| TOPIC/UNIT | African Art | | Chiaroscuro/Vanitas | | Post Painterly Abstraction | Urban shop front - model making |
| CURRICULUM - Big ideas/ core knowledge. | To develop knowledge and understanding of African Art and cultural history through researching Adinkra symbols, figure sculptures, ankara cloth and traditional masks. Develop skills in observational drawing exploring a range of media and techniques that include oil pastel, tonal pencil / pen sketching and lino printing. Research and analytical skills will be developed through looking at the work of contemporary African artists including John Muafangejo, El anatsui, Njideka Akunyili Crosby and Yinka Shonibare. Students will use this knowledge to influence and design their final outcome to construct a hanging banner inspired by African culture. | | To develop knowledge and understanding of 'Chiaroscuro', the use of strong contrasts between light and dark in art, cinema and photography. Developing skills in observational drawing exploring a range of media and materials that include watercolour, tonal pencil sketching, oil pastel, painting and photography. Research and analytical skills art analysis/comparison will be developed through looking at the work of artists contemporary and historical, such as Carravaggio, Alison Lambert , Amserdam Festival of light outdoor lit sculpture by Gali May Lucas. This will lead into the second half of the term exploring 'Vanitas Art' and the symbolism of objects within Vanitas still life. Knowledge and understanding of historical context will be explored through the work of 17th century Dutch artists, Paul Cezanne, and Damien Hirst along with other contemporary art inspired by this theme. Drawing and technical skills will be developed through using paint, collage and stenciling. | | To develop knowledge and understanding of Abstract Art looking at the historical context of minimalism and post-painterly abstraction and installation art through studying the work of Frank Stella, Leon Polk Smith and Yayoi Kusama. Technical skills will be developed through different media and techniques that include papercraft, layering, sculptural relief and charcoal. Playing with line, form, shape, colour composition students will use the knowledge and technical skills to design a final outcome in the form of a relief sculpture or series of abstract compositions. | Students research artists/ model maker Josh Smith, the Hogwarts set from Harry Potter and Guilermo Del Toros' Pinocchio sets and models exhibited at the Museum of modern art in New York. They take inspiration from urban decay and shop fronts to make a model sculpted from card and found materials to create a group installation. |
| 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. 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. | | | | | |

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| <p>HOMEWORK - how we will provide the opportunity to practise, embed, extend upon or apply the knowledge from lessons.</p> | <p>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.</p> |
| <p>CURRICULUM ENHANCEMENT - how parents can support the learning that is happening in lessons.</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 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> |

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| TOPIC/UNIT | Film Music | Reading Music | Conventions of Pop | Music production and composing | Rhythms of the world | |
| CURRICULUM - Big ideas/ core knowledge. | This scheme of work asks students to learn a range of music from different films. Film music is a focus within the GCSE specification and this unit teaches students the key vocabulary that is used within the GCSE course. The unit looks to challenge students keyboard skills, with a focus on two handed playing. | Within this topic, students will be learning to play Adele's 'Someone like you.' Students are expected to use their knowledge of the bass and treble clef to learn the piece. The piece is comp:ex, with the use of arpeggios and octave spacing in the left hand. The aim of the unit is to prvide students with a realistic expirience of what a GCSE performance assessment could look like. | This scheme of work covers the influences and changes to popular music from 1950 through to 2000's. Students are introduced to the musical genres and wider cultural developments at this time that affected the popular music throughout the decades. This scheme of work promotes musicality and creativity encouraging students to try new instruments and build their skills on the instrument of their choice such as keyboard, piano, guitar, ukulele, and music technology. Students will explore the musical characteristics of many popular styles such as Blues, Rock 'n' Roll, Anthems, Ballads and Dance Music through performance and arranging. It is an opportunity to explore how musical elements can be used to arrange pre-existing music into new arrangements. | Within this unit, students get to grips with a Digital audio workstation (DAW.) They will learn how to record tracks, control loops and live performance aspects of the software, write music with an awareness of key and texture and control the mixing of their track through panning, volume and fx. Students are expected to prpodiuce a finished track mate entirely of stems that they have recorded themselves. | This unit allows students to experience range of different musical genres and cultures from around the world. From Carribean Calypso and Reggae, to Djembe Drumming and Ukuleles. This scheme aims to enhance students cultrual understanding of music, alongside develop their integral musical skills, such as rhyhtm 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. More genre specific vocabulary is taught that is frequently used at GCSE level. | |
| 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. In this year the focus is on composition, so as well as recording it is important for students to display their work to their peers frequently so as to reinforce the subjective nature and different interpretation of work. As always, 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. | | | | | |
| 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 listening to the styles being taught in class. | | | | | |
| CURRICULUM ENHANCEMENT - how parents can support the learning that is happening in lessons. | It is encouraged that key ideas such as, accidentals,bass clef reading, film music, sampling and songwriting are revisited at home. Although not feasible for all, a large sum of students take it into their own hands to practice either aousitically 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. | | | | | |

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| TOPIC/UNIT | Law & Justice | Drugs + careers (2 lessons) | Sex and Relationship Education | Democracy, Parliament and Justice | Life After Death | Medical Ethics |
| CURRICULUM - Big ideas/ core knowledge. | Students will explore the structure of our justice system in the UK. They will explore the idea of Human Rights and how these are protected by our police and legal systems. Using the Equality Act 2010 and Human Rights Act 1998 students will evaluate how law and order in maintained in the UK. Students will also explore the efficiency of the prison system in the UK. | The effects and dangers of illegal drugs including: Looking at the law surrounding the possession and supply of drugs. Understanding where to get help with addiction. The short and long term consequences of drug use. Careers- 2 x lessons to discuss options linking to GCSE option choices | The importance of consent and how to have positive healthy relationships. This unit will teach how to recognise when something in a relationship is unhealthy or abusive. The unit will also introduce how to have safe sex and the different types of contraception available. | Students will learn about the UK's political system, they will explore how voting and elections work. They will then explore Parliament, looking at what it does in making laws and representing people, before finally looking at the government itself and the different roles in government. | Students will look at different views held about what happens after death. Topics include reincarnation, Near death experience and looking at religious views held by Christians, Muslims, Hindus and also the egyptian beliefs. | Students compare Christian and Muslim responses to medical ethical dilemmas: Abortion. IVF. Human cloning. Blood transfusions. Organ donation. Students will use scriptures to identify key concepts and interpret beliefs regarding medical ethical issues. |
| 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. Formative in class assessment to track student progress of the 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. | 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. Summative 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. | 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 in KS3 SME | | | | | |
| CURRICULUM ENHANCEMENT- how parents can support the learning that is happening in lessons. | Watch the news and discuss current events. BBC news website/ television | Support services and further information can be found at https://www.talktofrank.com/ | https://www.childline.org.uk/info-advice/friends-relationships-sex/ | Watch the news and discuss current events. BBC news website/ television | Use BBC bitesize KS3 Life after death to secure knowledge https://www.bbc.co.uk/bitesize/articles/zbpgp7nb | Discuss ethics in terms of medical procedures allowing students to consider their own views and hear others. |

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| <p>CURRICULUM - Big ideas/ core knowledge.</p> | <p>Pupils will focus on developing, implementing and refining team and individual game plans to outwit opponents.</p> <p>Teams will be expected to plan strategies and implement them in different situations.</p> <p>In invasion games the main intention is to invade your opponents' territory and to outwit them so that you can score points.</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 rotatations - football, basketball, badminton, rugby, netball, handball, OAA, hockey, fitness, gymnastics, dance, table tennis, volleyball</p> | <p>Pupils will focus on developing, implementing and refining team and individual game plans to outwit opponents.</p> <p>Teams will be expected to plan strategies and implement them in different situations.</p> <p>In invasion games the main intention is to invade your opponents' territory and to outwit them so that you can score points.</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 rotatations - football, basketball, badminton, rugby, netball, handball, OAA, hockey, fitness, gymnastics, dance, table tennis, volleyball</p> | <p>Pupils will focus on developing, implementing and refining team and individual game plans to outwit opponents.</p> <p>Teams will be expected to plan strategies and implement them in different situations.</p> <p>In invasion games the main intention is to invade your opponents' territory and to outwit them so that you can score points.</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 rotatations - football, basketball, badminton, rugby, netball, handball, OAA, hockey, fitness, gymnastics, dance, table tennis, volleyball</p> | <p>Pupils will focus on developing, implementing and refining team and individual game plans to outwit opponents.</p> <p>Teams will be expected to plan strategies and implement them in different situations.</p> <p>In invasion games the main intention is to invade your opponents' territory and to outwit them so that you can score points.</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 rotatations - football, basketball, badminton, rugby, netball, handball, OAA, hockey, fitness, gymnastics, dance, table tennis, volleyball</p> | <p>Pupils will focus on developing, implementing and refining team and individual game plans to outwit opponents.</p> <p>Teams will be expected to plan strategies and implement them in different situations.</p> <p>In invasion games the main intention is to invade your opponents' territory and to outwit them so that you can score points.</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 rotatations - cricket, athletics, rounders, softball, tennis, stoolball, alternative striking and fielding games.</p> | <p>Pupils will focus on developing, implementing and refining team and individual game plans to outwit opponents.</p> <p>Teams will be expected to plan strategies and implement them in different situations.</p> <p>In invasion games the main intention is to invade your opponents' territory and to outwit them so that you can score points.</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 rotatations - cricket, athletics, rounders, softball, tennis, stoolball, alternative striking and fielding games.</p> |
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| <p>ASSESSMENT - how we find out what students have learnt and use it to inform planning and curriculum.</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>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>HOMEWORK - how we will provide the opportunity to practise, embed, extend upon or apply the knowledge from lessons.</p> | | | | | | |

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| <p>CURRICULUM ENHANCEMENT - 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"> •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, pupils 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, pupils 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, pupils 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, pupils 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, pupils 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 |
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| TOPIC/UNIT | Natural Hazards - Tectonics | Natural Hazards - Atmospheric | Ecosystems | Development - Factfulness | China | The challenges of living in a LIC: India and Mumbai case study |
| CURRICULUM - Big ideas/ core knowledge. | <p>Students will study some of the most significant and core elements of Geography in this unit, developing an understanding of the earth's structure and the theory of continental drift. From this understanding they will begin to study the theory behind a variety of tectonic hazards such as volcanic eruptions, earthquakes and tsunamis. Students will also study example case studies of each type of hazard, learning how to differentiate between primary vs secondary effects, and short vs long term responses. Students will be given the opportunity to develop their comparative writing skills, comparing case studies and exploring reasons for differences in destruction etc such as wealth.</p> | <p>Students will study a range of atmospheric and other non-tectonic hazards. Examples will include tropical storms, tornadoes, forest fires and avalanches. Students will study the formation of these hazards and case studies of real life examples to gain an understanding of the devastation they can cause. The unit of work will also begin to look at the impact of climate change (linking back to work in year 8) on our atmosphere and the implications for events such as extreme weather in the UK and the frequency/severity of tropical storms.</p> | <p>All KS3 groups will begin the year with a series of "Benchmark of Excellence" lessons, which will allow them to explore a topical geographical issue before completing an extended piece of writing on this. The purpose of this is to clearly establish the level of challenge and expectations within Geography from the beginning. In this unit of work students will explore the main components of an ecosystem and the factors that affect ecosystem distribution. This will allow us to focus on the core concepts of interdependence and the global atmospheric circulation. After this, students will explore a variety of global ecosystems such as the tropical rainforests, hot deserts and coral reefs. In doing so they will study how plants and animals have adapted to their environment and how human exploit can threaten these ecosystems.</p> | <p>This unit of work is based on the book "Factfulness" written by Ola Rosling and Hans Rosling. The aim of the book and therefore this unit, is to address students' misconceptions of the world we live in, with a particular focus on the differences in economic and social development between countries around the world. Students will study how we can measure development, reasons for varying levels of economic development and how countries are attempting to close the gap between our highest and lowest income countries. This unit of work has large overlaps with previous units allowing students to revisit previously taught content.</p> | <p>This unit of work will aim to give students an understanding of the human and physical geography of China, and how this compares and contrasts to the UK. Students will study the distribution of China's population, practising key skills such as creating choropleth maps, and the implications of such an uneven distribution. They will also look at core concepts such as economic growth and environmental impacts, through the context of China's rapid industrialisation, before considering the changing political and global context of China.</p> | <p>This unit of work looks at what life is like in a low income urban area through a case study of Mumbai. In this unit of work students will examine the reasons for rapid urban growth in LIC's around the world, and the challenges and opportunities cities within these countries provide to their inhabitants. Students will be given the opportunity to evaluate the positive and negative aspects of city life in Mumbai, from the increased employment and education opportunities to living in squatter settlements such as Dharavi.</p> |

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| <p>ASSESSMENT - how we find out what students have learnt and use it to inform planning and curriculum.</p> | <p>Students will be formatively assessed on one piece of extended writing in this unit that will compare an earthquake case study in a HIC vs an earthquake in an LIC. Students will be judged on their comparative writing on the impacts and then their explanation of the differences observed. At the end of the unit students will complete a summative assessment. This will be cumulative and will assess content from the most recent hazards unit, but also topics from the China and Ecosystems units of work.</p> | <p>Students will be formatively assessed on one piece of extended writing, in this unit it will be piece of work examining the social, economic and environmental impacts of an extreme weather event. Summative assessment will not occur until the end of the next unit of work.</p> | <p>The Benchmark of Excellence will be formatively assessed, with a focus on structure and use of vocabulary. This formative assessment will allow us to judge student strengths in extended geographical writing. Formative assessment will form a significant part of our curriculum with regular low stake quizzing being integral to many lessons. At the end of the unit students will be assessed on a closed book assessment paper that will include a mixture of short and longer answer questions. All assessment will be followed by a feedback lesson, identify areas of weakness and demonstrating to students how they can improve.</p> | <p>Students will be formatively assessed on one piece of extended writing, in which they will compare the economic and social development of the UK to a country of their choice. Students will then undertake a summative assessment at the end of the unit that will assess parts of the curriculum from all units completed in year 9.</p> | <p>Students will be formatively assessed on one piece of extended writing, in which they will compare the economic and social development of the UK to a country of their choice. Students will then undertake a summative assessment at the end of the unit that will assess parts of the curriculum from all units completed in year 9.</p> | <p>Students will be formatively assessed on a piece of extended writing comparing the socio-economic opportunities and challenges Mumbai offers its residents. There will be a final summative assessment at the end of the year that will cover all content taught in year 9.</p> |
| <p>HOMEWORK - how we will provide the opportunity to practise, embed, extend upon or apply the knowledge from lessons.</p> | <p>Homework will take the form of 3 separate pieces of work. The initial homework will expect students to learn and apply a selection of topic relevant vocabulary; the second piece will involve students reading a geographical article (provided by their teacher) relevant to the topic of study and answering a series of questions to demonstrate their comprehension. The third homework will review the unit, with a series of assessment style questions given to students covering any of the content covered in the unit.</p> | <p>Homework will take the form of 3 separate pieces of work. The first piece and final piece will be the same as all other topics of study, however the second piece of work will allow students to explore and investigate a geographical issue related to the topic of study. For this scheme of work students will be asked to pick a tropical storm of their choice, researching information on the impacts and evaluating the responses undertaken.</p> | <p>Homework will take the form of 3 separate pieces of work. The initial homework will expect students to learn and apply a selection of topic relevant vocabulary; the second piece will involve students reading a geographical article (provided by their teacher) relevant to the topic of study and answering a series of questions to demonstrate their comprehension. The third homework will review the unit, with a series of assessment style questions given to students covering any of the content covered in the unit.</p> | <p>Homework will take the form of 3 separate pieces of work. The initial homework will expect students to learn and apply a selection of topic relevant vocabulary; the second piece will involve students reading a geographical article (provided by their teacher) relevant to the topic of study and answering a series of questions to demonstrate their comprehension. The third homework will review the unit, with a series of assessment style questions given to students covering any of the content covered in the unit.</p> | <p>Homework will take the form of 3 separate pieces of work. The initial homework will expect students to learn and apply a selection of topic relevant vocabulary; the second piece will involve students reading a geographical article (provided by their teacher) relevant to the topic of study and answering a series of questions to demonstrate their comprehension. The third homework will review the unit, with a series of assessment style questions given to students covering any of the content covered in the unit.</p> | <p>Homework will be designed to prepare students for the challenge of KS4. Students will be given a fortnightly homework that combines a series of short answer/MCQ to test knowledge recall followed by an extended answer task based on the content they have studied that fortnight.</p> |

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| <p>CURRICULUM ENHANCEMENT - how parents can support the learning that is happening in lessons.</p> | <p>Parents can support their child with all homework, however the vocabulary acquisition can benefit significantly from help in creating and using flashcards. In addition to this prompting students to read news articles or watch reports on contemporary natural disasters, while also watching longer documentaries on historical events such as the Boxing Day Tsunami or Haiti earthquake which are available online can be really useful. Finally the Natural History Museum in London has an excellent volcano and earthquake section - admission is free.</p> | <p>Parents can support their child with all homework, however the vocabulary acquisition can benefit significantly from help in creating and using flashcards. In addition to this prompting students to read news articles or watch reports on contemporary natural disasters, while also watching longer documentaries on historical events such as the Boxing Day Tsunami or Haiti earthquake which are available online can be really useful. Finally the Natural History Museum in London has an excellent volcano and earthquake section - admission is free.</p> | <p>Parents can support their child with all homework, however the vocabulary acquisition can benefit significantly from help in creating and using flashcards. The local environment also offers many opportunities for enhancement with places like the South Downs National Park and rock pools on the beach, offering a wide variety of undisturbed ecosystems that students can visit and study. In addition the unit covers many contemporary issues such as deforestation in the Amazon and coral bleaching due to rising sea temperatures - encouraging your son/daughter to read any news articles on these topics is highly beneficial.</p> | <p>Parents can support their child with all homework, however the vocabulary acquisition can benefit significantly from help in creating and using flashcards. When studying the UKs development we will consider how the UK has changed, opportunities to speak to elderly relatives who will have seen how the UKs attitude towards family size and female status will clearly demonstrate these recent changes. Parents may also direct their children to online resources for global organisations such as Oxfam to examine the countries these charities are working in and the strategies they are using. The book "Factfulness", on which the topic is based, can also be purchased online. The www.gapminder.org website is also an excellent resource which allows students to see visually see how countries have developed over time.</p> | <p>Parents can support their child with all homework, however the vocabulary acquisition can benefit significantly from help in creating and using flashcards. Other activities that can support students' understanding is to again look for online or in print articles concerning China and its development. Also auditing the number of items in your house labelled as "made in China" can help students gain a greater understanding of China's global reach. Having discussions with students about the advantages and disadvantages of sourcing products from China is also a great topic of debate.</p> | <p>Support with early engagement in online resources offered by AQA, such as past papers, examiners reports and mark schemes will enable students to gain an insight into the rigour of GCSE writing that awaits. We also recommend accessing the geography department YouTube channel which has video demonstrations of the case study diagrams being modelled and explained by our subject teachers.</p> |
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| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
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| TOPIC/UNIT | Module 2 En el insti (At school) | | Module 3 Mi gente (My people) | | Module 1 Las vacaciones (Holidays) | |
| CURRICULUM - Big ideas/ core knowledge. | This unit focuses on the vocabulary and grammar students need to describe their life at school and their future educational plans. Students use a range of tenses (near future, preterite, imperfect and present) to describe various aspects such as their school uniform, what primary school was like for them and what they would like to do in the future. Students also produce a piece of writing in the form of a letter to the headteacher to discuss school rules. | | In this unit, students use a variety of grammatical structures and vocabulary to describe themselves, others and relationships. Speaking practice is a key component of this module, particularly focusing on the use of the present continuous tense to describe what people are doing. Students also have the opportunity to apply language to real-life situations, such as accepting/declining invitations and making future plans. | | This unit focuses on allowing students to use their language in real life situations in the context of going on holiday. This includes booking a hotel room and making complaints. During the module, students also use authentic materials (posters, websites, brochures) to improve their reading comprehension skills. At the end of the unit, students produce an extended piece of writing in the form of a trip advisor review to describe a disastrous holiday experience. | |
| 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 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. | | | | | |
| 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, followed by a test in lesson to check progress. Students are encouraged to use Quizlet to help them practise this vocabulary. Task 2 - "look back" reading/translation tasks which focus on a previously learnt grammar or vocabulary point. | | | | | |

**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.