

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

COMPUTING	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
TOPIC/UNIT	Digital Literacy & e-safety	Introduction to flowcharts - flowol	Coding and physical computing - micro bits	Programming in block code	Handling data - user interface and excel	3D gaming
CURRICULUM - Big ideas/ core knowledge.	Students are introduced to safety and use of cloud computing - classes around staying safe and risks to networks and people online are covered. Everything from viruses, fake news to digital footprints are covered.	How does a computer work? Students familiarise themselves with inputs, outputs and storage devices in this unit. They gain an understanding of binary and learn how to change denary numbers into binary numbers.	We are lucky enough that the school has enough micro bits for one per person. The BBC micro:bit is a pocket-sized codeable computer with motion detection, a built-in compass and Bluetooth technology. This enables block coding to suddenly come to life and you can programme a hand held device. Lessons cover - higher lower games, sending messages, step counter, Rock paper scissors and Harry Potter sorting hats.	Students will explore some higher level block programming concepts through Scratch. We will look at variables and the key understanding between Sequencing, Selection and Iteration.	Students will investigate real life data, they will explore how to interpret data using spreadsheet software. Students will create graphs and tables to represent the data in an easier to understand format. They will then learn what a dashboard is before making their own one using the data.	3D gaming - block coding is used for students to create their own 3D game in Kodu. They are given a design brief and take on the role of games developer to make the game as per the specification. There are different levels of difficulty as some students will have experienced this software before. The game will end up with a number of levels and different behaviours for the different characters depending on factors in the game play. Students get a chance to start exploring careers in this industry alongside their lessons.
ASSESSMENT - how we find out what students have learnt and use it to inform planning and curriculum.	The assessment across KS3 for the subject is divided into ICT and Computer Science for the summative assessments. Students will sit an online test before each trackingpoint report home in both ICT and Computer Science. This gives students a very clear indication of their strengths in the two subjects that are taught together at KS3. Live marking occurs during lessons - where the teacher gives students instant feedback on their work and teachers also look at students' work between lessons in their online books.					
HOMEWORK - how we will provide the opportunity to practise, embed, extend upon or apply the knowledge from lessons.	Students across the whole of KS3 are set relevant and challenging homeworks via the iDEA award. The Inspiring Digital Enterprise Award, known as iDEA, is an international programme that helps you develop and demonstrate your digital, enterprise and employability skills. Every two weeks students are set a badge that best fits their current programme of study, this is anything from Python quiz to Cyber Security to Teamwork. iDEA badges themselves are short interactive online modules, created in consultation with industry experts. The students are tracked by teachers through the award and can gain a bronze or silver award, the aim is by the end of year 9 the students will have all achieved bronze award and a certificate from Buckingham Palace. Many students find the badges engaging and relevant and choose to go ahead and complete more in their spare time.					
CURRICULUM ENHANCEMENT- how parents can support the learning that is happening in lessons.	Explore the CEOP and the thinkyouknow site together at home, there are some great resources for parents around opening conversations around e-safety.	If you have an old PC, your teen would love the chance to take this apart and start to look at the components inside the machine	A micro:bit can be purchased for under £13. your teen can then show you what they have created in code.	Scratch is a free online website - encourage your teen to show you what they can make in Scratch or set them a challenge of your own at home.	Ask students to make some graphs at home, or add up the cost of a day out using a spreadsheet.	Download the Kudo game lab free from microsoft at home and maybe ask your teen to create you a game. Ask them about how they have made it and enjoy playing it together.

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

ENGLISH Year 7	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
TOPIC/UNIT	Introductory Unit: Letter Writing and the Five Universal Themes of English	The Art of Rhetoric	Poetry / creative writing	Animal Farm	Animal Farm Continued	1) Letter Writing 2) Novel study - When life Gives You Mangoes
CURRICULUM - Big ideas/ core knowledge.	<p>Introduction to universal themes</p> <ul style="list-style-type: none"> - Introduction to our DHS English department six themed approach – conflict, nature, relationships, power, gender, death. - Three Greek Myths (from Stephen Fry's Mythos): 'Persephone', 'Tantalus', 'Niobe' and 'Echo and Narcissus'. - 'White Fang' by Jack London (first three chapters which form a self-contained story). - How to write a creative piece that emulates Jack London's 'White Fang' – i.e. extensive vocabulary, personification, conflict between humankind and nature – and sentence variation. <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>Art of Rhetoric</p> <p>Declarative Knowledge</p> <ul style="list-style-type: none"> - Aristotle's appeals of rhetoric: ethos, pathos, logos - The structure of a speech - The roles of purpose and audience - A range of rhetorical devices, including anaphora, diacope, emotive language, hyperbole, statistics, triplet, anecdote - Students will read and watch a range of speeches including: - MLK: 'I have a dream', Emma Watson 'Gender is your issue too', Winston Churchill 'We shall fight them on the beaches', Leonardo di Caprio, 'Climate change is not hysteria - it's a fact'. <p>Procedural Knowledge</p> <ul style="list-style-type: none"> - How to identify and explain the effect of a range of devices on the intended audience. - How to plan, write and edit a speech for a specific audience. - How to memorise and deliver a speech to an audience. <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>Poetry</p> <p>Declarative Knowledge</p> <ul style="list-style-type: none"> - Introduction to key poetic devices (language and structure) including stanza, metaphor, personification, repetition, etc. - A range of poetic forms, including regular and irregular verse. - Poems include: 'Dear Basketball', 'Charge of the Light Brigade', 'Island Man', 'Stealing', 'A Case of Murder', 'Caged Bird' and 'Sonnet 18'. <p>Creative Writing</p> <p>Students will be taught how to employ a wide range of creative writing strategies effectively. Strategies include:</p> <ul style="list-style-type: none"> - personification - pathetic fallacy - characterisation - describing a setting - using a wide range of vocabulary - sentence variety <p>Procedural Knowledge</p> <ul style="list-style-type: none"> - How to read a poem (using the STRUT structure). - How to write about poetry using What/How/Why - building on from the Animal Farm unit. - Creative writing using the poetry for inspiration <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>Animal Farm Declarative Knowledge</p> <ul style="list-style-type: none"> - The storyline of Animal Farm. - The context of the story (in particular, the links between the text and the Russian Revolution). - Ideas about literary form – i.e. allegory, fable, satire. - Key ideas about each character, including the symbolic role of each. - A range of relevant Tier 2/Tier 3 vocabulary – see below. <p>Animal Farm Procedural Knowledge</p> <ul style="list-style-type: none"> - How to annotate a text. - Write W/H/W paragraphs independently. - Plan and write a chronologically structured essay based on a whole text. - Be able to track a character's progression across a whole text (Napoleon). - Choose apt and relevant quotations to embed in sentences and support their viewpoints. - Make connections between Animal Farm and their prior learning (e.g. the five universal themes and the essential vocab from Autumn 1). <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>Animal Farm Declarative Knowledge</p> <ul style="list-style-type: none"> - The storyline of Animal Farm. - The context of the story (in particular, the links between the text and the Russian Revolution). - Ideas about literary form – i.e. allegory, fable, satire. - Key ideas about each character, including the symbolic role of each. - A range of relevant Tier 2/Tier 3 vocabulary – see below. <p>Animal Farm Procedural Knowledge</p> <ul style="list-style-type: none"> - How to annotate a text. - Write W/H/W paragraphs independently. - Plan and write a chronologically structured essay based on a whole text. - Be able to track a character's progression across a whole text (Napoleon). - Choose apt and relevant quotations to embed in sentences and support their viewpoints. - Make connections between Animal Farm and their prior learning (e.g. the five universal themes and the essential vocab from Autumn 1). <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>Letter Writing Declarative Knowledge - structure of a letter - persuasive devices- formality</p> <p>Letter Writing Procedural Knowledge</p> <ul style="list-style-type: none"> - How to maintain a formal tone - How to write for a specific purpose and audience <p>Novel study Declarative Knowledge</p> <ul style="list-style-type: none"> - Authorial intent - Characterisation - Language - Structural devices - Context - The Caribbean <p>Novel study Procedural Knowledge</p> <ul style="list-style-type: none"> - Making inferences about characters based on descriptions, actions, motives and dialogue - Identifying literary language devices and commenting on the impact on the reader - Beginning to investigate the conflicts at the heart of literary study - e.g. the place of the cannon, diversity of voices <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 devices.</p>
ASSESSMENT - how we find out what students have learnt and use it to inform planning and curriculum.	Summative: Write a piece of descriptive writing in the style of Jack London's 'White Fang'. Answer a set of reading questions based on a previously read extract and some multiple choice questions on the vocabulary studied.	Students are taught the importance of public speaking and are assessed through a written speech (transactional). They will then perform their speech to an audience.	In class formative assessment, live marking, etc.	In class formative assessment, live marking, etc.	Summative: essay covering the development of the character of Napoleon.	In class formative assessment, live marking, etc.
HOMEWORK - how we will provide the opportunity to practise, embed, extend upon or apply the knowledge from lessons.	Homework is always linked to vocabulary and consolidates knowledge covered in lessons as well as spelling, punctuation and grammar.	Homework is always linked to vocabulary and consolidates knowledge covered in lessons as well as spelling, punctuation and grammar.	Homework is always linked to vocabulary and consolidates knowledge covered in lessons as well as spelling, punctuation and grammar.	Homework is always linked to vocabulary and consolidates knowledge covered in lessons as well as spelling, punctuation and grammar.	Homework is always linked to vocabulary and consolidates knowledge covered in lessons as well as spelling, punctuation and grammar.	Homework is always linked to vocabulary and consolidates knowledge covered in lessons as well as spelling, punctuation and grammar.
CURRICULUM ENHANCEMENT- how parents can support the learning that is happening in lessons.	Reading at home for 30 minutes a day. This could include fiction, non-fiction, magazines, newspapers, etc. The library has a range of support for this as will class teachers.	Listening to their speeches and help them to research any areas of interest. Build confident speaking with a short prompt. Reading at home for 30 minutes a day.	Reading at home for 30 minutes a day. This could include fiction, non-fiction, magazines, newspapers, etc.	Reading at home for 30 minutes a day. This could include fiction, non-fiction, magazines, newspapers, etc.	Reading at home for 30 minutes a day. This could include fiction, non-fiction, magazines, newspapers, etc.	Reading at home for 30 minutes a day. This could include fiction, non-fiction, magazines, newspapers, etc.

FRENCH	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
TOPIC/UNIT	Bonjour! (Hello)		Les Médias (Media)		À Paris	
CURRICULUM - Big ideas/ core knowledge.	Students are introduced to the language and explore key differences between French and English. This unit focuses on consolidating grammatical knowledge which builds on students' varying levels of experience of studying MFL. Students are also able to practise their pronunciation as we look at the most important sound-spelling links in French. By the end of the unit, students are able to provide key information about themselves.		Students use different phrases to give and justify opinions on a range of different media (films, music etc) in a real life context . By using French examples of this media (e.g. French poets, French musicians), students' cultural knowledge is also developed. Students are equipped with key strategies to tackle reading and listening exercises.		The context of Paris is used to teach students how to say what you can and can't do in different towns and cities, as well as what you can and can't do in different types of weather. Students are introduced to the task of describing a photo, which is a component of the GCSE exam. They also start using the immediate future tense to say what they are going to do.	
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 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 can support the learning that is happening in lessons.	Supporting the use of our online learning platforms, such as Quizlet and DuoLingo. These are both available for free as desktop sites or as mobile apps. Access to a bilingual dictionary would support students learning at home, which could be an online dictionary such as wordreference.com. Talking to students about the importance of learning a language for future career/travel opportunities would also be helpful. Exploring cultural aspects of Francophone countries would also support the learning in class - this could be looking at or cooking a traditional recipe from a French country, finding information on a French-speaking celebration or researching a French-speaking country.					

DT	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
TOPIC/UNIT	Food Preparation and Nutrition		Design & Technology		Textiles - Paper Hats	
CURRICULUM - Big ideas/ core knowledge.	<p>Nutritional knowledge:</p> <p>1: Health & hygiene.</p> <p>2: Understand and apply the principles of nutrition and health in relation to the eatwell guide. Life stages (age), gender, pregnancy. Food labelling-legislation, reading and analysing.</p> <p>3: Sensory testing (ranking, rating and displaying results), research, careers, allergies, intolerances, religion, culture and ethical beliefs.</p> <p>4: Energy balance, BMR, staple foods, carbohydrates (starchy), fibre.</p> <p>5: Carbohydrates (sugar), monosaccharide & disaccharide, heart disease, diabetes - type 2, obesity, tooth decay, sugar tax.</p> <p>6: Protein, coagulation, denaturation, high biological value, low biological value protein, vegetarian & vegan diets.</p> <p>7: Fats, identification of solid, liquid, visible and invisible, cholesterol, heart disease.</p> <p>Practical skills:</p> <p>Students develop a wide range of preparation and practical cooking skills, they will develop knowledge and understanding of ingredients and healthy eating.</p> <ul style="list-style-type: none"> - Knife Skills (baton, julienne, roll, dice, slice), working safely in a kitchen environment. - Egg experiment (linked to food science), working safely in a kitchen environment, heat transfer, denaturation & coagulation of protein. - Flapjacks, safe use of oven, working safely in a kitchen environment. - Couscous, knife skills, working safely in a kitchen environment. - Mediterranean tart, knife skills, safe use of oven, working safely in a kitchen environment. 		<p>Technical Knowledge: Students will explore what the subject means and look at advances in technology (new products to market) and develop analysis skills both as a group and individually. Students develop knowledge and understanding of material categories and are able to identify and give examples for each. Students will gain an in depth knowledge of the 3 categories of Timber. Students will be able to articulate the health and safety rules and routines during practical lessons in the workshop in addition to the names of tools/machines and processes when working with Acrylic.</p> <p>Make: Students select from and use specialist tools, techniques, processes, equipment and machinery precisely and independently to create their designs. A hand made key ring using a range of tools and machines in the workshop will be independently produced followed by another or a magnet will be created using 2D design and the laser cutter.</p> <p>Evaluate: Final product is evaluated at each manufacturing stage with consistent use of technical language through a 'Manufacturing Diary'.</p>		<p>Students will gain knowledge and understanding of paper textiles looking at the work of Michael Cressy and Jennifer Collier. Research skills are developed through personal analysis and reflections. Students will develop design ideas for a paper hat taking inspiration from the artist styles. Students will explore collage and paper manipulation techniques along with a range of stitching techniques to add embellishments to the work. Students will learn how to independently work with a range of materials and equipment safely and effectively.</p>	

ASSESSMENT - how we find out what students have learnt and use it to inform planning and curriculum.	Assessment is completed through regular questioning and verbal feedback during practical lessons. Written work/evaluation is often live marked and questions added to further students' knowledge and use of tier 3 vocabulary. All homework is marked and feedback given for students to reflect and improve on. An end of unit test is completed. All tasks are based on retrieval of what has been covered in lessons, additionally allowing them to extend their learning further.	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 by their practical outcome.	Assessment is done through verbal formative feedback and questioning every lesson. Teachers reflect and respond accordingly, addressing any misconceptions. Self, peer assessment activities are also incorporated into the lessons at certain points in the project. Homework is marked using 1*- 4 for achievement and effort along with strategies of how to improve. Directed improvement time is built into lessons once a half term to give students the opportunity to reflect and improve. At the end of each project students will be assessed on four assessment objectives, this will be recorded on the assessment sheet in their workbooks.
HOMEWORK - how we will provide the opportunity to practise, embed, extend upon or apply the knowledge from lessons.	Homework is set on a fortnightly basis. The homework sheet builds upon the knowledge acquired during the theory lesson. The homework sheet also includes a list of ingredients (recipe) which will be needed for the following practical lesson.	Homework for KS3 is workbook based and is set fortnightly. Tasks include manufacturing diary (lesson reflection), health and safety/machinery worksheets, materials research, re-design challenges.	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.
CURRICULUM ENHANCEMENT- how parents can support the learning that is happening in lessons.	Computer access for research purposes. Allow students to help prepare/cook meals at home. Allow students to help wash up/order online shopping at home. Visits to supermarkets, specialist food retailers, farms.	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.	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.

GEOGRAPHY	Autumn 1/Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
TOPIC/UNIT	Extreme Environments	Population	World of Work	Migration	Weather in the UK
CURRICULUM - Big ideas/ core knowledge.	This unit of work is designed to provide students with an engaging start to KS3 Geography, by embedding the learning and development of key geographical skills such as map skills into a unit of work exploring some of the most unique, interesting and extreme environments in the world. Students will study a variety of extreme global locations such as Mount Everest, Virunga National Park and Death Valley using these settings to develop an understanding of how humans and the environment interact and impact on each other, while also considering how sustainable human life in some of these locations is.	This unit of work will study the core issue of global population increase. The unit of work will look at differences in population growth between countries and over time, through use of the demographic transition model. Students will explore factors that affect population change such as birth and death rates, and how these are intrinsically linked to economic development. Students will complete the unit by considering "How many people can live on planet earth?", looking at the impacts of over population and the need for potential population control.	This unit of work is intended to develop students understanding of the economic structure of society. Students will learn how to categorise jobs as primary, secondary, tertiary and quaternary. From this base they will begin to explore how the economic structure of a country can indicate its level of development, and how the UK's economic structure has changed over the last 100 years. This will allow an exploration of key geographical themes such as de-industrialisation and outsourcing.	This unit of work follows on perfectly from the previous unit of Population, using various examples of major migration routes from around the world to consider the reasons for migration and the impacts of this on the region of origin and the host country.	This unit of work examines the factors that affect a location's weather, with a particular focus on the weather of the UK. The unit will link to core concepts such as global atmospheric circulation and atmospheric pressure. The unit will also examine the impact climate change is having on the UK's weather and question whether or not the UK's weather is becoming more extreme, through the study of several case studies.
ASSESSMENT - how we find out what students have learnt and use it to inform planning and curriculum.	Students will receive two pieces of formative assessment on extended writing tasks throughout the unit of work, but will also receive regular low stake quizzing and live marking on other pieces of work. At the end of the unit students will complete a summative assessment that will be composed of a variety of short and long answer questions that will involve students both recalling and applying the knowledge and skills they have been taught over the course of the whole unit.	Students will be given formative assessment on one piece of writing comparing key population statistics such as birth rates, infant mortality rate and life expectancy between the UK and at least two other countries. Students will complete a summative assessment at the end of the unit, assessing work from this unit and the previous two topics through a mixture of short and long answer questions.	Students will be given formative assessment on one piece of extended writing in this unit of work (in addition to the feedback they will receive on their homework). This piece of work will be based on the positive and negative impacts of outsourcing of industry in the UK, by looking at examples such as Dyson.	Students will be formatively assessed on two pieces of work. One will be completed in class as a piece of extended writing examining the push and pull factors for migration, and the other will be based on the extended homework task listed below.	Students will be formatively assessed on one piece of extended writing examining the impacts of a weather event on the UK (i.e the Beast from the East), while regular low stake quizzing, live marking and homework feedback will also take place. The end of year test will assess content from the entire of year 7.
HOMEWORK - how we will provide the opportunity to practise, embed, extend upon or apply the knowledge from lessons.	Homework will be set on a fortnightly basis and will consist of 3 different tasks. The cycle will repeat for the second half term. The first will require students to learn the spellings and definitions of key vocabulary and apply these to test sentences and sentence stems linked to the unit of work, the second homework is designed to widen students' horizons and get them reading geographical texts. Students will be given an article on an extreme environment and be asked to answer a series of questions to test their comprehension of the article. The final piece of the homework will be a review homework asking students a variety of assessment style questions on the extreme environments they have been studying.	Homework will be set on a fortnightly basis and be made of 3 different tasks. The first will require students to learn the spellings and definitions of key vocabulary linked to the unit of work, the second homework is designed to widen students horizons and get them reading geographical texts. Students will be given an article on the impacts of rising population on the world's environment and resource stock and be asked to answer a series of questions to test their comprehension of the article. The final piece of the homework will be a review homework asking students a series of assessment style questions on the topics they have been studying.	Homework will be set on a fortnightly basis and be made of 3 different tasks. The first will require students to learn the spellings and definitions of key vocabulary linked to the unit of work, the second homework is designed to widen students horizons and get them reading geographical texts. Students will be given an article on an example of how the UK's economy is changing and be asked to answer a series of questions to test their comprehension of the article. The final piece of the homework will be a review homework asking students a series of assessment style questions on the topics they have been studying.	Homework for this unit will take the standard 3 part format, however the second piece will give students an opportunity to research and then complete a written piece of work on a migration route of their choice. Students will be assessed on the quality of the work produced and how it demonstrates their understanding of the causes and impacts of migration.	Homework will be set on a fortnightly basis and be made of 3 different tasks. The first will require students to learn the spellings and definitions of key vocabulary linked to the unit of work, the second homework is designed to widen students horizons and get them reading geographical texts. Students will be given an article on an extreme weather event in the UK and be asked to answer a series of questions to test their comprehension of the article. The final piece of the homework will be a review homework asking students a series of assessment style questions on the topics they have been studying.

<p>CURRICULUM ENHANCEMENT- how parents can support the learning that is happening in lessons.</p>	<p>Parents can help students with their homework, especially in the creation and use of flash cards to support the acquisition of vocabulary. Parents can also help students explore some of the impossible places they are studying in class remotely, for example by using Google Earth, watching TV programmes or getting hold of holiday brochures that focus on these areas.</p>	<p>Parents can help students with their homework, especially in the creation and use of flash cards to support vocabulary acquisition. Students could also look at online resources such as choropleth maps showing life expectancy differences across the UK and consider reasons for the variation across the UK. In addition students can speak to elderly relatives to discuss how attitudes towards children/having a family has changed in their life time and the subsequent impact on birth rates.</p>	<p>Parents can help students with their homework, especially in the creation and use of flash cards to support vocabulary acquisition. Parents can also support students by encouraging them to speak to family members about the jobs they do and getting them to categorise these, and speaking to older relatives who will have experienced the UK's economic change to a tertiary based industry. Other tasks such as getting students to search for UK made products in their home compared to the amount of products made in countries from Asia etc is also a good way of demonstrating the lack of manufacturing completed in the UK. Local museums such as the Amberley Working Museum also offer a great insight into the former industries and ways of working in the UK.</p>	<p>Parents can encourage students to engage with new stories (both online, TV and in papers) concerning migration - examples such as migration from northern Africa into Europe are common in British papers. Parents can take students to visit areas that have been positively affected by migration such as China Town in London or complete surveys in their local area of the services/shop types designed to cater for different nationalities.</p>	<p>Parents can help students with their homework, especially in the creation and use of flash cards to support vocabulary acquisition. Also encouraging students to watch the daily weather forecast and discuss the factors affecting the weather such as high or low pressure will encourage the students to engage with their class work. Also parents can encourage their children to speak to relatives that may have lived through extreme weather events such as the Great Storm and also get them to recall events the students have experienced such as recent storms.</p>
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HISTORY	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
TOPIC/UNIT	Life in Medieval England- The Norman Conquest	Life in Medieval England- Early Medieval period	Monarchs and religion- Later medieval period	Monarchs and religion- Henry VIII and the Reformation	Early Modern England- The Tudors	Early Modern England- The Stuarts
CURRICULUM - Big ideas/ core knowledge.	This unit of study is designed to help students understand one of the most significant events in British History. Students will study the reasons for the Norman invasion, the conquest itself, including the Battle of Hastings and the eventual outcomes. The course will provide students with context about the foundations of British society, ranging from control, the system of law and the changing role of the Church and monarch.	This unit of study focuses on the social aspect of the early Medieval period. Students will study what medieval England was like, why religion was so important to people and how it influenced people's lifestyles, and also the growing power of the church. Students will explore what women's lives were like in this time period, as well as how minority groups in England such as the Jewish people were treated. Finally, they will learn about two of the biggest events in medieval history - the Black Death and the Peasants Revolt. Students will understand how these events fundamentally changed the nature of British society and led to changing attitudes.	This unit will allow students to explore the nature of kingship in the medieval period, following the Norman Conquest, comparing the expectations of medieval kings with the realities of what they did. Students will learn how expectations for medieval queens differed from that of kings, and how different queens challenged or met these expectations. Students will observe the fluctuating power of England internationally, as monarchs sought to increase their influence through The Crusades or the Hundred Years War. They also engage with the concept of a civil war, learning about the Anarchy and the Wars of the Roses, to understand how the Tudor dynasty succeeded the throne of England.	The Tudor period is undoubtedly one of the most studied and celebrated periods of history in Britain. During this unit of study students will investigate the reign of Henry VIII and arguably the most significant event of English history, the Reformation. With the growing tensions between the church and the crown the conflict will be explored in more depth and its role will be examined in England's break from Rome. It will also be compared to the importance of Henry's desperation for a male heir and the corruption of the Catholic Church in England.	The next unit of study takes students through the reigns of Henry VIII's children. The main themes studied are around the continuing problem of completing the reformation. This includes the changing of the country's religion from Catholicism to Protestantism and the problems this brings. The unit of study ends with an in-depth study of Elizabeth's England and the challenges she faced as a ruler.	With Elizabeth dead, students will then begin their studies by investigating the dynasty that followed - the Stuarts. This will begin with learning about James I and his challenges, such as the Gunpowder Plot, continuing with the theme of how religion impacted England. Next, students will learn about the causes of the English Civil War and the impact of this on power, authority and religion in England.
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 formative assessment retrieval questions at the start of lessons in DO NOW tasks. Homeworks will be marked collectively as a class so that teachers can identify misconceptions and correct immediately. 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 1- Test Sentences, Homework 2- Multiple Choice Quiz	Homework 1- Test Sentences Homework 2- Concept Maps	Homework 1- Test Sentences, Homework 2- Multiple Choice Quiz	Homework 1- Test Sentences Homework 2- Concept Maps	Homework 1- Test Sentences, Homework 2- Multiple Choice Quiz
CURRICULUM ENHANCEMENT- how parents can support the learning that is happening in lessons.	Parents can help students develop their understanding by helping with homework. This can include helping students make flash cards and then test their student. Alongside this there is also a number of local sites connected to this unit of study. Ranging from Hastings, Pevensey bay, Winchester and even the National Archives where the Domesday Book can be viewed.	Parents can help students develop their understanding by helping them with their homework. This can include making flashcards and then testing students. Visits to local castles could also be helpful in showing students how the Normans changed the landscape of England.	Parents can help students develop their understanding by helping them with their homework. This can include making flashcards and then testing students. Visits to important Medieval cities such as Winchester could also help develop students understanding.	Parents can help students develop their understanding by helping them with their homework. This can include making flashcards and then testing students. The Mary Rose museum in Portsmouth can also supply students with an insight into the Tudors.	Parents can help students develop their understanding by helping them with their homework. This can include making flashcards and then testing students.	Parents can help students develop their understanding by helping them with their homework. This can include making flashcards and then testing students

MATHS	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
TOPIC/UNIT						
CURRICULUM - Big ideas/ core knowledge.	Place value and the number line Ordering numbers including decimals, what is a negative? multiplying and dividing by powers of 10, rounding including decimals, metric conversion Addition and subtraction Strategies, adding decimals, zero pairs, perimeter Multiplying and dividing Associativity, commutativity, lattice method, multiples, bus stop method for division, factors are of rectangles, primes.	Order of operations Commutativity and fluency, 4 operations with BIDMAS, breaking the order with brackets, Estimating using a calculator Effective use of calculator, Converting time, approximations Directed number Negatives in context, ordering neagatives, 4 operations with negatives, Intro to algebra Terminology, Simplifying expressions, substitution, solving	Intro to algebra Terminology, Simplifying expressions, substitution, solving Fractions Proper and imprper, Equivalence and simplifying, Ordering, 4 operations, Fraction of an amount Sequences Through pictures, next terms, types of sequenes	Geometry and 2D shape Line and rotational symmetry, types of angles, measuring angles, parallel and perpendicular lines, shape notation, properties of triangles and quadrilaterals, regular and irregular polygons. Area Calculating the area of rectangles, parallelograms, triangles, trapezia and compound shapes	Perimeter Measuring and calculating the perimeter of regular and irregular shapes Ratio Ratio notation, simplifying ratio, equivalent ratios, unit ratios including scale drawings, ratio and fractions, finding values from a part, whole or different, golden ratio. FDP What is a percentage, percentage of an amount, percentage as double number line, Converting and comparing fractions, decimals and percentages	FDP Converting and comparing fractions, decimals and percentages Coordinates Understanding, plotting, findingn midpoints Proportion Understanding proportion, calculating with currency conversions and best buy problems Data Handling Exploring bar charts and pictograms
ASSESSMENT - how we find out what students have learnt and use it to inform planning and curriculum.	Pre and post topic tests, live marking in lessons, end of term assessments, formatively using assessments and homework to identify and close learning gaps.					
HOMEWORK - how we will provide the opportunity to practise, embed, extend upon or apply the knowledge from lessons.	Fortnightly 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 as extensions to homework and Maths Pad to support with homework and extra revision.					

SCIENCE	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
TOPIC/UNIT	How Science Works Cells Energy	Atoms & Bonding Forces & Space	Organ Systems Periodic Table Bioenergetics	Chemical Reactions Waves	Chemical Reactions Electricity & Magnetism Health & Disease	Particles & Matter The Earth Reproduction & Variation
CURRICULUM - Big ideas/ core knowledge.	HSW - Identify key hazards in a science lab, describe how to reduce risk and hazards in a lab, name key rules when working in a science lab, common apparatus and equipment in a lab, identify structure of Bunsen burner and safe handling of hot equipment, identify variables, plan and complete an experiment, graph skills Cells - Microscopy, cell structures, organelles and comparing types of cells (animals and plants) Energy - Energy resources, renewable/non-renewables, the national grid, energy stores and transfers, conduction and insulation	Atoms & Bonding - Particles, changes of state and measuring temperature changes, Dalton's atomic structure, elements, compounds, mixtures; solutions, solvents and solutes; filtration and crystallisation; Forces & Space - Order of the planets and structures in space; days, nights and seasons; types of force and examples; energy stores recap; weight= mass x g.f.s	Organ Systems - MRS GREN; digestive systems, structure and function; skeletal system, biomechanics; muscular system, antagonism Periodic Table - Identify types of elements on periodic table and examples; properties of metals and non-metals; comparing properties of metals and non-metals in practice Bioenergetics - Respiratory system, structure and function; circulatory system, heart structure and effects of heart problems; respiration, uses of respiration; effects of exercise on the body in short/long-term	oak Cycl	Chemical Reactions - Combustion; oxidation, oxides, rusting; conditions for preventing rusting Electricity & Magnetism - electricity, current and charge, magnets; circuits and components, series and parallel circuits; switches, effects of broken components, fault finding, batteries Health & Disease - Healthy diets, food groups and malnutrition, obesity and risk factors; energy in foods; effects of recreational drugs on health, alcohol, smoking and vaping	Particles & Matter - Solids, liquids and gases, particle model; density in liquids; similarities/differences of solids, liquids, gases The Earth - Rocks, ores, minerals and types of rocks; structure of the earth; rock cycle Reproduction & Variation - Reproductive organs; changes during puberty, function of menstrual cycle; fertilisation, pregnancy, maternity; flower structure and pollination; fruits, seeds and germination; seed dispersal; variation from genetics and environment; heredity, inheritance
ASSESSMENT - how we find out what students have learnt and use it to inform planning and curriculum.	Live marking and verbal feedback in lessons. Elaborative questions, pre-planned into the scheme of work and discussed during SPDS sessions to increase consistency. DIRT tests at the end of each topic, related to the homework for students to test their knowledge, with time in lessons to make corrections before moving on to new topic. Termly cumulative assessment.					
HOMEWORK - how we will provide the opportunity to practise, embed, extend upon or apply the knowledge from lessons.	Range of practice questions, multiple choice, short answer, required practicals and retrieval practice questions. Homework set at the end of every topic, on a fortnightly basis - consistent across the department. This homework is closely related to the DIRT Test to make sure we are testing the critical knowledge students need.					

CURRICULUM ENHANCEMENT- how parents can support the learning that is happening in lessons.	Encourage students to go to science/STEM club. Looking at disciplinary literacy in each year, in specific topics. Watch Dr Kyle Explains Youtube Channel - science videos created by our own Dr Kyle. Celebrate successes with STEM/Science ambassadors and Science Legends.
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MUSIC	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
TOPIC/UNIT	Rhythm and Stomp	Vocal Technique and Ghostwriting	An introduction to keyboard		Rhythms of the world	
CURRICULUM - Big ideas/ core knowledge.	This unit, through the context of Stomp and creating rhythmic compositions, covers the vocabulary used for key musical elements, specifically - Texture, Dynamics, Tempo, Pulse, Silence and Rhythm. Students begin by creating clapping and body percussion compositions and then move onto a whole class Stomp performance. They work as an ensemble to apply their knowledge from body percussion into creating a stomp composition.	This scheme of work teaches students the basics of singing within an ensemble. Students will explore singing in harmony as a class, through the learning of a number of exercises, folk music and gospel. Later in the term, students will prepare for Christmas by creating their own Christmas lyrics to a range of popular songs.	Throughout this unit, students will begin to gain confidence on the keyboard through the teaching of a range of pieces. The unit focuses on a number of elements; chords, melody, sharps, flats and music reading. The unit aims to give students ability to play single handed parts both individually and as part of a duo.		This unit allows students to experience a 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.	
ASSESSMENT - how we find out what students have learnt and use it to inform planning and curriculum.	Assessment is done through verbal formative feedback and questioning every lesson, teachers reflect and respond accordingly, addressing any gaps in knowledge and areas to develop in terms of basic music skills. Self, peer assessment activities are also incorporated into the lessons at certain points in the term. Students are expected to perform in front of their peers at various points throughout the term - the focus of this is often on the skills learned and understanding of style and not necessarily the performance aspect.					
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.	Support students in deepening their knowledge of the genre/style being studied in lessons. Parents can further enhance and support their child's learning through encouraging extra curricular attendance, providing an instrument for home practice and encouraging the listening to and watching of both recorded and live music.					

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

SME	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
TOPIC/UNIT	PHSE: Settling in at Durrington	RE: Worldviews	PHSE- Puberty	Puberty continued and Internet safety	Healthy Living	Prejudice and Discrimination
CURRICULUM - Big ideas/ core knowledge.	Supporting transition into secondary school by looking at the importance of kindness, teamwork and taking responsibilities. In this topic we will discuss bullying ensuring that every child is aware of how to report bullying both inside and outside of school.	Students will gain deeper understanding about why people have faith and will look at their own beliefs and values. In this topic we will ensure students understand the importance of freedom of thought and religion and why it is beneficial to society to have a diverse range of opinions. This will look at both Theistic worldviews and Atheistic world views and where views are formed.	How the body changes through puberty, why the body changes, what to expect and where to go for advice and guidance	Students will learn about ways to keep themselves online. This topic look look at passwords, use of social media, and the dangers of fake news and online grooming	The positive effects of healthy living. This topic focuses on exercise, balanced diets, mental wellbeing, personal hygiene and sleep/ rest.	Different types of Prejudice and Discrimination in Society. Students will look at historic cases and how these were challenged, as well as looking at what is currently happening in society and around the world and what can be done to stop this. With focus on Equality Act 2010 and British Values.
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.	Retrieval quizzes at the start of lessons. Pause lesson to assess knowledge and fill in gaps.	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.	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 assessments of students work to be completed during live marking in lessons.
HOMEWORK - how we will provide the opportunity to practise, embed, extend upon or apply the knowledge from lessons.	No SME homework is set for KS3					

CURRICULUM ENHANCEMENT- how parents can support the learning that is happening in lessons.	Take a look at the childline website (toolbox) to see the resources that they have for promoting wellbeing and navigating different scenarios https://www. childline.org.uk/toolbox/	BBC- Creation stories A- Z https://www.bbc.co. uk/teach/class-clips- video/religious- education-ks3-a-z-of- religion-and-beliefs-c-is- for-creation- stories/zvfp382 Use website to delve deeper into different beliefs about our creation.	Take a look at the NHS website for more information on puberty https://www.nhs.uk/live- well/sexual- health/stages-of- puberty-what-happens- to-boys-and-girls/	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.	The Change 4 life website provides easy to take on healthy living ideas such as 10 minute shake up activities and snack swap.	Research protests and marches against discrimination. Use Amnesty international website to research Human Rights violations and how global citizens are trying to change injustice https: //www.amnesty.org. uk/giving/donate/make- some-noise? utm_source=bing&utm_me dium=paid&utm_campaign =BRD_GEN_brand&utm_c ontent=amnesty% 20international&msclkid=d6 4d1ba580771afa7578455d 29db95fa .
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SPANISH	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
TOPIC/UNIT	Hola!		Mi insti (School)		Mi familia (Family)	
CURRICULUM - Big ideas/ core knowledge.	Students are introduced to the language and explore key differences between Spanish and English. This unit focuses on consolidating knowledge which builds on students' varying levels of experience of studying MFL. Students are also able to practise their pronunciation as we look at the most important sound-spelling links in Spanish. By the end of the unit, students are able to provide key information about themselves.		This module focuses on describing key aspects of school life including giving a range of justified opinions on school subjects, describing teachers and saying what you eat in the school canteen. This gives students the opportunity to practise numbers, prices and ordering food. We make comparisons between the school systems in the UK and Spain.		Using key irregular verbs and a range of adjectives, students will describe themselves and their family, as well as talking about their pets. At the end of the module, students will produce an extended piece of writing in the form of a Wanted poster. In this half term, we will also look at the Mexican celebration of the Day of the Dead to develop students' cultural understanding.	
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 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 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.					