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 contempaory 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 theiIDEA 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: Universal themes through the ages**	**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.	**Introduction to universal themes** - Introduction to our DHS English department six themed approach – conflict, nature, relationships, power, gender, death. - Greek Myths (from Stephen Fry's Mythos and other sources), Including Tantalus, Icarus, Narcissus, The Minotaur, Persephone - '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. **Weekly Writing-One week of the module will be devoted to planning and writing an extended piece of creative writing using the skills observed in the writing and practiced in the lessons.**	**Art of Rhetoric** **Declarative Knowledge** - 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'. **Procedural Knowledge** - 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. **Weekly Writing-One week of the module will be devoted to planning and writing an extended piece of writing using the skills observed in the writing and practiced in the lessons.**	**Poetry** **Declarative Knowledge** - 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', ' 'I Know Why the Caged Bird SIngs' and 'Sonnet 18'. Creative Writing Students will be taught how to employ a wide range of creative writing strategies effectively. Strategies include: - personification - pathetic fallacy - characterisation - describing a setting - using a wide range of vocabulary - sentence variety **Procedural Knowledge** - How to read a poem - How to write about poetry using What/How/Why - building on from the Animal Farm unit. - Creative writing using the poetry for inspiration Weekly Writing-One week of the module will be devoted to planning and writing an extended piece of creative writing using the skills observed in the writing and practiced in the lessons.	**Animal Farm Declarative Knowledge** **-** 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. **Animal Farm Procedural Knowledge** - 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). Weekly Writing-One week of the module will be devoted to planning and writing an extended piece of creative writing using the skills observed in the writing and practiced in the lessons.	**Animal Farm Declarative Knowledge** **-** 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. **Animal Farm Procedural Knowledge** - 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). Weekly Writing-One week of the module will be devoted to planning and writing an extended piece of creative writing using the skills observed in the writing and practiced in the lessons.	**Letter Writing Declarative Knowledge** - structure of a letter - persuasive devices- formality **Letter Writing Procedural Knowledge** - How to maintain a formal tone - How to write for a specific purpose and audience **Novel study Declarative Knowledge** **-** Authorial intent - Characterisation - Language - Structural devices - Context - The Caribbean **Novel study Procedural Knowledge** - 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 **Weekly Writing-One week of the module will be devoted to planning and writing an extended piece of creative writing using the skills observed in the writing and practiced in the lessons.**
ASSESSMENT - how we find out what students have learnt and use it to inform planning and curriculum.	Students complete an assesmsent in three sections : Vocabulary, a reading of a studied text with comprehension questions and an extenbded piece of creative writing based on a prompt or image.	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. Also tests vocabulary and writing skills.	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. All DHS students in Key Stage 3 are alo expected to read at home for at least one hour a week. They will then log a book of 100+ pages on our central book log.	Homework is always linked to vocabulary and consolidates knowledge covered in lessons as well as spelling, punctuation and grammar.All DHS students in Key Stage 3 are alo expected to read at home for at least one hour a week. They will then log a book of 100+ pages on our central book log.	Homework is always linked to vocabulary and consolidates knowledge covered in lessons as well as spelling, punctuation and grammar.All DHS students in Key Stage 3 are alo expected to read at home for at least one hour a week. They will then log a book of 100+ pages on our central book log.	Homework is always linked to vocabulary and consolidates knowledge covered in lessons as well as spelling, punctuation and grammar.All DHS students in Key Stage 3 are alo expected to read at home for at least one hour a week. They will then log a book of 100+ pages on our central book log.	Homework is always linked to vocabulary and consolidates knowledge covered in lessons as well as spelling, punctuation and grammar.All DHS students in Key Stage 3 are alo expected to read at home for at least one hour a week. They will then log a book of 100+ pages on our central book log.	Homework is always linked to vocabulary and consolidates knowledge covered in lessons as well as spelling, punctuation and grammar.All DHS students in Key Stage 3 are alo expected to read at home for at least one hour a week. They will then log a book of 100+ pages on our central book log.
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.	**Nutritional knowledge:** 1: Health & hygiene. 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. 3: Sensory testing (ranking, rating and displaying results), research, careers, allergies, intolerances, religion, culture and ethical beliefs. 4: Energy balance, BMR, staple foods, carbohydrates (starchy), fibre. 5: Carbohydrates (sugar), monosaccharide & disacchardie, heart disease, diabetes - type 2, obesity, tooth decay, sugar tax. 6: Protein, coagulation, denaturation, high biologival value, low biological value protein, vegetarian & vegan diets. 7: Fats, identification of solid, liquid, visible and invisiable, cholesterol, heart disease. **Practical skills:** Students develop a wide range of preparation and practical cooking skills, they will develop knowledge and understanding of ingredients and healthy eating. - **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.		**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 knowlesge 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. **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 produces followed by another or a magnet will be created using 2D design and the laser cutter. **Evaluate:** Final product is evaluated at each manufacturing stage with consistent use of technical language through a 'Manufacturing Diary'.		Students will gain knowledge and understanding of paper textiles looking at the work of Michael Cepress 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 embelishments to the work. Students will learn how to independently work with a range of materials and equiptment safely and effectively.	

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 based on customer feedback.	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 broarden 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**	**World of Work**	**Africa**	**Africa > Fieldwork**	**Fieldwork > Weather in the UK**
CURRICULUM - Big ideas/ core knowledge.	This unit of work is designed to provide students with the most engaging start to KS3 Geography, packed with awe and wonder, 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 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 explores the rich variety of Africa. Over the course of the unit students will be asked to challenge the “single story” or conception of Africa by discovering its varied climate, growing levels of economic development, rich history and importance to early human development, and role in international trade. Students will be expected to use this newly gained knowledge to confront the misconceptions such as Africa is poor, dry and dependent. Students will develop skills such as choropleth mapping, climate graph interpretation, photo analysis and balanced extended writing skills.	(Fieldwork) This unit of work involves students completing a piece of on-site fieldwork based on the work of RGS explorer Daniel Raven-Ellison and looks out how our environments can impact our emotional well-being. Students will plan and conduct a piece of fieldwork on school site identifying different areas of the school site can elicit different emotional responses. Students will learn how to devise a hypothesis, complete a risk assessment, collect/present/analyse data and evaluate their fieldwork in relation to the validity of the conclusions they draw from their fieldwork.	(Weather) This unit of work explores various aspects of weather, with a particular focus on the weather of the UK. The unit will investigate key concepts such as wind, insolation, cloud types, rainfall and factors affecting climate. 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.
ASSESSMENT - how we find out what students have learnt and use it to inform planning and curriculum.	Students will be formatively assessed from the very first lesson using a range of techniques utilising the approaches outlined in our teaching principles in practise. Our most common approaches for formative assessment will be gathering whole class responses via mini whiteboards, skilfully questioning students through cold calling and elaborative questioning (further supported by paired talk), and live marking whereby teachers will provide 1-1 feedback verbally to students when reviewing their work together as well as short written prompts such as a sentence stem or question that students will be expected to immediately respond to. Responsive teaching will ensure teachers respond to diagnosed knowledge gaps through whole class feedback and individual feedback that improves our students as learners. Where formative assessment takes place across all lessons, twice per year students will sit a summative assessment that will test student comprehension across the range of topics learned that year, key terms and definitions that would also have appeared in homework and cartographic/graphical skills that underpin the procedural knowledge of proficient geographers. These assessments, worth 45 marks each, will contain a range of questions that ensure all students are appropriately challenged. Assessment feedback lessons will provide students the opportunity to reflect on their performance by responding to reflective questions that will inform their ongoing development as learners. These lessons will also provide opportunities for students to revisit and attempt questions identified by class teachers as requiring further improvement.	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Students will be formatively assessed from the very first lesson using a range of techniques utilising the approaches outlined in our teaching principles in practise. Our most common approaches for formative assessment will be gathering whole class responses via mini whiteboards, skilfully questioning students through cold calling and elaborative questioning (further supported by paired talk), and live marking whereby teachers will provide 1-1 feedback verbally to students when reviewing their work together as well as short written prompts such as a sentence stem or question that students will be expected to immediately respond to. Responsive teaching will ensure teachers respond to diagnosed knowledge gaps through whole class feedback and individual feedback that improves our students as learners. Where formative assessment takes place across all lessons, twice per year students will sit a summative assessment that will test student comprehension across the range of topics learned that year, key terms and definitions that would also have appeared in homework and cartographic/graphical skills that underpin the procedural knowledge of proficient geographers. These assessments, worth 45 marks each, will contain a range of questions that ensure all students are appropriately challenged. Assessment feedback lessons will provide students the opportunity to reflect on their performance by responding to reflective questions that will inform their ongoing development as learners. These lessons will also provide opportunities for students to revisit and attempt questions identified by class teachers as requiring further improvement.	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HOMEWORK - how we will provide the opportunity to practise, embed, extend upon or apply the knowledge from lessons.	Homework will be set twice per half term. The first piece will be learning ten key terms and definitions which support deeper comprehension of the knowledge and skills across this unit. Students will be expected to learn the spellings by heart in order to be able to use when checking understanding against test sentences and for completing sentence stems linked to the unit of work. They will also feature in summative assessments. The second homework is designed to strengthen students' subject knowledge and build cultural capital whilst supporting the whole school reading strategy. Students will be given an excerpt from a geographical text, or article, linked to this topic and be expected to read and answer a series of questions to test their comprehension of the article.	Homework will be set twice per half term. The first piece will be learning ten key terms and definitions which support deeper comprehension of the knowledge and skills across this unit. Students will be expected to learn the spellings by heart in order to be able to use when checking understanding against test sentences and for completing sentence stems linked to the unit of work. They will also feature in summative assessments. The second homework is designed to strengthen students' subject knowledge and build cultural capital whilst supporting the whole school reading strategy. Students will be given an excerpt from a geographical text, or article, linked to this topic and be expected to read and answer a series of questions to test their comprehension of the article.	Homework will be set twice per half term. The first piece will be learning ten key terms and definitions which support deeper comprehension of the knowledge and skills across this unit. Students will be expected to learn the spellings by heart in order to be able to use when checking understanding against test sentences and for completing sentence stems linked to the unit of work. They will also feature in summative assessments. The second homework is designed to strengthen students' subject knowledge and build cultural capital whilst supporting the whole school reading strategy. Students will be given an excerpt from a geographical text, or article, linked to this topic and be expected to read and answer a series of questions to test their comprehension of the article.	Homework will be set twice per half term. The first piece will be learning ten key terms and definitions which support deeper comprehension of the knowledge and skills across this unit. Students will be expected to learn the spellings by heart in order to be able to use when checking understanding against test sentences and for completing sentence stems linked to the unit of work. They will also feature in summative assessments. The second homework is designed to strengthen students' subject knowledge and build cultural capital whilst supporting the whole school reading strategy. Students will be given an excerpt from a geographical text, or article, linked to this topic and be expected to read and answer a series of questions to test their comprehension of the article.	Homework will be set twice per half term. The first piece will be learning ten key terms and definitions which support deeper comprehension of the knowledge and skills across this unit. Students will be expected to learn the spellings by heart in order to be able to use when checking understanding against test sentences and for completing sentence stems linked to the unit of work. They will also feature in summative assessments. The second homework is designed to strengthen students' subject knowledge and build cultural capital whilst supporting the whole school reading strategy. Students will be given an excerpt from a geographical text, or article, linked to this topic and be expected to read and answer a series of questions to test their comprehension of the article.
CURRICULUM ENHANCEMENT- how parents can support the learning that is happening in lessons.	Parents can help students with their homework, especially in the creation and use of flash cards to support the acquisition of vocabulary. Parents can also help students explore some of the 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.	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 be encouraging them to speak to family members about the jobs they do and getting them to categorise these, and speaking to older relatives who will have experienced the UK's economic change to a tertiary based industry. Other tasks such as getting students to search for UK made products in their home compared to the amount of products made in countries from Asia etc is also a good way of demonstrating the lack of manufacturing completed in the UK. Local museums such as the Amberley Working Museum also offer a great insight into the former industries and ways of working in the UK.	Parents can support their child with all homework, however their vocabulary acquisition can benefit significantly from help in creating and using flashcards particularly in support of the key terms and definitions homework. In addition to this prompting students to read news articles or watch reports on contemporary human and physical geography issues across Africa, while also consuming the media suggestions below: Watch together; 'Africa' BBC/Netflix. David Attenborough series. BBC Teach: Key Stage 3 Geography - Africa (BBC Web) Read together; Africa, Amazing Africa: Country by Country by Atinuke. A Long Walk to Water by Linda Sue Park. Listen together; Countries for Kids Podcast (Spotify / Apple Podcasts): Look specifically for their regional African episodes, such as the dedicated episode on South Africa. African Folktales with Miss Jo Jo (Webby Award Winner).	Parents can support their child with all homework, however their vocabulary acquisition can benefit significantly from help in creating and using flashcards particularly in support of the key terms and definitions homework. In addition to this, the media suggestions below are highly recommended: Watch together; Time for Geography Fieldwork Videos: Short, high-quality videos designed for secondary school students that visually demonstrate how to use fieldwork equipment like quadrats, clinometers, and flow meters. Read together; Ordnance Survey (OS) Mapzone: The OS Education Resources offer brilliant, free digital reading guides and games teaching 4 and 6-figure grid references, map contours, and scale—all essential for planning a fieldwork route. Royal Geographical Society (RGS) Student Guides: The RGS Geography at Home portal provides downloadable briefs for independent local investigations, guiding students on how to formulate a hypothesis. "UK in Maps" by Ordnance Survey: A highly visual book recommended on the BooksForTopics KS3 Geography Reading List that helps children understand how real-world data translates onto paper graphics. Listen together; Ask the Geographer Podcast: Produced by the Royal Geographical Society, this podcast interviews university researchers about how they gather primary data in fields like glaciology, urban planning, and climate change.	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.

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 realitites 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 countries religion from Catholicism to Protestantism and the problems this brings. This topic is all about debates, with students making judgements on whether Mary I deserves her nickname and why the Spanish Armada failed. The unit of study ends with an enquiry around what challenges Elizabeth faced as a female Protestant ruler of England.	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. Homework will be given twice per term and teachers will use the results of this to assess understanding and misconceptions. In lessons, teachers will question students verbally on their knowledge and use methods such as paired talk and mini-whiteboards to gather a variety of responses. Where appropriate, teachers will assess work in students books by live marking (giving written or verbal feedback during the lesson on a piece of work). Students, over the course of the year, will also take part in 2 summative assessments which will be cumulative in terms of the subject knowedge 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.	Homeworks will be set twice per half term and will be online. Students will be able to access these through a link that their class teacher sets on Arbor. They will take the shape of a google form that students can access with their DHS log in details (will be the same log in they use for our computers at school and for arbor). One homework will be a multiple choice quiz, another will be literacy and vocabulary based. The purpose of these is to consolidate the learning students do in lessons.					
CURRICULUM ENHANCEMENT- how parents can support the learning that is happening in lessons.	Parents can support learning at home by asking their children to tell them about what they have learned in class and ensuring they complete their homework in a timely manner. Additional reading and learning at home is also beneficial. Some good books include: *Horrible Histories: Stormin' Normans; You Wouldn't Want to Be An Anglo-Saxon Peasant!; 1066: The Battle of Hastings: A Graphic Novel; Castle by David Macaulay; Horrible Histories: The Terrible Plague; You Wouldn't Want to be a Medieval Knight!.* Many more can be obtained from our school library. Useful online resources include: BBC Bitesize for clear summaries, quizzes and revision activities, History Hit on Youtube for documentaries, BBC iplayer and Netflix also have a range of historical films and documentaries that can be enjoyed together at home. Visits to historical sites are always valuable, such as Battle in Hastings, The Tower of London, or Dover Castle.					

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 **a**rea 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	**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** **Health & Disease** **Particle & Matter**	**The Earth & Climate Science** **Reproduction & Variation** **Electricity & Magnetism**
CURRICULUM - Big ideas/ core knowledge.	**HSW** - Introduction to lab safety, hazard identification, and Bunsen burner use. Students define variables and master graphing skills to analySe continuous and categoric data from investigations. **Cells** - Comparison of plant and animal cell organelles. Students use light microscopes to investigate structures, calculate total magnification, and understand the importance of sample resolution. **Energy** - Evaluation of renewable and non-renewable resources and the National Grid. Students investigate conduction and conservation across energy stores, specifically utilising the MECK GENT mnemonic.	**Atoms & Bonding** - Identification of particles and states of matter. Students define elements, compounds, and mixtures, practicing separation techniques such as filtration, evaporation, and paper chromatography. **Forces & Space** - Overview of the solar system, day/night cycles, and seasons. Students distinguish between contact and non-contact forces and calculate weight using gravitational field strength.	**Organ Systems** - Study of life processes (MRS GREN) and multicellular organisation. Focuses on the human digestive system, skeletal functions, and the mechanical interaction of antagonistic muscular pairs. **Periodic Table** - Organisation of the periodic table into groups and periods. Students identify elements by chemical symbols and differentiate between the physical properties of metals and non-metals. **Bioenergetics** - Functions of the respiratory and circulatory systems, including ventilation. Students learn the aerobic respiration word equation and investigate the impact of exercise on heart rate.	**Chemical Reactions 1** - Distinction between chemical and physical changes. Students practice naming compounds and perform specific gas tests for Hydrogen (squeaky pop), Oxygen (glowing splint), and Carbon Dioxide. **Waves** - Characteristics of transverse and longitudinal waves. Includes the study of the human auditory system, sound transmission through media, and the law of reflection using mirrors.	**Chemical Reactions 2** - Study of complete combustion and oxidation. Focuses on the conditions required for rusting, its negative effects on structures, and prevention methods like galvanisation and painting. **Health & Disease** - Analysis of the seven food groups, balanced diets, and malnutrition. Includes practical investigations into energy content and the health effects associated with recreational drug use. **Particles & Matter** - Application of particle models to solids, liquids, and gases. Students calculate density, explore the process of dissolving solutes in solvents, and discuss the anomaly of water.	**The Earth & Climate Science** - Examination of the Earth's structure and rock composition, including grains and fossils. Students categorise the three main rock types—sedimentary, metamorphic, and igneous—within the rock cycle. **Reproduction & Variation** - Exploration of human reproductive organs, puberty, and the menstrual cycle. Covers plant pollination and seed dispersal alongside the differences between environmental and genetic variation. **Electricity & Magnetism** - Generation of electricity and identification of circuit components. Students construct series and parallel circuits to investigate current, potential difference, and the effects of battery numbers.
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 cummulative 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.

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**		**Notation and score reading**	**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 Chistmas by creating their own christmas lyrics to a range of popular songs.	Throughout this unit, stiudents 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 ot give students ability to play single handed parts both individually and as part of a duo.		This unit focused on learning notes of the treble clef using keyboards to enhance skills.	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' culutral understanding of music, alongside develop their integral musical skills, such as rhyhtm 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 insturment for home practice and encouraing 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.	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. Students will work on a rotation of activities across the Autumn and Spring Terms. 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 Activities within rotations - Football, Basketball, Badminton, Rugby, Netball, Handball, OAA, Hockey, Fitness, Gymnastics, Dance, Table Tennis, Volleyball	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. Students will work on a rotation of activities across the Autumn and Spring Terms. 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 Activities within rotations - Football, Basketball, Badminton, Rugby, Netball, Handball, OAA, Hockey, Fitness, Gymnastics, Dance, Table Tennis, Volleyball.	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. Students will work on a rotation of activities across the Autumn and Spring Terms. 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 Activities within rotations - Football, Basketball, Badminton, Rugby, Netball, Handball, OAA, Hockey, Fitness, Gymnastics, Dance, Table Tennis, Volleyball.	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. Students will work on a rotation of activities across the Autumn and Spring Terms. 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 Activities within rotations - Football, Basketball, Badminton, Rugby, Netball, Handball, OAA, Hockey, Fitness, Gymnastics, Dance, Table Tennis, Volleyball	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. Students will work on a rotation of activities throughout the Summer Term. 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 Activities within rotations - cricket, athletics, rounders, softball, tennis, stoolball, alternative striking and fielding games.	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. Students will work on a rotation of activities throughout the Summer Term. 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 Activities within rotations - cricket, athletics, rounders, softball, tennis, stoolball, alternative striking and fielding games.
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.	Out of lessons, at home and in the community, students could be encouraged to: • 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	Out of lessons, at home and in the community, students could be encouraged to: • 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	Out of lessons, at home and in the community, students could be encouraged to: • 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	Out of lessons, at home and in the community, students could be encouraged to: • 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	Out of lessons, at home and in the community, students could be encouraged to: • 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	Out of lessons, at home and in the community, students could be encouraged to: • 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: World views**	**PHSE- Puberty**	**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 Athestic 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 beleifs 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_medium=paid&utm_campaign=BRD_GEN_brand&utm_content=amnesty%20international&msclkid=d64d1ba580771afa7578455d29db95fa.
Relationships and Sex Eductaion	Please email admin@durring.com if you would like access to the curriculum resources.					

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.					