Computing	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
TOPIC/UNIT	**Crypotography**	**Textual programming - python Introduction**	**Webdesign**	**How Computers work: part 1**	**How Computers work: part 2**	**Image Editing & Python part2**
CURRICULUM - Big ideas/ core knowledge.	Students learn about the different methods of encryption, from César Cipher, public and private keys to PigPen and substitution ciphers. They have a go at breaking codes and making codes along the way to make this a really fun topic. They learn about the need of encryption to keep data secure.	Students learn textual programming for the first time, they are reminded what concepts they learnt in block programming: sequence, selection and iteration before moving on to Python. Sequence concepts are covered using strings in python. Variables, inputs and print functions are covered Students investigate how to think logically and solve a number of problems.	Students are given a task from a business to make a website for them - they explore how websites are key for businesses and the process of setting up a business website is looked into, from domain names to HTTPS. This is a design led unit and allows students to be very creative. They will learn about colour schemes and use of fonts - this is a good set up for the work covered in BTEC IT and also Business GCSE.	Developing flowcharts - as algorithms is such a key understanding point for Computer Science and ICT we make sure that we return to the flow chart symbols again, this time at a higher level, with some students discovering subroutines. We also explore hexadecimal and binary addition. Students are also introduced to some of the important components inside a PC, such as CPU, ROM & storage devices. We will even look inside computers to learn more about how this parts all work together inside the computer	Once students are confident in how a computer works - we look at how they are networked together. Students learn the difference between a wired and wireless network, star and mesh topology.	Students end the year by editing images. They use industry standard software with the adobe suite. They also explore the differences between vector and bitmap images and how images are saved in file formats and file sizes. They also have some class debates about the ethics behind edited images. Following this students complete Python 2. This unit develops their programming ability by looking at numbers. Both decimal and whole numbers with mathematical operators and using logical operators to compare numbers
ASSESSMENT - how we find out what students have learnt and use it to inform planning and curriculum.	The assessment across key stage 3 for the subject is divided into ICT and Computer Science for the summative assessments. Students will sit an online test before each tracking point report home in both ICT and Computer Science, this gives students a very clear indication of their strengths in the two subjects that are taught together at key stage 3. Live marking occurs during lessons - where the teacher gives students instant feedback on their work and teachers also look at students' work between lessons in their online books.					
HOMEWORK - how we will provide the opportunity to practise, embed, extend upon or apply the knowledge from lessons.	Students across the whole of key stage 3 are set relevant and challenging homeworks via the iDEA award. The Inspiring Digital Enterprise Award, known as iDEA, is an international programme that helps you develop and demonstrate your digital, enterprise and employability skills. Every two weeks students are set a badge that best fits their current programme of study, this is anything from Python quiz to Cyber Secuirity to Team Work. iDEA badges themselves are short interactive online modules, created in consultation with industry experts. The students are tracked by teachers through the award and can gain a bronze or silver award, the aim is by the end of year 9 the students will have all achieved bronze award and a certificate from Buckingham Palace. Many students find the badges engaging and relevant and choose to go ahead and complete more in their spare time.					

CURRICULUM ENHANCEMENT- how parents can support the learning that is happening in lessons.		Any visit to an escape room would link to this topic well (students do get a chance to visit some of the local ones as part of the departmental trips during the year). A trip to Bletchely Park would also be a great experience for students.	Python 3 and Thonny are both free, ask your child to teach someone at home how to program!			

Art	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
TOPIC/UNIT	**Fauve Landscapes - Painting project**		**Expressionism - Printing project**		**Aztec Masks - 3D relief/casting**	
CURRICULUM - Big ideas/ core knowledge.	Development of graphic logo design skills. Develop skills in observational drawing, perspective, colour theory, exploring a range of media and techniques in Landscape Art through paint, collage, colour, line, tone and textural mark making. Research and analytical skills will be developed through looking at relevant artists and students will use this knowledge to influence their design ideas. In the second half of the term students will develop their painting skills by painting thier own landscape in the style of The Fauves.		To gain knowledge and understanding of Expressionism. To explore the social and contextual issues of the time conveyed through the art to inspire their own work. Students will develop and explore cross hatching, distortion, printing , directional lines, markmaking, ink, positive and negative technqiues whilst developiong an understanding of how emotions are shown through art. In the second half of the term students will develop a polyprint design and will explore print making and the work of artists Ephrem Solomon.		To gain knowledge and understanding of the Aztec art, it's symbolism and adornment. Students will develop their drawing and presentation skills in sketchbooks and 3D skills using techniques such as burnishing, peeling, pattern, relief, casting. In the second part of the term students will learn how to create a 3D mask focusing on shape, form and surface texture/appearance.	
ASSESSMENT - how we find out what students have learnt and use it to inform planning and curriculum.	Assessment is done through verbal formative feedback and questioning every lesson, teachers reflect and respond accordingly, addressing any misconceptions. Self / peer assessment activities are also incorporated into the lessons at certain points in the project. Homework is marked using 1*- 4 for achievement and effort along with strategies of how to improve. DIRT time is built into lessons once a half term to give students the opportunity to reflect and improve. At the end of each project students will be assessed on A01,2,3,4 this will be recorded on the assessment sheet in their sketchbook.					
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 sofware for research purposes, having a range of drawing equiptment at home (variety of shading pencils, pens, watercolour paints, glue etc) to enahnce 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.					

DT	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
TOPIC/UNIT	**Food Preparation and Nutrition**		**Textiles - Distorted stitched portraits**		**Design and Technology**	
CURRICULUM - Big ideas/ core knowledge.	**Nutritional knowledge:** 1: Health & hygiene, mould, storing food. 2: Diet and lifestyle, looking further into the Eatwell guide and the 8 healthy eating guidelines. 3: Allergens and special dietary needs. 4: Processing foods, processed foods and diets . 5: Carbon footprint and food production. 6: Raising agents, experiment introduction (linked to food science), dependent, independent variables and predications. 7: Selection of ingredients linked to the Eatwell guide, nutritional labelling, analysis skills. **Practical skills:** - Pasta making, making pasta dough and producing pasta by hand using the pasta machines. - Sausage Rolls, handling raw meat, safe use of oven, working safely in a kitchen environment. - Pasta bake, knife skills, safe use of hob, time management, working safely in a kitchen environment. - Bread rolls, gluten formation. - Pizza, knife skills, time management, working safely in a kitchen environment, taste testing. - Raising agents experiment, (linked to food science), working safely in a kitchen environment, recording of results.		To develop knowledge and understanding of stitched textiles, referring to the work of Maurizio Anzeri, Jose Romussi, Alana Dee Haynes, Victoria Villisana and Loui Jover. To explore hand and machine embroidery techniques through a range of practical activities. To explore and develop ICT skills through photographic manipulation and photoshop. To develop observational drawing through stitching, mark making and collage work. Students will develop a final photographic stitched portrait incorporating a range of techniques showing clear links to artists studied.		**Technical Knowledge:** Students revisit material types and properties (focus on Polymers and Timbers). **Design:** Students develop their drawing skills and generate a creative design of a mirror/photo frame, drawn in 3D accurately. Designs are annotated fully using tier 3 vocabulary with the use of opinions. Students will plan for manufacture and incorporate the use of 2D Design (CAD) and lasercutting (CAM). **Make:** Students select from and use specialist tools, techniques, processes, equipment and machinery precisely and independently. Students will select materials relevant for their design. **Evaluate:** Final product is evaluated at the end of manufactuing.	
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. All tasks are based on retrieval of what has been covered in lessons, additionally allowing them to extend their learning further.		Assessment is done through verbal formative feedback and questioning every lesson, teachers reflect and respond accordingly, addressing any misconceptions. Self, peer assessment activities are also incorporated into the lessons at certain points in the project. Homework is marked using 1*- 4 for achievement and effort along with strategies of how to improve. DIRT time is built into lessons once a half term to give students the opportunity to reflect and improve. At the end of each project students will be assessed on A01,2,3,4 this will be recorded on the assessment sheet in their workbook.		Students are assessed through regular questioning and verbal feedback during practical lessons. Written work/evaluation is often live marked and questions added to further students knowledge and use of tier 3 vocabulary. At the end of the project students will be assessed with a test and their practical outcome.	
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 aquired during the theory lesson. The homework sheet also includes a list of ingredients which will be needed for the following practical lesson.		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.		Homework for KS3 is workbook or worksheet based and is set fortnightly. Tasks include manufacturing diary (lesson reflection), mood board, designer research, product analysis.	
CURRICULUM ENHANCEMENT- how parents can support the learning that is happening in lessons.	Computer access for research purposes. Allowing the student to help prepare meals at home. Allowing students to help wash up at home. Visits to supermarkets, specialist food retailers, farms.		Having access to computer sofware 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.		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.	

Maths	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
TOPIC/UNIT						
CURRICULUM - Big ideas/ core knowledge.	**Linear Equations =** Balancing Solving up to unknowns both sides Solving with brackets and simplifying Worded. **Angles** = Basic angle rules Problem solving Algebra application Parallel lines (H). **Averages** = Averages & Range inc from diagrams Comparisons Frequency Tables	**Sequences =** Generating Find nth term **Percentages** = Calculating Increase & Decrease (calc and non-calc) Worded Expressing numbers as a % of another Percentage change **Calcualting with fractions** = Equivalence Four operations Fractions of amounts	**Negatives =** 4 operations **Expressions =** Simplifying Expressions Expanding Brackets Factorising Substitution Forming Expressions. **Linear graphs =** Vertical and horizontal lines Generating coordinates in tables Plotting linear graphs Gradients.	**Properties of 2d shapes =** Line and Rotational Symmetry Properties of triangles and Quadrilaterals Interior and Exterior angles Plans and Elevations. **Area and perimeter** = Perimeter Area of rentagels, parallelograms, tri Trapeziums Compound shapes Area and Perimeter with algebra. **Formulae** = Substitution Worded Formulae Writting Formulae	**Rounding:** Decimal Places Significant Figures Estimation **Ratio and proportion =** Simplifying ratio Comparing ratio Sharing in a ratio Scale drawings Direct and Inverse proportion. **Pie charts** = Contructing pie charts Interpreting pie charts.	**"Integers, powers and roots" =** Factors & HCF Multiples & LCM Primes Squares, Cubes & Roots Product of primes. **Probability =** Understanding probability Two way tables Sample space Relative frequency. **Reflections and translations =** Reflecting vertically, horizontally and vertically Describing reflections Understanding and calculating with vectors Translations with vectors.
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 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.	Weekly task set on Sparx Maths (called "compulsory" homework). Sparx can also be used to complete extra optional tasks called "XP Boost" and "Target" with the target option being even more challenging.					
CURRICULUM ENHANCEMENT- how parents can support the learning that is happening in lessons.	Use of online platforms, Sparx, Hegarty maths and Maths Pad to support with homework and extra revision. Parents can also support by using the knowledge organsiers to test students knowlegde of key words within a topic.					

Science	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
TOPIC/UNIT	**Cells** **Atoms & Bonding** **Energy & Systems**	**Organ Systems** **Particles & Matter** **Perodic Table**	**Health & Disease** **Chemical Reactions 1** **Forces & Space**	**Bioenergetics** **Waves**	**Ecosystems** **The Earth & Climate Science**	**Reproduction & Variation** **Electricity & Magnetism** **Chemical Reactions 2**
CURRICULUM - Big ideas/ core knowledge.	**Cells** Comparison of unicellular, multicellular, eukaryotic, and prokaryotic organisms. Students investigate specialised cell adaptations, such as root hair and sperm cells, and the process of diffusion. **Energy & Systems** Mechanisms of thermal energy transfer: conduction, convection, and radiation. Students calculate system efficiency using Sankey diagrams and determine work done (Force x Distance). **Atoms & Bonding** Exploration of distillation, solubility, and the nuclear atom model. Students perform PEN (Proton, Electron, Neutron) calculations and determine electronic configurations for the first twenty elements.	**Organ Systems** Advanced study of the digestive system focusing on enzyme action and gut bacteria. Introduction to the nervous system, including the roles of stimuli, receptors, and effectors. **Particles & Matter** Analysis of internal energy and changes of state. Students investigate gas pressure factors, kinetic theory, and Brownian motion, linking diffusion to convection currents in fluids. **Perodic Table** Study of group trends and properties, focusing on Group 1 (alkali metals), Group 7 (halogens), and Group 0 (noble gases) in terms of electronic structure.	**Forces & Space** Calculation of resultant forces, speed, and relative motion. Students interpret distance-time graphs and explore space beyond the solar system, including galaxies and light years. **Chemical Reactions 1** Principles of conservation of mass in chemical systems. Students explore oxidation, reduction, thermal decomposition, and the role of catalysts in increasing reaction rates. **Health & Disease** Classification of pathogens and non-specific body defences. Students perform required practical food tests for starch, sugars, and proteins using Iodine, Benedict's, and Biuret reagents.	**Bioenergetics** Adaptations for gas exchange in alveoli and capillaries. Students study the impact of lifestyle and exercise on health and learn the word equation for photosynthesis. **Waves** Physics of sound waves and the reflection of light. Detailed study of human eye structures, image formation on the retina, and the law of refraction.	**The Earth & Climate Science** Formation of fossil fuels and the carbon cycle. Analysis of the modern atmosphere, greenhouse gas effects, and the development of bioplastics and nanomaterials. **Electricity & Magnetism** Investigation of static electricity and electrostatic forces. Students use equations to relate energy, potential difference, and charge, while comparing series and parallel circuit rules. **Reproduction & Variation** Detailed look at pregnancy, including the roles of the placenta and umbilical cord. Covers contraception methods, the double-helix structure of DNA, and hereditary gene function.	**Chemical Reactions 2** Identification of acids, alkalis, and bases using the pH scale. Includes metal-acid reactions, neutralisation, and distinguishing between exothermic and endothermic energy changes. **Ecosystems** Analysis of food webs, trophic levels, and interdependence. Students explore competition, adaptations, and sampling methods to understand the importance of biodiversity and conservation efforts.
ASSESSMENT - how we find out what students have learnt and use it to inform planning and curriculum.	Live marking during each lesson, self marked quick questions, end of topic tests, termly hour long cummulative assessment.					
HOMEWORK - how we will provide the opportunity to practise, embed, extend upon or apply the knowledge from lessons.	Homework consists of practice exam style questions (short answer, multiple choice, long answer, calculation) based on current topic and link back retrieval questions from previous topics.					
CURRICULUM ENHANCEMENT- how parents can support the learning that is happening in lessons.	Use knowledge organisers to help students learn keywords and definitions by quizzing at home. Read around the topic and read about science in the news. Watch science documentaries to deepen understanding of context of school science in real world applications.					

English Year 8	Autumn 1	Autumn 2	Spring 1 and 2	Summer 1	Summer 2
TOPIC/UNIT	**The Gothic (and creative writing)**	**Poetry from different cultures**	***Anita and Me***	**An Introduction to Shakespeare through *Much Ado About Nothing***	***1)* Writing a review *2) Blood Brothers* by Willy Russell**
CURRICULUM - Big ideas/ core knowledge.	**Declarative/Procedural Knowledge** - *A Telltale Heart, The Yellow Wallpaper* and *The Adventure of the Speckled Band* as well as extracts from *Mexican Gothic, Wuthering Heights, Dracula, Woman in Black* - Key Gothic themes and contextual ideas - How to identify and discuss language used to create atmosphere - How to create an atmospheric setting - How to identify and use pathetic fallacy in their writing - How to create a gothic hero/villain - How to identify and use semantic fields - Sophisticated vocabulary to use in writing - How to identify tone and techniques used to create drama and tension - How to create drama and tension in writing 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.	**Declarative/Procedural Knowledge** - A range of poetry from a diverse range of contemporary British and global voices and perspectives. - A range of themes such as belonging, conflict, poverty. - Poetic form, including regular and irregular structures. - An introduction to poetic devices (linguistic and structural) inclusing but not exclusive to: caesura, enjambment, end-stopped lines, alliteration, metaphor, semantic field ... - How to read a poem independently - How to write analytically about poetry. - How to write an essay response to a poem - How to recite a poem orally 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.	**Declarative/Procedural Knowledge:** Authorial intent and themes: Civilization, the British class system, impact of colonialism on other countries, the immigrant experience, the impact of heritage and family on identity. Racism and belonging. Storytelling and structure: Bildungsroman writing Characterisation: Protagonists / heroes / anti-heroes; characters as symbols; character arc; vocabulary to describe characteristics, personality and behaviour Language: multiple connotations; symbolism; mood, atmosphere, tone Commenting with explicit reference to authorial intent, specifically in relation to the text's overall message or moral - e.g. Syal teaches us …/ Syal warns us …(all) Retelling the events of a story in chronological order, including the impact of significant moments. Identifying a range of structural and storytelling devices -using an authors's own life to influence storytelling Explaining the impact of writers' choices about structure Developing understanding of text and subtext and beginning to generate plausible connections between 'surface' and 'deeper' meanings (Exploring writers' use of characterisation by making plausible inferences based on several pieces of evidence 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.	**Declarative/Procedural Knowledge** - Plot and characters from = *Much Ado About Nothing* - Shakespeare's life and times - Strategies for reading Shakespeare - Conventions of Shakespearean =comedy - Shakespeare's methods - e.g. soliloquy, aside, monologue, extended metaphor, iambic pentameter, etc - How to read Shakespeare aloud - Analysing Shakespeare's language - A range of Tier 2/Tier 3 vocabulary. 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.	**Declarative/Procedural Knowledge:** **Review writing** Rhetorical devices: hyperbole, anaphora, bracketed aside Vocabulary and phrasing to articulate strong opinions Topic sentences Planning a review with a logical, organised structure Writing a review using a range of rhetorical and structural devices **Declarative/Procedural Knowledge: Blood Brothers** - The plot sequence and main events. - Characterisation – Mickey, Edward, Mrs Johnstone, Mrs Lyons, Linda, Eva Smith. - Russell's dramatic methods – dramatic irony, tension, high emotion, stage directions,cyclical narrative etc - Themes – Fate, superstition,class,nature vs nurture, violence,poverty - Contextual background: Politics in '80s Liverpool and Britain during a recession - Successfully annotate an extract from the text. - Use the What? How? Why? paragraph structure - develop this further from the Lord of the Flies unit. - Analyse the impact of Russell's methods on the audience using tentative analytical language and play terminology 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.	- Summative assessment: all students will complete short Gothic-themed piece in which they attempt to emulate the main conventions of the Gothic genre. They will also be assessed on vocabulary and reading skills. - A range of formative assessment during the lesson - e.g. teacher questioning of all students, regular low-stakes quizes, looking at student work/homework under visualiser in front of the class.	- Poetry recital - students will learn a poem by heart and deliver it to the class using a range of spoken language techniques such as correct volume, stress, intonation, pause. - A range of formative assessment during the lesson - e.g. teacher questioning of all students, regular low-stakes quizes, looking at student work/homework under visualiser in front of the class.	- Summative assessment: Write an essay basd on a theme or character in the novel. - A range of formative assessment during the lesson - e.g. teacher questioning of all students, regular low-stakes quizes, looking at student work/homework under visualiser in front of the class.	- A range of formative assessment during the lesson - e.g. teacher questioning of all students, regular low-stakes quizes, looking at student work/homework under visualiser in front of the class.	- A range of formative assessment during the lesson - e.g. teacher questioning of all students, regular low-stakes quizes, looking at student work/homework under visualiser in front of the class.
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.

CURRICULUM ENHANCEMENT- how parents can support the learning that is happening in lessons.	Parents can support their children by providing opportunities to read other Gothic texts such as *Dracula* and *Wuthering Heights*. Parents can also support by checking weekly homework before it is returned to class and helping with vocab and SPAG.	Parents can support their children by providing opportunities to read and discuss poetry at home. Parents can also support by checking weekly homework before it is returned to class and helping with vocab and SPAG.	Parents can support their children by providing opportunities to discuss their thoughts on the novel and British culture.. Parents can also support by checking weekly homework before it is returned to class and helping with vocab and SPAG.	Parents can support their children by providing opportunities to watch film versions of Shakespeare plays or even take children to the theatre to watch a Shakespeare play. Parents can also support by checking weekly homework before it is returned to class and helping with vocab and SPAG.	Parents can support by checking weekly homework before it is returned to class and helping with vocab and SPAG.

Drama	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
TOPIC/UNIT	**Blood Brothers**	**Children's Theatre**	**Commedia Dell'Arte**	**DNA**	**Macbeth**	**Game Over**
CURRICULUM - Big ideas/ core knowledge.	Students explore and develop their knowledge of key themes within a production which supports their wider understanding of social issues such as class and gender. Students rehearse different extracts from the play and look at voice and movement to create naturalistic characters in conjunction with physical theatre and movement scenes. There are more lines within this piece which adds to the challenge.	Students look at target audience and what intentions they have when creating a piece of theatre, the target audience is a younger group so students explore how to keep an audience's attention through direct address and audience particpation. They turn an existing story into a piece of theatre and must focus on the message this performance is trying to convey. It draws on prior work through year 7.	This unit looks at the history of theatre as this was a key influence on Shakespeare. Students explore slapstick and physical comedy, this large, exagerrated style is an opportunity to relate to comedy they may see on TV. Students are taught improvisation and are regularly assessed through a series of mini practical tasks and with a variety of different people.	This is a set text at GCSE level and students have an initial introduction to the character development and performance in preparation for KS4 written exam and component 2 performance exam.	Students explore the text Macbeth in a practical way, looking at characters and themes in an attempt to move from page to stage. The unit is to support the work of the English department in a practical way with a focus on interpretation of text.	Continuing with wider social issues, this unit deals with the impact of technology within society whilst looking at a modern script by Mark Wheeller. Students are subtly introduced to a variety of practitioners whose work will be explored in KS4 including Frantic Assembly. This unit is a blend of scripted and devised work and students build their piece lesson by lesson, they then decide which order to structure the performance with a focus on their dramatic aims.
ASSESSMENT - how we find out what students have learnt and use it to inform planning and curriculum.	Assessment is done through verbal formative feedback and questioning every lesson, teachers reflect and respond accordingly, addressing any gaps in knowledge and areas to develop in terms of basic stage craft. Self, peer assessment activities are also incorporated into the lessons at certain points in the term. Students follow the idea of www.ebi (what went well, even better if) when looking at their own work and the work of others. Students are expected to perform in front of their peers at various points throughout the term - the focus of this is often on the structure of work and understanding of style and not necessarily the performance aspect.					
HOMEWORK - how we will provide the opportunity to practise, embed, extend upon or apply the knowledge from lessons.	Due to the collborative 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 particpate in extra curricular activities within the department, take students to see any live local theatre that may be taking place.					

French	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
TOPIC/UNIT	**Moi et ma famille (Who am I?)**		**Mes passe-temps (My hobbies)**		**Ma vie quotidienne (My daily life)**	
CURRICULUM - Big ideas/ core knowledge.	This unit revisits previous learning from Year 7 and builds on it in greater depth. Students use a wider range of grammatical structures and vocabulary to describe themselves, others and their relationships. Students also continue to describe past and future events in greater depth and build on their skills in reading and listening. There is further opportunity for cultural development in this module, with lessons dedicated to discussing Francophone festivals and celebrations.		This unit builds on the Media unit in Year 7 and students discuss their preferences and opinions on internet activities and sports. They learn how to make comparisons between activities and how to say how long they have been doing something. They also practise using the past tense to describe what they did at the weekend.		Students learn how to discuss the details of their daily lives: what they wear, how they help at home and what they eat and drink. They develop their grammatical skills through the use of various negative phrases and modal verbs, as well as continuing to practise past, present and future tenses. Exploration of Francophone cuisine and recipes also allows for cultural development.	
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 opportunites 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.					

History	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
TOPIC/UNIT	**Age of expansion- The Age of Empires**		**Changes in Britain- The Industrial revolution and social change**		**World War One - the nature of the conflict and the impact on people's lives**	
CURRICULUM - Big ideas/ core knowledge.	Students will begin with learning about how England changed in the 1600-1800s to be ruled by parliamentary democracy rather than solely by the monarchy. This will link back to their Y7 curriculum and set the foundations to build future knowledge. Students will explore the reasons why Britain wanted to develop an empire in the 1600s, and about the different methods Britain used to colonise around a quarter of the world by the 1900s. To support this, students will learn case studies of different colonies' experience of empire, such as India, Ireland, Australia. Within this unit, students will learn about the role of Britain in the Transatlantic Slave Trade, the experience of enslaved people in the Americas, and the reasons why slavery was brought to an end in the Empire. The beginning of the decline of the Empire will be investigated as students learn why some countries wanted independence. Students will be encouraged to form their own judgements about the nature of the British Empire after investigating the facts and looking at a range of historical interpretations. Students will then transition to a short topic on the French Revolution, examining the causes for revolution in France, the ideals of revolution and events, Napoleon's rise and fall. The purpose of this topic is to understand the impact the French Revolution had on Britain, the impact of the Napoleonic empire and wars on Europe, and the significance of events such as the Battle of Trafalgar and Waterloo, pivotal moments in Britain's national identity.		This unit of study will allow students to explore the social, political and economic changes that happened at home in Britain whilst the empire was expanding across the globe. Students will learn about what the Industrial Revolution was - the new inventions and manufacturing techniques that allowed Britain to become one of the richest countries in the world. Alongside the industrial revolution came a huge amount of social change. As urbanisation occured, the working class developed a greater class consciousness, and ideas of revolution spreading from France led to the beginning of a long campaign for suffrage. Students will learn about the campaign for men's suffrage. They will also explore protest movements like the Luddites and Swing Rioters. Students will then begin to explore the realities of living and working in Industrial Britain - dangers for those working in factories, increasing provision for the poor under the Poor Laws. Students will then use sources to explore the changing nature of British society, with a case study on 1800s Whitechapel and Crime and Punishment. This topic will include the Jack the Ripper murders, the development of the prison system, and of the Metropolitan police force.		World War One was an event that altered the world. It brought the most powerful countries in Europe into a conflict that cost millions of lives and altered the landscape forever. Students will begin by learning about the various different causes of WW1, linking this back to their knowledge about Imperialism. Students will be asked to come to a decision about the most important reason for the war starting. The nature of the fighting during the First World War will be explored in depth, including trench warfare and how technology impacted the nature of warfare. Alongside this, as part of students' wider learning this year about social change and the development of people's rights, students will study what life was like for women before WW1, how people campaigned for women to have the right to vote, and the impact of WW1 on women's lives. At the end of the year, students will start to explore the political ideologies which gained popularity in the world after WW1, such as Communism and Fascism.	
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: David Olusoga's *Black and British: A Short Essential History*; *Great Women Who Made History; Horrible Histories: The Frightful First World War; Oliver Twist; War Horse; Private Peaceful*. 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 the range of attractions at Portsmouth Dockyards, the National Maritime Museum, Royal Museums Greenwich, The National Army Museum, Imperial War Museum, The Brunel Museum.					

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

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 team attacking and defending strategies and techniques. Students will select and apply their skills so that they can carry out tactics with the intention of outwitting their opponents. 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 rotatations - football, basketball, badminton, rugby, netball, handball, OAA, hockey, fitness, gymnastics, dance, table tennis, volleyball.	Students will focus on developing team attacking and defending strategies and techniques. Students will select and apply their skills so that they can carry out tactics with the intention of outwitting their opponents. 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 rotatations - football, basketball, badminton, rugby, netball, handball, OAA, hockey, fitness, gymnastics, dance, table tennis, volleyball.	Students will focus on developing team attacking and defending strategies and techniques. Students will select and apply their skills so that they can carry out tactics with the intention of outwitting their opponents. 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 rotatations - football, basketball, badminton, rugby, netball, handball, OAA, hockey, fitness, gymnastics, dance, table tennis, volleyball.	Students will focus on developing team attacking and defending strategies and techniques. Students will select and apply their skills so that they can carry out tactics with the intention of outwitting their opponents. 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 rotatations - football, basketball, badminton, rugby, netball, handball, OAA, hockey, fitness, gymnastics, dance, table tennis, volleyball.	Students will focus on developing team attacking and defending strategies and techniques. Students will select and apply their skills so that they can carry out tactics with the intention of outwitting their opponents. 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 rotatations - cricket, athletics, rounders, softball, tennis, stoolball, alternative striking and fielding games.	Students will focus on developing team attacking and defending strategies and techniques. Students will select and apply their skills so that they can carry out tactics with the intention of outwitting their opponents. 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 rotatations - 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 cummulative 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 cummulative 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 cummulative 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 cummulative 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 cummulative 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 cummulative 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, pupils 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, pupils 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, pupils 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, pupils 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, pupils 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, pupils 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

Geography	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
TOPIC/UNIT	**Climate Change and Energy**	**Geography of Disease**	**Migration**	**Settlements**	**Landscapes - Fluvial**	**Fieldwork**
CURRICULUM - Big ideas/ core knowledge.	This unit of work will focus on the significant geographical issue that is climate change. Students will explore historical climate change using past data to examine the natural and anthropogenic drivers of our climate, before studying the predicted future implications of climate change on a global scale. Having studied the role of fossil fuels in driving climate change, students will then study a variety of alternative energy production options including nuclear, solar and wind. Students will assess the viability of these alternatives, by considering the positives and negatives of each.	This unit will look at the geographical spread and impact of diseases. By using a variety of case studies, including COVID-19, students will explore how globalisation has increased the likelihood of disease spread and how diseases can have economic and environmental impacts, beyond just their social reach. Students will also explore how the type of disease is linked to the level of development of the country and how international aid is being used to control and eradicate diseases.	This unit of work follows investigates 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 initially starts by exploring the historical development of settlements, examining the characteristics that would have made sites suitable to start a settlement. Having established this understanding the unit of work moves on to consider the concept of changing settlements in the UK, using Brighton as a case study, to study how urban change is creating social, economic and environmental opportunities and challenges such as social deprivation and urban regeneration.	This unit of work will introduce students to the concept of the water cycle, before taking an in depth look into fluvial processes and some of the landforms found along a river's course. Students will then explore the role of river systems in a range of contexts using geographical processes and terminology. These contexts will range from the impact the Amazon river has on promoting gender equality, water conflict between the USA and Mexico, water pollution causes, impacts and management in the UK, religious uses and finally links with development.	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.

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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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.

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.	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 support their child with their homework, especially by encouraging and supporting the use of flash cards as a revision tool for learning vocabulary. In addition they can encourage their children or their whole household to consider ways that they could reduce their carbon footprint. Furthermore, we now have one of the worlds largest wind farms off our coastline, discussing the positive and negatives of this from a local view point with your child may be invaluable. Also as of April 2020 the Rampian Wind Farm Visitor Centre will be opening at the base of the i360 in Brighton,with the aim of offering education of the operation of the wind farm.	Parents can support their child with their homework, especially by encouraging and supporting the use of flash cards as a revision tool for learning vocabulary. In addition to this parents can engage in rich and appropriate discussion with their child about the ongoing impact of the global pandemic we have all been affected by since early 2020. In addition we suggest parents watch the six o'clock news where possible with their child in order to follow the ongoing response to COVID-19 around the world, comparing the effectiveness of responses between countries and regions at different levels of development.	Parents can encourage students to engage with new stories (both online,TV and in papers) concerning migration - examples such as migration from northern Africa into Europe are common in British papers. Parents can take students to visit areas that have been positively affected by migration such as China Town in London or complete surveys in their local area of the services/shop types designed to cater for different nationalities.	Parents can support their child with their homework, especially by encouraging and supporting the use of flash cards as a revision tool for learning vocabulary. In addition, as much of the unit focuses on the social, economic and environmental challenges facing Brighton, visiting the city and reviewing the impacts/success of strategies such as congestion management and urban regeneration down at the Marina would be great opportunties to contextualise the in-class learning.	Parents can support their child with their homework, especially by encouraging and supporting the use of flash cards as a revision tool for learning vocabulary. In addition to this Google Earth provides virtual tours of some of the worlds major rivers, allowing students to visit rivers without even leaving their house! Furthemore, we have some great examples of fluvial landscapes in our local area which you can visit with your child. Places like the New Forest have shallow rivers that students can conduct mini investigations in, and the River Stor in Storrington can be accessed by a public park and again would allow for investigation of how a rivers characteristics change downstream. Finally, the Severn Sisters National Park and Cuckmere Haven have some excellent examples of lower course landforms such as meander bends and oxbow lakes.	Parents can support their child with 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.

SME	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
TOPIC/UNIT	**Risky Behaviour**	**Identity and Community and special one off Anti-bullying lessons**	**Careers making good choices +Body Image**	**Animal Rights**	**Human Rights**	**First Aid + Religious celebrations**
CURRICULUM - Big ideas/ core knowledge.	Risky Behaviour: Students will look at the idea of risky behaviours, and learn about the risks of drinking and smoking. They will also refresh themselves on road safety and explore county lines and the risks associated with it. Students will understand how to deal with these risks if they ever encounter them in their own lives.	Students start the year by looking at what it means to have an identity, how we identify ourselves and then how that identity fits into larger communities of people in our local, national and international worlds. We explore people who are excluded from those communities, and ways that we can aid excluded people who are in need. Including learning about their rights supported by the Equality Act 2010.	Students will look at skills needed for life after school with budgetting and handling money. They will also look at their own skills and start to think about what career path may best suit them. We will also use the University of Sussex' education programme to allow students to have a deeper understanding of what is available at University to raise aspirations	Students will begin to explore different issues to do with animal rights, including hunting, animal experimentation, animals for entertainment, eating meat and veganism.	Students will gain a clear understanding of the Human rights outlined in the Universal Declaration of Human Rights written by the United Nations. They will be given the opportunity to focus on key humna rights and understand the importance of these in insuring safety and development across the globe. This will also be discussing how people can speak out if they think that a human right is being violated as we look at case studies from the UK and abroad.	Students will look at different scenarios where first aid is required and will learn basic first aid skills to promote health within the community. This includes: Head injuries, cuts/ wounds, CPR, allergies In relgious celebration students will explore religious celebrations that are celebrated by people who are Christian, Jewish, Muslim and Hindu
ASSESSMENT - how we find out what students have learnt and use it to inform planning and curriculum.	Retrieval quizzes at the start of lessons. Pause lesson to assess knowledge and fill in gaps. Summative assessment to track student progress of the unit and previous unit.	Retrieval quizzes at the start of lessons. Pause lesson to assess knowledge and fill in gaps. Formative assessment to track student progress of the unit.	Retrieval quizzes at the start of lessons. Pause lesson to assess knowledge and fill in gaps. Formative assessment to track student progress of the unit and previous unit.	Retrieval quizzes at the start of lessons. Pause lesson to assess knowledge and fill in gaps. Summative assessment to track student progress of the unit and previous unit.	Retrieval quizzes at the start of lessons. Pause lesson to assess knowledge and fill in gaps. Formative assessment to track student progress of the unit and previous unit.	Retrieval quizzes at the start of lessons. Pause lesson to assess knowledge and fill in gaps.
HOMEWORK - how we will provide the opportunity to practise, embed, extend upon or apply the knowledge from lessons.	No homework for KS3 SME					
CURRICULUM ENHANCEMENT- how parents can support the learning that is happening in lessons.	Below are a list of useful websites for your reference covering the main topics we look at in this unit: https://www.nationalcrimeagency.gov.uk/what-we-do/crime-threats/drug-trafficking/county-lines https://www.drinkaware.co.uk/ https://www.nhs.uk/smokefree http://www.brake.org.uk/project24	BBC Bitesize outlines many of our Human Rights and teaches lessons based on community and identity: Below is a link to thier lesson on the Equality Act 2010 which students will learn in class: https://www.bbc.co.uk/bitesize/guides/zcs4ng8/revision/2	The national careers service provides support for young people wanting to explore different careers. Their website offers advice and guideance https://nationalcareers.service.gov.uk/	Below is a link outlining the arguments for and against animal rights for your reference to support your childs learning in class: https://www.bbc.co.uk/ethics/animals/rights/rights_1.shtml	Look at https://www.amnesty.org.uk/ The charity Amnesty International promotes raising awareness of the importance of human rights and discusses cases that students can read/ watch videos to enhance their understanding and give examples to use in their debates	Below is a link from British Red Cross about Frist aid for children https://www.redcross.org.uk/first-aid/learn-first-aid-for-babies-and-children British red cross also have an free app available to download on phones to support with first aid in the community BBC Bitesize has resources and videos to support understanding of relgious festivals https://www.bbc.co.uk/bitesize/articles/zt44jfr#z229mbk
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	**Los medios (Media)**		**La comida (Food)**		**La salud (Health)**	
CURRICULUM - Big ideas/ core knowledge.	In this unit, students use various grammatical structures to give their opinions on different aspects of the media, including TV, film, music and online activities. Cultural knowledge is strengthened by lessons on traditional Spanish/Latin American music and film. Students use past, present and future tenses to describe their activities, as well as using complex structures such as comparatives.		In this unit, students discuss their food likes and dislikes using a broad range of vocabulary. They also speak Spanish in real-life contexts, such as ordering and complaining in a restaurant and buying food at the market. Lessons on food in Spanish-speaking countries also develop students' cultural understanding.		In this unit, students reflect on what makes a healthy lifestyle in terms of diet and exercise and what people should and should not do to be healthy. They also learn vocabulary for parts of the body and how to say what it wrong with them. They practise the real-life context of asking for advice in a pharmacy.	
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 opportunites 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.					