Computing/ICT	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
TOPIC/UNIT	**Cyber security**	**App Development**	**How Computers work: part 3**	**Textual programming - python intermediate**	**Images - part 2**	**3D Design and user interface**
CURRICULUM - Big ideas/ core knowledge.	This unit explores how and why computer systems are attacked. Students look at fraudsters, hackers, viruses and scammers and how and why they operate. There is time in class looking at software such as firewalls and the laws to protect people against such attacks.	App development and design - students will design and create a number of functions in their app to solve real world problems, they will be able to view their app on their own phone and spend time designing an app for a real world scenario.	Due to start WB 21/3/22 (until then most classes still covering Spring 1) Advanced flowcharts - as algorithms is such a key understanding point for Computer Science and ICT we make sure that we return to the flow chart symbols again, this time at a higher level, looking at subroutines and iteration. Students are also introduced to some of the important components inside a PC, such as CPU, ROM & storage devices. We will even look inside computers to learn more about how this parts all work together inside the computer.	This course develops the students understanding of textual programming and they use some of the key concepts such as selection and iteration both in count and conditional settings. They start to explore validation, arrays and code efficiency before making their own textual adventure game.	Students further their knowledge of images in this unit that looks at how images are formed on the PC, they investigate the binary behind the images, the metadata and image bit depth. They look at how colours are created using RGB where python code will be used to help. The students use hex colours and also see how images are sent as packets across the internet.	Students are presented the challenge of creating a 'smart home ' of the future, we research the different smart features that are and will be incorporated into modern housing. Students then create their home using 3D design software. Once the design work is created the students then present their findings in a interactive user interface. This then leads on to a further interface been developed, this time for a company that needs a digital interface built for their customers. This is an insight into business GCSE and also our BTEC Digital IT course.
ASSESSMENT - how we find out what students have learnt and use it to inform planning and curriculum.						
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.	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.	Again all the software for this is free, can you ask your child to teach you programming language! This is a great way for them to consolidate their learning.	Ask your teen to show you their website via the cloud at home. Share websites you like to visit with them, talk about design and userability with them.	BBC Click has lots of relevant programmes for students to watch at home that will support their learning through lots of the topics this year		Any episode of grand designs would be hepful to be watched.

History	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
TOPIC/UNIT	**Germany and the Third Reich- How did Hitler take control of Germany?**	**Germany and the Third Reich- The Holocaust**	**Global conflict- World War Two and its impact on Britain**		**Global conflict- the Cold War**	**USA- The Civil Rights Movement**
CURRICULUM - Big ideas/ core knowledge.	One of the defining moments of the twentieth century was the rise to power of Adolf Hitler. During this unit of study, students will build on their learning from the end of Y8 where we explored the Treaty of Versailles and its impact on Germany, and as well as the rise of different political ideologies and dictatorships in the post-war period. Students will investigate the cirumstances in Germany that led to Hitler being elected to power and why exactly he was able to achieve this. Students will also investigate the methods that Hitler used to control the German people such as propaganda, terror and the incentives. They will work with historical interpretations and develop their extended writing skills.	Students will then take an in-depth look at Hitler's persecution of minority groups and the Holocaust. They will learn about the history of anti-Semitism in Europe and pre-war Jewish life. Then we will move on to studying the different stages this dreadful genocide took. This will include an in depth look at the Nuremberg laws, Ghettoisation and the eventual development of death camps. This event is still incredibly emotive and students studies will require them to be aware of the mature themes and issues surrounding this. We support our Holocaust education with assemblies, trips and workshops where we are able to provide them.	It was under the shroud of World War Two that Hitler was able put in place the systematic destruction of Jews and this unit investigates the steps to war and the events that took place leading to Hitler's eventual suicide in 1945. Students will begin by investigating the policy of appeasement and trying to come to a decision about how much blame this policy and Neville Chamberlain the British Prime Minister deserve. Students will then investigate important events from during the war , such as the evacuation of Dunkirk, the Battle of Britain, Operation Barbarossa and Pearl Harbor. Students will be expected to reach conclusions about the significance of these events, and which were turning points in the war. Students will then go on to learn about the impact of the end of WW2 on Britain, to investigate why there was an influx of migration to Britain after the war. Students learn about the Windrush Generation and their experiences of racism in Britain, and of campaigns for civil rights. Students also explore the impacts of Asian immigration to Britain on our culture and history.		With the end of World War Two the world may have hoped that there would be no more major conflict in the world. However this was not to be the case. Without a break after the surrender of Germany, the USA dropped two nuclear bombs on Hiroshima and Nagasaki and the Cold War began. The Cold War was an ideological conflict between Communism and Capitalism. Students will investigate and discover what is meant by these two terms, before then moving on to look more closely at some of the key events from the conflict. These include the Berlin blockade and airlift, the building of the Berlin Wall and the Cuban missile crisis. Students will be expected to look into these events and analyse the key aspects.	During the period of the Cold War the USA spent time dealing with domestic issues surrounding race. This unit links back to the Y8 topic of slavery and outlines the legacy of the slave trade in America. We learn how the emancipation of black Americans was followed by restrictions on their rights, discrimination and violence. This unit of study will help students understand the roots of segregation and the legal battle for equality in all areas of the USA. They will explore civil rights campaigns and leaders such as Martin Luther King, Rosa Parks and Malcolm X. They will judge how successful the civil rights movement had been in America by the 1970s.
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 three times 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 two 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 three times 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 based, the final one will help develop students primary source skills. 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: *Hidden Figures Young Readers edition; Once by Morris Gleitzman; Diary of a Young Girl by Anne Frank.* 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 Imperial War Museum and Churchill War Rooms, Bletchley Park, and the Royal Air Force Museum London.					

Maths	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
TOPIC/UNIT						
CURRICULUM - Big ideas/ core knowledge.	**1. Solving equations =** Identifying expressions, eqns etc Solving linear equations Forming and solving Simulaneous equations (H). **2. Representing data =** Recap bar & pictograms (F) Recap pie charts Scatter graphs Frequency trees (F) Box plots and CF (H) **3. Formulae =** Rearranging Using in context. **4. Percentages =** Finding % (calc and non) Increase & decrease Percentage change Application Interest Reverse (H)	**5. Pythagoras =** Understanding Find missing side Application. **6. Indices & Standard Form =** Index rules SF conversion to and from ordinary Calculating (H) **7. Transformations =** Rotation Enlargement Describing Combining (H)	**8. Estimation =** Rounding Error intervals Estimation **9. 3D Shapes =** Naming 3D shapes & nets Properties of 3D shapes Volume of prisms Surface area of prism Volume of cones/spheres/pyramids (H) **10. Quadratics =** Graphing & solving Expanding/factorising recap Factorising & solving quads	**11. Fractions =** 4 operations Converting FDP Ordering FDP Recurring decimals & fractions **12. Understanding Data =** Types of data Mean/mode from freq tables Interpretting charts & averages Recap CF & BP (H) Recap scatter (F)	**13. Sequences & Graphs =** nth term & generating Graphing sequences Solving sim eqns Equations of linear graphs **14 Triangles** = Angles on parallel lines (F) Congruence Similar triangles Pythagoras recap & Trig intro (F) Trigonometry (H) **15. Probability =** Product rule for counting Probability recap (F) Listing/Sample space Venns	**16. Area =** Recap Compound Converting lengths Problem solving **17. Ratio, Proportion, Rates of change =** Rato recap & application Metric conversion Conversion graphs Exchange Rates SDT/DMV/PFA Inverse Proportion **18. Constructions** = Using equipment (F) Angle bisector Perpedicular bisector Perpendiculr line to a point Constructing triangles
ASSESSMENT - how we find out what students have learnt and use it to inform planning and curriculum.	Pre and post topic tests, live marking in lessons, DIRT lessons following homework, end of term assessments and homework to identify and close learning gaps.					
HOMEWORK - how we will provide the opportunity to practise, embed, extend upon or apply the knowledge from lessons.	Weekly task set on Sparx Maths (called "compulsory" homework). Sparx can also be used to complete extra optional tasks called "XP Boost" and "Target" with the target option being even more challenging.					
CURRICULUM ENHANCEMENT- how parents can support the learning that is happening in lessons.	Use of online platforms, Sparx, Hegarty maths and Maths pad to support with homework and extra revision. Parents can also support by using the knowledge organisers to test students knowlegde of key words within a topic					

Science	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
TOPIC/UNIT	**Cells** **Forces & Space** **Atoms & Bonding**	**Reproduction & Variation** **Periodic Table** **Electricity & Magnetism**	**Bioenergetics** **Chemical Reactions 1** **Particles & Matter**	**Ecosystems** **Waves 1** **Chemical Reactions 2**	**Ecosystems** **Chemical Analysis** **Waves 2**	**Ecology** **Rates of Reaction** **Waves**
CURRICULUM - Big ideas/ core knowledge.	**Cells** Advanced microscope sample preparation and Required Practical investigation of osmosis in carrot tissue. Students calculate percentage change in mass and evaluate factors affecting diffusion rates. **Forces & Space** Distinction between scalar and vector quantities. Students investigate Hooke's Law for spring extension, calculate moments and fluid pressure, and explore the Big Bang theory. **Atoms & Bonding** Formation of positive and negative ions through electron loss or gain. Students study electrostatic forces in ionic structures and determine empirical formulas for compounds.	**Reproduction & Variation** Use of Punnett squares for genetic crosses and sex determination. Covers evolution through natural selection, the fossil record, and human-induced versus natural factors causing extinction. **Periodic Table** History of the periodic table's development by Mendeleev. Focuses on trends in the halogens, halogen displacement reactions, and balancing symbol equations using ion charges. **Electricity & Magnetism** Relationship between current, potential difference, and resistance (Ohm's Law). Students study magnetic fields, the construction of electromagnets, and the motor effect in devices.	**Bioenergetics** Analysis of leaf structure for gas exchange and exercise physiology. Students compare aerobic respiration with anaerobic fermentation in yeast and lactic acid production in animals. **Chemical Reactions** Comparison of strong and weak acids and the process of titration. Students use the reactivity series to predict displacement and study metal extraction via carbon reduction. **Particles & Matter** Identification of alpha, beta, and gamma radiation. Students practice nuclear decay equations, interpret half-life graphs, and distinguish between radioactive contamination and irradiation.	**Ecology 1** Study of predator-prey relationships and stable communities. Students use quadrats and transects to investigate species distribution and evaluate human impacts like global warming. **Waves 1** Light, reflection, refractions, colour; structure of the eye and vision; types of waves, longitudinal and transverse waves; examples of waves **Chemical Reactions 2** Application of collision theory to reaction rates. Students investigate how temperature and surface area affect frequency of collisions and construct reaction profile diagrams for energy changes.	**Ecology 2** Biodiversity; competiton and adaptation; sampling techniques; carbon/water/decay cycles; sustainability and alternative food production **Chemical Analysis** Factors affecting the rate of reaction; measuring rates; required practicals as at GCSE; reversible reactions; equilibria **Waves 2** Light, reflection, refractions, colour; structure of the eye and vision; types of waves, longitudinal and transverse waves; examples of waves.	**Ecology** Biodiversity; competiton and adaptation; sampling techniques; carbon/water/decay cycles; sustainability and alternative food production **Rates of Reaction** Factors affecting the rate of reaction; measuring rates; required practicals as at GCSE; reversible reactions; equilibria **Waves** Light, reflection, refractions, colour; structure of the eye and vision; types of waves, longitudinal and transverse waves; examples of waves
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 assessments.					
HOMEWORK - how we will provide the opportunity to practise, embed, extend upon or apply the knowledge from lessons.	Homework consists of practice exam style questions (short answer, multiple choice, long answer, calculation) based on current topic and link back retrieval questions from previous topics.					
CURRICULUM ENHANCEMENT- how parents can support the learning that is happening in lessons.	Use knowledge organisers to help students learn keywords and defintions 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.					

Drama	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
TOPIC/UNIT	**Craig and Bentley**	**Godber**	**Theatre in Education**	**Devising in response to stimulus (Krays)**	**Too Much Punch For Judy**	**Public Speaking**
CURRICULUM - Big ideas/ core knowledge.	Students explore the style of documentary theatre using real life events and accounts to create a performance. They are asked to decide whether capital punishment is a suitable sanction for crime which relates to the work of the history department at GCSE. They use a fusion of naturalistic acting and physical theatre techniques such as puppetry to explore two contrasting arguments.	Students will explore the conventions, plot and characters of a selection of plays by John Godber. They will also stage various scripted extracts from the plays using Godber's techniques. KS4 link all three components of the BTEC and two of the GCSE require students to select practitioners/styles. Comp2 on each course requires students to create scripted performances.	Students will participate in a series of workshops that explore creating a piece of Theatre in Education. Students will participate in the development of a devised project. They will work in small groups to mirror the KS4 process. The aim of this SOW is to help students decide on their options and to give them an understanding of creative intentions and target audiences.	Students continue developing their devising skills through exploration of The Krays as stimulus material, focusing on themes such as power, loyalty, and morality. Working collaboratively, they create an original piece of theatre using research, character work, and key techniques such as physical theatre and multi-role. The process encourages a deeper understanding of style, structure, and atmosphere, with students refining their ability to shape meaning for an audience. This supports the Edexcel GCSE Drama Component 1 assessment in KS4, preparing students with their option selection and culminating in a fully realised performance.	Students develop their performance skills through practical exploration of Too Much Punch for Judy, focusing on the use of verbatim language and its impact in communicating real-life events. They interpret and rehearse extracts from the script, paying close attention to character motivation, vocal delivery, and physicality. The play's powerful moral message around drink driving is central to their understanding of purpose and audience. This work directly prepares students for Component 2 of Edexcel GCSE Drama, where they perform two key extracts from a published play to a visiting examiner.	Students develop confidence and control in public speaking through focused performance work. The scheme emphasises vocal clarity, tone, pace, and physical presence—such as posture, gesture, and eye contact—to support effective audience engagement. Using scripts generated in English lessons, students explore how to structure and deliver spoken content with impact. The focus is on live performance skills rather than formal writing, supporting both drama progression and English oracy assessment through expressive, purposeful communication.
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.

DT	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
TOPIC/UNIT	**Food Preparation and Nutrition**		**Textiles - Sculptural Pop Art shoes**		**Design and Technology**	
CURRICULUM - Big ideas/ core knowledge.	Nutritional knowledge: 1: Health & hygiene test and food careers. 2: Ultra processed foods identifying and understanding the different categories and health impacts. 3: Advanced food label analysis. 4: Food sustainability and the environment. 5: Micro and macro nutrients,and the flexitarian diet. 6: Costing and budgeting food. 7: Final rotation quiz. Practical skills: - Technical skills: creating pasta dough, use of the pasta machine. - Vegetable samosa, knife skills, wrapping, safe use of hob and oven, time management, working safely in a kitchen environment. - Technical skills: short crust pastry shortening. - Pasty, knife skills, safe use of oven, time management, working safely in a kitchen environment. - Lasagne, knife skills, reduction sauce, white sauce, gelatinisation, safe use of hob and oven, time management, working safely in a kitchen environment. - Final NEA dish, independent selection based on 3 international dishes, nutritional value.		To develop knowledge and understanding of recycled and reinvented textiles. Students will design and costumise an existing piece of footwear. Refering to the work of Pop Artists Andy Warhol and Roy Lietchinstein, students will develop ideas and take inspiration from to inform their designs. Students will explore modroc as a way of sculpting and creating new original 3D forms. Students will also develop hand and machine embroidery techniques as well as decoupage work through a range of practical activities.		**Technical Knowledge:** Material properties and modelling materials. Students learn about the design process including the types of research, designing and prototyping. Maths content is introduced: scale, proportions, measuring/units. Students learn the purpose of modelling for a deseigner. **Design:** Students develop their 3D drawing skills in the form of floorplanning, they are introduced to job roles: Interior designers, Architects and landscape designers.The project requires students to work in pairs to convert shipping containers into housing that suits a specific design brief and specification set by clients. **Make:** Students select from and use specialist tools, techniques, processes, equipment and machinery precisely and independently evidenced with a final architectural model that satisfys the clients wants and needs.	
ASSESSMENT - how we find out what students have learnt and use it to inform planning and curriculum.	Assessent is done through regular questioning and verbal feedback during practical lessons. Written work/evaluation is often live marked and questions added to further students knowledge and use of tier 3 vocabulary. At the end of the project students will be assessed with an assessment booklet which is completed by hand with several tasks requiring online access. All tasks are based on retrieval of what has been covered in lessons, additionally allowing them to extend their learning further.		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.Homework is marked and feedback given to the class to address any misconceptions.	
HOMEWORK - how we will provide the opportunity to practise, embed, extend upon or apply the knowledge from lessons.	Homework for KS3 is workbook based and is set fortnightly. Tasks will include Health and Hygeine Sheet Heat Transfer Methods, Food Diary. Activities are set alongside class work to enhance and develop the students experience.		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 worksheet based and is set fortnightly. Tasks include floorplanning, advances in technology, 3D printing use in construction.	

CURRICULUM ENHANCEMENT- how parents can support the learning that is happening in lessons.	Having access to a computer to assist with research purposes. Support students to buy their ingredients. Encourage Students to cook at home and to wash up properly.	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 enahnce 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.

French	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
TOPIC/UNIT	**Au collège et me projets (School and future plans)**		**Ma ville et l'environnement (My town and the environment)**		**Les vacances (Holidays)**	
CURRICULUM - Big ideas/ core knowledge.	This unit focuses on the vocabulary and grammar students need to describe their life at school and future plans. Time is spent developing students' ability to give opinions about subjects, teachers and school rules, including giving reasons for their opinions. They also develop their understanding of correct adjective use when describing teachers. Their confidence with using the past tense is increased through speaking and writing about what they did at school yesterday. As a point of cultural understanding, students also research and discuss the key differences between life at school in England and France. They also practise using the near future tense to talk about their future plans and ambitions.		In this unit students learn to describe where they live and what people can do in their area. They practise their speaking skills through learning how to ask and give directions. Students also learn how to describe the environmental problems in their area. They reinforce their knowledge of the past tense by describing what they did last weekend.		This unit focuses on allowing students to combine their knowledge of different tenses to describe typical holidays, past holidays and future holiday plans. It is an important opportunity for consolidating grammatical awareness prior to the start of the GCSE syllabus in Y10. They also learn and practise transactional language which will be useful to them if they visit a French-speaking country: saying what is wrong with them, ordering food, booking a hotel room.	
ASSESSMENT - how we find out what students have learnt and use it to inform planning and curriculum.	Live marking and verbal feedback are used in every lesson to allow students to make immediate corrections. Students will complete two summative assessments throughout the year. DIRT tasks will be completed after each assessment. Homework and classwork will be peer/self-assessed where possible, with teachers marking written work and providing class feedback on common errors. This, combined with regular book checks, allows teachers to adapt future planning.					
HOMEWORK - how we will provide the opportunity to practise, embed, extend upon or apply the knowledge from lessons.	Homework is set fortnightly and follows the same structure. Task 1 - vocabulary learning. Students are encouraged to use Quizlet to help them with this. 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.					

English	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
TOPIC/UNIT	**Noughts and Crosses**	**1) Noughts and Crosses 2) Letter writing**	**Romeo and Juliet**	**Non-fiction unit**	**GCSE Anthology Poetry: Conflict Poems**	**Spoken Language / Macbeth introduction**
CURRICULUM - Big ideas/ core knowledge.	**Declarative/Procedural Knowledge** Students will understand aspects of a narrative such as characterisation, setting, narrative voice, theme and plot. Students will explore key themes of the text looking at dual narrative/character perspectives and key themes of relationships, gender/ power, discrimation/prejudice. To build on previous text annotation skills which will be required at KS4. To write an essay on a theme which is tracked across the study of the novella with a focus on an understanding of language and structure. Students will also be expected to make connections to the author's own experiences and influences for writing the text as well as thinking about the importance of EDI and the power of language used with the text. **Creative writing (1 week):** students will have a week devoted to developing their writing skills. In these lessons, they will write in a range of fiction and non-fiction genres, and also revise and practise key grammatical concepts.	**Declarative/Procedural Knowledge Noughts and Crosses** Students will understand aspects of a narrative such as characterisation, setting, narrative voice, theme and plot. Students will explore key themes of the text looking at dual narrative/character perspectives and key themes of relationships, gender/ power, discrimation/prejudice. To build on previous text annotation skills which will be required at KS4. To write an essay on a theme which is tracked across the study of the novella with a focus on an understanding of language and structure. Students will also be expected to make connections to the author's own experiences and influences for writing the text as well as thinking about the importance of EDI and the power of language used with the text. **Declarative/Procedural Knowledge: Letter writing** Students reflect and revisit transactional writing skills that have been previously taught in Year 7 (letter writing and speech writing).They are taught key conventions of letter writing and introduced to our transactional writing structure which is used to support students at KS4. Students will writea formal letter based on themes and issues raised by Noughts and Crosses. **Creative Writing (1 week):** students will have one week devoted to developing their writing skills. In these lessons, they will write in a range of fiction and non-fiction genres, and also revise and practise key grammatical concepts.	**Declarative/Procedural Knowledge:** Students study *Romeo and Juliet*. Key focus is familiarising students with Shakespeare's language, understanding plot, characterisation and key vocabulary. Contextual knowledge of the Elizabethan and theatre is introduced. Romeo and Juliet is also studied in Year 9 Drama. Students build on their knowledge of universal themes and conventions of a tragedy taught in year 7/8/9. Vocabulary is introduced to support in their future study of Macbeth at KS4. **Creative writing** - this will be embedded throughout the unit rather than as a stand alone week. Students will be writing creatively on different moments from Romeo and Juliet, thinking about how to include tension within their writing and how to expore character's internal conflict.	**Declarative/Procedural Knowledge:** Students will be exposed to a range of non-fiction texts, specifically focusing on narrative non-fiction: biographies, memoirs, travel writing. This encourages students to read a different text type to expand their cultural capital. Students may never have read narrative non-fiction so this will be an opportunity for them to learn about new experiences. **Creative writing (1 week)** - students will have 1 week devoted to developing their writing skills. In these lessons, they will write in a range of fiction and non-fiction genres, and also revise and practise key grammatical concepts.	**Declarative/Proceduaral Knowledge** Students begin their GCSE study after Easter, focusing on four of the poems from the GCSE Anthology, which all focus on conflict. This serves as an introduction to the content of GCSE English Literature and allows students to explore a range of voices from the Nineteenth to Twenty-first centries exploring the immediate and longer term effects of war on soldiers and their loved ones, patriotism and propaganda. Students further develop their analytical writing as well as their creative writing skills, using a range of creative tasks to explore the poems from within. **Creative Writing -** students will have week devoted to developing their writing skills. In these lessons, they will write in a range of fiction and non-fiction genres, and also revise and practise key grammatical concepts.	**Declarative/Procedural Knoweldge: SPOKEN LANGUAGE:** students will complete a 3-4 minute speech on a topic of their own choice that offers challenging insights and ideas. During the lessons, students will be writing their speeches in class using persuasive language devices previously taught in Year 7/8. Also, students will have been taught these devices at the beginning of Year 9 in the letter writing unit. Students will also practice performing their speeches, thinking about the delivery and the way that they communicate their speeches to an audience.The process of writing a speech will prepare students for the transactional writing unit in Year 10/11. Students are required to write two pieces of transational writing in their Year 11 language exam so students get the practice before KS4.
ASSESSMENT - how we find out what students have learnt and use it to inform planning and curriculum.	Students will be formatively assessed through questioning, visualiser marking and feedback on student work and homework.	Summative assessment: Essay based on the theme of conflict in Noughts and Crosses	A range of formative assessment during the lesson eg teacher questioning of all students, regular low-stakes quizzes, looking at student work /homework under the visualiser in front of the class. Provide students with live feedback during written tasks so that students work on their targets and make changes in the moment of them writing. **Summative assessment - students write a piece of creative writing based on a key scene from Romeo and Juliet, focusing on the build up of tense, character and setting.**	No sumamtive assessment - appreciation and an enjoyable of reading about people's experiences. Formative assessment: low-stakes quiz, a chance to write a piece of creative writing inspired by the text.	Summative assessment: Students analyse a poem on the theme of conflict, focusing on poems from the GCSE anthology. They are assessed on their use of terminology to aid analysis of language and structure, exploring how the context of the poem influenced its writing. A range of formative assessment during the lesson eg teacher questioning of all students, regular low-stakes quizzes, looking at student work /homework under the visualiser in front of the class.	Spoken Language assessment: Students will be awarded a pass, merit or distinction based on their performance and the ideas that they explore. All students will be expected to deliver their speech to the whole class.
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.	Perhaps the most useful thing that parents/carers can do is to encourage their child to read regularly. Mrs DaCosta and your child's teacher can help select challenging but enjoyable texts. We recommend that students read at least half an hour a day. As well as fiction, newspapers and other forms of non-fiction are useful to develop reading and find out more about the world around us as well as the structural and linguistic features that newspaper articles employ. Additionally, there is a wealth of online content on sites such as BBC Bitesize that will further support what we are learning in class. When students are preparing for their spoken language assessment, it would be good for students to practice their speech in front of their family to gain feedback on their performance and to see how long their speech is. Constructive feedback and support can help students when they then perform to the class and their class teacher. In relation to GCSE texts like Macbeth, parents/carers can buy copies of the text and the CGP books to help students with their future revision in KS4.					

Art	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
TOPIC/UNIT	**African Art**		**Chiaroscuro/Vanitas**		**Post Painterly Abstraction**	**Urban shop front - model making**
CURRICULUM - Big ideas/ core knowledge.	To develop knowledge and understanding of the range and variety of African Art and cutlural history through researching Adinkra symbols, figure scuptures and traditional masks. Develop skills in observational drawing exploring a range of media and techniques that include oil pastel, tonal pencil / pen sketching and lino printing. Research and analytical skills will be developed through looking at the work of comtemporary African artists such as John Muafangejo, El anatsui, Njideka Akunyili Crosby and Yinka Shonibare.		To develop knowledge and understanding of 'Chiaroscuro', the use of strong contrasts between light and dark in art, cinema and photography. Developing skills in observational drawing exploring a range of media and materials that include watercolour, tonal pencil sketching,oil pastel, painting and photography. Research and analytical skills art analysis/comparison will be developed through looking at the work of artists contemporary and historical, such as Carravaggio, Alison Lambert , Amserdam Festival of light outdoor lit sculpture by Gali May Lucas. This will lead into the second half of the term exploring 'Vantias Art' and the symbolism of objects within Vanitas still life. Knowledge and understanding of historical context will be explored through the work of 17th century Dutch artists, Picasso, and Damien Hirst along with other contemporary art inspired by this theme. Drawing and technical skills will be developed through using paint, collage and stenciling.		To develop knowledge and understanding of Abstract Art looking at the historical context of minimalism, abstract expressionism and post-painterly abstraction and installation art through studying the work of Frank Stella, Leon Polk Smith and Yayoi Kusama. Technical skills will be developed through different media and techniques that include papercraft, layering, sculptural relief and charcoal. Playing with line, form, shape, colour composition students will use the knowledge and technical skills to form relief sculptures / series of abstract compositions.	Students research artists/ model maker Josh Smith, the Hogwarts set from Harry Potter and Guilermo Del Toros' Pinocchio sets and models exhibited at the Museum of modern art in New York. They take inspiration from urban decay and shop fronts to make a model sculpted from card and found materials to create a group installation.
ASSESSMENT - how we find out what students have learnt and use it to inform planning and curriculum.	Assessment is done through verbal formative feedback and questioning every lesson, teachers reflect and respond accordingly, addressing any misconceptions. Self, peer assessment activities are also incorporated into the lessons at certain points in the project. Homework is marked using 1*- 4 for achievement and effort along with strategies of how to improve. DIRT time is built into lessons once a half term to give students the opportunity to reflect and improve. At the end of each project students will be assessed on A01,2,3,4 this will be recorded on the assessment sheet in their sketchbook.					
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 equipment at home (variety of shading pencils, pens, watercolour paints, glue etc) to enhance the quality of student outcomes. Any visits to local, national or international galleries or exhibitions to help broaden the students mind and appreciation of art and the world around them.					

Music	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
TOPIC/UNIT	**Film Music**	**Reading Music**	**Band Ensemble**	**Music production and composing**	**Rhythyms of the world**	**Performer's Choice**
CURRICULUM - Big ideas/ core knowledge.	This scheme of work asks students to learn a range of music from different films. Film music is a focus within the GCSE specification and this unit teaches students the key vocabulary that is used within the GCSE course. The unit looks to challenge students keyboard skills, with a focus on two handed playing.	This scheme of work covers the influences and changes to popular music from 1950 through to 2000's. Students are introduced to the musical genres and wider cultural developments at this time that affected the popular music throughout the decades. This scheme of work promotes musicality and creativity encouraging students to try new instruments and build their skills on the instrument of their choice such as keyboard, piano, guitar, ukulele, and music technology. Students will explore the musical characteristics of many popular styles such as Blues, Rock 'n' Roll, Anthems, Ballads and Dance Music through performance and arranging. It is an opportunity to explore how musical elements can be used to arrange pre-existing music into new arrangements.	This scheme is the perfect introduction to GCSE performance with a taster of what it means to be in a band. Students will explore the instruments of the band while have an opportunity to play them. Guitars, Bass, Vocals, Keyboard, Drums and Ukulele's will be introduced with a focus on one set work.	Within this unit, students get to grips with a Digital audio workstation (DAW.) They will learn how to record tracks, control loops and live performance aspects of the software, write music with an awareness of key and texture and control the mixing of their track through panning, volume and fx. Students are expected to prpodiuce a finished track mate entirely of stems that they have recorded themselves.	This unit allows students to experience range of different musical genres and cultures from around the world. From Carribean Calypso and Reggae, to Djembe Drumming and Ukuleles. This scheme aims to enhance students 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. More genre specific vocabulary is taught that is frequently used at GCSE level.	Students work in groups to create and lead a short music-focused workshop based on an area of music that interests them. This could include genres, artists, instruments, gaming music, film music, production, live performance or composition. Although the content is student-led, the focus remains strongly skills-based. The unit explicitly develops: communication and oracy skills presentation and public speaking confidence and projection leadership and teamwork audience engagement musical analysis and listening practical music-making planning and organisation The structure also allows students to revisit and apply musical vocabulary and concepts from KS3 in a more authentic and engaging context.
ASSESSMENT - how we find out what students have learnt and use it to inform planning and curriculum.	Assessment is done through verbal formative feedback and questioning every lesson, teachers reflect and respond accordingly, addressing any gaps in knowledge and areas to develop in terms of basic music skills. Self, peer assessment activities are also incorporated into the lessons at certain points in the term. In this year the focus is on composition, so as well as recording it is important for students to display their work to their peers frequently so as to reinforce the subjective nature and different interpretation of work. As always, students are expected to perform in front of their peers at various points throughout the term - the focus of this is often on the skills learned and understanding of style and not necessarily the performance aspect.					
HOMEWORK - how we will provide the opportunity to practise, embed, extend upon or apply the knowledge from lessons.	Due to the collaborative nature of the subject homework is set minimally with a focus on learning key terminology and listening to the styles being taught in class.					
CURRICULUM ENHANCEMENT- how parents can support the learning that is happening in lessons.	It is encouraged that key ideas such as, accidentals,bass clef reading, film music, sampling and songwriting are revisited at home. Although not feasible for all, a large sum of students take it into their own hands to practice either 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.					

SME	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
TOPIC/UNIT	**Law & Justice**	**Drugs**	**Sex and Relationship Education**	**Democracy, Parliament and Justice**	**Life After Death**	**Medical Ethics**
CURRICULUM - Big ideas/ core knowledge.	Students will explore the structure of our justice system in the UK. They will explore the idea of Human Rights and how these are protected by our police and legal systems. Using the Equality Act 2010 and Human Rights Act 1998 students will evaluate how law and order in maintained in the UK. Students will also explore the efficiency of the prison system in the UK.	The effects and dangers of illegal drugs including: Looking at the law surrounding the possession and supply of drugs. Understanding where to get help with addiction. The short and long term consequences of drug use.	The importance of consent and how to have positive healthy relationships. This unit will teach how to recognise when something in a relationship is unhealthy or abusive. The unit will also introduce how to have safe sex and the different types of contraception available.	Students will learn about the UK's political system, they will explore how voting and elections work. They will then explore Parliament, looking at what it does in making laws and representing people, before finally looking at the government itself and the different roles in government.	Students will look at different views held about what happens after death. Topics include reincarnation, Near death experience and looking at religious views held by Christians,Muslims, Hindus and also the egyptian beliefs.	Students compare Christian and Muslim responses to medical ethical dillemas: Abortion. IVF. Human cloning. Blood transfusions. Organ donation. Students will use scriptures to identify key concepts and interpret beliefs regarding medical ethical issues.
ASSESSMENT - how we find out what students have learnt and use it to inform planning and curriculum.	Retrieval quizzes at the start of lessons. Pause lesson to assess knowledge and fill in gaps. Formative in class assessment to track student progress of the unit.	Retrieval quizzes at the start of lessons. Pause lesson to assess knowledge and fill in gaps. Summative assessment to track student progress of the unit.	Retrieval quizzes at the start of lessons. Pause lesson to assess knowledge and fill in gaps. formative assessment to track student progress of the unit.	Retrieval quizzes at the start of lessons. Pause lesson to assess knowledge and fill in gaps. Summative assessment to track student progress of the unit.	Retrieval quizzes at the start of lessons. Pause lesson to assess knowledge and fill in gaps. formative assessment to track student progress of the unit.	Retrieval quizzes at the start of lessons. Pause lesson to assess knowledge and fill in gaps.
HOMEWORK - how we will provide the opportunity to practise, embed, extend upon or apply the knowledge from lessons.	No homework in KS3 SME					
CURRICULUM ENHANCEMENT- how parents can support the learning that is happening in lessons.	Watch the news and discuss current events. BBC news website/ television	Support services and further infomation can be found at https://www.talktofrank.com/	https://www.childline.org.uk/info-advice/friends-relationships-sex/	Watch the news and discuss current events. BBC news website/ television	Use BBC bitesize KS3 Life after death to secure knowledge https://www.bbc.co.uk/bitesize/articles/zbgp7nb	Discuss ethics in terms of medical procedures allowing students to consider their own views and hear others.
Relationships and Sex Eductaion	Please email admin@durring.com if you would like access to the curriculum resources.					

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.	Pupils will focus on developing, implementing and refining team and individual game plans to outwit opponents. Teams will be expected to plan strategies and implement them in different situations. In invasion games the main intention is to invade your opponents' territory and to outwit them so that you can score points. 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	Pupils will focus on developing, implementing and refining team and individual game plans to outwit opponents. Teams will be expected to plan strategies and implement them in different situations. In invasion games the main intention is to invade your opponents' territory and to outwit them so that you can score points. 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	Pupils will focus on developing, implementing and refining team and individual game plans to outwit opponents. Teams will be expected to plan strategies and implement them in different situations. In invasion games the main intention is to invade your opponents' territory and to outwit them so that you can score points. 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	Pupils will focus on developing, implementing and refining team and individual game plans to outwit opponents. Teams will be expected to plan strategies and implement them in different situations. In invasion games the main intention is to invade your opponents' territory and to outwit them so that you can score points. 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	Pupils will focus on developing, implementing and refining team and individual game plans to outwit opponents. Teams will be expected to plan strategies and implement them in different situations. In invasion games the main intention is to invade your opponents' territory and to outwit them so that you can score points. 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.	Pupils will focus on developing, implementing and refining team and individual game plans to outwit opponents. Teams will be expected to plan strategies and implement them in different situations. In invasion games the main intention is to invade your opponents' territory and to outwit them so that you can score points. 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	**Ecosystems**	**Natural Hazards - Tectonics**	**Natural Hazards - Atmospheric**	**Development - Factfulness**	**Thailand**	**Fieldwork**
CURRICULUM - Big ideas/ core knowledge.	In this unit of work students will explore the main components of an ecosystem and the factors that affect ecosystem distribution. This will allow us to focus on the core concepts of interdependence and the global atmospheric circulation. After this, students will explore a variety of global ecosystems such as the tropical rainforests, hot deserts and coral reefs. In doing so they will study how plants and animals have adapted to their environment and how human exploitation can threaten these ecosystems.	Students will study some of the most signficant and core elements of Geography in this unit, developing an understanding of the earth's structure and the theory of contintinental drift. From this understanding they will begin to study the theory behind a variety of tectonic hazards such as volcanic eruptions, earthquakes and tsunamis. Students will also study example case studies of each type of hazard, learning how to differentiate between primary vs secondary effects, and short vs long term responses. Students will be given the opportunity to develop their comparative writing skills, comparing case studies and exploring reasons for differences in destruction etc such as wealth.	Students will study a range of atmospheric and other non-tectonic hazards. Examples will include tropical storms, tornadoes, forest fires and avalanches. Students will study the formation of these hazards and case studies of real life examples to gain an understanding of the devastation they can cause. The unit of work will also begin to look at the impact of climate change (linking back to work in year 8) on our atmosphere and the implications for events such as extreme weather in the UK and the frequency/severity of tropical storms.	This unit of work is based on the book "Factfulness" written by Ola Rosling and Hans Rosling. The aim of the book and therefore this unit, is to address students misconceptions of the world we live in, with a particular focus on the differences in economic and social development between countries around the world. Students will study how we can measure development, reasons for varying levels of economic development and how countries are attempting to close the gap between our highest and lowest income countries. This unit of work has large overlaps with previous units allowing students to revisit previously taught content.	This unit aims to unpick the physical and human geographies of Thailand. Throughout this unit, students will be exploring the human and physical features of Thailand, from the urban centre of Bangkok to the rural areas within northern Thailand, down to the tropical islands of the south. This will be achieved through key geographic concepts such as place and interdependence, with students gaining an understanding of how climate impacts human settlement, the causes and impacts of urbanisation and the opportunities and challenges of the tourism industry in Thailand. Students will be exposed to the deliberate practise of skills such as graph completion and interpretation, image inference, and extended writing.	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.	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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 three times 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 and third pieces of homework are 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 three times 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 and third pieces of homework are 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 three times 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 and third pieces of homework are 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 three times 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 and third pieces of homework are 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 three times 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 and third pieces of homework are 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 three times 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 and third pieces of homework are 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 all homework, however the vocabulary acquisiton can benefit significantly from help in creating and using flashcards. The local environment also offers many opportunities for enhancement with places like the South Downs National Park and rock pools on the beach, offering a wide variety of undisturbed ecosystems that students can visit and study. In addition the unit covers many contemporary issues such as deforestation in the Amazon and coral bleaching due to rising sea temperatures - encouraging your son/daughter to read any news articles on these topics is highly beneficial.	Parents can support their child with all homework, however the vocabulary acquisition can benefit significantly from help in creating and using flashcards. In addition to this prompting students to read news articles or watch reports on contemporary natural disasters, while also watching longer documentaries on historical events such as the Boxing Day Tsunami or Haiti earthquake which are available online can be really useful. Finally the Natural History Musuem in London has an excellent volcano and earthquake section - admission is free.	Parents can support their child with all homework, however the vocabulary acquisition can benefit significantly from help in creating and using flashcards. In addition to this prompting students to read news articles or watch reports on contemporary natural disasters, while also watching longer documentaries on historical events such as the Boxing Day Tsunami or Haiti earthquake which are available online can be really useful. Finally the Natural History Musuem in London has an excellent volcano and earthquake section - admission is free.	Parents can support their child with all homework, however the vocabulary acquisition can benefit significantly from help in creating and using flashcards.When studying the UKs development we will consider how the UK has changed, opportunities to speak to elderly relatives who will have seen how the UKs attitiude towards family size and female status will clearly demonstrate these recent changes. Parents may also direct their children to online resources for global organisations such as Oxfam to examine the countries these charities are working in and the strategies they are using. The book "Factfulness", on which the topic is based, can also be purchased online. The www.gapminder.org website is also an excellent resource which allows students to see visually see how countries have developed over time.	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 Thailand, while also consuming the media suggestions below: Watch together; Wild Thailand - National Geographic Documentary. BBC Travel Show – Thailand: Protecting Paradise. Read together; All Thirteen: The Incredible Cave Rescue of the Thai Boys' Soccer Team is a 2020 nonfiction children's book by American author Christina Soontornvat. Listen together; National Geographic Kids Podcasts: Look up specific Southeast Asia or Thailand episodes on major streaming platforms.	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.

Spanish	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
TOPIC/UNIT	**En el insti (At school)**		**Mi gente (My people)**		**Las vacaciones (Holidays)**	
CURRICULUM - Big ideas/ core knowledge.	This unit focuses on the vocabulary and grammar students need to describe their life at school and their future educational plans. Students use a range of tenses (near future, preterite, imperfect and present) to describe various aspects such as their school uniform, what primary school was like for them and what they would like to do in the future. Students also produce a piece of writing in the form of a letter to the headteacher to discuss school rules.		In this unit, students use a variety of grammatical structures and vocabulary to describe themselves, others and relationships. Speaking practice is a key component of this module, particularly focusing on the use of the present continuous tense to describe what people are doing. Students also have the opportunity to apply language to real-life situations, such as accepting/declining invitations and making future plans.		This unit focuses on allowing students to use their language in real life situations in the context of going on holiday. This includes booking a hotel room and making complaints. During the module, students also use authentic materials (posters, websites, brochures) to improve their reading comprehension skills. At the end of the unit, students produce an extended piece of writing in the form of a trip advisor review to describe a disastrous holiday experience.	
ASSESSMENT - how we find out what students have learnt and use it to inform planning and curriculum.	Live marking and verbal feedback are used in every lesson to allow students to make immediate corrections. Students will complete two summative assessments throughout the year. DIRT tasks will be completed after each assessment. Homework and classwork will be peer/self-assessed where possible, with teachers marking written work and providing class feedback on common errors. This, combined with regular book checks, allows teachers to adapt future planning.					
HOMEWORK - how we will provide the opportunity to practise, embed, extend upon or apply the knowledge from lessons.	Homework is set fortnightly and follows the same structure. Task 1 - vocabulary learning, followed by a test in lesson to check progress. Students are encouraged to use Quizlet to help them practise this vocabulary. Task 2 - "look back" reading/translation tasks which focus on a previously learnt grammar or vocabulary point.					
CURRICULUM ENHANCEMENT- how parents can support the learning that is happening in lessons.	Supporting the use of our online learning platforms, such as Quizlet and DuoLingo. These are both available for free as desktop sites or as mobile apps. Access to a bilingual dictionary would support students learning at home, which could be an online dictionary such as wordreference.com. Talking to students about the importance of learning a language for future career/travel 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.					