

# Art:

## KS3

### Intent

It is the intention of the Art curriculum to ensure that all students have a broad Key Stage 3 experience that enables them to produce innovative, individual and imaginative work through the exploration of media and the recording of their ideas and experiences. They will become proficient in both practical and analytical aspects of art - evaluating and critiquing creative works using visual and written language. Students will know about great artists from a range of genres, craft-makers and designers, understanding the social context and cultural significance of Art on society. Students will become aware of the value of art and gain valuable skills that can be applied to whatever pathways they choose, having high expectations of themselves and aspiration for the future.

#### Threshold concepts:

**TC1** Mark making, often in the form of drawing, is considered to be the foundation of art - A way of thinking visually. It can be used for different purposes and is a powerful form of communication.

**TC2** Art in many forms, tells us of our past, present and future, shaping and influencing our lives in significant ways. However, Art is not dependent on language or logic; it has the capacity to communicate directly with our senses.

**TC3** Works of art consist of formal and visual elements (such as line, shape, form, pattern, texture). These elements combine to communicate in many ways, often suggestive of histories and traditions.

**TC4** Artists take creative journeys exploring material, ideas and technologies. Unpredicted outcomes can emerge through purposeful play. Artists take risks and trust their intuition. They embrace 'happy accidents' and learn from 'mistakes'.

**TC5** The meanings of artworks are never fixed; what the artist intends and what the viewer understands may be different. Our individual interpretations of art are rarely the same but shaped by our knowledge, experiences and prejudices.

**TC6** Artists use their heads, hands and hearts, to varying degrees, during the creative process. Art appeals to the body and mind. To engage with a work of art a viewer might also employ all of their senses. Art can evoke a heightened sense of place and wonder.

**TC7** Art has the potential to influence human behaviour. It can evoke emotion and provoke action, shaping the world for good or bad. Art empowers us to notice, question, interact and respond.

Reading underpins learning in all subjects. In art, we aim to develop confident, fluent readers who are critical in their approach to a range of texts. We use a range of reading strategies to underpin learning. We use:



Reading aloud and reading fluency



Recall of prior knowledge



Prediction through key words and images



Summarising using topic sentences



Inference to read between the lines of text and image

#### Support your child by:



Visiting galleries and museums



Exploring websites such as Tate Kids



Having access to colour equipment at home



Using photography in homework tasks



Talking about art in the environment



Supporting with homework

#### Enrichment:



Visits to galleries and museums



Trips linked to themes



Guest speakers



After school clubs

#### Character and personal development and core values:

It is the intention of the Art department to provide great opportunities for students to express themselves while giving an emphasis on creativity. Through Art, students will develop their cognitive skills and decision making skills with a general sense of enjoyment. Learners will be encouraged to try out new ideas, focus on the process, allow time for thinking, experimentation and playing with ideas. Students will become confident in expressing themselves through their artwork and their creative journey. Learners in turn will foster a love for and enjoyment of the subject.

# Year 7

## Building resilience, fostering aspiration, encouraging respect

### Autumn HT1: Formal Elements

**Students practise their skills in art through exploring formal elements. Students will:**

- ⇒ investigate tone and shade, mark making and colour theory.
- ⇒ investigate the work of Bridget Riley and Op Art to support their tonal studies
- ⇒ gain an appreciation of how art informs their own creative process
- ⇒ develop a range of drawing styles with a focus on observation drawing and still life.
- ⇒ analyse and evaluate and express opinions about their own and others work.
- ⇒ respond to visual images in a creative way and make informed choices about their own artwork.

### Autumn HT2: Colour

**Students apply their knowledge of skills with an emphasis on colour theory. Students will:**

- ⇒ gain an understanding of colour mixing and blended colour, and will develop painting skills.
- ⇒ gain an appreciation of how art informs their own creative process
- ⇒ develop a range of drawing styles with the focus on observation drawing and still life.
- ⇒ analyse and evaluate and express opinions about their own and others work.
- ⇒ respond to visual images in a creative way and make informed choices about their own artwork.
- ⇒ explore and appreciate the use of colour theory in art.

### Spring HT1: Portraits

**Students investigate portraiture artists and different styles of portraiture. Students will:**

- ⇒ gain an appreciation of artists' work and apply styles and techniques to their own portraits using colour. The Cubist portrait artists will inform students final outcomes.
- ⇒ gain an appreciation of how art informs their own creative process.
- ⇒ develop a range of drawing styles with the focus on observation drawing and still life.
- ⇒ analyse and evaluate and express opinions about their own and others work.
- ⇒ explore and appreciate portraiture both historically and contemporary.
- ⇒ respond to visual images in a creative way and make informed choices about their own artwork.

### Spring HT2: Fish

**Students are introduced to the photo realist artist Tim Jeff who produces intricate illustrations of animals. Students will:**

- ⇒ develop colourful work of underwater fish inspired by the artist's work.
- ⇒ explore and appreciate the technical skill of Tim Jeff.
- ⇒ gain an appreciation of how art informs their own creative process.
- ⇒ develop a range of drawing styles with the focus on observation drawing and still life.
- ⇒ analyse and evaluate and express opinions about their own and others work.
- ⇒ respond to visual images in a creative way and make informed choices about their own artwork.

### Summer HT1: Aboriginal

**Students will explore the culture of Aboriginal art. They will produce their own work based on imagery found in the dreaming paintings and demonstrate a knowledge and understanding of the artwork. Students will:**

- ⇒ gain an appreciation of how art informs their own creative process.
- ⇒ develop a range of drawing styles with the focus on observation drawing and still life.
- ⇒ analyse and evaluate and express opinions about their own and others work.
- ⇒ respond to visual images in a creative way and make informed choices about their own artwork.
- ⇒ gain an appreciation of the traditions of aboriginal art and gain an understanding of the meanings and symbolism within the artwork.

### Summer HT2: Corporate Identity

**Inspired by a visit to the Safari Park students design specific merchandise - posters, leaflets, t shirts advertising the park. Students will:**

- ⇒ draw inspiration from wild animals and tribal patterns through their design work
- ⇒ analyse, evaluate and express opinions about their own and others work
- ⇒ respond to visual images in a creative way and make informed choices about their own artwork.
- ⇒ gain an appreciation of graphical communication and its importance in advertisements.
- ⇒ explore how graphics have changed and adapted over time to inform their own choices regarding their artwork.

**How students will be assessed:** observational drawing; control of a range media through different techniques including quality of mark making, painting and blending; artist research; analysis of promotional materials; development of design ideas; final outcomes; quality of written communication.

**Students will also be assessed through:** whole class feedback; live marking; quizzes; spelling tests for key words.

# Year 8

## Building resilience, fostering aspiration, encouraging respect

### Autumn HT1: Sweets

**Students experiment using blended colour and paint techniques leading to a colourful composition inspired by the film Charlie and the Chocolate factory. Students will:**

- ⇒ gain an understanding of colour mixing and blended colour.
- ⇒ gain an appreciation of how art informs their own creative process.
- ⇒ develop a range of drawing styles with the focus on observation drawing and still life.
- ⇒ analyse and evaluate and express opinions about their own and others work.
- ⇒ respond to visual images in a creative way and make informed choices about their own artwork.
- ⇒ explore and appreciate the use of colour theory in art.

### Autumn HT2: Day of the Dead

**Students produce detailed studies of skulls and imagery surrounding the cultural Mexican festival. Students will:**

- ⇒ be introduced to a range of techniques including printing.
- ⇒ develop colourful compositions.
- ⇒ gain an understanding of the spiritual beliefs of Mexico and the meanings and symbolism within the artwork.
- ⇒ analyse and evaluate and express opinions about their own and others work.
- ⇒ respond to visual images in a creative way and make informed choices about their own artwork.

### Spring HT1: Architecture

**Students will be introduced to the work of Stephen Wiltshire and base their work in his style. Students will:**

- ⇒ gain an understanding of perspective through different architectural designs.
- ⇒ gain an appreciation of artists' work and apply styles and techniques to their own architectural designs
- ⇒ gain an appreciation of how art informs their own creative process.
- ⇒ develop a range of drawing styles with the focus on observation drawing and still life.
- ⇒ explore and appreciate architectural influences both historically and contemporary.
- ⇒ respond to visual images in a creative way and make informed choices about their own artwork.

### Spring HT2: Graffiti

**Students investigate whether graffiti is considered artwork or vandalism. Students will:**

- ⇒ explore lettering styles and analyse imagery found in street art.
- ⇒ produce colourful cityscapes inspired by graffiti artists' work.
- ⇒ develop colourful work inspired by Banksy and King Robbo.
- ⇒ explore the controversy of whether graffiti is art or vandalism.
- ⇒ develop a range of drawing styles with the focus on observation drawing and lettering styles.
- ⇒ analyse and evaluate and express opinions about their own and others work.
- ⇒ respond to visual images in a creative way and make informed choices about their

### Summer HT1: African Influences

**Students will gain an appreciation of tribal art and decorations. Students will:**

- ⇒ explore tribal patterning and develop further drawing skills analysing tribal masks.
- ⇒ design a mask in 3D form.
- ⇒ analyse and evaluate and express opinions about their own and others work.
- ⇒ respond to visual images in a creative way and make informed choices about their own artwork.
- ⇒ gain an appreciation of the traditions of African art and gain an understanding of the meanings and symbolism within the artwork.

### Summer HT2: Corporate Identity

**Looking at existing graphical products, students explore how this form of art fits into society. Students will:**

- ⇒ analyse how graphical products are used to convey messages and raise public awareness.
- ⇒ analyse, evaluate and express opinions about their own and others work
- ⇒ respond to visual images in a creative way and make informed choices about their own artwork.
- ⇒ gain an appreciation of graphical communication and its importance in adverts.
- ⇒ explore how graphics have changed and adapted over time to inform their own choices regarding their artwork.

**How students will be assessed:** observational drawing; control of a range media through different techniques including quality of mark making, painting and blending; artist research; analysis of promotional materials; development of design ideas; final outcomes; quality of written communication.

**Students will also be assessed through:** whole class feedback; live marking; quizzes; spelling tests for key words.

# Year 9

## Building resilience, fostering aspiration, encouraging respect

### Autumn HT1: Personal Identity

#### Students will:

- ⇒ research a range of images which represent self-identity.
- ⇒ develop creative artwork inspired by the work of self-identity.
- ⇒ explore themes including proportions, patterns and logos.
- ⇒ develop a range of drawing styles with the focus on observational drawing and still life of natural forms.
- ⇒ respond to visual images in a creative way and make informed choices about their own artwork.
- ⇒ explore and appreciate the use of colour theory in art.

### Autumn HT2: In The News—past and present

#### Students will explore how society is reflected through art and artists. Students will:

- ⇒ investigate relevant topics relating to the news in the past and the present.
- ⇒ produce work based around themes of poverty, homelessness, war/conflict, religion and Covid.
- ⇒ explore the work of Neil Shigley and Teesha Moore.
- ⇒ analyse and evaluate and express opinions about their own and others work.
- ⇒ respond to visual images in a creative way and make informed choices about their own artwork.

### Spring HT1: Street Art and Culture

#### Students will:

- ⇒ explore diversity surrounding urban environments with a focus on the different cultures that live alongside each other.
- ⇒ explore how visual imagery is used to represent the lives, and beliefs of residents.
- ⇒ explore the work of political influencers such as Shepard Fairey, Banksy, Corey Barksdale, and the Black Lives Matter movement
- ⇒ use skills and methods such as mood boards, collage and mind maps to represent thoughts and ideas.
- ⇒ respond to visual images in a creative way and make informed choices about their own artwork.

### Spring HT2: Our Environment

#### Students will:

- ⇒ explore issues surrounding the environment.
- ⇒ research a range of global issues and impacts through changes over time.
- ⇒ develop creative artwork inspired by the work of environmental artists.
- ⇒ explore themes including recycling, pollution, deforestation, and the work of Greta Thunberg.
- ⇒ make links through the Geography department to support progress and understanding.
- ⇒ analyse and evaluate and express opinions about their own and others work.

### Summer HT1: Science and Technology in Art

#### Students will explore how science and technology are represented in artwork. Students will:

- ⇒ investigate visual imagery that has been inspired by technological and scientific discoveries such as robotics, cyborgs, atoms, and microscopic images of cells and bacteria.
- ⇒ develop creative artwork inspired by the work of Steampunk artists.
- ⇒ respond to visual images in a creative way and make informed choices about their own artwork.
- ⇒ explore imagery including cogs, mechanisms, cellular structures, scientific equipment, and sci-fi posters.
- ⇒ make links through the science and technology departments to support progress.

### Summer HT2: Cultural Influences

#### Students will:

- ⇒ gain an understanding of tribal art through the decorative tribal patterning found in Maori body art and decoration.
- ⇒ gain an appreciation of the culture and symbolism found within tribal art and its significance in modern day body decoration.
- ⇒ respond to visual images in a creative way and make informed choices about their own artwork.
- ⇒ investigate the patterned tribal qualities to inspire their own decorative tribal outcomes.

**How students will be assessed:** observational drawing; control of a range media through different techniques including quality of mark making, painting and blending; artist research; analysis of materials; development of design ideas; final outcomes; quality of written communication.

**Students will also be assessed through:** whole class feedback; live marking; quizzes; spelling tests for key words.

# English:

## KS3

### Intent

It is the intention of the English curriculum to provide opportunities to create and empower confident and critical 21st Century learners who can communicate fluently in order to function as citizens in a diverse, ever changing and interconnected world. Through exposure to a wide range of writers, texts and genres we aim to develop students' love of language and literature whilst enriching their moral, emotional, cultural and academic literacy.

#### Threshold concepts:

**TC1** Reading is a process of decoding and understanding information and ideas in written or printed form.

**TC2** All texts/characters are crafted constructs

**TC3** Texts are products of their time and culture whose meanings may be influenced by contemporary attitudes.

**TC4** All ideas require appropriate supporting evidence in reading, writing and spoken contexts.

**TC5** All language and structural choices have impact and can be analysed for meaning.

**TC6** Control of grammar, structure and vocabulary leads to clear communication in written and spoken contexts.

**TC7** Information can be accessed independently from a range of sources to support a student's understanding and learning.

Reading underpins learning in all subjects. In English, we aim to develop confident, fluent readers who are critical in their approach to a range of texts. We use a range of reading strategies to underpin learning. We use:



Reading aloud, reading fluency, reading for meaning



Skimming/ Scanning



Prediction through key words and images



Analysis and Evaluation



Comparison



Inference to read between the lines of texts

#### Support your child by:



Exploring websites such as BBC Bitesize KS3 English



Supporting with homework



Regularly listen to your child read from books recommended by Accelerated Reader.



Books should be a range of fiction and non-fiction from different eras

#### Enrichment:



Trips linked to themes



Guest speakers



After school clubs

#### Character and personal development and core values:

It is the intention of the English department to provide great opportunities for students to express themselves while giving an opportunity to experience literature from a diverse range of cultures and voices. Through English, students will discuss and debate moral issues and situations to understand the human condition in more detail. Students will develop emotional literacy to strengthen their ability to connect and relate literature to the real world. Themes of morality, justice, culture, power and identity run throughout the curriculum and provide foundations for study at Key Stage 4.

# Year 7 **Building resilience, fostering aspiration, encouraging respect**

## **Autumn HT1: Introduction to Poetry**

**Students explore a range of poetry from across time. Students will:**

- ⇒ explore different forms of poetry, exploring the language, form and structure of a range of different types
- ⇒ use relevant textual detail to inform inferences and support ideas
- ⇒ develop an understanding of writer's intentions and how they express these to the audience
- ⇒ explore how the historical, social and cultural context of the texts influence the perspective of the writer and the addressee

## **Autumn HT2: Crime and Detective Fiction (Historical)**

**Students read and explore the genre, with a focus on Arthur Conan Doyle's Sherlock Holmes. Students will:**

- ⇒ explore the genres of crime and detective fiction through a range of extracts and the works of Sir Arthur Conan Doyle
- ⇒ use relevant textual detail to inform inferences made about the text
- ⇒ explore how writers create character and setting
- ⇒ develop an understanding of how structure can be used to build tension

## **Spring HT1: Crime and Detective Fiction (Modern)**

**Students read and explore the genre, with a focus on modern crime fiction. Students will:**

- ⇒ explore the genres of crime and detective fiction through a range of extracts
- ⇒ use relevant textual detail to inform inferences made about the text
- ⇒ explore how writers create character and setting
- ⇒ develop an understanding of how structure can be used to build tension
- ⇒ produce non-fiction writing using the conventions of report writing

## **Spring HT2: A Midsummer Night's Dream**

**Students read, analyse and enjoy the play by Shakespeare. Students will:**

- ⇒ explore the social, cultural and historical contexts of the play, focusing on how stagecraft has changed over time and the impact this has on a play's reception.
- ⇒ explore how Shakespeare creates and develops his characters.
- ⇒ explore and appreciate Shakespeare's language, developing oracy skills through reading aloud, intonation and expression.
- ⇒ locate evidence within a text, and use evidence to express and justify opinions.
- ⇒ analyse critically using a range of academic vocabulary.

## **Summer HT1: A Midsummer Night's Dream**

**Students read, analyse and enjoy the play by Shakespeare. Students will:**

- ⇒ explore the social, cultural and historical contexts of the play, focusing on how stagecraft has changed over time and the impact this has on a play's reception.
- ⇒ explore how Shakespeare creates and develops his characters.
- ⇒ explore and appreciate Shakespeare's language, developing oracy skills through reading aloud, intonation and expression.
- ⇒ locate evidence within a text, and use evidence to express and justify opinions.
- ⇒ analyse critically using a range of academic vocabulary.

## **Summer HT2: Identity—Who are we in the world?**

**Students read, analyse and explore a range of fiction and non fiction extracts. Students will:**

- ⇒ explore a range of different writing styles and authors that express different ideas about identity and how identity is formed
- ⇒ explore how writers create meaning
- ⇒ explore how writers use language and structure to influence the reader
- ⇒ read and discuss fiction and non-fiction from a range of different voices
- ⇒ produce their own texts using appropriate form and structure

**How students will be assessed:** GL baseline assessments; creative writing; speaking and listening; writing to persuade; comparative writing; analytical writing, end of topic assessments

**Students will also be assessed through:** whole class feedback; live marking; quizzes; spelling tests for key words.



# Year 8 **Building resilience, fostering aspiration, encouraging respect**

## **Autumn Term: Gothic Fiction and Tales of Terror**

**Students read, analyse and explore a range of classical Gothic literature, alongside an exploration of the novel 'Tales of Terror from the Black Ship' by Chris Priestley. Students will:**

- ⇒ use tenor, vehicle and ground to analyse a range of metaphors.
- ⇒ use excellent epithets to evaluate and analyse Gothic characters and conventions.
- ⇒ use relevant textual detail to inform inference made about the texts.
- ⇒ explore the context and historical influences on Gothic Literature.
- ⇒ begin to evaluate the writer's creation of characters and their state of mind.
- ⇒ develop use of conceptual metaphors to craft own detailed description.
- ⇒ summarise the events of a text.

## **Spring Term: War Writing**

**Students read, analyse and enjoy prose, poetry and non-fiction on the topic of war, alongside the study of the play 'Journey's End' by R.C.Sheriff. Students will:**

- ⇒ explore 'Journey's End' as a modern play, looking at form, language and structure.
- ⇒ explore how characters are used as vehicles and the different processes used by writers to create characters.
- ⇒ the impact of context, in particular that of war, on writing.
- ⇒ discuss thematic links between texts.
- ⇒ use a range of creative sentence types in descriptive writing.
- ⇒ develop their own use of metaphors in descriptive writing.
- ⇒ read and understand a range of fiction and non-fiction texts on the theme of war/conflict.

## **Summer HT1: Modern Conflict Poetry**

**Students read, analyse and and explore a range of modern poetry relating to modern attitudes towards conflict. Students will:**

- ⇒ explore different forms of poetry, exploring the language, form and structure of a range of different types.
- ⇒ use relevant textual detail to inform inferences and support ideas.
- ⇒ develop an understanding of how writers express attitudes and beliefs.
- ⇒ explore how the historical, social and cultural context of the texts influence the poets in relation to conflict.
- ⇒ make thematic links across texts.

## **Summer HT2: The Art of Rhetoric**

**Students read, analyse and enjoy a play by Shakespeare. Students will:**

- ⇒ explore rhetoric as a toolkit for manipulating readers or listeners.
- ⇒ explore how arguments are arranged and how to make them effective.
- ⇒ explore a range of different themes and contexts.
- ⇒ use rhetorical devices to improve arguments.
- ⇒ memorise short speeches and perform them, developing their oracy skills.
- ⇒ use a range of different sentence types.
- ⇒ identify rhetorical devices in speeches and comment on the impact of these on the audience.

**How students will be assessed:** creative writing; speaking and listening; writing to persuade and argue; comparative writing; analytical writing; reading assessments

**Students will also be assessed through:** whole class feedback; live marking; quizzes; spelling tests for key words.

# Year 9 **Building resilience, fostering aspiration, encouraging respect**

## **Autumn Term: Romeo and Juliet**

**Students read, analyse and enjoy the play by Shakespeare. Students will:**

- ⇒ explore the social, cultural and historical contexts of the play, focusing on how stagecraft has changed over time and the impact this has on a play's reception.
- ⇒ explore how Shakespeare creates and develops his characters.
- ⇒ explore and appreciate Shakespeare's language, developing oracy skills through reading aloud, intonation and expression.
- ⇒ locate evidence within a text, and use evidence to express and justify opinions.
- ⇒ analyse critically using a range of academic vocabulary.
- ⇒ explore the relevancy and connection of Shakespeare to the modern world, engaging in debates raised by the moral questions of the play.

## **Spring Term: Dystopian Fiction**

**Students read, analyse and enjoy a range of dystopian fiction, exploring the genre over time. Students will:**

- ⇒ use inference and deduction skills to explore deeper understandings of texts.
- ⇒ explore how writers use language to create settings and character.
- ⇒ understand the importance of context on a text's production and reception.
- ⇒ locate evidence within a text, using this to support and justify opinions and inferences.
- ⇒ produce their own creative writing using a range of descriptive sentence types and linguistic features.
- ⇒ develop their vocabulary.

## **Summer HT1: Relationships Poetry**

**Students read, analyse and explore a range of poems exploring different relationships and attitudes towards relationships. Students will:**

- ⇒ explore different forms of poetry, exploring the language, form and structure of a range of different types.
- ⇒ use relevant textual detail to inform inferences and support ideas.
- ⇒ develop an understanding of how writers create meaning and express attitudes and beliefs.
- ⇒ explore how the historical, social and cultural context of the texts influence the writer.
- ⇒ make thematic links across poems.

## **Summer HT2: The Art of Rhetoric**

**Students read, analyse and enjoy a play by Shakespeare. Students will:**

- ⇒ explore rhetoric as a toolkit for manipulating readers or listeners.
- ⇒ explore how arguments are arranged and how to make them effective.
- ⇒ explore a range of different themes and contexts.
- ⇒ use rhetorical devices to improve arguments.
- ⇒ memorise short speeches and perform them, developing their oracy skills.
- ⇒ use a range of different sentence types.
- ⇒ identify rhetorical devices in speeches and comment on the impact of these on the audience.

**How students will be assessed:** creative writing; speaking and listening; writing to persuade and argue; comparative writing; analytical writing; reading assessments

**Students will also be assessed through:** whole class feedback; live marking; quizzes; spelling tests for key words.



# Geography:

## KS3

## Intent

It is the intention of the Geography curriculum to inspire students to become responsible global citizens; developing an understanding and appreciation of the diverse physical and human elements of the world around them. Students should be adept at using key geographical skills in various scenarios and across all topics in the geography curriculum. Students should have an understanding of where their perceptions of place come from and be able to analyse how accurate this representation is through the study of the different continents.

### Threshold concepts:

TC1 Processes are key to explaining what the Earth is like and why it is changing.

TC2 The importance of understanding that a range of perspectives exist on an issue to be able to find the most appropriate solution.

TC3 Recognition that there are numerous natural and human patterns found on Earth and these are not random.

TC4 Scale of actions and consequences - small-scale actions can result in large-scale consequences for example.

TC5 The increasing global interconnectedness.

TC6 Sustainability is now a key strategy in a range of areas of geography.

TC7 Varying stages of national development and the influences on the global economy.

TC8 Spatial awareness and understanding of the world.

Reading underpins learning in all subjects. In geography, we aim to develop confident, fluent readers who are critical in their approach to a range of texts. We use a range of reading strategies to underpin learning. We use:



Reading aloud, reading fluency, reading for meaning



Skimming/ Scanning



Prediction through key words and images



Analysis and Evaluation



Summarising



Inference to read between the lines of texts

### Support your child by:



Exploring websites such as [www.wateraid.co.uk](http://www.wateraid.co.uk)



Supporting with homework



Read/watch/listen to global news



Watch documentary series like Frozen Planet



Orienteering/ geocaching in the local community

### Enrichment:



Trips linked to themes



Guest speakers



After school clubs



Field work opportunities

### Character and personal development and core values:

Multiculturalism and tolerance is at the core of our subject. Our topics develop the students' global awareness and understanding of countries, cultures and continents as a whole, not only preparing them for the next stage in their education but building their character as a person in life.

# Year 7

## Building resilience, fostering aspiration, encouraging respect

### Autumn Term: Geographical Skills

**Students develop mastery of essential skills to foster a love of practical geography. Students will:**

- ⇒ understand the names and locations of continents and oceans.
- ⇒ understand what lines of longitude and latitude are and how they are used.
- ⇒ understand how to interpret Ordnance Survey maps including symbols, contour lines and scale.
- ⇒ understand how to use 4 and 6 figure grid references.
- ⇒ understand how to use an atlas, including features such as the index, contents page, different types of maps and grid references.
- ⇒ understand the physical and human geography of the United Kingdom.
- ⇒ explore how to conduct fieldwork in both urban and rural settings.
- ⇒ strengthen their ability to connect and relate to not only their local environment but also the global environment.

### Spring Term: Africa

**Students will undertake an in-depth study of the continent of Africa. Students will:**

- ⇒ explore their initial perceptions of the continent and what these are based on.
- ⇒ understand the variety of physical landscapes in Africa.
- ⇒ understand the climate of the Sahara Desert and how nomadic tribes and wildlife are adapted to survive the extreme conditions.
- ⇒ understand what rural migration is and the problems associated with this in Kenya.
- ⇒ understand the challenges faced by some of the African populations including conflict surrounding the coltan industry, civil war in Sudan and crime in South Africa.
- ⇒ explore the opportunities presented in the continent including the work of WaterAid, the exports of fruit and vegetables, and tourism in Egypt.
- ⇒ continue to master essential geographical skills including decision making and climate graphs.
- ⇒ foster a love and enjoyment of current geographical affairs.

### Summer Term: Polar Regions

**Students will undertake an in-depth study of the two polar regions of Antarctica and The Arctic Circle. Students will:**

- ⇒ understand where cold parts of the world and why places are cold.
- ⇒ understand the physical geography of Antarctica and the Antarctic food web.
- ⇒ understand the reasons for tourism in Antarctica and the associated benefits and damage caused by this.
- ⇒ understand where the Arctic Circle is and the countries of the Arctic Circle.
- ⇒ understand how wildlife is adapted to life in the polar regions.
- ⇒ understand the physical geography of Russia and characteristics of the Russian tundra.
- ⇒ understand what glacification and an Ice Age is.
- ⇒ recognise how human actions impact on fragile environments.

**How students will be assessed:** baseline assessments; continents online quiz; quality of written communication; presentation of decision making exercise; analytical writing.

**Students will also be assessed through:** whole class feedback; live marking; knowledge and understanding quizzes; spelling tests for key words.

# Year 8

## Building resilience, fostering aspiration, encouraging respect

### Autumn Term: The Middle East

**Students undertake an in-depth study of the Middle East region. Students will:**

- ⇒ understand the names and locations of countries in the Middle East.
- ⇒ understand how the culture of the United Arab Emirates compares to traditional UK culture.
- ⇒ understand religious diversity in the Middle East.
- ⇒ understand how and why Dubai has developed over time.
- ⇒ understand the challenges faced in the Middle East, including environmental concerns over the use of fossil fuels, difficulties associated with developing international cooperation, and conflict in Syria.
- ⇒ understand the opportunities presented in the Middle east including the natural wonders, the appeal of Petra, and the growing tourism industry.
- ⇒ recognise how both landscape and culture differs in different parts of the world.

### Spring Term: North America

**Students will undertake an in-depth study of the continent of Africa. Students will:**

- ⇒ understand the names and locations of North American countries.
- ⇒ understand the population distribution in North America.
- ⇒ understand the different physical regions and landscapes of Canada.
- ⇒ understand the processes leading to the formation of waterfalls and the importance of the Niagara Falls.
- ⇒ understand the processes behind American politics, including how elections happen, the candidates in the 2020 elections, comparing Donald Trump's policies, and gun laws in the USA.
- ⇒ understand why there is a water shortage in Las Vegas.
- ⇒ understand why urbanisation has happened in New York City and the impacts of this on both the environment and the population.
- ⇒ recognise the physical processes involved in plate tectonics and how this shapes different parts of the world.

### Summer Term: South America

**Students will undertake an in-depth study of the two polar regions of Antarctica and The Arctic Circle. Students will:**

- ⇒ understand the names and locations of South American countries.
- ⇒ understand the structure of the Amazon rainforest and how people, plants and animals are adapted to life in the rainforest.
- ⇒ understand the causes of deforestation in the rainforest and why it needs protecting.
- ⇒ understand cultural practices and celebrations in South America, including the Day of the Dead and the Rio Carnival.
- ⇒ understand what GIS is and how to use it.
- ⇒ understand how to use GIS to track the Inca trail and the journey to Machu Picchu.

**How students will be assessed:** baseline assessments; end of topic tests quality of written communication; presentation of decision making exercise; analytical writing, evaluative writing.

**Students will also be assessed through:** whole class feedback; live marking; knowledge and understanding quizzes; spelling tests for key words.

# Year 9

## Building resilience, fostering aspiration, encouraging respect

### Autumn Term: Asia

**Students undertake an in-depth study of Asia. Students will:**

- ⇒ understand the names and locations of countries in Asia.
- ⇒ understand key physical features of Asia.
- ⇒ understand how the cultures of India and China compare.
- ⇒ understand what globalisation is and how this, along with the actions of TNCs, have impacted on the quality of life in south-east Asia.
- ⇒ understand how the Himalayas were formed, and why Mount Everest is so extreme.
- ⇒ understand the causes and impacts of the Boxing day Tsunami of 2004.
- ⇒ understand changes in world population and the reasons for this, including China's One Child policy and its short and long term impacts.

### Spring Term: The World Today

**Students will undertake an in-depth study of current affairs. Students will:**

- ⇒ understand the causes, impacts, and responses to climate change including the Sustainable Development Goals.
- ⇒ understand ocean dangers, plastic pollution and how oceans can, and should be, protected.
- ⇒ understand what endangered animals are, and how the work of the WWF and the establishment of National Parks are helping such species.
- ⇒ understand what sustainable urban living is, how this can be done, and how sustainable this is for small-scale and large-scale developments.
- ⇒ understand the differences between renewable and non-renewable energy, and the advantages and disadvantages of the options for energy supply.
- ⇒ understand the impact of Covid-19, the spread of zoonotic diseases, mapping the pandemic, and how Covid-19 has impacted the planet and the environment.

### Summer Term: Incredible Earth

**Students will undertake an in-depth study of the history, location, formation, and significance of some of the world's most incredible places. Students will explore places including:**

- ⇒ the Grand Canyon
- ⇒ the Bermuda Triangle
- ⇒ the Salar de Uyuni
- ⇒ the Amazon River
- ⇒ the Benagil Sea Cave
- ⇒ the Giant's Causeway
- ⇒ the Great Rift Valley
- ⇒ Kilimanjaro
- ⇒ Ha Long Bay
- ⇒ the Azerbaijan Mud Volcanoes

**How students will be assessed:** baseline assessments; end of topic tests quality of written communication; presentation of decision making exercise; analytical writing, evaluative writing.

**Students will also be assessed through:** whole class feedback; live marking; knowledge and understanding quizzes; spelling tests for key words.

# History:

## KS3

## Intent

It is the intention of the History curriculum to explore events and individuals from the past, which have shaped the society we now live in and led to greater equality for all. Although some groups or individuals have struggled, their perseverance has changed the lives of many. When studying history pupils gain a coherent knowledge and understanding of Britain's history and that of the wider world, which helps to stimulate pupils' curiosity to know more about the past; are encouraged to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. They begin to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time. We equip our pupils with the skills needed to excel in life, no matter their background and with a goal to ignite a passion for learning in the process.

### Threshold concepts:

**TC1** Human Rights—the development and struggles for human rights, equality and freedom underpins many historical events.

**TC2** Chronology—an understanding of how all historical events fit into a sequence of historical periods.

**TC3** Change over time—all historical events lead to change and development in a country's democracy, economy and political landscape.

**TC4** Critical thinking—all historical events require the need to be analysed from different perspectives, using a range of primary and secondary sources judiciously.

**TC5** Cause and Effect—all historical events are the result of actions and decisions that then have consequences and impact. The significant impact that individuals or small groups can have may affect diverse groups in society, or wider populations.

Reading underpins learning in all subjects. In history, we aim to develop confident, fluent readers who are critical in their approach to a range of texts. We use a range of reading strategies to underpin learning. We use:



Reading aloud and reading fluency



Recall of prior knowledge



Prediction through key words and images



Summarising using topic sentences



Inference to read between the lines of text and image

### Support your child by:



Visiting castles, galleries, museums, and places of historic importance such as the Black Country Museum



Exploring websites such as BBC Bitesize or [www.ducksters.com/history](http://www.ducksters.com/history)



Talking about history in the news



Supporting with homework

### Enrichment:



Visits to castles, galleries and museums



Trips linked to themes



Guest speakers



After school clubs

### Character and personal development and core values:

The key stage 3 history curriculum allows pupils to develop their understanding of British democracy and how it has developed throughout history. They have a clear understanding of where it started and how far we have come as a nation and international power over time. Pupils have a detailed knowledge of the development and struggles for human rights in Britain and the wider world. It is important that pupils know the positive impact that individuals or small groups have on diverse groups in society. Our history curriculum lets pupils delve into others histories and also see themselves in those that they study, no matter what their background.

# Year 7

## Building resilience, fostering aspiration, encouraging respect

### Autumn HT1: Early migration—pre 1066

#### Students will:

- ⇒ study the first Briton—The Cheddar Man.
- ⇒ understand key developments of the stone age to the iron age and the impact on Britain.
- ⇒ understand reasons why the Romans came to Britain, and their legacy.

### Autumn HT2: The Anglo Saxons

#### Students will:

- ⇒ understand why the Anglo Saxons settled in England and the structure of their society.
- ⇒ understand what life was like to live in Anglo Saxon England.
- ⇒ study the Viking invasions and Anglo Saxon reactions.
- ⇒ study key turning points in Anglo Saxon and Viking relations.

### Spring HT1: Myths and Legends—Classical Civilisations

#### Students will:

- ⇒ understand the cultural world that influenced Ancient Rome and the Western world.
- ⇒ understand how different belief systems influence the culture and politics of a country.
- ⇒ learn about key events and individuals in classical civilisation, including Roman gods and goddesses, Hercules, the Pantheon, the Foundation of Rome, Julius Caesar, the Underworld and various festivals.

### Spring HT2: William the Conqueror and Medieval England

#### Students will:

- ⇒ learn about the death of Edward the Confessor and the contenders to the throne.
- ⇒ understand the reasons why William won the Battle of Hastings.
- ⇒ learn about the English reaction to the king through a case study on the Harrying of the North.
- ⇒ understand the links between the Norman Conquest and the democracy in present-day society.
- ⇒ understand the differences between living in a medieval village and a medieval town.
- ⇒ understand the roles of women in medieval life, and their position within society.

### Summer HT1: Changes to Medieval kingship

#### Students will:

- ⇒ understand the role of the Magna Carta and its significance in the beginnings of a democracy.
- ⇒ learn about Henry V and the emergence of parliament.
- ⇒ learn about the causes of the Black Death and how it led to the Peasant's Revolt.
- ⇒ understand the events and consequences of the Peasant's Revolt.
- ⇒ Compare Islamic and English medicine.

### Summer HT2: The Mongol Empire

#### Students will:

- ⇒ understand what Eastern Asia was like in the 1000s/1100s through a study of China and the Eastern world in medieval times.
- ⇒ learn about Genghis Khan and his role in the growth of the Mongol Empire.
- ⇒ understand how the Mongol Empire grew from a nomadic tribe into an efficient war machine.
- ⇒ make links between the Mongol Empire and the Norman Conquest.

**How students will be assessed:** class-assessed work on key topic questions; end of year test; newspaper article; low stakes quizzing, topic level analysis.

**Students will also be assessed through:** whole class feedback; live marking; quizzes; spelling tests for key words.



# Year 8

## Building resilience, fostering aspiration, encouraging respect

### Autumn HT1: The Tudor Dynasty and Equal Opportunities

#### Students will:

- ⇒ study key features of Tudor life, including society, social class, the differences between rich and poor, and technology.
- ⇒ understand what is meant by the "Tudor Religious Rollercoaster" by studying Protestant and Catholic differences, and their treatment over time by various Tudor monarchs.
- ⇒ study women in Tudor times, including Young Elizabeth and why she became Queen.
- ⇒ understand the events of, and consequences of the Spanish Armada.

### Autumn HT2: The Stuarts and the English Civil Wars

#### Students will:

- ⇒ learn about the change of power between the Tudors and the Stuarts, including James I and his treatment of Catholics.
- ⇒ learn about the Gunpowder Plot, including the causes, events, and consequences.
- ⇒ Explore and evaluate whether Guy Fawkes was framed, using a range of source material.
- ⇒ learn about the English Civil Wars, including the causes, events, and consequences.

### Spring HT1: The Stuarts and the English Civil Wars

#### Students will:

- ⇒ understand the influence and impact of Lord Protector Cromwell, interpretations of him as a leader, and his work in England and Ireland.
- ⇒ learn about the arrival of "the Merry Monarch" Charles II and the changes to English democracy.
- ⇒ learn about how England supported persecuted European groups such as the Huguenots.

### Spring HT2: Myths and Legends—Classical Civilisations

#### Students will:

- ⇒ understand the cultural world that influenced Ancient Rome and the Western world
- ⇒ understand how different belief systems influence the culture and politics of a country
- ⇒ understand what defines a hero in the Ancient and Modern world
- ⇒ learn about Greek Gods and Goddesses and their importance to Ancient Greek Civilisation
- ⇒ understanding developing cultural ideas from the Ancient world regarding death and burial

### Summer Term: The British Empire and the slave trade

#### Students will:

- ⇒ understand the development of the British Empire during the 1600s and 1700s
- ⇒ learn about the British invasion of India, and what life was like before the British arrived
- ⇒ evaluate whether conflict in India was a mutiny or a war of independence, and study historical interpretations of The Jewel in the Crown
- ⇒ learn about Africa before the European slave trade
- ⇒ undertake a case study in rebellion success (Jamaica and the Maroons)
- ⇒ study the work of Equiano and Wilberforce and explore why slavery was abolished

**How students will be assessed:** class-assessed work on key topic questions; end of year test; newspaper article; low stakes quizzing, topic level analysis.

**Students will also be assessed through:** whole class feedback; live marking; quizzes; spelling tests for key words.

# Year 9

## Building resilience, fostering aspiration, encouraging respect

### Autumn HT1: The Era of Innovation—The Industrial Revolution

#### Students will:

- ⇒ learn about Britain between 1750-1900 and how society was divided through the class system.
- ⇒ study the "Age of Invention", and the significance of key individuals and inventions.
- ⇒ understand labour and conditions for the working classes in factories, focusing on education and working class children.
- ⇒ learn about factory improvements and the role of Shaftesbury.
- ⇒ study women in the industrial period.
- ⇒ understand the events and consequences of the Peterloo Massacre.

### Autumn HT2: Interpretations of World War One

#### Students will:

- ⇒ investigate the long and short term causes of World War One.
- ⇒ understand how soldiers were recruited by the British Army, and the trench system.
- ⇒ study the contributions of the British Empire during the war.
- ⇒ understand the conditions of the trenches and the medical developments during the war.
- ⇒ understand how and why the war ended.

### Spring HT1: The Interwar Years

#### Students will:

- ⇒ learn about international relations after World War One, including the Treaty of Versailles.
- ⇒ learn about the Russian Revolution.
- ⇒ investigate how women gained the vote in 1919.
- ⇒ study the 'roaring twenties' in Britain.
- ⇒ learn about the setting up of Weimar Germany and its early problems.

### Spring HT2: World War Two

#### Students will:

- ⇒ understand the difference between a dictatorship and a democracy.
- ⇒ investigate the rise of the dictators, including Hitler, Stalin and Mussolini.
- ⇒ study the causes of the Second World War.
- ⇒ study the significant events of World War Two.
- ⇒ understand the contributions of the British Empire during the war.
- ⇒ learn about the road persecution and the Holocaust.

### Summer Term: Post-war Britain

#### Students will:

- ⇒ investigate international relations after World War Two and world superpowers.
- ⇒ study the impact of the Cold War on world relations.
- ⇒ study the soviet invasion of Afghanistan and its impact on world relations.
- ⇒ learn about Indian gaining independence from the British Empire.
- ⇒ understand the importance of the Windrush movement.
- ⇒ study civil rights matters in the UK and abroad, including Black Civil Rights, gender and LGBTQ+

**How students will be assessed:** class-assessed work on key topic questions; end of year test; newspaper article; low stakes quizzing, topic level analysis.

**Students will also be assessed through:** whole class feedback; live marking; quizzes; spelling tests for key words.

# ICT:

## KS3

### Intent

It is the intention of the ICT curriculum to ensure that all students gain a broad range of digital skills to prepare them for the ever evolving digital world. It is our intention to ensure that students are aware and can protect themselves from harm when using digital equipment. Through learning about hardware and software students will be equipped to identify, select, compare and evaluate computer systems and networks. We aim to develop student understanding of spreadsheet models through learning about and applying a variety of functions and formula in real life situations. It is our aim to develop inquisitive learners with an appetite for problem solving. We aim to give the students all the skills needed to produce a game using a visual based programming language. Students will be able to apply computational thinking in order to produce a fully working product.

#### Threshold concepts:

**TC1** Digital Communication - To understand the concept of communicating safely and effectively through technology.

**TC2** Digital Collaboration - To actively collaborate with others through a range of digital mediums.

**TC3** Digital Presentation - To identify and select the most appropriate tools to present information.

**TC4** Logic - To understand the relationship between Logic and Mathematics using number bases.

**TC5** Decomposition - To be able to look at a problem and decompose this into its component parts.

**TC6** Abstraction - Be able to take the component parts and remove what is not needed.

**TC7** Algorithm - Design and create algorithms for real world problems.

**TC8** Pattern Recognition - To be able to identify different patterns in scenarios.

Reading underpins learning in all subjects. In ICT, we aim to develop confident, fluent readers who are critical in their approach to a range of texts. We use a range of reading strategies to underpin learning. We use:



Reading aloud and reading fluency



Recall of prior knowledge



Prediction through key words and images



Summarising using topic sentences



Inference to read between the lines of text and image

#### Support your child by:



Exploring websites such as [www.idea.org.uk](http://www.idea.org.uk) or [www.scratch.mit.edu](http://www.scratch.mit.edu)



Talking about ICT in the real world



Supporting with homework



Download free alternatives to school software to use at home

#### Enrichment:



Trips linked to themes



Guest speakers



After school clubs

#### Character and personal development and core values:

It is the intention of the ICT department to provide great opportunities for students to display key Forge values. Throughout the curriculum, students are encouraged to show resilience when faced with challenges. Key strategies of computational thinking are transferable from subject to subject, and students will learn how to treat others respectfully when using digital devices and while being online through E-Safety.

# Year 7

## Building resilience, fostering aspiration, encouraging respect

### Autumn HT1: Introduction and E-safety

#### Students will:

- ⇒ learn how to log on to the school computer system.
- ⇒ understand the importance of user and password security.
- ⇒ learn how to access online storage, Google apps and email.
- ⇒ learn about social networks and their uses.
- ⇒ understand the concept of personal information and being safe online.
- ⇒ understand cyberbullying, how to recognise the signs, and what to do in response to it.

### Autumn HT2: Hardware and software

#### Students will:

- ⇒ understand and explain the differences between input, output and storage devices.
- ⇒ understand the technology that allows hardware to communicate with one another and other systems.
- ⇒ understand the components that make up a computer system.
- ⇒ understand how instructions are stored and executed within computer systems.

### Spring HT1: Spreadsheets

#### Students will:

- ⇒ understand how to format, analyse and present numerical data.
- ⇒ understand how to use a range of simple formulas and functions to summarise data.
- ⇒ understand how to summarise data using tables and charts.
- ⇒ be able to model information and make predictions.

### Spring HT2: Computational thinking

#### Students will:

- ⇒ develop confidence in breaking down problems.
- ⇒ understand how to filter out aspects of a problem that aren't needed to solve a problem.
- ⇒ produce solutions to problems through giving appropriate instructions in the format of flowcharts/pseudocode.
- ⇒ understand concepts and terms such as decomposition, pattern recognition, abstraction, and algorithm.

### Summer HT1: Scratch

#### Students will:

- ⇒ understand and use key concepts when programming such as sequence, selection, and iteration.
- ⇒ use control blocks to control sprites, and select controls based on given scenarios.
- ⇒ understand and work with variables.
- ⇒ create sequences of instructions and plan a solution to a problem.

### Summer HT2: Scratch project

#### Students will:

- ⇒ understand and use key concepts when programming such as sequence, selection, and iteration.
- ⇒ produce a detailed plan for a game.
- ⇒ evaluate, refine, and improve something they have created.
- ⇒ use feedback to improve their product.

**How students will be assessed:** do now tasks; class task sheets; end of unit tests; evaluative writing; quality of written communication.

**Students will also be assessed through:** whole class feedback; live marking; quizzes; spelling tests for key words.

# Year 8

## Building resilience, fostering aspiration, encouraging respect

### Autumn HT1: Data Representation

#### Students will:

- ⇒ understand how to convert from an 8-bit binary value to a whole number.
- ⇒ be able to convert from a whole number to a binary value.
- ⇒ be able to add two 8-bit binary values together and explain the term overflow.
- ⇒ use hexadecimal to make binary values easier to remember.
- ⇒ use binary shifts to represent multiplication and division.

### Autumn HT2: Computational Logic

#### Students will:

- ⇒ develop their knowledge of logic gates and be able to explain the purpose of three different gates.
- ⇒ understand how sorting methods work and how they are needed for a computer to put data in a logical order.
- ⇒ understand how to search for a specific value when given a set of data.
- ⇒ be able to use the following methods: merge sort, insertion sort, linear search and binary search.

### Spring HT1: Flowcharts and pseudocode

#### Students will:

- ⇒ understand the types of symbols used when creating a flowchart and their meaning.
- ⇒ be able to read a flowchart and predict outputs based on test data.
- ⇒ understand and use the basic commands in pseudocode.
- ⇒ be able to convert pseudocode to a flowchart and vice versa.
- ⇒ apply computational thinking to problems and present algorithm solutions using flowcharts and pseudocode.

### Spring HT2: Text-based programming—Python

#### Students will:

- ⇒ develop confidence in breaking down problems.
- ⇒ understand how to filter out aspects of a problem that aren't needed to solve a problem.
- ⇒ produce solutions to problems through giving appropriate instructions in the format of flowcharts/pseudocode.
- ⇒ understand concepts and terms such as decomposition, pattern recognition, abstraction, and algorithm.

### Summer HT1: Cyber security

#### Students will:

- ⇒ understand the different features of a range of threats to data and networks.
- ⇒ understand a range of methods that can be used to prevent online threats.
- ⇒ understand how encryption and decryption can be used to ensure that data is secure.
- ⇒ understand a range of encryption methods that can be used to convert plaintext into cyphertext.

### Summer HT2: 3D design

#### Students will:

- ⇒ understand and use the different tools that can be used when using 3D design software.
- ⇒ understand and practise how to design to scale.
- ⇒ have the opportunity to show creativity through design projects.
- ⇒ understand key terms and concepts such as scale, axis, and orbit.

**How students will be assessed:** do now tasks; class task sheets; end of unit tests; evaluative writing; quality of written communication.

**Students will also be assessed through:** whole class feedback; live marking; quizzes; spelling tests for key words.

# Year 9

## Building resilience, fostering aspiration, encouraging respect

### Autumn HT1: Data Representation

#### Students will:

- ⇒ understand how to convert from an 8-bit binary value to a whole numbers.
- ⇒ be able to convert from a whole number to a binary value.
- ⇒ be able to add two 8-bit binary values together and explain the term overflow.
- ⇒ use hexadecimal to make binary values easier to remember.
- ⇒ use binary shifts to represent multiplication and division.

### Autumn HT2: Interface Design

#### Students will:

- ⇒ develop their understanding of a range of user interfaces including: Graphical User Interface, Menu Interfaces and Command Line Interfaces.
- ⇒ understand the design principle that make an effective interface.
- ⇒ develop their PowerPoint skills in order to create a simple interface.
- ⇒ evaluate the interface they produce and use feedback to inform improvements.

### Spring HT1: Algorithms

#### Students will:

- ⇒ understand the sorting algorithms needed to allow a computer to put data in a logical order.
- ⇒ understand how to search for a specific value when given a set of data.
- ⇒ be able to use the following sorting methods to put data in ascending and descending order: merge sort, insertion sort and bubble sort.
- ⇒ be able to use the following searching methods to search for a given value: linear search and binary search.
- ⇒ understand subject specific terminology in relation to searching and sorting algorithms.

### Spring HT2: Text-Based Programming

#### Students will:

- ⇒ be able to use decomposition to break problems down and use abstraction to remove unnecessary detail.
- ⇒ use the appropriate syntax to produce solution to a range of problems.
- ⇒ understand and use subject specific terminology in relation to text-based programming.
- ⇒ be confident in using sequence, selection and iteration.

### Summer HT1: Databases

#### Students will:

- ⇒ understand how to create basic tables.
- ⇒ understand the different data types and will be able to explain when they should be used.
- ⇒ be able to produce a query to search through a set of data.
- ⇒ be able to produce reports to showcase a set of data.

### Summer HT2: 3d Design Project

#### Students will:

- ⇒ understand and use the different tools that can be used when using 3D design software.
- ⇒ understand and practise how to design to scale.
- ⇒ have the opportunity to show creativity through design projects.
- ⇒ understand key terms and concepts such as scale, axis, and orbit.

**How students will be assessed:** do now tasks; class task sheets; end of unit tests; evaluative writing; quality of written communication.

**Students will also be assessed through:** whole class feedback; live marking; quizzes; spelling tests for key words.



# Mathematics:

## KS3

It is the intention of the mathematics curriculum to promote deep learning of mathematics and develop students into mathematicians. Concepts are covered at a steady pace and in detail, and all students build on prior learning as they progress through the scheme of work. The Big Ideas will be referred to throughout the scheme of work, helping students to make links and connections between topics, and understanding the key concepts that form the foundation of each topic. The scheme of work includes opportunities to explore applications of mathematics in real world contexts, as well as developing student's vocabulary and knowledge of the history of this subject.

### Threshold concepts:

**TC1** Mathematics begins with simple rules, which are built upon to create the different operations of arithmetic. These are set in a specific hierarchy, meaning that calculations that involve more than one different operator must be completed following the order of operations.

**TC2** Every digit has a specific value according to its place in the number. We can use place value diagrams to compare and order numbers, and to convert easily between fractions, decimals and percentages.

**TC3** All fractions can have different forms. We can use fractions to represent a division and vice versa and use the concept of equivalent fractions to help simplify and solve calculations.

**TC4** Ratio is used to compare two or more quantities, and many mathematical problems can be modelled using ratio notation. Similar to fractions, all ratios can have different equivalent forms, allowing us to simplify and solve complex problems.

**TC5** All mathematical operations have their inverse, which can be used to find the starting value when the final answer of a calculation is already known. This can also be applied in problem solving and checking of answers to calculations.

**TC6** Calculations either side of the "=" symbol are equal in value.

**TC7** Algebraic symbols are used in place of numbers that are either unknown or can be any value, and calculations involving these symbols follow the same rules as with number. This means that algebraic calculations can be checked by substituting numbers for each symbol at any stage.

Reading underpins learning in all subjects. In mathematics, we aim to develop confident, fluent readers who are able to respond to a range of situations. We use a range of reading strategies to underpin learning. We use:



Reading aloud, reading fluency, reading for meaning



Recall of prior knowledge

### Support your child by:



Exploring websites such as BBC Bitesize KS3 Maths, Nrich and Numberphile



Supporting with homework



Talking about real world maths in the adult world

### Enrichment:



Trips linked to mathematical events



Guest speakers



After school clubs

### Character and personal development and core values:

It is the intention of the Mathematics department to provide students with opportunities to develop themselves into mathematicians: someone who is resilient and enjoys challenges; is reflective and adaptable in their techniques; they will be able to communicate their methods in a logical and organised manner, both verbally and through their written work using correct mathematical notation; they will be able to solve problems in a logical manner and be confident in the accuracy of their answers.

# Year 7

## Building resilience, fostering aspiration, encouraging respect

### Autumn HT1: Number operations and properties

#### Students will:

- ⇒ be able to use number operations with positive integers
- ⇒ understand how to deal with direct numbers
- ⇒ be able to use direct proportion
- ⇒ be able to use the order of operations (BIDMAS)
- ⇒ be able to use factors and HCF
- ⇒ be able to use multiples and LCM
- ⇒ be able to use unique prime factorisation of integers

### Autumn HT2: Decimals and fractions

#### Students will:

- ⇒ be able to use of a place diagram with decimals to compare, order, add, subtract, multiply and divide by powers of ten
- ⇒ be able to multiply decimals together using equivalent calculations, inverse operations and place value
- ⇒ be able to round decimals to a given number of decimal places, and both decimals and integers to a given number of significant figures
- ⇒ be able to use significant figures to estimate calculations
- ⇒ be able to use equivalent fractions to simplify, compare, order fractions, and with the four operations

### Spring HT1: Equivalence of fractions, decimals and percentages

#### Students will:

- ⇒ be able to use place value and equivalent fractions to convert between fractions, decimals and percentages
- ⇒ be able to calculate percentages of amounts with and without a calculator
- ⇒ be able to increase and decrease an amount by a percentage, including sales discounts
- ⇒ be able to apply percentages to real world contexts of bank interest and depreciation
- ⇒ be able to understand the proportional connection of percentages as a multiplier

### Spring HT2: Probability, and proportion and ratio

#### Students will:

- ⇒ be able to use a probability scale for comparing the likelihood of the outcomes of events
- ⇒ be able to use FDP to express the probability of outcomes occurring (or not)
- ⇒ be able to use probability diagrams to systematically organise all possible outcomes of multiple events
- ⇒ be able to understand ratio notation and equivalent ratios
- ⇒ be able to understand real life ratio contexts (maps, scale drawings)
- ⇒ be able to share amounts in a ration, and find unknown amounts using equivalent ratios

### Summer HT1: Ratio and proportion, and measuring

#### Students will:

- ⇒ understand the history of measuring and the need for the imperial and metric systems
- ⇒ be able to convert units of measurement between and within the metric and imperial systems
- ⇒ be able to estimate measurements
- ⇒ be able to use mathematical equipment to accurately draw (ruler/protractor/angle measurer) or construct (straight edge/compass) a diagram

### Summer HT2: Angles

#### Students will:

- ⇒ be able to recall and apply basic angle facts and properties
- ⇒ be able to use the interior angle sum of a triangle to find the interior and external angles of all polygons
- ⇒ be able to calculate angles in parallel lines
- ⇒ be able to use angles in parallel lines with bearings

**How students will be assessed:** GL baseline assessments; weekly/fortnightly quizzing; bespoke Sparx Maths homework activities; end of unit tests

**Students will also be assessed through:** whole class feedback; live marking; quizzes; spelling tests for key words.

# Year 8

## Building resilience, fostering aspiration, encouraging respect

### Autumn HT1: Time, and Working with data

#### Students will:

- ⇒ be able to read times given in 12 and 24 hour format
- ⇒ be able to calculate the length of time intervals
- ⇒ be able to calculate the speed, distance or time of a journey
- ⇒ be able to draw and read from a distance-time graph
- ⇒ know different types of data, how this data is collected, and why sampling is used
- ⇒ be able to summarise data sets through averages and range
- ⇒ be able to draw conclusions from calculated averages and ranges, and compare sets of data

### Autumn HT2: Working with data, and representing data

#### Students will:

- ⇒ be able to find averages from frequency tables and grouped frequency tables
- ⇒ be able to represent a data set through pictograms, bar charts, pie charts and time series graphs
- ⇒ be able to use scatter graphs to find correlation between two data sets
- ⇒ be able to understand misleading data diagrams

### Spring HT1: Algebraic manipulation, equations, and inequalities

#### Students will:

- ⇒ understand basic algebraic notation and conventions of unknowns and variables
- ⇒ be able to represent problems using algebra
- ⇒ be able to simplify expressions by collecting terms and find the values of expressions using substitution
- ⇒ be able to solve linear equations and inequalities using the balance method
- ⇒ understand that algebra calculations follow the same rules as number
- ⇒ be able to expand single brackets and factorise expressions into a single bracket
- ⇒ understand and represent inequalities on a number line and using symbols

### Spring HT2: Sequences and graphs

#### Students will:

- ⇒ be able to identify and continue a sequence using diagrams and numbers, including special sequences (square, triangle, cube and Fibonacci)
- ⇒ be able to find terms in a sequence, and use algebra to represent a sequence (nth term)
- ⇒ be able to represent a sequence on a graph, and find the equation of a line on a graph
- ⇒ understand the properties the gradient and the y-intercept of a straight line graph.

### Summer HT1: Formulae, polygons, and perimeter and area

#### Students will:

- ⇒ understand and use formulae with substitution
- ⇒ be able to model a problem using a formula
- ⇒ be able to rearrange a formula using the balance method
- ⇒ understand the definition and properties of polygons including special quadrilaterals and triangles
- ⇒ be able to find the perimeter and area of 2D shapes by counting squares and using a formula
- ⇒ understand the derivation of area formulae for special quadrilaterals

### Summer HT2: Perimeter and area, and volume and surface area

#### Students will:

- ⇒ continue working with perimeter and area
- ⇒ be able to draw 2D representations of 3D solids using plans and elevations
- ⇒ be able to draw the net of simple solids
- ⇒ be able to find the surface area of a solid
- ⇒ be able to calculate the volume of a solid by counting cubes, proportional reasoning and by formula

**How students will be assessed:** GL baseline assessments; weekly/fortnightly quizzing; bespoke Sparx Maths homework activities; end of unit tests

**Students will also be assessed through:** whole class feedback; live marking; quizzes; spelling tests for key words.

# Year 9

## Building resilience, fostering aspiration, encouraging respect

### Autumn HT1: Fractions 2 and decimals 2, and equivalence 2

#### Students will:

- ⇒ know that a value can be represented as a fraction or decimal or percentage, and convert fluently between them
- ⇒ be able to find the decimal, fraction or percentage of an amount
- ⇒ be able to add, subtract, multiply and divide with decimals
- ⇒ be able to add, subtract, multiply and divide with proper and improper fractions, and mixed number
- ⇒ be able to use reciprocals as the inverse of multiplication

### Autumn HT2: Percentages 2, and types of numbers

#### Students will:

- ⇒ be able to increase or decrease an amount by a percentage
- ⇒ be able to calculate repeated percentage change, compound interest and depreciation
- ⇒ be able to solve reverse percentage problems
- ⇒ understand the need and history of the different number systems
- ⇒ be able work with numbers expressed using index and standard index form

### Spring HT1: Algebraic manipulation 2, and linear and quadratic functions

#### Students will:

- ⇒ be able to simplify expressions by collecting like terms
- ⇒ be able to expand and factorise expressions to a single bracket and double brackets
- ⇒ be able to plot a linear and quadratic function on a coordinate grid
- ⇒ be able to use a graph to solve a linear equation, a quadratic equation, and two linear simultaneous equations

### Spring HT2: Other functions, Pythagoras, and trigonometry

#### Students will:

- ⇒ be able to plot non-linear graphs including cubic, reciprocal and exponential functions
- ⇒ be able to find approximate solutions to non-linear equations using a graph
- ⇒ be able to recall and apply Pythagoras' Theorem to find missing sides in right-angled triangles
- ⇒ be able to apply trigonometry to find missing sides and angles in right-angled triangles

### Summer HT1: Transformations and coordinates

#### Students will:

- ⇒ be able to plot and read Cartesian coordinates in all four quadrants
- ⇒ be able to find the midpoint and the distance between two coordinates
- ⇒ be able to find the line of symmetry and order of rotational symmetry of a 2D shape
- ⇒ be able to describe and complete a translation, reflection and rotation of a 2D shape on a coordinate grid
- ⇒ understand the criteria of congruent triangles, and what properties are preserved
- ⇒ be able to describe and complete an enlargement of a 2D shape on a coordinate grid, and know what properties are preserved between similar shapes

### Summer HT2: Proof, and direct and inverse proportion,

#### Students will:

- ⇒ be able to argue mathematically and prove whether a statement is true or false
- ⇒ be able to use proportional reasoning to solve problems
- ⇒ be able to represent a directly proportional relationship as a graph
- ⇒ be able to solve problems involving inverse proportion

**How students will be assessed:** GL baseline assessments; weekly/fortnightly quizzing; bespoke Sparx Maths homework activities; end of unit tests

**Students will also be assessed through:** whole class feedback; live marking; quizzes; spelling tests for key words.

# MFL:

## KS3

### Intent

It is the intention of the MFL curriculum to develop pupils into inquisitive learners and aspiring linguists. Pupils will be able to narrate events and ideas in different time frames, in both written and spoken form. They will be able to read and listen to a range of materials on familiar topics. They will understand that communication is more important than perfection in MFL and have the confidence to make their thoughts and opinions known. Pupils will appreciate the variety and vitality of other cultures, celebrating both what is similar to and what differs from their own lives. Most importantly, pupils will be equipped with the verbal, written and comprehension skills which will allow them to communicate with native speakers and fellow language learners.

#### Threshold concepts:

**TC1** All languages are unique and have their own individual features. No two languages are constructed in exactly the same way.

**TC2** The primary purpose of language learning is communication. Languages are not just a subject in a classroom, they are part of everyday life. Speaking to another person in their own language is an honour and a gift.

**TC3** Learning vocabulary and understanding grammar are equally important parts of learning a language.

**TC4** Languages use different tenses to describe actions in the past, the present and the future. Knowing how to form different tenses is an essential language skill.

**TC5** Many languages, including Spanish have gendered nouns; every person, place, object and concept is either masculine or feminine.

**TC6** Being able to express your own opinions and ideas is vital when speaking another language. Learning a language is learning to speak your mind.

**TC7** Language learning is a cumulative skill. Everything you learn is related and builds upon your prior knowledge. Nothing is ever unimportant or forgettable.

Reading underpins learning in all subjects. In MFL, we aim to develop confident, fluent readers who are critical in their approach to a range of texts. We use a range of reading strategies to underpin learning. We use:



Reading aloud and reading fluency



Recall of prior knowledge



Prediction through key words and images



Reading for meaning and reading for detail



Summarising using topic sentences



Inference to read between the lines of text and image

#### Support your child by:



Using websites such as Quizlet or BBC Bitesize to practise vocabulary.



Testing your child on their key vocabulary.



Exploring destinations in the Spanish speaking world using Google and Streetview.

#### Enrichment:



Trips linked to themes



Guest speakers



After school clubs

#### Character and personal development and core values:

It is the intention of the MFL department to celebrate diversity and encourage pupils to be global citizens. We encourage our pupils to look beyond their own experiences and broaden their horizons. We support our pupils to value the environment around them and encourage pupils to be curious about the wider world. Through language learning, pupils will learn to confidently express their own thoughts and ideas on a range of subjects. Learning languages will open innumerable doors for future travel and employment for our pupils.

# Year 7

## Building resilience, fostering aspiration, encouraging respect

### Autumn HT1: All about me

#### In the Spanish language, students will be able to:

- ⇒ understand the differences in Spanish and English pronunciation rules.
- ⇒ recognise basic information about other people.
- ⇒ introduce themselves to others and give detail about themselves.
- ⇒ use two tenses to describe where they live and where they were born.
- ⇒ be able to say who is in their family and what pets they have.

### Autumn HT2: School

#### In the Spanish language, students will be able to:

- ⇒ recognise opinions about school subjects and recognise adjective agreements.
- ⇒ give opinions of school subjects with reasoning.
- ⇒ give opinions of their teachers.
- ⇒ recognise descriptions of uniforms.
- ⇒ accurately describe their school uniform.

### Spring HT1: Family and relationships

#### In the Spanish language, students will be able to:

- ⇒ understand descriptions of family relationships.
- ⇒ use reflexive verbs in the present tense to describe family relationships.
- ⇒ describe their appearance.
- ⇒ describe other people's appearances.
- ⇒ introduce themselves and their family.

### Spring HT2: Places

#### In the Spanish language, students will be able to:

- ⇒ describe their home and local area.
- ⇒ use the verb 'estar' in the present tense.
- ⇒ explain where they used to live using the imperfect tense.
- ⇒ combine past, present and future tenses.
- ⇒ understand how Easter is celebrated in Spain.

### Summer HT1: Free time

#### In the Spanish language, students will be able to:

- ⇒ describe their hobbies.
- ⇒ understand how to form the present tense with regular verbs.
- ⇒ understand how to use some common irregular verbs in the present tense.
- ⇒ describe the weather.
- ⇒ explain how they use social media and technology.

### Summer HT2: Holidays

#### In the Spanish language, students will be able to:

- ⇒ describe where and when they go on holiday
- ⇒ explain how they travel and give opinions about transport.
- ⇒ describe what activities they do on holiday.
- ⇒ discuss their experiences and opinions about holidays.
- ⇒ use the irregular verb 'ir' in the present tense.

**How students will be assessed:** listening assessments; translation challenges; reading and writing assessments; paired speaking activities; role play activities

**Students will also be assessed through:** whole class feedback; live marking; quizzes; spelling tests for key words.



# Year 8

## Building resilience, fostering aspiration, encouraging respect

### Autumn HT1: Holidays

**In the Spanish language, students will be able to:**

- ⇒ describe what they normally do on holiday.
- ⇒ describe holidays they have been on in the past.
- ⇒ use the preterite tense with common verbs.
- ⇒ explain where they will go on holiday in the future.
- ⇒ imagine their ideal holidays.

### Autumn HT2: Daily life

**In the Spanish language, students will be able to:**

- ⇒ understand how Day of the Dead is celebrated in the Spanish speaking world.
- ⇒ describe what they eat at different times of the day.
- ⇒ describe their daily routine.
- ⇒ give opinions about TV show and films.
- ⇒ explain the differences between Christmas celebrations in Spain and the UK.

### Spring HT1: Home and local area

**In the Spanish language, students will be able to:**

- ⇒ describe the rooms in their house.
- ⇒ explain what they do at home.
- ⇒ describe their local area and the places in their town.
- ⇒ discuss what they do to be environmentally friendly.

### Spring HT2: Role models

**In the Spanish language, students will be able to:**

- ⇒ explain who their role model is.
- ⇒ give information about their role model's life and background.
- ⇒ describe their role model's appearance and personality.
- ⇒ explain what their role model does as a job and why they are influential.

### Summer HT1: School

**In the Spanish language, students will be able to:**

- ⇒ understand how Spain celebrates the 'Feria de abril'.
- ⇒ describe their school.
- ⇒ give opinions about the facilities in their school.
- ⇒ describe what their primary school was like.
- ⇒ explain the school rules.
- ⇒ discuss school trips.

### Summer HT2: Future plans

**In the Spanish language, students will be able to:**

- ⇒ describe their extra-curricular activities.
- ⇒ use the future tense to explain what they want to do after Year 11.
- ⇒ explain what jobs their family members have.
- ⇒ describe their ideal future career.
- ⇒ understand how learning languages will benefit their job opportunities.

**How students will be assessed:** listening assessments; translation challenges; reading and writing assessments; paired speaking activities; role play activities

**Students will also be assessed through:** whole class feedback; live marking; quizzes; spelling tests for key words.

# Year 9

## Building resilience, fostering aspiration, encouraging respect

### Autumn HT1: Spain—School life

**In the Spanish language, students will be able to:**

- ⇒ describe some key geographical features and locations in Spain.
- ⇒ discuss their timetable and a typical school day.
- ⇒ compare their experiences in Primary and Secondary school.
- ⇒ describe the buildings and facilities in a school.

### Autumn HT2: Spain—The World of Work

**In the Spanish language, students will be able to:**

- ⇒ understand job adverts.
- ⇒ write a simple job application.
- ⇒ complete a mock job interview.
- ⇒ understand other people's descriptions of their jobs.

### Spring HT1: South America—Global Issues

**In the Spanish language, students will be able to:**

- ⇒ discuss the importance of rainforest habitats
- ⇒ describe the consequences of deforestation.
- ⇒ understand the experiences of volunteer workers.
- ⇒ discover opportunities for travel and volunteer work in South America.

### Spring HT2: South America—Free Time

**In the Spanish language, students will be able to:**

- ⇒ narrate a football match.
- ⇒ describe famous football players and their careers.
- ⇒ discuss the storylines in a Telenovela.
- ⇒ give their opinions about TV and films.

### Summer HT1: South America—Film Study

**In the Spanish language, students will be able to:**

- ⇒ Follow the plot of a film with subtitles.
- ⇒ Explain the plot of a film.
- ⇒ Describe the characters in a film.
- ⇒ Understand the historical context of the film.

### Summer HT2: Islands

**In the Spanish language, students will be able to:**

- ⇒ Identify islands where Spanish is spoken.
- ⇒ Recognise different dialects and why they exist,
- ⇒ Describe the geography of different Spanish-speaking islands.
- ⇒ Plan a virtual trip to different islands.

**How students will be assessed:** listening assessments; translation challenges; reading and writing assessments; paired speaking activities; role play activities

**Students will also be assessed through:** whole class feedback; live marking; quizzes; spelling tests for key words.

# Music:

## KS3

### Intent

It is the intention of the Music curriculum to ensure that all students have a broad Key Stage 3 experience and provide opportunities to perform, compose, listen and analyse music from around the world. We aim for all students to experience music from a range of genres to broaden their listening skills. Through the exploration of music including mediums of performance and composition, we want our students to be well-rounded critical, creative thinkers who develop a passion for the arts.

#### Threshold concepts:

**TC1** Reading notation and understanding basic music theory to support students performance and composition.

**TC2** Students recall key terminology that is then transferred in written and spoken contexts.

**TC3** Information can be accessed independently from a range of sources to support a student's understanding and learning.

**TC4** Practical skills can be transferred positively between activities and other musical topics.

**TC5** Students can build confidence to perform to others, where they will receive positive feedback to allow them to progress.

**TC6** Students can access techniques that will enable them to create original music.

Reading underpins learning in all subjects. In music, we aim to develop confident, fluent readers who are critical in their approach to a range of texts. We use a range of reading strategies to underpin learning. We use:



Reading aloud and reading fluency



Recall of prior knowledge



Prediction through key words and images



Summarising using topic sentences



Inference to read between the lines

#### Support your child by:



Encouraging your child to listen to music from a wide variety of genres



Exploring websites such as BBC bitesize



Supporting with homework



Talking about music that you and other family members enjoy to broaden students' understanding of music from different eras

#### Enrichment:



Visits to theatres



Trips linked to themes



Guest speakers and performers



After school clubs

#### Character and personal development and core values:

It is the intention of the Music department to empower students by developing their vocabulary and modelling to them the correct use of music terminology. Through performance we aim to teach students to express themselves clearly and creatively with confidence. We inspire students to develop their social, emotional, moral and spiritual well being through performance.

# Year 7

## Building resilience, fostering aspiration, encouraging respect

### Autumn HT1: Building blocks

**Students are introduced to essential skills that underpin every topic throughout Key Stage 3. Students will:**

- ⇒ understand the basic musical elements
- ⇒ be able to define a musical element and use them when describing music
- ⇒ develop the skills needed to work and perform in small groups
- ⇒ develop the skills needed to be an audience member
- ⇒ embed definitions of musical elements through vocal/singing
- ⇒ develop literacy skills through learning new vocabulary
- ⇒ be able to analyse extracts of music and identify musical elements within them

### Autumn HT2: Rhythm and pulse

**Students will strengthen their knowledge of notation and put into practice knowledge and skills from HT1. Students will:**

- ⇒ understand the difference between rhythm and pulse
- ⇒ understand different time signatures
- ⇒ be able to notate basic rhythmic patterns
- ⇒ be able to use the correct technique to play a percussion instrument
- ⇒ be able to compose a rhythmic pattern using a grid template
- ⇒ be able to compose polyphonic textures
- ⇒ be able to incorporate musical elements into performance/composition

### Spring HT1: Keyboard skills

**Students will embed their understanding of musical elements by applying them practically to an instruments. Students will:**

- ⇒ understand the functions of a keyboard
- ⇒ learn the correct technique needed to play the piano/keyboard
- ⇒ be able to connect reading notation to implementing it on an instrument
- ⇒ be able to practically demonstrate the musical elements
- ⇒ develop hand/eye coordination

### Spring HT2: Drama skills

**Students will explore a different variety of performance styles to build their confidence through resilience. Students will:**

- ⇒ be able to develop a freeze frame
- ⇒ be able to add narration to a performance
- ⇒ be able to add thought tracking to show a character's internal thoughts
- ⇒ take part in exercises/games to develop specific skills in performance

### Summer HT1: Form and structure

**Students will explore a variety of musical styles, genres and composers. Students will:**

- ⇒ understand how different forms in music help develop the structure of songs
- ⇒ understand three different type of 'forms' in music (rondo, binary, ternary)
- ⇒ understand how different forms in music sound on different instruments and how this relates to textures and timbres in music
- ⇒ understand how key musical composers use form in their compositions
- ⇒ be able to use question and answer phrases in their music and understand how they link to harmony

### Summer HT2: Sonority City

**Students will explore Western music, be exposed to a variety of instruments and build on their practical skills. Students will:**

- ⇒ understand the instrument families of the orchestra
- ⇒ learn about the individual instruments in each instrument family
- ⇒ be able to identify the musical element timbre
- ⇒ be able to identify the different ways that instruments are played
- ⇒ be able to identify instruments aurally
- ⇒ be able to read staff notation

**How students will be assessed:** baseline assessments; observation of practical skills; peer assessment; end of unit assessments; quality of written communication.

**Students will also be assessed through:** whole class feedback; live marking; knowledge and understanding quizzes; spelling tests for key words.

# Year 8

## Building resilience, fostering aspiration, encouraging respect

### Autumn HT1: Hooks and riffs

**Students make links between popular and classical styles. Students will:**

- ⇒ understand what hooks, riffs and ostinatos are, and where they occur in songs, popular music, and music from the Western Classical tradition
- ⇒ be able to perform existing hooks, riffs and ostinatos, and create their own
- ⇒ recognise their own contributions to group performances by taking solo parts
- ⇒ be able to evaluate how purpose can affect the way music is used
- ⇒ be able to draw links between the use of hooks and riffs in popular music and the use of ostinato in other music

### Autumn HT2: Reggae

**Students develop their composition and arrangement skills and make links between events in history and music through the study of reggae music. Students will:**

- ⇒ understand how reggae music developed from other musical styles
- ⇒ be able to sing a part and perform the bass line of a Caribbean song
- ⇒ understand the importance of 'offbeats' in reggae music and perform a rhythmic backing
- ⇒ aurally identify the bass line in reggae music and perform bass lines with support
- ⇒ understand how a riff or hook contributes to the texture of reggae music
- ⇒ create, rehearse, refine and perform an arrangement of a reggae song.

### Spring HT1: Introduction to music technology

**Students explore the development of music technology over the past 50 years. Students will:**

- ⇒ understand how and why music technology has evolved and its relevance to the music industry
- ⇒ understand how multi-tracking has impacted studio recordings and its influence on new audio creation technology
- ⇒ understand how different structures in music can be constructed using music technology and multi-tracking
- ⇒ be able to navigate through audio creation software and create music using the metronome to guide tempo structure

### Spring HT2: Blues

**Students develop their composition and arrangement skills and make links between events in history and music through the study of blues music. Students will:**

- ⇒ understand the history of blues music and its origins
- ⇒ understand key features of blues music, instruments typical of the style and key blues music performers
- ⇒ understand the structure of a blues song
- ⇒ understand how bass lines and chords are the harmonic foundation upon which melody is constructed
- ⇒ be able to perform the 3 different parts of the 12 bar blues

### Summer HT1: Soap operas

**Students develop their drama skills from year 7. Students will:**

- ⇒ understand the history and development of soap operas
- ⇒ be able to work in a group and use drama techniques to develop their own performance
- ⇒ understand the key character types used in soap operas
- ⇒ be able to create well-rehearsed scene
- ⇒ be able to use vocal and physical skills in acting
- ⇒ be an effective audience member, giving feedback where prompted

### Summer HT2: African drumming

**Students develop their composition and arrangement skills and make links between events in history and music through the study of African drumming. Students will:**

- ⇒ be able to recognise, perform and create African music with an understanding of musical conventions and processes
- ⇒ explore different rhythmic processes used in African music (cyclic rhythms, polyrhythms, syncopation, and call and response) and apply these to their own composition and performance activities
- ⇒ learn about different African musical instruments and make connections between the sounds and timbres
- ⇒ be able to identify characteristic musical features from a range of African music

**How students will be assessed:** baseline assessments; observation of practical skills; peer assessment; end of unit assessments; quality of written communication.

**Students will also be assessed through:** whole class feedback; live marking; knowledge and understanding quizzes; spelling tests for key words.

# Year 9

## Building resilience, fostering aspiration, encouraging respect

### Autumn HT1: Dance Music

**Students make links between popular styles of dance music, Students will:**

- ⇒ Understand how and why dance music developed out of the underground scene.
- ⇒ be able to perform existing melodies from dance music artists.
- ⇒ recognise their own contributions to dance music through active performance in lesson.
- ⇒ be able to evaluate performance and be able to act off relevant feedback.
- ⇒ be able to draw links between context and content and make links to other styles and genres of music.

### Autumn HT2: Film Music

**Students develop their composition and arrangement skills and make links between events in history and music through the study of film music. Students will:**

- ⇒ understand how film music is made and how key leitmotifs are performed on an instrument.
- ⇒ be able to make links between the history of film and how the music has developed over time.
- ⇒ understand the importance of technology during the production of films and how with effects the end project of a full length feature film.
- ⇒ aurally identify the key themes in the movie and make links to the music being heard.

### Spring HT1: Music for Games

**Students explore the development of music technology in games over the past 50 years. Students will:**

- ⇒ understand how and why music technology has evolved and its relevance to the game music over the past 5 decades.
- ⇒ understand how relevant sound effects influence games and how they are triggered during live play.
- ⇒ understand how different structures in music can be constructed using music technology.
- ⇒ be able to navigate through audio creation software and create music using the metronome to guide tempo structure.

### Spring HT2: Drama/Musicals

**Students develop their knowledge of drama and musicals through a range of theory based and practical tasks. Students will:**

- ⇒ understand the history of musicals and how they have developed over time.
- ⇒ understand key features of drama/musicals and understand the structure of different musicals.
- ⇒ understand how key themes are represented through movement in drama.
- ⇒ be able to perform and reflect key themes in drama and musicals.
- ⇒ Develop confidence when performing and explore key skills e.g. projection, focus
- ⇒ Analyse a script and interpret characteristics of the different types of characters within the musical

### Summer HT1: What makes a good song?

**Students develop knowledge of form and structure in music. Students will:**

- ⇒ understand the importance of what makes a good song
- ⇒ be able to work in a group and perform a piece of music from a popular artists.
- ⇒ understand the key elements of what makes a good song, good?
- ⇒ be able to perform and reflect on feedback after a performance.
- ⇒ be able to use vocal and physical skills during performance.
- ⇒ be an effective audience member, giving feedback where prompted.

### Summer HT2: Samba

**Students develop their composition and arrangement skills and make links between events in history and music through the study of Samba. Students will:**

- ⇒ be able to recognise, perform and create samba music with an understanding of musical conventions and processes
- ⇒ explore different rhythmic processes used in samba music (cyclic rhythms, polyrhythms, syncopation, and call and response) and apply these to their own composition and performance activities
- ⇒ learn about different samba musical instruments and make connections between the sounds and timbres
- ⇒ be able to identify characteristic musical features from a range of samba music

**How students will be assessed:** baseline assessments; observation of practical skills; peer assessment; end of unit assessments; quality of written communication.

**Students will also be assessed through:** whole class feedback; live marking; knowledge and understanding quizzes; spelling tests for key words.



# PE: KS3

It is the intention of the PE curriculum to provide all children with high quality PE and sport provision. It is our vision for every pupil to succeed and achieve their potential as well as to lead physically active lifestyles.

## Intent

### Threshold concepts:

**TC1** Defending the goal, basket or is required for success in games.

**TC2** Applying pressure to the ball is an essential defensive tactic.

**TC3** Supporting the player with the ball is important in defence as well as attack.

**TC4** Keeping possession of the ball will enable you to advance the ball up the pitch/court.

**TC5** Many practical and knowledge skills can be transferred positively between sports/activities and other subjects.

**TC6** Most sports rely on a number of components of fitness in varying degrees, even if one is the most important. Eg A marathon runner would still need speed in addition to the dominant component of aerobic endurance.

**TC7** Anyone can lead in PE, regardless of practical ability.

**TC8** Leading an active healthy lifestyle is beneficial to our physical and mental well being.

Reading underpins learning in all subjects. In PE, we aim to develop confident, fluent readers who are critical in their approach to a range of texts. We use a range of reading strategies to underpin learning. We use:



Reading aloud and reading fluency



Recall of prior knowledge



Summarising using topic sentences

### Support your child by:



Visiting sporting events



Exploring websites that include activities such as workout schedules



Supporting with homework



Encouraging participation in regular exercise or external clubs

### Enrichment:



Visits to sporting events



Trips linked to themes



Guest speakers



After school clubs

### Character and personal development and core values:

It is the intention of the PE curriculum to reflect on the benefits that fitness activities give to an individual and implications for future physical and mental health and well being, and the awareness of the need to engage in physical activity to balance pressures of work. Students will develop transferable skills of communication, cooperation and decision making skills. The curriculum will develop teamwork skills with a focus on communication skills, leadership and resilience. Students will have an awareness of the importance of volunteer organisations and the voluntary sector.

# Year 7

## Building resilience, fostering aspiration, encouraging respect

### Autumn HT1: Invasion games

#### Students will:

- ⇒ understand basic techniques for the sport.
- ⇒ understand basic rules for the sport.
- ⇒ understand how to score in the sports covered.
- ⇒ understand and develop the skills needed to work and perform in small groups.
- ⇒ understand and develop the skills needed to complete peer assessments.

### Autumn HT2: Badminton

#### Students will:

- ⇒ understand basic techniques for a range of basic shots in badminton, including serve, drop shot, clear and basic game play.
- ⇒ understand the basic rules required to enable a game to take place.
- ⇒ understand how points are scored in badminton.
- ⇒ understand how to link basic skills together to form a sequence/play a rally/play a small sided game.
- ⇒ understand how to apply basic skills to a competitive situation/performance.

### Spring HT1: Basic knowledge for health-related fitness

#### Students will:

- ⇒ learn to accurately replicate specific techniques in a range of fitness based activities.
- ⇒ carry out investigations into the bodies' ability to exercise and the reasoning behind such principles.
- ⇒ gain an understanding of warm ups, cool downs and the health related importance through physical tasks.
- ⇒ reflect on the benefits that fitness activities give to an individual and implications for future life.

### Spring HT2: Body management and aesthetic activities

#### Students undertake a programme in trampolining, gymnastics or dance. Students will:

- ⇒ focus on accurately replicating core skills and movements individually and in combination focusing on the control and aesthetics.
- ⇒ demonstrate creativity and fluency in developed sequences.
- ⇒ develop the ability to evaluate and assess movements and sequences to produce refined outcomes.
- ⇒ demonstrate basic safety around the trampoline.

### Summer HT1: Athletics

#### Students will:

- ⇒ accurately replicate running, jumping and throwing skills for events in order to improve performances.
- ⇒ explore variations in technique and use the information to become more technically proficient.
- ⇒ engage in performing and improving personal bests in relation to speed, height and distances.
- ⇒ Set individual targets to improve own ability and achievements.

### Summer HT2: Striking and fielding games

#### Students will:

- ⇒ understand core skills in batting, bowling and fielding, and basic game play.
- ⇒ improve the quality of replication with the intention of outwitting opponents. In striking and fielding games, players achieve this by striking the ball so that fielders are deceived/avoided and running between bases to score runs.
- ⇒ develop physical literacy/body movement competence and begin to accurately score games.

**How students will be assessed:** class observations; self and peer assessment; practical assessment; fitness testing; written assessment.

**Students will also be assessed through:** whole class feedback; comprehension activities; verbal questioning.

# Year 8

## Building resilience, fostering aspiration, encouraging respect

### Autumn HT1: Invasion games

#### Students will:

- ⇒ focus on developing team cohesion within attacking and defending strategies and techniques using a set of core skills developed in year 7.
- ⇒ experience a range of skill variations with the intention of outwitting the opposition.
- ⇒ expand their knowledge of player positions and rules surrounding footwork and contact within a variety of environments.
- ⇒ begin to analyse and reflect on performance and identify elements of performance to improve.

### Autumn HT2: Badminton

#### Students will:

- ⇒ demonstrate techniques for a range of advanced shots in badminton. smash shot, backhand shot.
- ⇒ expand their knowledge of the different faults within badminton and explain the different situations where this would occur during a game.
- ⇒ organise and officiate their own games of badminton.
- ⇒ begin to analyse and evaluate performance of more complex skills in a variety of situations.

### Spring HT1: More advanced knowledge for health-related fitness

#### Students will:

- ⇒ experience specific fitness based skills in a range of different contexts.
- ⇒ further develop an ability to evaluate and assess movements and techniques to produce refined outcomes.
- ⇒ further investigate ways of warming up and the importance of healthy, active lifestyles through the completion of physical tasks.
- ⇒ develop confidence in movement and test mental capacity through linking how heart rate is affected by exercise intensity.

### Spring HT2: Body management and aesthetic activities

#### Students undertake either trampolining, gymnastics or dance. Students will:

- ⇒ place greater emphasis on body tension, control, body extension in performance.
- ⇒ develop an understanding of aesthetics through compositional ideas.
- ⇒ demonstrate high quality performances, techniques and routines.
- ⇒ highlight the benefits of trampolining based movements to a student's level of flexibility and general suppleness.
- ⇒ understand the effect trampolining has on heart rate, muscle group names involved and the health benefits of the activity.

### Summer HT1: Athletics

#### Students will:

- ⇒ further enhance replication and performance across all disciplines.
- ⇒ gain a more detailed understanding of fitness and its effect on performance.
- ⇒ focus on planning, preparing for and competing in a range of athletic competitions.
- ⇒ perform core skills and record personal/collective bests.
- ⇒ develop knowledge of the immediate effects of exercise and physically exert themselves throughout, in a wide range of running, jumping and throwing events.

### Summer HT2: Striking and fielding games

#### Students will:

- ⇒ focus on accurate replication and further development, implementing and refining techniques for batting, bowling and fielding.
- ⇒ develop the ability to place the ball in a target area with increasing accuracy.
- ⇒ develop the ability to refine game strategies with the intention of outwitting an opponent.
- ⇒ develop confidence in movement and test mental capacity through scoring and officiating games.

**How students will be assessed:** class observations; self and peer assessment; practical assessment; fitness testing; written assessment.

**Students will also be assessed through:** whole class feedback; comprehension activities; verbal questioning.

# Year 9

## Building resilience, fostering aspiration, encouraging respect

### Autumn Term: Competition/Games

#### Students will:

- ⇒ focus on developing skills and tactics within conditioned games.
- ⇒ incorporate rules and regulations by officiating their own games.
- ⇒ experience a greater demand in practical skill sets and implement these within conditioned practices in opposed game-like situations.
- ⇒ understand playing positions, rules and regulations to enable game play.
- ⇒ create opportunities to independently coach during lessons to build knowledge and understanding of how to improve skills/tactics within game situations.
- ⇒ build on the precision/accuracy of their skills/tactics in game situations to outwit opponents.
- ⇒ run game competitions/tournaments to follow up on rules and regulations, and provide opportunities to further enhance knowledge of game positions and formations.
- ⇒ reflect on individual/team performances to analyse strengths and areas for improvement.

### Spring Term: Competition/Leadership

#### Students will:

- ⇒ develop skills and tactics through leadership.
- ⇒ develop key knowledge of how to improve skills across a variety of team sports through individual and group leadership tasks.
- ⇒ experience greater responsibility to work in a team and develop core skills to become an effective leader.
- ⇒ learn the required skills for new and unfamiliar team sports and how to develop these through group leadership.
- ⇒ reflect on how to break down skills and apply this into a coaching session to develop their own, and others' skill development.
- ⇒ reflect on individual and team-led sessions to enhance their knowledge on what makes an effective leader.
- ⇒ be given opportunities to coach parts of a lesson to a small group of individuals and apply this across a variety of team sports.
- ⇒ reflect on individual/team performances to analyse strengths and areas for improvement.

### Summer Term: Recreation/Aesthetics and Fitness

#### Students will:

- ⇒ experience recreational sports to foster new interests.
- ⇒ develop key knowledge of how to improve skills across a variety of individual sports and further enhance gross motor skills.
- ⇒ reflect on how adopting a healthy, active lifestyle can lead to developing personal performance within selected sports.
- ⇒ design methods of training to improve physically and skilfully.
- ⇒ reflect on individual performance and their action plans to complete and review performance through testing and training/suggesting and altering recommendations.
- ⇒ learn about effective sportsmen and sportswomen within individual sports to improve practical performance and develop greater learning about selected sports.
- ⇒ be given the opportunity to select individual sports they wish to partake in to encourage sustained engagement outside of the academy's curriculum.

**How students will be assessed:** class observations; self and peer assessment; practical assessment; fitness testing; written assessment.

**Students will also be assessed through:** whole class feedback; comprehension activities; verbal questioning.

# PRE: KS3 Intent

It is the intention of the Philosophy, Religion and Ethics curriculum to develop empathy and understanding of the beliefs of all religions and cultures, with particular focus on Christianity as the main religious tradition of Great Britain. Students will develop an understanding of what it means to live in a multi-cultural society like Sandwell, and allow them to explore, examine and justify their own beliefs as well as the beliefs of others, developing positive relationships. Students will understand the perspectives and develop a respect for the religious practices of people of all faiths and those of no faith, and understand how religious beliefs can influence the moral decisions of people in situations in the world today, as religious belief is subjective in order to reduce intolerance in society.

## Threshold concepts:

**TC1** In Philosophy, the concepts of transcendence, truth and purpose underpin the study of the topics.

**TC2** In Religion, the concepts of tradition, identity and commitment underpin the study of the topics.

**TC3** In Ethics, the concepts of morality, respect and community underpin the study of the topics.

Reading underpins learning in all subjects. In PRE, we aim to develop confident, fluent readers who are critical in their approach to a range of texts. We use a range of reading strategies to underpin learning. We use:



Reading aloud and reading fluency



Recall of prior knowledge



Prediction through key words and images



Comparing and contrasting



Summarising using topic sentences



Inference to read between the lines of text and image

## Support your child by:



Visiting galleries and museums



Exploring websites such as BBC Bitesize



Talking about world issues



Supporting with homework

## Enrichment:



Trips linked to themes



Guest speakers



After school clubs

## Character and personal development and core values:

Within our KS3 curriculum, our focus is on having depth within what we study, whilst also having breadth. We study all 6 major world religions as well as alternative world views yet also ensure that we build key critical skills through philosophical questioning that not only has its own topic but the way in thinking philosophically itself is brought into all lessons. We study ethical topics, ensuring the morality of the student is developed, giving them the opportunity to really discover their own thoughts and opinions. This develops the student as a whole, not only preparing them for the next stage in their education but building their character as a person in life.

# Year 7

## Building resilience, fostering aspiration, encouraging respect

### Autumn HT1: Why are we here?

#### Students will:

- ⇒ explore the origins of philosophical thought
- ⇒ discover how philosophy has led to discoveries in multiple academic fields and begin to address the challenge of discussing life's big questions
- ⇒ investigate these thoughts and ideas through the concepts of soul, afterlife, philosophical thinkers and is there a God?

### Autumn HT2: What do Christians believe?

#### Students will:

- ⇒ study the main religion of Great Britain, Christianity
- ⇒ explore how Christians practice their religion, including how Christians would act today due to some of their beliefs (such as 'Love your neighbour as you love yourself')
- ⇒ study the life of Jesus, festivals and looking at important roles within Christianity

### Spring HT1: What can literature teach us about morality?

#### Students will:

- ⇒ explore morals and values within literature through the study of several stories
- ⇒ form their own morals and values and determine right from wrong
- ⇒ delve into symbolism within literature whilst making connections to religious links
- ⇒ allows students to see how religion is influenced within literature

### Spring HT2: What do Muslims believe?

#### Students will:

- ⇒ study the foundation of Islam and its origins
- ⇒ explore Islamic beliefs and practices
- ⇒ study the importance of the Qur'an, the significance of religious buildings, Islamic festivals and celebrations
- ⇒ understand the importance of pilgrimage
- ⇒ understand how Islam is expressed in Britain today

### Summer HT1: How does religion influence believers' lives?

#### Students will:

- ⇒ explore and learn about how religion impacts the life of believers today
- ⇒ identify how sports men and women are inspired by their religion as well exploring how religion influences the lives of believers in general too
- ⇒ explore similarities and differences between religion, sport and faith in the lives of individuals

### Summer HT2: What does a Hindu believe?

#### Students will:

- ⇒ explore how Hinduism came into existence
- ⇒ explore how practices and beliefs from Hinduism have created religion out of this with Buddhism and Sikhism
- ⇒ explore and understand how Hindus practice their religion - including how they would act today due to some of their beliefs (such as how Hindus worship)

**How students will be assessed:** written assessment; peer feedback; creative projects; end of unit tests; quality of written communication.

**Students will also be assessed through:** whole class feedback; live marking; quizzes; spelling tests for key words.

# Year 8

## Building resilience, fostering aspiration, encouraging respect

### Autumn HT1: What do Buddhists believe?

#### Students will:

- ⇒ investigate Buddhist beliefs about suffering and the purpose of human life, the four noble truths and the eightfold path
- ⇒ explore how Buddhists are influenced by their beliefs today
- ⇒ discover more about an influential Buddhist

### Autumn HT2: What can literature teach us about morality?

#### Students will:

- ⇒ explore morals and values within literature through the study of several stories
- ⇒ form their own morals and values and determine right from wrong
- ⇒ delve into symbolism within literature whilst making connections to religious links
- ⇒ see how religion is influenced within literature

### Spring HT1: What do Sikhs believe?

#### Students will:

- ⇒ study the foundation of Sikhism and its origins
- ⇒ explore Sikh beliefs and practices
- ⇒ understand how Sikhism is expressed in the local community
- ⇒ understand festivals, the Sikh naming ceremony, the Golden Temple, and the life of a Granthi

### Spring HT2: What makes a person inspirational?

#### Students will:

- ⇒ understand why people around the world are seen as influential and inspirational figures
- ⇒ assess and evaluate what makes somebody inspirational
- ⇒ learn about what people believe about equality
- ⇒ study a range of contemporary and historical figures including Martin Luther King, Malcolm X, Malala, Gandhi, Thich Quang Duc, Marcus Rashford, Dolly Parton, Stormzy, and Greta Thunberg

### Summer HT1: What are some alternative religions around the world?

#### Students will:

- ⇒ explore world views alternative to the main world religions
- ⇒ understand their beliefs and how they differ from mainstream views of life
- ⇒ evaluate their beliefs and practices in the 21st century
- ⇒ explore a variety of religious beliefs including Humanism, Scientology, traditional religious beliefs in Africa, Jehovah Witnesses, and Rastafarianism

### Summer HT2: Why is there conflict in the world?

#### Students will:

- ⇒ investigate causes of conflict in the world and evaluate them
- ⇒ form our own judgements about conflict
- ⇒ examine religious attitudes towards conflict
- ⇒ judge whether we agree with religious viewpoints on conflict

**How students will be assessed:** written assessment; peer feedback; creative projects; end of unit tests; quality of written communication.

**Students will also be assessed through:** whole class feedback; live marking; quizzes; spelling tests for key words.



# Year 9

## Building resilience, fostering aspiration, encouraging respect

### Autumn Term and Spring HT1: What are Ethics?

#### Students will:

- ⇒ understand what ethics are
- ⇒ explore whether maximum happiness always means an action is right?
- ⇒ understand the concept of Utilitarianism and explore the Train Scenario
- ⇒ study the work of Emmanuel Kant, and concepts of duty
- ⇒ explore whether doing good is the same as being good
- ⇒ understand the concepts of real and apparent goods?
- ⇒ understand the concept of Natural Law and explore the topic of Euthanasia
- ⇒ understand the concept of Situation Ethics through the topic of escaping war
- ⇒ understand the concept of Business Ethics through a study of the Nike corporation
- ⇒ explore ethical situations through examples such as Genetic Modification, Saviour Babies, Sweatshops, and The Death Penalty

### Spring HT2 and Summer Term: What do Jews believe and how did the Holocaust affect their lives?

#### Students will:

- ⇒ understand how Judaism began
- ⇒ understand the four Jewish covenants
- ⇒ understand the significance of the Torah
- ⇒ understand what a Synagogue is and the role it plays in the Jewish faith
- ⇒ explore a day in the life of a Jewish Rabbi?
- ⇒ understand the importance of Jewish festivals including Passover and Hannukah
- ⇒ understand the importance of Jerusalem to the Jewish faith
- ⇒ understand the events of the Holocaust and explore how it was allowed to happen
- ⇒ understand what life was like for Jewish people before World War Two
- ⇒ understand what Jewish life was like in the Ghettos
- ⇒ understand what happened during Kristallnacht and what life was like in concentration camps
- ⇒ explore how religious people responded to the Holocaust

**How students will be assessed:** written assessment; peer feedback; creative projects; end of unit tests; quality of written communication.

**Students will also be assessed through:** whole class feedback; live marking; quizzes; spelling tests for key words.

# PSHE: Year 7 Intent

It is the intention of the Personal, Social, Health and Economic Education curriculum to promote students' personal wellbeing and development. Through a spiral curriculum, students are given the knowledge, understanding and practical skills to help them to live safe, healthy lives and make good choices. They are encouraged to be global citizens who care about other people and the world around them, and understand how to take positive action to improve their relationships, their communities and the wider world.

## Threshold concepts:

**TC1** Characteristics of respectful relationships, including with family, friends and romantic partners

**TC2** The importance of looking after our physical and mental health, and ways in which we can do this

**TC3** The benefits and risks of life online, and strategies to manage online risks

**TC4** Assessment of risk in a variety of situations, and ways in which risk can be managed or reduced

**TC5** Different career options and possible career pathways

**TC6** The importance of managing money well, and different ways to do this

**TC7** How to express an opinion respectfully, and listen to the opinions of others

Reading underpins learning in all subjects. In PSHE, we aim to develop confident, fluent readers who are critical in their approach to a range of texts. We use a range of reading strategies to underpin learning. We use:



Reading aloud and reading fluency



Recall of prior knowledge



Inference to read between the lines of text and image

## Support your child by:



Exploring websites such as youngminds, thinkuknow, and firstcareers



Talking about world issues



Read/watch/listen to global news



Encouraging students to find out about different careers



Talking about money and budgeting

## Enrichment:



Guest speakers



After school clubs



Assemblies

## Character and personal development and core values:

It is the intention of the PSHE department to support students to reflect on and develop their own values and opinions, and to respect the values and opinions of those around them. Students will explore the meaning of the Forge values of respect, aspiration and resilience in a range of contexts, and understand how their own behaviours reflect these values. They will be encouraged through class discussion and lesson activities to develop values which influence them to make good choices in their relationships, healthy living and their futures, and enable them to be active citizens who play a part in shaping the world around them.

# Year 7

## Building resilience, fostering aspiration, encouraging respect

### Autumn HT1: What does it mean to be a Forge student?

#### Students will:

- ⇒ Compare life at Secondary school to their experiences at Primary school
- ⇒ Explore the values they hold, and how these influence their decisions
- ⇒ Recognise that there are many different types of family, and that all families are unique
- ⇒ Understand the features of positive and healthy friendships
- ⇒ Know what constitutes bullying, and how to respond when they experience or witness bullying

### Autumn HT2: How do I keep myself safe?

#### Students will:

- ⇒ Understand what is meant by risk, and how we can assess different risks
- ⇒ Assess and manage the risks involved in travelling independently to school
- ⇒ Assess and manage the risks surrounding railways
- ⇒ Assess and manage the risks of open water
- ⇒ Understand the risks of being online, and how to be digitally resilient
- ⇒ Identify features of coercive friendships and suggest strategies to avoid these

### Spring HT1: How do I live a healthy lifestyle?

#### Students will:

- ⇒ Understand what a healthy lifestyle might consist of
- ⇒ Know what makes a healthy diet, and some of the consequences of an unhealthy diet
- ⇒ Understand the importance of exercise in keeping physically and mentally healthy
- ⇒ Know why sleep is important, and how to have good sleep habits
- ⇒ Know how to look after their teeth, and understand why this is important
- ⇒ Explore the issues of using energy drinks
- ⇒ Understand why people worry, and how to manage the worries we might have

### Spring HT2: What's puberty all about?

#### Students will:

- ⇒ Explore the emotional and physical changes which take place during puberty
- ⇒ Learn about periods
- ⇒ Learn about ways to ensure they have good personal hygiene
- ⇒ Know where to access support if they have concerns about puberty
- ⇒ Learn what female genital mutilation is, and what to do if they are concerned about it

### Summer HT1: What values do we have in our society?

#### Students will:

- ⇒ Explore what it means to be a British citizen, and live in modern Britain
- ⇒ Understand what is meant by democracy, and compare this to other types of government
- ⇒ Learn about the British political system
- ⇒ Discuss the benefits of a multi-cultural society
- ⇒ Explore the purpose of the law, and how our laws keep us safe

### Summer HT2: How can I be an active citizen?

#### Students will:

- ⇒ Explore what it means to be an active citizen
- ⇒ Research different ways they can do this, and make a positive difference to their community
- ⇒ Design and carry out a project which improves their school or local community

**How students will be assessed:** baseline assessments; speaking and listening activities; end of topic assessment tasks.

**Students will also be assessed through:** whole class feedback; live marking; quizzes.

# Year 8

## Building resilience, fostering aspiration, encouraging respect

### Autumn HT1: How can we have a positive body image?

#### Students will:

- ⇒ Explore the appearance ideals people hold, and where these come from
- ⇒ Explore messages from the media about body image, and how these can have a negative impact
- ⇒ Understand that comparing ourselves to others often leads to unhappiness,
- ⇒ Know what is meant by 'body talk' and the importance of talking positively to ourselves
- ⇒ Know the law around sending and receiving indecent images

### Autumn HT2: How can I look after my mental wellbeing?

#### Students will:

- ⇒ Explore different attitudes to mental health
- ⇒ Know different strategies for promoting positive wellbeing
- ⇒ Assess the impact social media can have on our wellbeing
- ⇒ Understand that some coping strategies are healthy, and that some are unhealthy
- ⇒ Know a range of healthy coping strategies they can use
- ⇒ Know that change, loss and grief are a natural part of life
- ⇒ Explore ways to manage the emotions which accompany change, loss and grief

### Spring HT1: How can I prepare for the world of work?

#### Students will:

- ⇒ Understand what is meant by 'equal opportunities' in relation to the workplace
- ⇒ Recognise examples of discrimination at work, and know ways to challenge these
- ⇒ Set themselves aspirational career goals
- ⇒ Know examples of different types of employment
- ⇒ Know what a digital footprint is
- ⇒ Understand how a digital footprint can affect employability

### Spring HT2: Drug and Alcohol Education 1

#### Students will:

- ⇒ Know that there are many different legal and illegal drugs
- ⇒ Understand how to use medicines safely
- ⇒ Understand the risks of smoking and vaping
- ⇒ Understand the risks of alcohol use
- ⇒ Know where to access support if they are concerned about drug or alcohol use

### Summer HT1: How can I save lives?

#### Students will:

- ⇒ Learn how to give first aid for a range of minor injuries
- ⇒ Learn how to give CPR and use a defibrillator
- ⇒ Know how infections can develop, and how to reduce the risk of infection, such as having vaccinations
- ⇒ Learn about blood and organ donation and discuss why people might choose to be donors
- ⇒ Learn about different sorts of cancer, and the support available if someone has cancer

### Summer HT2: How can I use money well?

#### Students will:

- ⇒ Understand the difference between credit and debit
- ⇒ Know how to keep their money secure, and avoid financial exploitation
- ⇒ Learn about payslips, national insurance and tax
- ⇒ Explore the rights which consumers have when buying different products
- ⇒ Understand what insurance is, and when people might take out insurance
- ⇒ Assess the impact which money can have on mental wellbeing

**How students will be assessed:** baseline assessments; speaking and listening activities; end of topic assessment tasks.

**Students will also be assessed through:** whole class feedback; live marking; quizzes.

# Year 9

## Building resilience, fostering aspiration, encouraging respect

### Autumn HT1: How can I keep safe from exploitation?

#### Students will:

- ⇒ Know the legal consequences of carrying and using a knife
- ⇒ Explore the reasons why someone might join a gang
- ⇒ Understand the risks of joining a gang
- ⇒ Explore the reasons why someone might get involved in organised crime
- ⇒ Know how to access support for anyone drawn into a gang or criminal activity
- ⇒ Understand what is meant by an extremist view
- ⇒ Know how radicalisation can occur, and the signs that someone is being radicalised

### Autumn HT2: How can I choose the right career?

#### Students will:

- ⇒ Know how to create an action plan
- ⇒ Know how to find out about careers they are interested in
- ⇒ Explore their own personal qualities
- ⇒ Assess the skills needed for different jobs
- ⇒ Explore which GCSE options they might take
- ⇒ Learn how to look and apply for jobs

### Spring Term: How can I make and maintain healthy intimate relationships?

#### Students will:

- ⇒ Explore the characteristics of healthy intimate relationships
- ⇒ Discuss why people might get married or have a civil partnership
- ⇒ Understand that different people may have different sexualities
- ⇒ Understand what is meant by 'consent', and explore ways to manage sexual pressure
- ⇒ Know which types of contraception are available, and what might affect a person's choice of contraceptive
- ⇒ Know how to avoid sexually transmitted infections, and where to get advice about this
- ⇒ Know the facts and challenges of pregnancy, and where to get advice
- ⇒ Discuss the roles and responsibilities involved in parenting
- ⇒ Assess different ways relationships might end, and ways to manage this

### Summer HT1: Drug and Alcohol Education 2

#### Students will:

- ⇒ Explore different attitudes to drugs and drug use
- ⇒ Know the legal consequences of possession and use of different drugs
- ⇒ Understand the risks of cannabis use
- ⇒ Understand the risks of alcohol use
- ⇒ Learn to recognise peer pressure relating to drug and alcohol use
- ⇒ Know how to manage this influence in order to keep themselves safe

### Summer HT2: How can I challenge prejudice and discrimination?

#### Students will:

- ⇒ Understand the importance of human rights
- ⇒ Learn about the protected characteristics of the Equality Act 2010
- ⇒ Assess the reliability of information in the media and on the news
- ⇒ Recognise examples of racist and religious discrimination
- ⇒ Recognise examples of sexism and gender bias
- ⇒ Recognise examples of disability discrimination
- ⇒ Recognise examples of homophobia and transphobia
- ⇒ Explore safe ways to challenge all forms of discrimination

**How students will be assessed:** baseline assessments; speaking and listening activities; end of topic assessment tasks.

**Students will also be assessed through:** whole class feedback; live marking; quizzes.

# Science:

## Year 7

### Intent

It is the intention of the Science curriculum to provide opportunities for students to develop a love and an understanding of science. Through the spiralling of 'big ideas' starting in year 7 all the way through to year 9, students will gradually build on their knowledge of core science concepts, recalling previous knowledge whilst extending with new content across the three years. Through the integration of practical activities and projects, students will gain vital skills and understanding of core science concepts whilst allowing them to become true scientists, providing them the opportunity to question, research and understand the world around them.

#### Threshold concepts:

- TC1** Forces - develop an understanding of basic forces and the effects they have on objects.
- TC2** Electromagnets - understand the structure and function of magnets and electrical circuits.
- TC3** Energy - begin to understand the energy stores and how this can translate different energy transfers.
- TC4** Waves - learn the basic types of waves and develop into understanding their properties and effects.
- TC5** Matter - develop an understanding of the particle model and how this is fundamental to mixtures and reactions.
- TC6** Reactions - develop a basic understanding of the periodic table and how this links to a range of reactions.
- TC7** Earth - understand the structure of the Earth and how this is being affected by humans.
- TC8** Organisms - begin to understand the structure and functions of different organisms.
- TC9** Ecosystems - begin to understand the structure of plants and their importance in ecosystems.
- TC10** Genes - understand how our DNA codes for our variation and evolution.

Reading underpins learning in all subjects. In science, we aim to develop confident, fluent readers who are critical in their approach to a range of texts. We use a range of reading strategies to underpin learning. We use:



Reading aloud and reading fluency



Prediction through key words and images



Summarising using topic sentences



Inference to read between the lines of text and image

#### Support your child by:



Exploring websites such as BBC Bitesize and Seneca Learning



Supporting with homework



Watching science documentaries, such as BBC Horizon.



Talk about the world around you.



Encourage students to ask questions that are hard to answer.

#### Enrichment:



Visits to universities and science centres



Trips linked to STEM



Guest speakers



After school and lunchtime clubs

#### Character and personal development and core values:

It is the intention of the science department to nurture students with a curiosity of the world around them. Science students will learn to understand the workings of the universe and, more importantly, students will be encouraged to ask the right scientific questions when they don't understand things. Science not only allows us to understand where we come from, but also to shape the world we will inhabit in the future. Our learners will develop the skills which will enable them to investigate scientific phenomena and analyse their findings. Helping the next generation respect and understand their surroundings is the best way to create a future that benefits everyone.

# Year 7

## Building resilience, fostering aspiration, encouraging respect

### Autumn Term:

#### Students will:

- ⇒ learn key science equipment and safety in the science lab to carefully plan and carry out investigations.
- ⇒ explore how multicellular and unicellular organisms are composed to carry out life processes.
- ⇒ learn the properties of solids, liquids and gases and describe particle movement.
- ⇒ understand the different stores of energy and how energy can be transferred.

### Spring Term:

#### Students will:

- ⇒ explore the structure of the male and female reproductive systems and how sperm and egg cells fuse together to create a baby.
- ⇒ learn how chemicals can be categorised as acids and alkalis using indicators to correctly identify them.
- ⇒ understand key properties of named metals and non-metals to then explore that they can be combined and reacted together.
- ⇒ understand what a contact and non-contact force is and explore key examples such as friction.
- ⇒ explore what speed is and how it can affect moving objects.

### Summer Term:

#### Students will:

- ⇒ learn how plants are structured and how they sexually reproduce and disperse seeds.
- ⇒ explore the structure of planet Earth, learning the different types of rock and the processes that have happened over millions of years.
- ⇒ understand what static electricity is and how positive and negative charges can be generated and used.
- ⇒ explore sound waves and how they travel so that we can hear things around us.

**How students will be assessed:** Satchel one homework quizzes and spelling tests; pop test recall quiz at the end of each topic; knowledge recall tests

**Students will also be assessed through:** whole class feedback; live marking; quizzes; DM tasks, spelling tests for key words, verbal feedback in lessons.



# Year 8

## Building resilience, fostering aspiration, encouraging respect

### Autumn Term:

#### Students will:

- ⇒ develop key science skills learning to collect and interpret accurate data by carefully planning and carrying out investigations.
- ⇒ explore the parts of the human skeleton and how it supports, provides protection and movement.
- ⇒ understand the key organs that make up the respiratory system and understand how they work together so that we can breathe.
- ⇒ understand what elements, compounds and mixtures are and the different properties they have.
- ⇒ learn the difference between physical and chemical changes and link to exploring different methods of separating mixtures.

### Spring Term:

#### Students will:

- ⇒ understand what thermal energy is and begin to explore how thermal energy can be transferred.
- ⇒ explore how there is variation between individuals and begin to link this to the structure of DNA.
- ⇒ learn how elements can be placed into an order based on their reactivity, exploring how they react with other elements.
- ⇒ understand what pressure is and how we can calculate pressure before exploring the effect of pressure in liquids and gases.

### Summer Term:

#### Students will:

- ⇒ explore the structure of the universe and understand the importance of the Sun in keeping us alive.
- ⇒ learn about the structure of ecosystems and how different organisms rely on each other for their survival.
- ⇒ understand the structure of Earth's atmosphere and how the proportion of gases have changed over millions of years.
- ⇒ explore the different components used in simple circuits and learn how to build series and parallel circuits.
- ⇒ explore light waves and how they travel so that we can see things around us.

**How students will be assessed:** Satchel one homework quizzes and spelling tests; pop test recall quiz at the end of each topic; knowledge recall tests

**Students will also be assessed through:** whole class feedback; live marking; quizzes; DM tasks, spelling tests for key words, verbal feedback in lessons.

# Year 9

## Building resilience, fostering aspiration, encouraging respect

### Autumn Term:

#### Students will:

- ⇒ develop key science skills learning to collect and interpret data by carefully planning and carrying out investigations, beginning to evaluate and suggest improvements to improve accuracy and validity.
- ⇒ understand the key organs that make up the digestive system and understand how they work together so that we can break down the food we eat.
- ⇒ explore the origins and structure of the periodic table to understand key properties of different groups and elements in the table.
- ⇒ explore how electricity is generated and how much it costs based on the usage over time.
- ⇒ learn how organisms are adapted to increase their changes of survival, changing and evolving over long periods of time.
- ⇒ explore different types of reactions when elements are combined together, learning to form word equations to represent the reactants and products.

### Spring Term:

#### Students will:

- ⇒ understand how energy levels in reactions change depending on if the reaction is exothermic or endothermic.
- ⇒ explore different examples of forces and how items like springs are used simple machines .
- ⇒ explore the chemical reaction of photosynthesis in plants to understand how light energy is used to produce glucose.
- ⇒ explore the chemical reaction of respiration to understand how energy is released for our muscles to contract.
- ⇒ understand the human causes of global warming and how we can reduce the effects through recycling and renewable energy resources.

### Summer Term:

#### Students will:

- ⇒ explore what a magnet is and how magnetic objects can be linked to electricity.
- ⇒ understand the importance of lights interactions with different objects and how this can affect the travel of light waves.
- ⇒ explore in depth core scientific themes such as cells, atoms and energy to begin to advance towards GCSE terminology and content.

**How students will be assessed:** Satchel one homework quizzes and spelling tests; pop test recall quiz at the end of each topic; knowledge recall tests

**Students will also be assessed through:** whole class feedback; live marking; quizzes; DM tasks, spelling tests for key words, verbal feedback in lessons.

# Technology:

## KS3

### Intent

It is the intention of the Technology curriculum that all students should have the opportunities to be innovative and passionate when designing and making to develop new and transferable skills, knowledge, curiosity and inspiration. Pupils have access to a rich curriculum that offers challenge and excitement in order to foster creative and critical thinkers needed for the 21st century. Across all areas of technology we give pupils the opportunity to create, innovate, design, make and evaluate. We aim to promote independent learners who use their initiative, with the ability to think on their feet and solve problems which may arise throughout the process.

#### Threshold concepts:

**TC1** All designers use research, exploration, and evaluation to identify user needs.

**TC2** All designers make links between principles of good design, existing solutions and technological knowledge to develop innovative products and processes.

**TC3** All designers explore how key events and individuals in design and technology, past and present have helped shape the world and how they can inform, refine and modify their design ideas.

**TC4** All designers understand that designing and making has aesthetic, environmental, technical, economic, ethical and social dimensions and impacts on the world.

**TC5** All designers understand the importance of mechanical systems to the designer and end user to enable change in movement and force.

**TC6** All designers understand how electronic systems provide functionality to products and processes and enhance and customise their operation.

**TC7** All designers explore developments in design and technology, its impact on individuals, society and the environment.

**TC8** All designers apply knowledge of materials, components, ingredients and production processes to design products and produce practical solutions that are fit for purpose, influenced by a range of factors.

**TC9** All designers understand the impact of forces and stresses and how mechanical systems enable change in movement and force.

**TC10**  
All designers understand how products evolve according to users' needs, beliefs, ethics and values and how they are influenced by local customs, traditions and available materials.

Reading underpins learning in all subjects. In technology we aim to develop confident, fluent readers who are critical in their approach to a range of texts. We use a range of reading strategies to underpin learning. We use:



Reading aloud and reading fluency



Recall of prior knowledge



Summarising using topic sentences



Prediction through key words and images

#### Support your child by:



Visiting galleries and museums



Researching designers, materials and processes



Cooking with them at home



Talking about food, design or materials



Supporting with homework

#### Enrichment:



Gardening club



Trips linked to themes



Guest speakers



After school clubs



Upcycling/enterprise club

#### Character and personal development and core values:

It is our intention to provide opportunities for students to express their individuality through design creativity and developing personal preferences while being aware of others' beliefs, diversity, values and morality. Creative design skills and practical application allow students to develop their cognitive skills, decision making skills along with a general sense of wellbeing while expressing themselves. We encourage students to try new ideas, explore different avenues, develop communication skills and make mistakes.

# Year 7

## Building resilience, fostering aspiration, encouraging respect

### Rotation: DTA—Drawing skills, kangaroo, and phone holder project

#### Students will:

- ⇒ develop their drawing skills in sketching, shading and perspective drawing
- ⇒ practise free hand sketching
- ⇒ develop skills in technical drawing, including circle shading, rendering and isometric drawing
- ⇒ put their skills into practice to design a child's toy
- ⇒ undertake practical woodwork skills, creating a child's toy in the shape of a kangaroo
- ⇒ create a phone holder out of plastic bending

### Rotation: DTB—Card engineering, and understanding fibres and fabrics

#### Students will:

- ⇒ understand the difference between paper types
- ⇒ explore the linear movement of card oscillating around a pivot point
- ⇒ understand and use reciprocating movements to create a pop-up card
- ⇒ research and learn about the work of Robert Sabuda and other designers
- ⇒ understand the difference between a variety of fibres and fabrics
- ⇒ learn how to use a sewing machine, and understand sewing machine safety
- ⇒ create an applique embellishment on top of fabric
- ⇒ work with a variety of fibres, yarns, sequins and buttons

### Rotation: Food—Food safety and hazard

#### Food awareness

#### Students will:

- ⇒ learn about food and hazard awareness, personal hygiene, and food safety
- ⇒ understand what is meant by the term 'plastic pollution' and its impact on the environment
- ⇒ understand what is meant by the term 'special diets' and how they link to the food groups
- ⇒ understand temperatures, working environments, and danger zones
- ⇒ design, create and evaluate food through practical work. This could include pizza, fruit salad, spaghetti Bolognese, and gnocchi

**How students will be assessed:** half term assessment (progress test); knowledge and understanding quizzes; questioning; evaluation of practical work

**Students will also be assessed through:** whole class feedback; live marking; quizzes; spelling tests for key words.

# Year 8

## Building resilience, fostering aspiration, encouraging respect

### Rotation: DTA—Exploring pattern and 2D design

#### Students will:

- ⇒ use research and exploration, and the study of different cultures to identify and understand user needs.
- ⇒ identify and solve design problems.
- ⇒ develop and communicate design ideas using annotated sketches and other mediums.
- ⇒ select from, and use, a wide range of complex materials, components and ingredients.
- ⇒ analyse their own work, and the work of others to develop and broaden their understanding.

### Rotation: DTB—Casting, enamelling, and jewellery box project

#### Students will:

- ⇒ understand the process of casting, and the properties of metals.
- ⇒ understand and use a variety of finishes.
- ⇒ develop and communicate design ideas using annotated sketches and other mediums.
- ⇒ select from, and use, a wide range of complex materials, components and ingredients.
- ⇒ put their skills into practice to create a jewellery box.
- ⇒ understand and use the enamelling process to fulfil a design brief.
- ⇒ analyse their own work, and the work of others to develop and broaden their understanding.

### Rotation: Food—World foods and food types

#### Students will:

- ⇒ understand terminology around dietary requirements including proteins, carbohydrates, and nutrients.
- ⇒ develop their knowledge and understanding of a range of nutrients, special diets and healthy eating.
- ⇒ develop a range of preparation and cookery methods linked to different nutritional dishes.
- ⇒ list the sources and functions of a range of nutrients in the diet and explain the different needs linked to life stages.
- ⇒ design, create and evaluate food through practical work. This could include jambalaya, flapjack, and curry.

**How students will be assessed:** half term assessment (progress test); knowledge and understanding quizzes; questioning; evaluation of practical work

**Students will also be assessed through:** whole class feedback; live marking; quizzes; spelling tests for key words.

# Year 9

## Building resilience, fostering aspiration, encouraging respect

### Rotation: DTA—Casting and enamelling

#### Students will:

- ⇒ learn about CAD/CAM and robotic systems in industry, exploring different CAD machines by analysing their advantages and disadvantages.
- ⇒ develop their knowledge of different types of metals, using different finishing techniques for metal and different metal stock forms.
- ⇒ use a design brief to create a pendant inspired by African art and design.
- ⇒ use 2D design software, using a range of different design tools within the software.
- ⇒ learn about different types of plastics, their properties and applications, with focus on bioplastics and the environment.
- ⇒ learn about a range of processes and finishing techniques including pewter casting and enamelling.

### Rotation: DTB—Drawing techniques and prototyping

#### Students will:

- ⇒ understand a range of drawing techniques, including 1-point perspective, 2-point perspective, isometric, and orthographic.
- ⇒ learn about nets and practise drawing drawing nets of simple geographical shapes.
- ⇒ create and assemble nets to form 3D shapes.
- ⇒ learn about scale, converting measurements into different scales.
- ⇒ understand tolerance and the importance of tolerance in manufacturing.
- ⇒ interpret isometric drawings into orthographic drawings.
- ⇒ create high-quality and accurate prototypes in different scales.
- ⇒ use CAD/CAM to create smaller scale designs.

### Rotation: Food—Special diets

#### Students will:

- ⇒ understand the differences between special diet products and non-special diet products.
- ⇒ use sensory descriptions for properties of foods.
- ⇒ learn different features of good food presentation.
- ⇒ modify recipes to make them suitable for different diets and users.
- ⇒ design, create and evaluate food through practical work. This could include potato-topped pie, chilli con carne, and sweet/savoury muffins.
- ⇒ produce and evaluate a free choice recipe.

**How students will be assessed:** half term assessment (progress test); knowledge and understanding quizzes; questioning; evaluation of practical work

**Students will also be assessed through:** whole class feedback; live marking; quizzes; spelling tests for key words.