Key Stage 3 curriculum maps

Click a subject Title to view the detailed Curriculum information for that subject.

English	Computer science	Art
Maths	Geography	Design Technology
Science	History	Music
Citizenship	MFL (French & German)	Performing Arts
P.E. Core	PSHCE	PRE

Subject: English

Curriculum statement:

At Etonbury Academy, we are passionate about extending students' knowledge of literature and exploring how it shapes the world they live in. By exposing all our students to a broad and challenging curriculum, we aim to create proficient readers, eloquent writers and articulate speakers who will leave us as thoughtful, independent and empowered members of society.

- Students will explore a range of poetry, prose and non-fiction writing, studying both classic and modern literature. Students will develop core, portable knowledge from the first term of year 7, gaining skills required to be proficient and critical consumers of literature.
- Writing is interwoven into termly schemes of work: students draw on the work of experienced writers as they learn to become expressive, creative and precise in the written word. By continually focusing on the writing process (planning, drafting, editing and proof-reading), students will become confident in crafting writing for specific purposes and effect.
- We are committed to developing students' oracy skills through discussion, debate and individual presentations. Students will use the plethora of contemporary debates and issues from their study to spark their intellectual curiosity and understand the importance of language to empower.

Year 7 end of year goals:

Stories Matter

Throughout Year 7, students will undertake three units that create the bedrock of their future English study. The year 7 journey will allow students to encounter powerful stories and gain a foundational understanding of core concepts and knowledge to help them unlock not only literature, but the world around them. Students will gain an understanding of narrative structure through study and application of Freytag's Pyramid and the Hero's Journey, use their knowledge of narrative voice and perspective to consider how perspective shapes meaning and explore how writers employ and subvert core character archetypes in their work. Students will also be encouraged to think like a literary critic from term 1 and will employ their feminist critic glasses to track the presentation of female characters they encounter across the year.

Term	Topic title(s) and overview	Knowledge	Skills	Assessment	Wider learning (Equality and diversity, SMSC, cultural capital)
Autumn	**'Beginnings and Journeys'** In this first unit, students will explore some fascinating Greek, Norse and biblical stories to help them navigate not only their future literature study, but also to engage with the myriad of allusions that can be found in everyday existence. Students will focus on developing an understanding of core character archetypes and apply these to the myths they study in order to begin viewing characters as constructions right from the beginning of their secondary journey. Students will	Students will know: ● A range of myths from Greek, Norse mythology in addition to extracts from Biblical verses and modern interpretations of these myths ● Three most common types of myth (aetiological, historical psychological) ● What an archetype is and why these are used in literature	Students can: ● Identify the common types of myths ● Evaluate the roles of heroes and villains in texts ● Explain how myths and biblical verses have influenced archetypes ● Evaluate the use of narrative perspective and how this effects meaning	Students will receive regular formative feedback throughout their lessons (self, peer, verbal and live). **Final assessment**: MCQ questions on core knowledge from across the unit Reading assessment, focusing on short answer inference and creation of topic sentences/ paragraph.	Recommended reading for this unit. Morality Seven Deadly Sins/ Seven Virtues Exploring and understanding the impact of mythology on literature and British society.

	also be given the opportunity to use these myths as a source of inspiration for their own writing and be introduced to the core concepts of narrative structure, voice and perspective in preparation for term 2. **Big questions that underpin learning:** ● Why is it important to study mythology? ● Why did the Ancient Greeks create myths? ● How do Greek myths act as a warning for human behaviour? ● What is an archetype? ● What is an archetypal hero? ● What is the hero's journey? ● What is an archetypal villain? ● What female archetypes are used in literature? ● What is Norse mythology? What can we learn from it? ● How do writers structure narratives? ● What are the key features and purpose of Freytag's Pyramid? ● What is narrative voice?	● What makes an archetypal hero ● What makes an archetypal villain ● Some of the female archetypes used in literature (the temptress, villainous, angelic and fallen woman) ● What narrative voice and perspective are and their effects ● The hero's journey ● Freytag's Pyramid as a method of structuring a narrative (including exposition, inciting incident, rising action, climax, falling action and denouement) ● What a main and subordinate clause is	● Select appropriate quotations from a text to support their ideas ● Create a topic sentence ● Embed a quotation into a topic sentence ● Begin to manipulate narrative perspective for effect ● Use because/ but/ so to explain and develop ideas ● Compare and contrast presentations of characters and consider how time and perspective affects the different presentations		

	• What is narrative perspective? How does this affect meaning? • Why is The Bible important? • What are the features of fables and parables? • Why might writers use allusions in their writing?				
Spring	**'To a great mind, nothing is little'** In this second unit, students will explore a range of texts with the concept of morality at the forefront of their mind: a core concept that underpins a plethora of literature study. Year 7 will begin by studying perhaps the most famous detective of all time: Sherlock Holmes, taking on the role of the detective, in their attempt to solve the mystery of 'The Speckled Band'. Building on their study from term 1, students will learn how to manipulate narrative structure, voice and perspective by following the four-step writing process required to become a considered writer. **Big questions that underpin learning:** • What is a narrative? • What are the key elements of narrative structure?	Students will know: • The plot, setting and key characters in Holmes 'The Speckled Band' • The advantages and disadvantages of different types of narrative voice • What Freytag's Pyramid is and how this is used to structure narratives • The different types of conflict in narrative (character vs.) and why conflict is essential to narratives • Christopher Booker's Seven Basic Plots • The key features of detective fiction and how/why genre	Students can: • Employ skills of inference and deduction • Select relevant quotations to support ideas • Use the single-paragraph outline to structure a analytical paragraph • Employ descriptive writing skills including: using nouns and verbs effectively and accurately to create character; use of narrative hooks, methods to create tension • Use the four-part writing process to plan, draft and edit responses	Students will receive regular formative feedback throughout their lessons (self, peer, verbal and live). **Final assessment**: MCQ questions on core knowledge from across the unit Writing assessment: creating a final draft of their short story.	Recommended reading for this unit. Morality and role of the detective

	• What is literary conflict? Why is this important? • What are the seven basic plot structures? • What are the conventions of detective fiction? • Why is detective fiction so popular? • What is the four-step writing process?	changes and develops over time • How and why Doyle uses character archetypes (specifically the damsel in distress and villain) • The significance of setting in a narrative • The four-step writing process • Character types (flat, round, static, dynamic)	• Write to review		
Summer	**'What's love got to do with it?'** Students will study Shakespeare's 'Much Ado About Nothing' as their core text in the summer term, through the lens of romantic comedy and use their understanding of the conventions of this genre to make predictions about the play. Students will continue to develop an appreciation of how literature directly connects to the human experience and situations we may have, or will encounter in our lives: power, family drama, relationships, love and feuds, no matter when it was first written or performed. Throughout the year, students have drawn on	Students will know: • The plot, character and setting of 'Much Ado About Nothing' • That Shakespeare was a Renaissance writer (modern English period) • The key conventions of a Shakespearean comedy • The key features of scripts for plays • How Shakespeare uses narrative conflict • The context of Elizabethan England (specifically the patriarchal society)	Students can: • Use a multi-paragraph outline to structure analytical writing • Employ journalistic writing skills (including tone, structure and style) to create their own news article • Analyse the impact of individual words • Track and evaluate the development of characters across a narrative • Evaluate Shakespeare's use of character archetypes	Students will receive regular formative feedback throughout their lessons (self, peer, verbal and live). **Final assessment**: MCQ questions on core knowledge from across the unit Reading assessment: the presentation of Hero and Beatrice. Writing: creation of a newspaper report on the shaming of Hero.	Recommended reading for this unit Elizabethan society The role of the genders and the impact of patriarchal society The impact and importance of journalism in society. Links to study of Elizabeth I in History.

	the literary criticism of feminism and again, they will be encouraged to put on their 'feminist glasses' to view and critique the presentation of women. As students begin to reflect on writers' own perspectives in non-fiction texts, their creative writing towards the end of the unit will focus on 'writing like a journalist' where they explore how to use a range of methods to successfully convey their own viewpoint on a topic. **Big questions that underpin learning:** ● Who was William Shakespeare? ● What was the theatre like during Shakespeare's time? ● What are the conventions of a Shakespearean comedy? ● What is a parallel narrative and why might writers use them? ● How have women's roles changed over time? ● How does Shakespeare play with character archetypes? ● How do writers create power dynamics between characters?	● Shakespeare's use of poetry and prose ● Shakespeare's manipulation of character archetypes ● How staging can be used to influence the audience ● The importance of journalism and the core features of article writing.			

	• Why is journalism important?				

Year 8 end of year goals:

Preparing for Tragedy

Students' Year 8 English journey will be underpinned by the core concept of tragedy: a genre that has a long tradition in literature. The core texts that students study across the year will follow flawed characters and examine the interplay between who might be seen as victims and villains in addition to tracking the importance of literary conflict in texts. Students will build on the core, foundational concepts and knowledge from last year and begin to think a little more deeply about texts as being vehicles for wider ideas. Across this year, students will develop their ability to unpick the how when considering literary choices and become more confident in exploring specific choices made by writers in addition to viewing texts through a didactic lens. Students will draw on their genre study from Year 7 to explore the Gothic movement and gain an understanding of how powerful genres influence modern texts through close study of Susan Hill's 'The Woman in Black', consider how novellas can be used as social and political commentaries through Orwell's 'Animal Farm' and finish the year with a close study of Shakespeare's tragedy 'Romeo and Juliet'.

Term	**Topic title(s) and overview**	**Knowledge**	**Skills**	**Assessment**	**Wider learning (Equality and diversity, SMSC, cultural capital)**

Autumn	**The Gothic** Gothic fiction has intrigued and unsettled readers for more than two centuries and has become a staple of the academic study of literature. In this unit, students will learn about the core principles and tropes of the Gothic genre before focusing on The Woman in Black as the primary novel, a text that draws on many of these conventions, in order to reflect on the longevity and influence of this genre as well as developing a wider understanding of how social and historical context can shape literary movements. Students' exploration and analysis of characterisation and setting will equip them with skills to apply to their own writing craft. **Big questions that underpin learning:** ● What influenced the Gothic movement? ● What are the conventions of the Gothic genre?	Students will know: ● The key characters, plot and setting of 'The Woman in Black' ● That Gothic literature is a genre that covers horror, deth, the supernatural and, at times, romance. The Gothic was derived from Walpole's 'The Castle of Otranto' and developed with texts such as 'Mysteries of Udolpho', 'Wuthering Heights' and 'The Fall of the House of Usher'. The genre has had a lasting impact on English literature, influencing modern texts such as 'The Woman in Black': a pastiche to the genre ● Gothic conventions and tropes consist of evoking mystery and fear, emotional distress, the supernatural and sense of abandonment and entrapment among others	Students can: ● Identify Gothic conventions/ tropes in a range of texts ● Recognise and analyse methods used to create effective Gothic settings including, but not limited to: pathetic fallacy, personification and nouns to create imagery ● Identify and comment on the effectiveness of narrative voice and structure, specifically chosen for the genre ● Summarise chronological events in the text and track how conflict and tension are built across the text ● Evaluate writer's use of methods to create characterisation (including nouns and verbs) ● Analyse the symbolism of character and place names	Students will receive regular formative feedback throughout their lessons (self, peer, verbal and live). **Final assessment**: MCQ questions on core knowledge from across the unit Writing assessment: students will apply the methods learnt across the unit to their own Gothic inspired setting.	Morality Characters and events as reflecting the human condition Treatment of women

	• What are the key conventions of ghost stories? • How do writers create tension and suspense in their texts? • How do writers use setting to create atmosphere? • What is symbolism? • How do writers use symbolism in their work? • What methods do writers use to create effective settings? • What character archetypes are used in the Gothic genre? • How do characters have dramatic and symbolic functions?	• That characters have functions in narratives (including flat/ round/ dynamic and static and now considering dramatic/ narrative and symbolic functions) and that there are specific character functions and archetypes to be found within the Gothic genre • That symbolism can be used to create cohesion across a text and are used to create atmosphere in genre (specifically hell and fog) • That texts are created for didactic purposes as well as that of entertainment	• Use their knowledge of effective methods to create setting and character to craft their own, Gothic inspired descriptions.		
Spring	**'Some are more equal than others'** Students' second module of the year will tackle another giant in the literary genre canon: dystopian fiction. Through close study of Orwell's 'Animal Farm'	Students know: • The plot, characters and setting of 'Animal Farm' • Rhetoric is a toolkit for manipulating readers or listeners • Aristotle and Cicero were responsible for	Students can: • Analyse and explain the use of symbolism and its impact • Create thesis statements for a literature essay	Students will receive regular formative feedback throughout their lessons (self, peer, verbal and live). **Final assessment**: MCQ questions on core knowledge from across the unit	Recommended reads for this unit. Impact of power and abuse of power in society. Injustice and manipulation. Links to WW1 poetry.

	students will gain an appreciation of how genre can be used to provide graphic warnings of societal situations. In addition, students will develop an understanding of the impact that a specific form can have on a writer's message by evaluating Orwell's use of a fable and recognise how showing human values through animal characters allow readers to examine their behaviour from a distanced perspective. In a text rich with rhetoric, students will develop their understanding of the core principles of persuasive writing and use this knowledge when crafting their own speech. **Big questions that underpin learning:** ● What is power? ● What impact can power have? ● What is rhetoric? ● How can language be used to manipulate?	laying down the foundations of rhetoric ● The Aristotelian triad of ethos, pathos and logos ● Cicero's arrangement of rhetoric ● How writers use symbolism ● What makes an allegory	● Use rhetorical devices to successfully convey their viewpoint ● Identify rhetorical devices in speeches ● Arrange a rhetorical argument successfully ● Rehearse and deliver a short speech	Reading assessment: students will write an extended piece in response to their literature text, 'Animal Farm'. Writing/ S&L: write and deliver their own speech.	
Summer	**'I am Fortune's Fool'**	Students know:	Students can:	Students will receive regular formative feedback throughout	Patriarchal society Conflict in families and society

	In students' final unit in year 8, they will meet the genre of tragedy through close study of Shakespeare's 'Romeo and Juliet'. Students will develop an understanding of the core principles of tragedy and use these conventions to track the development of the tragic heroes. Students will also draw on their work from comedy last year, to gain an appreciation of Shakespeare as a forward thinking writer who fused genres in order to entertain. Students will examine the use of conflict through literature, not only through their study of the play, but also through short stories and consolidate their understanding of narrative structure. **Big questions that underpin learning:** ● What is a tragedy? ● What are the features of a Shakespearean tragedy? ● How and why do writers use conflict in narratives?	● The plot, characters and setting of 'Romeo and Juliet' ● The features of a Shakespearean tragedy ● The context of the play (including the patriarchy and role of women in Elizabethan England) ● The structural choices playwrights make (including soliloquies and time) ● How writers can use stagecraft for effect ● How writers can use both character and plot to drive conflict and create pace	● Analyse the use of symbolism and stagecraft in a text ● Analyse the use of imagery ● Track the development of form and conflict across a text ● Evaluate the presentation of characters ● Identify conflict in a text and apply this to their own work	their lessons (self, peer, verbal and live). MCQ questions on core knowledge from across the unit Reading assessment: writing about Romeo's feelings on Juliet from a selected scene.	The role of power

	• How do writers use stagecraft for effect?				

<u>Year 9 end of year goals:</u>

Writers with a Voice: People, Places, Protest and Politics

As students' journey in literature continues, Year 9 will encounter writing which challenges some of the foundational concepts studied in Years 7 and 8. Students will deepen their understanding of how texts are used as a vehicle for conveying writers' ideas and perspectives and begin to evaluate the effectiveness of both texts and writers. Students will now draw on their knowledge of the what and how to begin considering the why: the authorial intent behind texts. Through study of Steinbeck's 'Of Mice and Men', the RSC's play adaptation of Blackman's 'Noughts and 'Crosses' and a collection of protest poetry, students will gain an appreciation of how writers can fight injustice, give voices to those less powerful and encourage us to reflect on the past, enabling us to look forward to a better future. Ultimately, our students will learn that, through language, comes power and their study of how writers effectively communicate their ideas on people, politics and places will empower them to express their own points of view in their final speech writing masterclass at the end of the year.

Term	**Topic title(s) and overview**	**Knowledge**	**Skills**	**Assessment**	**Wider learning (Equality and diversity, SMSC, cultural capital)**
Autumn	**No Man is an Island** Through studying term 1's core text, John Steinbeck's 'Of Mice and Men', students will develop an understanding of the impact of social and historical context on the writer's choices and consider how writers use their work to both reflect and comment on issues within society, how they are influenced in their own writing and how in turn they are able to influence readers. Using this text and a range of multicultural poetry, students will not only explore the ramifications of intolerance, isolation and a lack of compassion within society, but also examine the relationship between people, places and their role in society. **Big questions that underpin learning:** ● What is the Great Depression? ● What is the American Dream? ● How are writers' messages influenced by time and place?	● Key characters, plot and setting of 'Of Mice and Men' ● What context is and the three different types of context we use when studying literature (historical, social and geographical) ● When the Great Depression was, what caused it and its impact ● What the American Dream is and why American writers are preoccupied with this ideology in their work ● How setting can have a symbolic and microcosmic function ● How writers use symbols to connect the text and to create foreshadowing ● The importance of of literary and dramatic conflict in narratives	● Begin to write an introduction and thesis statement ● Analyse both language and structure in narrative texts ● Use authorial intent verbs to comment on writers' messages ● Compare and contrast texts ● Construct an extended response (what/ how/ why) using a multi-paragraph outline in response to a literature question ● Evaluate and articulate their own personal view on a character/ theme/ text **Descriptive writing:** ● Subtlety of description (showing not telling)	Students will receive regular formative feedback throughout their lessons (self, peer, verbal and live). **Final assessment**: MCQ questions on core knowledge from across the unit Extended reading response: How does Steinbeck present power in 'Of Mice and Men'?	Recommended reading linked to this unit. ● Extend students' range of reading beyond the British Isles. ● Explore the ramifications of intolerance, isolation and a lack of compassion within society – both at a systemic, structural level and a personal level. ● Revisit the story of Genesis and how this is used as literary allusion within text. ● Through the historical context of the text (Great Depression/ Wall Street Crash), students are given the opportunity to widen their knowledge of economics and the effect on individual lives.

	• How do writers influence and manipulate the response of their readers? • How are texts used to reflect and critique society? • How do writers create characterisation? • How do writers, including us, use symbolism at a word, character and structural level? • What is nomenclature? How is this used to develop character? • How can settings be used to reflect people and society? • How can I use adjectives and verbs to create personification? • How can nouns be used to create imagery and character? • How can I use prepositions to organise descriptions?	• How writers use a range of methods to build tension • How light and darkness are used as core symbols in literature • What a circular narrative is and how it is used for effect • How writers create characterisation (including through action, dialogue and description) • How characters are used as metonyms (including the use of nomenclature) • The importance of character functions (revision of protagonist, antagonist, secondary, symbolic, dramatic etc.) • Female archetypes that are used in literature • Review and develop understanding of patriarchal societies (through knowledge of misogyny)	• Using proper nouns to create character • Using noun phrases to create imagery • Positioning adjectives for emphasis • Using verbs and adjectives to create personification • Prepositional phrases for writing • Using present participles for use in action sequences		

		• How narratives are structures (reinforcement of Freytag's Pyramid)			
Spring	**There is no truth, only perspectives** In the second unit of Year 9, students will explore how attitudes across time impact our thoughts and behaviour today. Through close study of Dominic Cook's adaptation of Malorie Blackman's 'Noughts and Crosses' students will be encouraged to engage with emotive issues and reflect on how different perspectives can affect our perceptions of race, power and truth. The choice of this modern play and supporting extracts and poems will allow students to engage with a range of inequalities in society including education, race, health, the justice system, employment and access to opportunity and compare this text with Steinbeck's portrayal of segregation and marginalisation in order to evaluate the perspectives and limitations of writers. By the end of the unit, we will encourage students to reflect on how the power of human connection can overcome injustice and oppression.	**Contextual knowledge (how the text is influenced by a range of inequalities in society including):** • Little Rock • IRA • Civil Rights Movement **Core knowledge:** • Story theatre conventions and effect • Epic theatre conventions and effect • Tropes of dystopian fiction • Revisiting nomenclature and mythological allusions • Narrative and dramatic function of characters & characters as being catalysts to action • Conventions of a play • The form of a play and how this alters the message and allows for	Critical literacy - actively reading texts to understand how they are put together and the underlying messages they contain Comparison of the novel and the adaptation Evaluation of writers' perspectives Transactional writing skills	Students will receive regular formative feedback throughout their lessons (self, peer, verbal and live). **Final assessment**: MCQ questions on cumulative core knowledge from across terms 1 and 2. Writing based assessment (point of view article on the death penalty)	• Morality debates linked to capital punishment • Perception and perspectives of society • Widen knowledge of key events in history that has led to a range of inequalities: IRA, Civil Rights Movement, Little Rock • Racism and prejudice • Mental illness and trauma

	Big questions that underpin learning: ● What are the core tropes of dystopian fiction? ● What dramatic and symbolic functions do characters have? ● How does the nature of a play change audience perception and interpretation? ● How do writers' own experiences impact our appreciation of a text? ● How and why do texts draw on real life events?	interpretation (thinking like a playwright - physical and vocal impact etc.) & the impact of stage directions ● Impact of stagecraft ● Revisiting and revising use of monologue and soliloquy ● Sonnet form ● Letter conventions			
Summer 1	**'A word after a word after a word is power'** **Power & Protest Poetry** By undertaking study of this core literary movement, students will appreciate and articulate how the Romantics fought industrialisation and used poetry to incite change. Through a collection of poems, students will gain an understanding of how the Romantics explored ideas about youth and innocence, nature, identity and the self and, most importantly, protest and	● The Peterloo Massacre ● The French Revolution ● The Industrial Revolution ● John Locke and The Tabula Rasa (blank slate) ● Abolitionism ● The sublime ● Poetic techniques specifically: metre, volta, semantic field, tone, stanza, rhyme, enjambment, caesura & couplet	Poetry annotation Comparative poetry skills Language and structural analysis Continuing to develop academic writing skills.	Students will receive regular formative feedback throughout their lessons (self, peer, verbal and live). **Final assessment**: MCQ questions on cumulative core knowledge from across term 1 , 2 and 3.1. How do poets present a need for change in two of the poems you have studied?	● Ideas about revolution and equality in society (specifically focused on poverty, industrialisation and abolitionism) ● Social upheaval (corruption of the monarchy, institutions and childhood innocence)

	rebellion. Towards the end of the unit, students will reflect on modern protest texts and apply their knowledge of poetry to their own protest poem.	• Children as symbols of innocence, purity and restoration (The Idealised Child)			
Summer 2	**'A word after a word after a word is power'** **Speech writing** Throughout their Year 9 journey, students have explored the power of the written word to convey writers' ideas and thoughts. In this final unit, students will draw on this knowledge, in addition to their prior curriculum work on rhetoric, to find their own voice. Students will explore some of the greatest speeches of our time and analyse the structure, language and tone to help understand how to successfully articulate their own point of view. Students will then be encouraged to research a topic for change and experiment with methods of persuasion to successfully convey their own perspective before ultimately creating a presentation of their choice.	• The art of rhetoric (ethos, logos and pathos) • Different ways to create effective openings • Knowledge of structure and pacing • Anticipation and preparation for potential questioning	Rhetoric and persuasive writing skills Research skills Articulating point of view	**Final assessment**: A presentation and speech for the NEA in Spoken Language for GCSE.	Resilience International Women's Day and Equal Rights

Subject: Maths

Curriculum statement:

At Etonbury we recognise that the application of mathematics is a fundamental life skill required for everyday usage as well as a vast majority of career pathways for our students. It is therefore our intention to provide a high-quality mathematical education that will ensure individuals are numerate, confident and well equipped for each stage of their learning journey. Through quality first teaching and the delivery of maths for mastery curriculum, we aim to foster both enquiry and curiosity, developing an overall experience which is accessible for all students.

We aim for all students to:

- Become fluent in the fundamentals of mathematics so that they can develop conceptual understanding and the ability to recall and apply knowledge rapidly and accurately to a variety of complex problems over time.
- Reason mathematically by following a line of enquiry, conjecturing relationships and generalisations, developing an argument and justifications or proof using mathematical language confidently.

- Begin to solve problems by applying their mathematical knowledge to a variety of routine and non -routine problems with increasing sophistication, including breaking problems down into a series of manageable steps and links to real-life scenarios where these problems may arise.
- Have an appreciation of number operations which enables a range of both mental and written calculation procedures to be performed efficiently in order to be successful in the everyday usage of mathematics.
- Foster a positive attitude towards the learning of mathematics, recognising its creativity and the relevance encouraging individuals to reach their full potential and career goals.

Year 7 end of year goals:

The year 7 curriculum coverage provides consistency and progression in the teaching of maths for mastery. We provide a cumulative curriculum so that once a topic is covered, it is met many times again in other related contexts. In year 7 we teach in blocks so that students begin to further their application of the key number skills to a range of complex problems, making clear links with their algebraic thinking and begin to strengthen their deeper understanding of the reasoning skills where they begin to explore proofs in geometry. The year 7 lessons are planned to provide plenty of opportunities to use concrete objects and manipulatives to assist in the progression of the concepts taught. Alongside this, students are encouraged to use pictorial representatives, particularly during their algebraic thinking stages and the application of solving complex problems.

Term	**Topic title(s) and overview**	**Knowledge**	**Skills**	**Assessment**	**Wider learning (Equality and diversity, SMSC, cultural capital)**
Autumn 1	**Algebraic Thinking** ● **Sequences** ● **Understand and use algebraic notation** ● **Equality and equivalence**	● Describe and continue a sequence given diagrammatically. ● Predict and check the next term(s) of a sequence. ● Represent sequences in tabular and graphical forms. ● Recognise the difference between linear and non-linear sequences. ● Continue numerical linear and non-linear sequences. ● Explain the term-to-term rule of numerical sequences in words ● Given a numerical input, find the output of a single function machine. ● Use inverse operations to find the input given the output.	● Move freely between different numerical, algebraic, graphical and diagrammatic representations ● Make and test conjectures about patterns and relationships ● Use a calculator and other technologies to calculate results accurately and interpret appropriately ● Use algebra to generalise the structure of arithmetic ● Model situations by expressing them in algebraic form ● Confidently use the algebraic shorthand for notation.		● Development of speaking and listening ● Sharing ideas through question and answering sessions ● Addressing misconceptions and making students aware that making mistakes is an integral part of the mathematical learning process ● Clear links to careers for each objective ● Using and applying the concepts taught to real life scenarios as part of cultural capital awareness

		• Find the function machine given a simple expression. • Substitute values into single operation expressions. • Find numerical inputs and outputs for a series of two function machines. • Find the function machines given a two-step expression. • Substitute values into two-step expressions. • Represent one- and two-step functions graphically. • Understand the meaning of equality. • Understand and use fact families, numerically and algebraically. • Solve one-step linear equations involving +/− ×/÷ using inverse operations. • Understand the meaning of like and unlike terms. • Understand the meaning of equivalence.			

		• Simplify algebraic expressions by collecting like terms, using the ≡ symbol.			
Autumn 2	**<u>Place value and proportion</u>** • **Place value and ordering integers and decimals** • **Fraction, decimal and percentage equivalence**	• Recognise the place value of any number in an integer up to one billion. • Understand and write integers up to one billion in words and figures. • Work out intervals on a number line and position integers. • Round integers to the nearest power of ten. • Compare two numbers using =, ≠, , ≤, ≥ • Order a list of integers. • Find the range of a set of numbers. • Find the median of a set of numbers. • Convert between fractions and decimals – tenths, fifths, quarters, eighths, hundredths and thousandths.	• Consolidate understanding of the number system • Apply place value for decimals • Order both positive and decimal numbers • Work interchangeably with terminating decimals and equivalent fractions • Move freely between fractions, percentages and decimals using a range of representations • Extend understanding of percentages greater than 100% • Compare quantities using fractions, decimals and percentages.	Use of age related AQA all about maths year 7 summative assessments Term 1 Non calculator paper	• Development of speaking and listening • Sharing ideas through question and answering sessions • Addressing misconceptions and making students aware that making mistakes is an integral part of the mathematical learning process • Clear links to careers for each objective • Using and applying the concepts taught to real life scenarios as part of cultural capital awareness

		• Understand the meaning of percentage using a hundred square. • Convert fluently between simple fractions, decimals and percentages. • Use and interpret pie charts • Understand fractions as division. • Explore fractions above one, decimals and percentages.			
Spring 1	**<u>Applications of number</u>** • **Solving problems with addition and subtraction.** • **Solving problems with multiplication and division.** • **Fractions and percentages of amounts.**	• Properties of addition and subtraction. • Mental and formal strategies for addition and subtraction including decimals • Choose the most appropriate method: mental strategies, formal written or calculator • Solve problems in the context of perimeter • Solve financial maths problems • Solve problems involving tables and timetables	• Confidently use formal written methods to positive integers and decimals • Use inverse relationships with all operations • Derive formulae to solve problems • Use and apply the language associated with the operations when solving problems • Change freely between units • Move freely between fractions, decimals and percentages when		• Development of speaking and listening • Sharing ideas through question and answering sessions • Addressing misconceptions and making students aware that making mistakes is an integral part of the mathematical learning process • Clear links to careers for each objective • Using and applying the concepts taught to real life scenarios as part

		• Solve problems with frequency trees • Solve problems with bar charts and line charts • Add and subtract numbers given in standard form • Properties of multiplication and division • Understand and use factors and multiples	solving problems associated with the four operations.		of cultural capital awareness
Spring 2	**<u>Directed number</u>** • **Operations and equations with directed numbers.** • **Fractional thinking** • **Addition and subtraction of fractions.**	• Understand and use representations of directed numbers • Order directed numbers using lines and appropriate symbols • Add and subtract directed numbers • Multiplication and division of directed numbers • Use a calculator for directed number calculations • Evaluate algebraic expressions with directed number	• Select and use appropriate calculation strategies • Use the four operations both mental and written • Use the inverse operation to support written recordings • Substitute in expressions • Apply the concepts associated to the key vocabulary • Use a calculator and other manipulatives to reach answers with accuracy	Use of age related AQA all about maths year 7 summative assessments Term 2 Non calculator paper	• Development of speaking and listening • Sharing ideas through question and answering sessions • Addressing misconceptions and making students aware that making mistakes is an integral part of the mathematical learning process • Clear links to careers for each objective • Using and applying the concepts taught to real life scenarios as

		• Solve two-step equations • Use order of operations with directed numbers • Roots of positive numbers • Understand representations of fractions • Convert between mixed numbers and fractions • Add and subtract unit fractions with the same denominator • Add and subtract fractions with the same denominator • Understand and use equivalent fractions • Add and subtract fractions with any denominator • Add and subtract improper fractions and mixed numbers • Fractional Thinking Use fractions in algebraic contexts • Add and subtract simple algebraic fractions	• Begin to from equations and then solve them • Move freely between fractions, decimals and percentages when solving problems associated with the four operations • Make links to algebraic notation and fractions		part of cultural capital awareness

Summer 1	**<u>Lines and angles</u>** ● **Constructing, measuring and using geometric notation.** ● **Developing geometric reasoning.**	● Understand and use letter and labelling conventions including those for geometric figures ● Draw and measure line segments including geometric figures ● Understand angles as a measure of turn ● Classify angles Measure angles up to 180° ● Draw angles up to 180,° ● angles between 180° and 360° ● Identify perpendicular and parallel lines ● Recognise types of triangles and quadrilaterals ● Identify polygons up to a decagon ● Construct triangles using SSS, SAS and ASA ● Construct more complex polygons ● Interpret simple pie charts using proportion and a protractor	● Use the appropriate equipment such as a protractor and a compass ● Draw and measure angles ● Begin to reason deductively in geometry. ● Clearly recognise the differences between perpendicular and parallel lines ● Using the appropriate tools, such as a compass, protractor, ruler to construct bisectors ● Recall and illustrate all properties of 2-d shapes, triangles and quadrilaterals ● Use and apply the angle facts on a straight line, about a point, in a triangle and in a quadrilateral ● Have a clear understanding of the all angle types when solving complex angles reasoning questions		● Development of speaking and listening ● Sharing ideas through question and answering sessions ● Addressing misconceptions and making students aware that making mistakes is an integral part of the mathematical learning process ● Clear links to careers for each objective ● Using and applying the concepts taught to real life scenarios as part of cultural capital awareness

		• Draw pie charts • Understand and use the sum of angles at a point, straight line, vertically opposite angles and angles in a triangle. • Know and apply the sum of angles in a quadrilateral • Find and use the angle sum of any polygon Investigate angles in parallel lines • Understand and use parallel line angle rules • Use known facts to obtain simple proofs.			
Summer 2	**<u>Reasoning with number</u>** • **Developing number sense.** • **Sets and probability.** • **Prime numbers and proof.**	• Know and use mental addition, subtraction, multiplication and division strategies for integers, including decimals. • Use estimation as a method for checking mental calculations • Use known number and algebraic facts to derive other facts • Know when to use a mental strategy, formal	• Consolidate numerical capabilities when extending understanding of the number system • Select appropriate strategies when solving increasingly complex problems • Use and apply the inverse of the four operations to check written and mental calculations	Use of age related AQA all about maths year 7 summative assessments Term 3 Calculator paper	• Development of speaking and listening • Sharing ideas through question and answering sessions • Addressing misconceptions and making students aware that making mistakes is an integral part of the mathematical learning process

		written method or a calculator ● Identify and represent sets ● Interpret and create Venn diagrams ● Know and use the vocabulary of probability ● Generate sample spaces for single events ● Calculate the probability of a single event ● Understand and use the probability scale ● Know that the sum of probabilities of all possible outcomes is 1 ● Find and use multiples, factors, primes and triangular numbers ● Find HCF and LCM ● Write a number as a product of its prime factors ● Use a Venn diagram to calculate the HCF and LCM ● Make and test conjectures	● Understand that probability is always out of 1 ● Use the probability scale confidently and interchange between the use of vocabulary and fractions/decimals and percentages ● Use the concept of the vocabulary of prime numbers, factors, multiples when deriving proofs ● Begin to provide reasoning in number and algebraic form more freely ● Make and test conjectures about patterns and relationships by looking for proofs and counterexamples		● Clear links to careers for each objective ● Using and applying the concepts taught to real life scenarios as part of cultural capital awareness

		• Use counterexamples to disprove a conjecture			

Year 8 end of year goals:

The year 8 curriculum coverage provides consistency and progression in the teaching of maths for mastery. We provide a cumulative curriculum so that once a topic is covered, it is met many times again in other related contexts. In year 8 we develop and strengthen key calculator skills throughout the whole year. The teaching blocks consist of depth and understanding in proportional reasoning and a variation of representations, both algebraically and graphically. Students will build core understanding of their algebraic thinking and will further deepen

their techniques by solving a range of complex equations. The year 8 students will continue to practise developing their number and geometric skills which will enable them to draw upon a range of reasoning skills when asked to make justifications . Throughout year 8, students will continue to be given opportunities to use concrete objects and manipulatives to assist in the progression of the concepts taught.

Term	**Topic title(s) and overview**	**Knowledge**	**Skills**	**Assessment**	**Wider learning (Equality and diversity, SMSC, cultural capital)**
Autumn 1	**Proportional reasoning** ● **Ratio and scale** ● **Multiplicative change** ● **Multiplying and dividing fractions**	● Understand the meaning and representation of ratio ● Understand and use ratio notation Solve problems involving ratios of the form 1 : n (or n : 1) ● Solve proportional problems involving the ratio m : n ● Divide a value into a given ratio Express ratios in their simplest integer form ● Compare ratios and related fractions Understand π as the ratio between diameter and circumference ● Understand gradient of a line as a ratio	● Make connections between number calculations and their algebraic and graphical representations ● Use scale factors, scale diagrams and maps ● Understand that a multiplicative relationship between two quantities can be expressed as a ratio or a fraction ● Interpret when the structure of a numerical problem requires additive or multiplicative or proportional reasoning		● Development of speaking and listening ● Sharing ideas through question and answering sessions ● Addressing misconceptions and making students aware that making mistakes is an integral part of the mathematical learning process ● Clear links to careers for each objective ● Using and applying the concepts taught to real life scenarios as part of cultural capital awareness

		• Solve problems involving direct proportion • Explore conversion graphs Convert between currencies • Explore direct proportion graphs • Explore relationships between similar shapes • Understand scale factors as multiplicative representations • Draw and interpret scale diagrams • Interpret maps using scale factors and ratios • Represent multiplication of fractions • Multiply a fraction by an integer • Find the product of a pair of unit fractions Find the product of a pair of any fractions Divide an integer by a fraction • Divide a fraction by a unit fraction	• Move freely between different numerical, algebraic, graphical and diagrammatic representations • Use the four operations, including formal written methods, applied to integers, decimals, proper and improper fractions and mixed numbers, all both positive and negative		

		Understand and use the reciprocal ● Divide any pair of fractions ● Multiply and divide improper and mixed fractions ● Multiply and divide algebraic fractions			
Autumn 2	**<u>Representations</u>** ● **Working in the cartesian plane** ● **Representing data** ● **Tables and probability**	● Recognise and use the line $y = x$ ● Recognise and use lines of the form $y = kx$ Link $y = kx$ to direct proportion problems ● Explore the gradient of the line $\boldsymbol{y = kx}$ ● Recognise and use lines of the form $y = x + a$ ● Explore graphs with negative gradient ($y = -kx$, $y = a - x$, $x + y = a$) ● Plot graphs of the form $y = mx + C$ ● Draw and interpret scatter graphs and describe linear correlation ● Draw and use line of best fit	● Move freely between different numerical, algebraic, graphical and diagrammatic representations ● Develop algebraic and graphical fluency, including linear functions ● Make connections between number calculations and their algebraic and graphical representations ● Substitute numerical values into formulae and expressions ● Recognise, sketch and produce linear graphs ● Construct and interpret appropriate tables, charts and diagrams for categorical data,	Use of age related AQA all about maths year 8 summative assessments Term 1 Calculator paper	● Development of speaking and listening ● Sharing ideas through question and answering sessions ● Addressing misconceptions and making students aware that making mistakes is an integral part of the mathematical learning process ● Clear links to careers for each objective ● Using and applying the concepts taught to real life scenarios as part of cultural capital awareness

		• Identify non-linear relationships • Identify different types of data • Read and interpret ungrouped and grouped frequency tables • Represent grouped discrete data Represent data in two-way tables • Construct sample spaces for 1 or more events • Find probabilities from a sample space, two -way tables and Venn diagrams • Use the product rule for finding the total number of possible outcomes	ungrouped and grouped numerical data • Describe simple mathematical relationships between two variables in observational and experimental contexts using scatter graphs • Record, describe and analyse the frequency of outcomes of simple probability experiments involving randomness, fairness, equally and unequally likely outcomes using appropriate language and the 0-1 probability scale • Use language and properties precisely to analyse probability and statistics		
Spring 1	**<u>Algebraic techniques</u>** • **Brackets, equations and inequalities** • **Sequences** • **Indices**	• Form algebraic expressions • Multiply out a single bracket • Factorise into a single bracket	• Identify variables and express relationships between variables algebraically • Model situations mathematically		• Development of speaking and listening • Sharing ideas through question and answering sessions • Addressing misconceptions and

		• Expand multiple single brackets and simplify • Expand a pair of binomials • Solve equations, including with brackets Form and solve inequalities • Solve equations and inequalities with unknowns on both sides Form and solve equations and inequalities with unknowns on both sides • Identify and use formulae, expressions, identities and equations • Generate sequences given a rule in words Generate sequences given a simple algebraic rule • Generate sequences given a complex algebraic rule • Find the rule for the nth term of a linear sequence • Adding and subtracting	• Substitute numerical values into formulae and expressions • Understand and use the concepts and vocabulary of expressions, equations, inequalities, terms and factors • Simplify and manipulate algebraic expressions to maintain equivalence by: • Collecting like terms • Multiplying a single term over a bracket • Taking out common factors • Expanding products of two or more binomials • Recognise arithmetic and geometric sequences and find the nth term • Use and interpret algebraic notation • Begin to model situations mathematically and express the results using a range of formal mathematical representations		making students aware that making mistakes is an integral part of the mathematical learning process • Clear links to careers for each objective • Using and applying the concepts taught to real life scenarios as part of cultural capital awareness

		expressions with indices ● Simplifying algebraic expressions by multiplying indices ● Simplifying algebraic expressions by dividing indices ● Using the addition law for indices ● Using the addition and subtraction law for indices ● Exploring powers of powers			
Spring 2	**<u>Developing number</u>** ● **Fractions and percentages** ● **Standard index form** ● **Number sense**	● Convert between decimals and percentages greater than 100% Percentage decrease with a multiplier Calculate percentage increase and decrease using a multiplier ● Express one number as a fraction or a percentage of another without a calculator ● Express one number as a fraction or a percentage of another using calculator methods	● Develop their use of formal mathematical knowledge to interpret and solve problems, including financial mathematics ● Interpret fractions and percentages as operators ● Define percentages as parts of a whole ● Use integers powers and associated real roots, recognise powers of 2,3 4,5 and distinguish between exact representations of roots and their	Use of age related AQA all about maths year 8 summative assessments Term 2 Calculator paper	● Development of speaking and listening ● Sharing ideas through question and answering sessions ● Addressing misconceptions and making students aware that making mistakes is an integral part of the mathematical learning process ● Clear links to careers for each objective ● Using and applying the concepts taught to real life scenarios as part

		• Work with percentage change • Choose appropriate methods to solve percentage problems • Find the original amount given the percentage less than or greater than 100% • Work with numbers between 0 and 1 in standard form • Compare and order numbers in standard form • Mentally calculate with numbers in standard form • Add and subtract numbers in standard form • Multiply and divide numbers in standard form • Use a calculator to work with numbers in standard form • Understand and use negative and fractional indices • Round numbers to powers of 10, and 1 significant figure	decimal approximations • Use standard units of mass, length and capacity, time and other measures including with decimal quantities • Round numbers and measure to an appropriate degree of accuracy • Use approximation through rounding to estimate calculations • Use a calculator and other technologies to calculate results accurately and then interpret them appropriately		of cultural capital awareness

		• Round numbers to a given number of decimal places • Estimate the answer to a calculation Understand and use error interval notation • Calculate using the order of operations Covert metric measures of length, mass and capacity • Convert metric units of area and volume			
Summer 1	**<u>Developing geometry</u>** • **Angles in parallel lines and polygons** • **Area of trapezia and circles** • **Line symmetry and reflection**	• Understand and use basic angles rules and notation • Investigate angles between parallel lines and the transversal • Identify and calculate with alternate, corresponding angles, vertically opposite and co-interior angles • Solve complex problems with parallel line angles • Construct triangles and special quadrilaterals • Understand and use the properties of	• Apply the properties of angles about a point, on a straight line and vertically opposite angles • Understand and use the relationship between parallel lines and alternate and corresponding angles • Derive and use the sum of angles in a triangle and use it to deduce the sum of angles in polygons • Use standard conventions for labelling the sides and angles of triangle ABC		• Development of speaking and listening • Sharing ideas through question and answering sessions • Addressing misconceptions and making students aware that making mistakes is an integral part of the mathematical learning process • Clear links to careers for each objective • Using and applying the concepts taught to real life scenarios as part

		diagonals of quadrilaterals ● Understand and use the sum of interior and exterior angles of any polygon Construct an angle bisector and a perpendicular bisector of a line segment ● Calculate the area of triangles, rectangles parallelograms and trapezium ● Calculate the perimeter and area of compound shapes ● Calculate the area of a circle and parts of a circle with and without a calculator ● Recognise line symmetry ● Reflect a shape in a horizontal, vertical and diagonal line	● Derive and illustrate properties of triangles, quadrilaterals and circles using appropriate language and technologies ● Derive and apply formula to calculate and solve problems involving area and perimeter of a rectangle, triangle, parallelogram and trapezium ● Solve problems with composite shapes including circles ● Use of specialist equipment such as tracing paper to find and draw symmetry lines ● Use of specialist equipment to find rotational symmetry		of cultural capital awareness
Summer 2	**<u>Reasoning with data</u>** ● **The data handling cycle** ● **Measures of location**	● Set up a statistical enquiry ● Design and criticise questionnaires ● Draw and interpret pictograms, bar charts	● Describe, interpret and compare observed distributions of a single variable through appropriate graphical representations	Use of age related AQA all about maths year 8 summative assessments Term 3	● Development of speaking and listening ● Sharing ideas through question and answering sessions

		and vertical line charts and pie charts Represent and interpret grouped quantitative data ● Find and interpret the range ● Compare distributions using charts Identify misleading graphs ● Understand and use the mean, median and mode ● Choose the most appropriate average Find the mean from an ungrouped and grouped frequency table ● Compare distributions using averages and the range	involving discrete, continuous and grouped data ● Construct and interpret appropriate tables, charts and diagrams for categorical data, grouped and ungrouped numerical data	Calculator paper	● Addressing misconceptions and making students aware that making mistakes is an integral part of the mathematical learning process ● Clear links to careers for each objective ● Using and applying the concepts taught to real life scenarios as part of cultural capital awareness

Year 9 end of year goals:

The Year 9 curriculum allows students to revisit topics taught in year 7 and 8 as well as building new content to extend their knowledge in preparation for key stage 4. The teaching blocks are designed to strengthen core reasoning skills in algebra, number, geometry and proportion. Throughout year 9, students will be able to successfully relate to the application and relevance of their number skills, making clear links in financial contexts to taxes and wages. Students will also be provided opportunities to test conjectures, identifying whether statements are true or false with clear reasoning and counterexamples. Year 9 students will continue to be given opportunities to use concrete objects and manipulatives to assist in the progression of the concepts taught.

Term	**Topic title(s) and overview**	**Knowledge**	**Skills**	**Assessment**	**Wider learning (Equality and diversity, SMSC, cultural capital)**
Autumn 1	**Reasoning with algebra** ● **Straight line graphs** ● **Forming and solving equations** ● **Testing conjectures**	● Lines parallel to the axes, $y = x$ and $y = -x$ Compare gradients and intercepts Understand and use $y = mx + c$ ● Write an equation in the form $\boldsymbol{y = mx + c}$ Find the equation of a line from a graph Interpret gradient and intercepts of real-life graphs ● Model real-life graphs involving inverse proportion ● Explore perpendicular lines ● Solve one- and two-step equations and inequalities, including those with brackets ● Inequalities with negative numbers ● Solve equations with unknowns on both sides ● Solve inequalities with unknowns on both sides ● Substituting into formulae and equations	● Develop algebraic and graphical fluency, including linear and simple quadratic functions ● Recognise, sketch and produce graphs of linear and quadratic functions of one variable with appropriate scaling, using equations in x and y and the cartesian plane ● Use linear and quadratic graphs to estimate values of y for given values of x and vice versa and to find appropriate solutions for simultaneous equations ● Move freely between different numerical, algebraic, graphical and diagrammatic representations, e.g equations and graphs		● Development of speaking and listening ● Sharing ideas through question and answering sessions ● Addressing misconceptions and making students aware that making mistakes is an integral part of the mathematical learning process ● Clear links to careers for each objective ● Using and applying the concepts taught to real life scenarios as part of cultural capital awareness

		Rearrange formulae (one-step) and (two step) ● Factors, Multiples and Primes ● True or False? Always, Sometimes, Never true ● Show that Conjectures about number Expand a pair of binomials and three binomials ● Conjectures with algebra ●	● Use algebraic methods to solve linear equations in one variable, including all forms that require rearrangement ● Models solutions or procedures by translating them into algebraic expressions or formulae, and by using graphs ● Make and test conjectures about patterns and relationships; look for proofs and counterexamples ● Begin to reason deductively in geometry, number and algebra		
Autumn 2	**<u>Constructing in 2 and 3 Dimensions</u>** ● **3 Dimensional shapes** ● **Constructions and congruenc**y	● Know names of 2-D and 3-D shapes and recognise prisms ● Accurate nets of cuboids and other 3-D shapes Sketch and recognise nets of cuboids and other 3-D shapes ● Plans and elevations	● Use language and properties precisely to analyse numbers, algebraic expressions, 2-D and 3-D shapes ● Use the properties of faces, surfaces, edges and vertices of cubes, cuboids, prisms,	Use of age related AQA all about maths year 9 summative assessments Term 1 Non- calculator paper	● Development of speaking and listening ● Sharing ideas through question and answering sessions ● Addressing misconceptions and making students aware that making

		• Find area of 2-D shapes Surface area of cubes and cuboids including triangular prisms and cylinders • Volume of cubes and cuboids, other 3-D shapes – prisms , cylinders cones, pyramids and spheres • Draw and measure angles • Construct and interpret scale drawings Locus of distance from a point , distance from a straight line/shape and equidistant from two points • Construct a perpendicular bisector a perpendicular from a point and a angle bisector • Locus of distance from two lines Construct triangles from given information • Identify and explore congruent figures and triangles	cylinders, cones and spheres to solve problems in 3-D • Derive and apply formulae to calculate and solve problems involving area and perimeter of rectangles, triangles, parallelograms, trapeziums and circles. • Draw and measure line segments and angles in geometric figures • Derive and use the standard ruler and compass constructions • Describe, sketch and draw using conventional terms and notation points, lines, parallel lines, perpendicular lines, right angles, regular polygons and other polygons that are reflective and rotationally symmetric		mistakes is an integral part of the mathematical learning process • Clear links to careers for each objective • Using and applying the concepts taught to real life scenarios as part of cultural capital awareness

Spring 1	**<u>Reasoning with number</u>** • **Numbers** • **Using percentages** • **Maths and money**	• Integers, real and rational numbers • Understand and use surds Work with directed number Solve problems with integers and decimals • Find the HCF and LCM Adding and subtracting fractions • Multiplying and dividing fractions • Solving problems with fractions • Numbers in standard form • Use the equivalence of fractions, decimals and percentages • Calculate percentage increase and decrease Express a change as a percentage • Solve 'reverse' percentage problems • Recognise and solve percentage problems with and without a calculator • Solve problems with repeated percentage change	• Use four operations, including formal written methods, applied to integers, decimals, proper and improper fractions, and mixed numbers, all both positive and negative • Use the concepts and vocabulary of prime numbers, factors (or divisors), multiples, common factors, highest common factor, lowest common multiple, prime factorisation and the unique factorisation property • Appreciate the infinite nature of the sets of real and rational numbers • Interpret fractions and percentages as operators • Solve problems by changing between fractions, decimals and percentages for financial mathematics questions		• Development of speaking and listening • Sharing ideas through question and answering sessions • Addressing misconceptions and making students aware that making mistakes is an integral part of the mathematical learning process • Clear links to careers for each objective • Using and applying the concepts taught to real life scenarios as part of cultural capital awareness

		• Solve problems with bills and bank statements Calculate simple interest Calculate compound interest • Solve problems with Value Added Tax • Calculate wages and taxes Solve problems with exchange rates • Solve unit pricing problems			
Spring 2	**<u>Reasoning with geometry</u>** • **Deduction** • **Rotation and translation** • **Pythagoras' Theorem**	• Angles in parallel lines Solving angles problems (using chains of reasoning) Angles problems with algebra • Identify the order of rotational symmetry of a shape • Compare and contrast rotational symmetry with line symmetry • Rotate a shape about a point on a shape • Rotate a shape about a point not on a shape Translate points and shapes by a given vector • Compare rotation and reflection of shapes • Find the result of a series of transformations	• Derive and use the standard ruler and compass constructions • Describe, sketch and draw using conventional terms and notation points, lines, parallel lines, perpendicular lines, right angles, regular polygons and other polygons that are reflective and rotationally symmetric • Understand and use the relationship between parallel lines and alternate and corresponding angles • Identify properties of and describe the	Use of age related AQA all about maths year 9 summative assessments Term 2 Calculator paper	• Development of speaking and listening • Sharing ideas through question and answering sessions • Addressing misconceptions and making students aware that making mistakes is an integral part of the mathematical learning process • Clear links to careers for each objective • Using and applying the concepts taught to real life scenarios as part of cultural capital awareness

		• Squares and square roots Identify the hypotenuse of a right-angled triangle Determine whether a triangle is right-angled Calculate the hypotenuse of a right-angled triangle Calculate missing sides in right-angled triangles • Use Pythagoras theorem on coordinate axes • Explore proofs of Pythagoras' theorem Use Pythagoras' theorem in 3-D shapes	results of translation, rotation and reflection applied to given figures • Develop mathematical knowledge through solving problems and evaluating the outcomes, including multi-step problems • Use and apply the Pythagoras Theorem to obtain simple proofs • Begin to model solutions mathematically and express the result using a range of formal mathematical representations		
Summer 1	**<u>Reasoning with proportion</u>** • **Enlargement and similarity** • **Solving ratio and proportion problems** • **Rates**	• Recognise enlargement and similarity • Enlarge a shape by a positive integer scale factor Enlarge a shape by a positive integer scale factor from a point • Enlarge a shape by a positive fractional scale factor • Enlarge a shape by a negative scale factor	• Apply angle facts, triangle congruence, similarity and properties of quadrilaterals to derive results about angles and sides • Understand that a multiplicative relationship between two quantities can be		• Development of speaking and listening • Sharing ideas through question and answering sessions • Addressing misconceptions and making students aware that making mistakes is an integral part of the

		• Work out missing sides and angles in a pair of given similar shapes • Solve problems with similar triangles • Explore ratios in right-angled triangles • Solve problems with direct proportion • Direct proportion and conversion graphs • Solve problems with inverse proportion • Graphs of inverse relationships • Solve ratio problems given the whole or a part • Solve 'best buy' problems Solve problems ratio and algebra • Solve speed, distance and time problems with and without a calculator Construct and interpret distance/time graphs • Solve problems with density, mass and volume Solve flow problems and their graphs • Rates of change and their units • Convert compound units	expressed as a fraction or a ratio • Change freely between standard units for time, length, area, volume and capacity • Use compound units such as speed, unit pricing and density to solve problems		mathematical learning process • Clear links to careers for each objective • Using and applying the concepts taught to real life scenarios as part of cultural capital awareness

Summer 2	**<u>Representations and revision</u>** ● **Probability** ● **Algebraic representations**	● Single event probability Relative frequency – include convergence ● Expected outcomes Independent events ● Use tree diagrams ● Use tree diagrams to solve 'without replacement' problems ● Use diagrams to work out probabilities ● Draw and interpret quadratic graphs ● Interpret graphs, including reciprocal and piecewise Investigate graphs of simultaneous equations ● Represent inequalities	● Apply that the probabilities of all possible outcomes sum to 1 ● Enumerate sets and unions/intersections of sets systematically, using tables, grids and Venn diagrams ● Recognise, sketch and produce graphs of linear and quadratic functions of one variable with appropriate scaling, using equations in x and y and the cartesian plane ● Use linear and quadratic graphs to estimate values of y for given values of x and vice versa and to find appropriate solutions for simultaneous equations	Use of age related AQA all about maths year 9 summative assessments Term 3 Calculator paper	● Development of speaking and listening ● Sharing ideas through question and answering sessions ● Addressing misconceptions and making students aware that making mistakes is an integral part of the mathematical learning process ● Clear links to careers for each objective ● Using and applying the concepts taught to real life scenarios as part of cultural capital awareness

<u>Subject:</u> Science

Curriculum statement:

At Etonbury the Science faculty aims to equip students with the scientific knowledge required to understand the uses and implications of science, today and for the future. We aim to develop understanding of the nature, processes and methods of science through different types of enquiries that help students to answer scientific questions about the world around them.

Our learner's develop scientific knowledge and conceptual understanding through the specific disciplines of;

- Biology- microbial, plant and animal processes and systems , their interactions with each other and their environment.
- Chemistry - foundations in chemistry, physical, analysis, inorganic and organic chemistry.
- Physics - foundations of physics, the universe, mechanics, electricity, waves, fields, particles and nuclear physics.

Learning is carefully sequenced to enable students to build on existing knowledge, deepen their understanding of scientific processes and develop critical evaluation and application skills. Teaching aims to promote enthusiasm for science by incorporating a range of practical skills**.** This gives students hands-on experience to test theories, make observations, collect and analyse data and practise using laboratory resources safely.

The Science faculty has an ambitious and varied KS3, KS4 curriculum.

1. Provide substantive and disciplinary knowledge which will enable pupils to be informed about how science underpins their everyday lives.
2. Emphasises academic core knowledge and skills, with accompanying breadth of opportunity.
3. The faculty uses varied, engaging and accessible resources to promote curiosity and involvement in learning.
4. Homework is purposeful and enables pupils to reinforce understanding enabling staff to identify and address misconceptions.
5. Day and residential trips have a direct link to learning and enhances pupils' science capital, enthusiasm for science and promotes STEM careers.
6. There is a strong emphasis on the wider curriculum, developing 'cultural capital' and skills.
7. Provide opportunities for pupils to complete hands-on practical activities in lessons to deepen their scientific understanding, develop team working and transferable skills.

Year 7 end of year goals:

By the end of Year 7, students will have developed their experimental skills, including recording and analysis of data, graph plotting and drawing conclusions from their own experiments. Students will have been introduced to fundamental science topics such as cells, digestion, photosynthesis and ecology (Biology), forces and space (Physics) and particles and elements (Chemistry). This set up allows students to develop their understanding of all the sciences across the year along with many opportunities to apply what they have been taught, such as what cells are made of and how forces interact, to in class and homework tasks with end of topic tests to check understanding. Practical experiments and demonstrations are used throughout the course to test scientific concepts and allow students to test theories and hypotheses for themselves to develop their own scientific inquiry.

Term	Topic title(s) and overview	Knowledge	Skills	Assessment	Wider learning (Equality and diversity, SMSC, cultural capital)
Autumn 1	**Becoming a scientist** **Cells**	• Health and safety rules for staying safe in the science lab • The names of different pieces of science equipment. • Cells as the fundamental unit of living organisms, including how to observe, interpret and record cell structure using a light microscope. • The functions of the cell wall, cell membrane, cytoplasm, nucleus, vacuole, mitochondria and chloroplasts.	• Use appropriate techniques, apparatus, and materials during laboratory work, paying attention to health and safety • Writing a risk assessment • Drawing a table and bar chart to collate and present data and interpret it in order to make scientific conclusions. • Evaluation skills and the scientific method. • Using a light microscope, observational skills, accurately	End of topic tests	• Development of oracy and listening skills. • Links to careers from the information being covered. • Applying the concepts being taught to real life scenarios as part of cultural capital awareness. • Showing sensitivity and emphasising an acceptance of different viewpoints when Science and Religion may disagree.

		• The similarities and differences between plant and animal cells. • The role of diffusion in the movement of materials in and between cells. • Structural adaptations of some unicellular organisms. • The hierarchical organisation of multicellular organisms: from cells to tissues to organs to systems to organisms. • The structure and functions of the human skeleton, to include support, protection, movement and making blood cells. • Biomechanics – the interaction between skeleton and muscles. • The function of muscles and examples of antagonistic muscles	draw cells from light microscope and label under high and low magnification. • Sampling data to estimate cell numbers. • Dissection skills to identify cartilage, muscle, bone, tendons ligaments etc.		• Addressing misconceptions and making students aware that making mistakes is an integral part of the learning process.
Autumn 2	**Particles** **Forces and motion**	• The properties of the different states of matter in terms of the particle model, including gas pressure. • Changes of state in terms of the particle model. • Changes with temperature in motion and spacing of particles. • Internal energy stored in materials. • Mixtures, including dissolving.	• Rearranging equations. • Unit conversions. • Using models for conceptual understanding. • Predicting / Formulating hypotheses • Experimenting / measuring • Observing • Communicating • Graph drawing • Interpreting data	End of topic tests	• Development of oracy and listening skills. • Links to careers from the information being covered. • Applying the concepts being taught to real life scenarios as part of cultural capital awareness.

		• Diffusion in terms of the particle model. • Diffusion in liquids and gases driven by differences in concentration and temperature. • Simple techniques for separating mixtures: filtration, evaporation, distillation and chromatography • Forces as pushes or pulls, arising from the interaction between 2 objects • Opposing forces and equilibrium: weight held by stretched spring or supported on a compressed surface. • Forces associated with deforming objects; stretching and squashing. • Forces being needed to cause objects to stop or start moving, or to change their speed or direction of motion. • gravity force, weight = mass x gravitational field strength (g), on Earth g=10 N/kg • Speed and the quantitative relationship between average	• Formulating models • Using force arrows in diagrams, adding forces in 1 dimension, balanced and unbalanced forces. • Forces measured in newtons, measurements of stretch or compression as force is changed		• Showing sensitivity and emphasising an acceptance of different viewpoints when Science and Religion may disagree. • Addressing misconceptions and making students aware that making mistakes is an integral part of the learning process.

		speed, distance and time (speed = distance ÷ time) ● The representation of a journey on a distance-time graph ● Relative motion: trains and cars passing one another.			
Spring 1	**Diet and Digestion** **Elements and Compounds**	● The content of a healthy human diet: carbohydrates, lipids (fats and oils), proteins, vitamins, minerals, dietary fibre and water, and why each is needed. ● Calculations of energy requirements in a healthy daily diet. ● The consequences of imbalances in the diet, including obesity, starvation and deficiency diseases. ● The tissues and organs of the human digestive system, including adaptations to function and how the digestive system digests food (enzymes simply as biological catalysts). ● The importance of bacteria in the human digestive system. ● The effects of recreational drugs (including substance misuse) on behaviour, health and life processes.	● Rearranging equations. ● Unit conversions. ● Using models for conceptual understanding. ● Predicting / Formulating hypotheses ● Experimenting / measuring ● Observing ● Communicating ● Graph drawing ● Interpreting data ● Formulating models	End of topic tests	● Development of oracy and listening skills. ● Links to careers from the information being covered. ● Applying the concepts being taught to real life scenarios as part of cultural capital awareness. ● Showing sensitivity and emphasising an acceptance of different viewpoints when Science and Religion may disagree. ● Addressing misconceptions and making students aware that making mistakes is an integral part of the learning process.

		• Dalton atomic model. • Differences between atoms, elements and compounds. • Chemical symbols and formulae for elements and compounds. • Changes of state and chemical reactions • The difference between chemical and physical changes.			
Spring 2	**Elements and Compounds (continued)** **Space/ Universe**	• The concept of a pure substance • Conservation of mass • Writing and balancing equations • Gravity force, weight = mass x gravitational field strength (g), on Earth g=10 N/kg, different on other planets and stars; gravity forces between Earth and Moon, and between Earth and sun. • Our sun as a star, other stars in our galaxy, other galaxies.	• Rearranging equations. • Unit conversions. • Using models for conceptual understanding. • Predicting / Formulating hypotheses • Experimenting / measuring • Observing • Communicating • Graph drawing • Interpreting data • Formulating models	End of topic tests	• Development of oracy and listening skills. • Links to careers from the information being covered. • Applying the concepts being taught to real life scenarios as part of cultural capital awareness. • Showing sensitivity and emphasising an acceptance of different viewpoints when Science and Religion may disagree. • Addressing misconceptions and making students aware that making

		• The seasons and the Earth's tilt, day length at different times of year, in different hemispheres. • The light year as a unit of astronomical distance.			mistakes is an integral part of the learning process.
Summer 1	**Photosynthesis/ Ecology and plant reproduction**	• The reactants in, and products of, photosynthesis. • The dependence of almost all life on Earth on the ability of photosynthetic organisms to use sunlight in photosynthesis to build organic molecules that are an essential energy store and to maintain levels of oxygen and carbon dioxide in the atmosphere. • The adaptations of leaves for photosynthesis. • The interdependence of organisms in an ecosystem, including food webs and insect pollinated crops • The importance of plant reproduction through insect pollination in human food security • How organisms affect, and are affected by, their environment,	• Rearranging equations. • Unit conversions. • Using models for conceptual understanding. • Predicting / Formulating hypotheses • Experimenting / measuring • Observing • Communicating • Graph drawing • Interpreting data • Formulating models	End of topic tests	• Development of oracy and listening skills. • Links to careers from the information being covered. • Applying the concepts being taught to real life scenarios as part of cultural capital awareness. • Showing sensitivity and emphasising an acceptance of different viewpoints when Science and Religion may disagree. • Addressing misconceptions and making students aware that making mistakes is an integral

		including the accumulation of toxic materials. ● Reproduction in plants, including flower structure, wind and insect pollination, fertilisation, seed and fruit formation and dispersal, including quantitative investigation of some dispersal mechanisms.			part of the learning process.
Summer 2	**Acids & Alkalis**	● Chemical reactions as the rearrangement of atoms. ● Representing chemical reactions using formulae and using equations. ● Defining acids and alkalis in terms of neutralisation reactions. ● The pH scale for measuring acidity/alkalinity; and indicators. ● Reactions of acids with metals to produce a salt plus hydrogen. ● Reactions of acids with alkalis to produce a salt plus water.	● Rearranging equations. ● Unit conversions. ● Using models for conceptual understanding. ● Predicting / Formulating hypotheses ● Experimenting / measuring ● Observing ● Communicating ● Graph drawing ● Interpreting data ● Formulating models	End of topic tests	● Development of oracy and listening skills. ● Links to careers from the information being covered. ● Applying the concepts being taught to real life scenarios as part of cultural capital awareness. ● Showing sensitivity and emphasising an acceptance of different viewpoints when Science and Religion may disagree. ● Addressing misconceptions and making students aware that making mistakes is an integral

					part of the learning process.

Year 8 end of year goals:

By the end of Year 8, students will continue to develop their experimental and mathematical skills to manipulate data and complete calculations to work out missing values by using an equation. Students will have been introduced to new science topics such as respiration and nutrition (Biology), the universe and electricity and magnetism (Physics) and periodic table and chemical reactions (Chemistry). In addition, topics covered in Year 7 such as Particles, Elements and Compounds are built upon to gain an understanding of how elements and compounds react and how to predict their products, as well as types of energy built upon in Electricity and cells leading into respiration. Students will have the opportunity to apply their knowledge and skills to a range of questions and situations, including during practical experiments, where students continue to practise skills such as recording of data and experimental set up of equipment. End of topic tests will be used to assess understanding at the end of a unit and feedback provided to each student.

Term	**Topic title(s) and overview**	**Knowledge**	**Skills**	**Assessment**	**Wider learning (Equality and diversity, SMSC, cultural capital)**
Autumn 1	**Periodic table** **Respiration**	● Physical and chemical properties of different elements. ● The principles underpinning the Mendeleev periodic table.	● Predicting patterns with reference to the periodic table. ● Rearranging equations. ● Unit conversions. ● Using models for conceptual understanding.	End of topic tests	● Development of oracy and listening skills. ● Links to careers from the information being covered. ● Applying the concepts being taught to real life scenarios as part of cultural capital awareness.

		• Periods and groups; metals and non-metals. • How patterns in reactions can be predicted with reference to the periodic table. • Properties of metals and non-metals. • The chemical properties of metal and non-metal oxides with respect to acidity. • Aerobic and anaerobic respiration in living organisms. • The process of anaerobic respiration in humans and micro-organisms, including fermentation. • The differences between aerobic and anaerobic respiration in terms of the reactants, the products formed and the implications for the organism.	• Predicting / Formulating hypotheses • Experimenting / measuring • Observing • Communicating • Graph drawing • Interpreting data • Formulating models		• Showing sensitivity and emphasising an acceptance of different viewpoints when Science and Religion may disagree. • Addressing misconceptions and making students aware that making mistakes is an integral part of the learning process.

Autumn 2	**<u>Universe</u>** **<u>Chemical reactions</u>**	• Gravity force, weight = mass x gravitational field strength (g), on Earth g=10 N/kg, different on other planets and stars; gravity forces between Earth and Moon, and between Earth and sun. • Our sun as a star, other stars in our galaxy, other galaxies. • The seasons and the Earth's tilt, day length at different times of year, in different hemispheres. • The light year as a unit of astronomical distance. • Moment as the turning effect of a force. • Atmospheric pressure decreases with increase of height as weight of air above decreases with height.	• Rearranging equations. • Unit conversions. • Using models for conceptual understanding. • Predicting / Formulating hypotheses • Experimenting / measuring • Observing • Communicating • Graph drawing • Interpreting data • Formulating models	End of topic tests	• Development of oracy and listening skills. • Links to careers from the information being covered. • Applying the concepts being taught to real life scenarios as part of cultural capital awareness. • Showing sensitivity and emphasising an acceptance of different viewpoints when Science and Religion may disagree. • Addressing misconceptions and making students aware that making mistakes is an integral part of the learning process.

		• Pressure in liquids, increasing with depth; upthrust effects, floating and sinking. • Pressure measured by ratio of force over area – acting normal to any surface. • Conservation of material and of mass, and reversibility, in melting, freezing, evaporation, sublimation, condensation, dissolving. • Combustion, thermal decomposition, oxidation and displacement reactions. • What catalysts do. • Energy changes on changes of state. • Exothermic and endothermic chemical reactions.			

		• The order of metals and carbon in the reactivity series. • The use of carbon in obtaining metals from metal oxides. • Properties of ceramics, polymers and composites.			
Spring 1	**Nutrition**	• The content of a healthy human diet: carbohydrates, lipids (fats and oils), proteins, vitamins, minerals, dietary fibre and water, and why each is needed. • Calculations of energy requirements in a healthy daily diet. • The consequences of imbalances in the diet, including obesity, starvation and deficiency diseases. • The tissues and organs of the human digestive system, including adaptations to function and how the digestive system	• Rearranging equations. • Unit conversions. • Using models for conceptual understanding. • Predicting / Formulating hypotheses • Experimenting / measuring • Observing • Communicating • Graph drawing • Interpreting data • Formulating models	End of topic tests	• Development of oracy and listening skills. • Links to careers from the information being covered. • Applying the concepts being taught to real life scenarios as part of cultural capital awareness. • Showing sensitivity and emphasising an acceptance of different viewpoints when Science and Religion may disagree. • Addressing misconceptions and making students aware that making mistakes is an integral part of the learning process.

		digests food (enzymes simply as biological catalysts). ● The importance of bacteria in the human digestive system.			
Spring 2	**<u>Waves</u>**	● The similarities and differences between light waves and waves in matter. ● Light waves travelling through a vacuum; speed of light. ● The transmission of light through materials: absorption, diffuse scattering and specular reflection at a surface. ● Use of ray model to explain imaging in mirrors, the pinhole camera, the refraction of light and action of convex lens in focusing; the human eye. ● Sheep eye dissection looking exploring the different parts of the eye. ● Light transferring energy from source to	● Use of protractors to measure angles of reflection and refraction. ● Dissection techniques. ● Drawing ray diagrams.	End of topic tests	● Development of oracy and listening skills. ● Links to careers from the information being covered. ● Applying the concepts being taught to real life scenarios as part of cultural capital awareness. ● Showing sensitivity and emphasising an acceptance of different viewpoints when Science and Religion may disagree. ● Addressing misconceptions and making students aware that making mistakes is an integral part of the learning process.

		absorber, leading to chemical and electrical effects; photosensitive material in the retina and in cameras. ● Colours and the different frequencies of light, white light and prisms,; differential colour effects in absorption and diffuse reflection. ● Frequencies of sound waves, measured in hertz (Hz); echoes, reflection and absorption of sound. ● Sound needs a medium to travel, the speed of sound in air, in water, in solids. ● Sound produced by vibrations of objects, in loudspeakers, detected by their effects on microphone diaphragm and the ear drum; sound waves are longitudinal. ● The auditory range of humans and animals.	● Rearranging equations. ● Unit conversions. ● Using models for conceptual understanding. ● Predicting / Formulating hypotheses ● Experimenting / measuring ● Observing ● Communicating ● Graph drawing ● Interpreting data ● Formulating models		

		• Pressure waves transferring energy; use for cleaning and physiotherapy by ultrasound; waves transferring information for conversion to electrical signals by microphone. • Waves on water as undulations which travel through water with transverse motion; these waves can be reflected, and add or cancel – superposition.			
Summer 1	**Earth and Atmosphere** **Electricity and Magnetism**	• The structure & composition of the Earth. • The rock cycle and the formation of igneous, sedimentary and metamorphic rocks. • Earth as a source of limited resources and the efficacy of recycling.	• Constructing circuits. • Rearranging equations. • Unit conversions. • Using models for conceptual understanding. • Predicting / Formulating hypotheses	End of topic tests	• Development of oracy and listening skills. • Links to careers from the information being covered. • Applying the concepts being taught to real life scenarios as part of cultural capital awareness. • Showing sensitivity and emphasising an acceptance of different viewpoints when

		• The composition of the atmosphere. • The production of carbon dioxide by human activity and the impact on climate. • Electric current, measured in amperes, in circuits, series and parallel circuits, currents add where branches meet and current as flow of charge. • Potential difference, measured in volts, battery and bulb ratings; resistance, measured in ohms, as the ratio of potential difference (p.d.) to current. • Differences in resistance between conducting and insulating components. • Separation of positive or negative charges when objects are rubbed together:	• Experimenting / measuring • Observing • Communicating • Graph drawing • Interpreting data • Formulating models		Science and Religion may disagree. • Addressing misconceptions and making students aware that making mistakes is an integral part of the learning process.

		transfer of electrons, forces between charged objects. ● The idea of electric field, forces acting across the space between objects not in contact. ● Magnetic poles, attraction and repulsion. ● Magnetic fields by plotting with compass, representation by field lines. ● Earth's magnetism, compass and navigation. ● The magnetic effect of a current, electromagnets, DC motors.			

Summer 2	**<u>Photosynthesis</u>** **<u>Extended project</u>**	• The reactants in, and products of, photosynthesis. • The dependence of almost all life on Earth on the ability of photosynthetic organisms to use sunlight in photosynthesis to build organic molecules that are an essential energy store and to maintain levels of oxygen and carbon dioxide in the atmosphere. • The adaptations of leaves for photosynthesis.	• Rearranging equations. • Unit conversions. • Using models for conceptual understanding. • Predicting / Formulating hypotheses • Experimenting / measuring • Observing • Communicating • Graph drawing • Interpreting data • Formulating models	End of topic tests	• Development of oracy and listening skills. • Links to careers from the information covered. • Applying concepts taught to real life scenarios as part of cultural capital awareness. • Showing sensitivity and emphasising an acceptance of different viewpoints when Science and Religion may disagree. • Addressing misconceptions and making students aware that making mistakes is an integral part of the learning process.

*The sequencing and content of the KS3 curriculum in year 8 will change next academic year (2024-2025)

Year 9 end of year goals:

By the end of Year 9, students will advance their understanding of key scientific concepts and knowledge covered throughout Years 7 and 8 to build on a deeper understanding required at GCSE level. This will include topics such as cells and respiration (Biology), particles and the particle model (Chemistry and Physics) and forces (Physics). A range of problems will be completed in both class and homework to allow students to develop their ability to lay out and answer longer questions. Students will undergo key practicals in all sciences (PAGs B1, B2, B4, B5, B8, C3, P3) with a detailed focus on experimental methodology, including choice of equipment, steps taken in the method and the variables used. These experiments range from separating substances from mixtures using different techniques (Chemistry), investigating motion of objects (Physics) and determining which factors may limit the rate of photosynthesis. Assessment will continue in the form of exam style questions in end of topic test once a unit is finished, similar to those on a GCSE science paper.

Term	Topic title(s) and overview	Knowledge	Skills	Assessment	Wider learning (Equality and diversity, SMSC, cultural capital)
Autumn 1	**Biology** ● B1.1 Cell Structures ● B1.2 What happens in cells **Chemistry** ● C1.1 The particle model ● C1.2 Atomic structure	**Biology** B1.1.1 Plant and animal cells B1.1.2 Bacterial cells B1.1.3 Light microscopes B1.1.4 Electron microscopes PAG - B1 Microscopy B1.2.1 DNA B1.2.2 Protein synthesis (Triple science content) B1.2.3 Enzymes B1.2.4 Enzyme reactions PAG - B4 Enzymes **Chemistry** C1.1.1 Introducing particles C1.1.2 Chemical and physical changes	Using a light microscope, observational skills, accurately draw cells from light microscope under high and low magnification. Calculating actual and observed sizes from magnification, unit conversions, rate calculations from graphs.	Exam style questions, PAG B1 Microscopy, PAG B4 Enzymes,	● Development of oracy and listening skills. ● Links to careers from the information being covered. ● Applying the concepts being taught to real life scenarios as part of cultural capital awareness. ● Showing sensitivity and emphasising an acceptance of different viewpoints when Science and Religion may disagree. ● Addressing misconceptions and making students aware that making mistakes is an

		C1.1.2 Limitations of the particle model C1.2.1 Atomic Structure C1.2.2 Isotopes C1.2.3 Developing the atomic model			integral part of the learning process.
Autumn 2	**<u>Physics</u>** ● P.1.1 The particle model ● P1.2 Changes of state ● P1.3 Pressure **<u>Biology</u>** ● B1.3 Respiration	**<u>Physics</u>** 1.1.1&2 The model of the atom 1.2.1 Density 1.2.2 Energy and temperature 1.2.3 Specific heat capacity 1.2.4 Specific latent heat 1.3.1 Gas pressure & temp 1.3.2 Pressure & Volume T 1.3.3 Atmospheric pressure T 1.3.4 Liquid pressure T 1.3.5 Floating and sinking T **<u>Biology</u>** 1.3.1 Carbs, Proteins & Lipids 1.3.2 Aerobic 1.3.3 Anaerobic PAG B2 Testing for Biological molecules	Measuring:yeast respiration and enzyme activity using gas volume derived from displaced water volume in an inverted measuring cylinder. Use models to represent particle theory. Take measurements of volume and mass of regular and irregular solids and use them to calculate density. Rearranging equations. Unit conversions.	Summative test Exam style questions, PAG B2 Testing for Biological molecules	● Development of oracy and listening skills. ● Links to careers from the information being covered. ● Applying the concepts being taught to real life scenarios as part of cultural capital awareness. ● Showing sensitivity and emphasising an acceptance of different viewpoints when Science and Religion may disagree. ● Addressing misconceptions and making students aware that making mistakes is an integral part of the learning process.
Spring 1	**<u>Biology</u>**	**<u>Biology</u>** 1.4.1 Photosynthesis 1.4.2 Photo experiments 1.4.3 Factors affecting	Safe use of a range of equipment to purify and/or	Exam style questions,	● Development of oracy and listening skills.

	• B1.4 Respiration **<u>Chemistry</u>** • C2.1 Purity & Separating mixtures.	photosynthesis 1.4.4 Interaction of limiting factors. PAG B5 - Photosynthesis **<u>Chemistry</u>** 2.1.1 Relative formula mass 2.1.2 Empirical formula 2.1.3.Pure and impure substances 2.1.4 Filtration & Crystallisation 2.1.5 Distillation 2.1.6 Chromatography 2.1.7 Purification and checking purity PAG C3 - Separation techniques	separate chemical mixtures including evaporation, filtration, crystallisation, chromatography and distillation.	PAG B5 Photosynthesis PAG C3 Separation techniques	• Links to careers from the information being covered. • Applying the concepts being taught to real life scenarios as part of cultural capital awareness. • Showing sensitivity and emphasising an acceptance of different viewpoints when Science and Religion may disagree. • Addressing misconceptions and making students aware that making mistakes is an integral part of the learning process.
Spring 2	**<u>Physics</u>** • P2.1 Motion • P2.2 Newton's Law	**<u>Physics</u>** 2.1.1 Distance, time & speed 2.1.2 Vectors & Scalars 2.1.3 Acceleration 2.1.4 Distance - Time graphs 2.1.5 Velocity time graphs 2.1.6 Equations motion and KE PAG P3 - Motion 2.2.1 Forces and interactions 2.2.2 Free body diagrams 2.2.3 Newton's First Law 2.2.4 Newton's second law 2.2.5 Everyday forces 2.2.6 Momentum 2.2.7 Work and power	Graph plotting skills. Analyse graphs to calculate gradient and area which are used to calculate speed and distance. Rearranging equations. Unit conversions. Drawing force diagrams.	Exam style questions, PAG P3 motion	• Development of oracy and listening skills. • Links to careers from the information being covered. • Applying the concepts being taught to real life scenarios as part of cultural capital awareness. • Showing sensitivity and emphasising an acceptance of different viewpoints when Science and Religion may disagree.

					• Addressing misconceptions and making students aware that making mistakes is an integral part of the learning process.
Summer 1	Biology • B2.1 Supplying the cell	<u>Biology</u> 2.1.1 Diffusion 2.1.2 Osmosis PAG B8 - Osmosis 2.1.3 Active transport 2.1.4 Mitosis 2.1.5 Cell Differentiation 2.1.6 Stem cells	Investigating diffusion and osmosis using potato cylinders. Calculating % change in mass, plotting appropriate graphs. Evaluation skills to relate size and solute concentration to data collected.	Summative test Exam style questions, PAG B8 Osmosis	• Development of oracy and listening skills. • Links to careers from the information being covered. • Applying the concepts being taught to real life scenarios as part of cultural capital awareness. • Showing sensitivity and emphasising an acceptance of different viewpoints when Science and Religion may disagree. • Addressing misconceptions and making students aware that making mistakes is an integral part of the learning process.
Summer 2	**<u>Chemistry</u>** • C2.2 Bonding	**<u>Chemistry</u>** 2.2.1 Metals and non-metals 2.2.2 Electronic structures 2.2.3 Forming ions 2.2.4 Ionic compounds	Construct models to demonstrate the different types	Exam style questions,	• Development of oracy and listening skills.

	Physics ● P2.3 Forces in action **Biology** ● B2.2 The challenges of size	2.2.5 Simple molecules 2.2.6 Giant covalent structures **Physics** 2.3.1 Stretching springs 2.3.2 Stretching materials and storing energy 2.3.3 Gravitational field and Potential energy. 2.3.4 Turning forces T 2.3.5 Simple machines T 2.3.6 Hydraulics T **Biology** 2.2.1 Exchange & Transport 2.2.2 Circulatory system 2.2.3 Heart & Blood Heart & lung dissection 2.2.4 Plant transport 2.2.5 Transpiration stream 2.2.6 Factors affecting transpiration	of bonding within molecules and electron arrangement. Graph plotting. Rearranging equations. Unit conversions.		● Links to careers from the information being covered. ● Applying the concepts being taught to real life scenarios as part of cultural capital awareness. ● Showing sensitivity and emphasising an acceptance of different viewpoints when Science and Religion may disagree. ● Addressing misconceptions and making students aware that making mistakes is an integral part of the learning process.

Subject: Citizenship

Curriculum statement:

Citizenship education helps to provide students with knowledge, skills and understanding to prepare them to play a full and active part in society.

Year 9 end of year goals:

The lessons aim to foster students' awareness and understanding of democracy, government and how laws are made and upheld. Students are encouraged to develop their skills and knowledge to explore law, political and social issues critically, to consider evidence, debate and make reasoned arguments.

Students are encouraged to develop their skills and knowledge to explore political and social issues critically, to consider evidence, debate and make reasoned arguments.

Term	Topic title(s) and overview	Knowledge	Skills	Assessment	Wider learning (Equality and diversity, SMSC, cultural capital)
Autumn 1 **Autumn 2**	**Politics & Participation** 1. **Parliament & Monarchy** 2. **Political parties** 3. **Voting** 4. **Commonwealth** 5. **How Laws are made.** 6. **Systems of Government** 7. **Brexit/ EU/ European Parliament**	**Develop knowledge of:** The difference between absolute & constitutional monarchy. How the UK's government's power is separate into the executive, the legislature, the judiciary to protect citizens and our human rights. Our political leaders and their party. How to vote & why it is important. The differences between democracy and one other form	Participating in class discussions about all the topic areas. Development of debating skills. Articulating thoughts and ideas. Gaining speaking & listening skills. Exploring ideas through questioning concepts and topics. Addressing misconceptions.	N/A	Links to careers from all topic areas. Applying the concepts to real life scenarios as part of cultural capital awareness. Addressing misconceptions and making students aware that making mistakes is an integral part of life and learning. Links to equality in society. Links to diversity in society. Links to different cultures' governance.

		of government. The UK's role in the EU & Brexit.	Formulating personal ideas and opinions based on facts and evidence. Writing key concepts that explain the 'why' of a given topic. Applying concepts to real life scenarios.		Links to active citizenship & voting.
Spring 1 **Spring 2**	**<u>Rights & Responsibilities</u>** **8. Criminal justice system** **9. Youth Courts** **10. Anti social behaviour/ Sexting** **11. Conflict management** **12. Sexting & sharing images** **13. Money laundering**	**Develop knowledge of:** How law's are made and the difference between civil and criminal law. How laws protect the citizen and deal with criminals How the criminal justice system is applied to young people Anti Social Behaviour, why do people do it and its consequences. How to manage and resolve issues. Why do I need to know about 'sexting' and image sharing? What is money laundering and	An understanding of what Parliament does to make laws in the UK. Appreciation of the British criminal system. Comprehension of behaviours and actions that break UK laws. An appreciation of British law enforcement including the police, solicitors & judges. Enhancing conflict management skills. The ability to Identify the dangers of sexting and image sharing and that it is a criminal criminal offence to share images of someone under the age of 16, even yourself.	N/A	Links to careers from all topic areas. Applying the concepts to real life scenarios as part of cultural capital awareness. Addressing misconceptions and making students aware that making mistakes is an integral part of life and learning. Links to equality in society. Links to diversity in society. Links to Morality in society. Links to anti-social behaviour within our communities.

		how not to get involved online.	Recognising fraudulent online activities. Development of debating skills. Addressing misconceptions.		Links to crime & punishment.
Summer 1 **Summer 2**	**Wider World** **14. What are positive and negative 'risks'** **15. Privilege** **16. Manage money in relation to emotions/ debt** **17. First Aid** **18. CPR/ Defibrillator** **19. Cyber bullying is along its consequences and the law supporting it.**	**Develop knowledge of:** What are good & bad risks within society? What is privilege and how life chances are not a choice decision. Money management and the emotions tied to spending. Basic first aid. Life saving skills of CPR & using a defibrillator. The concept and consequences of cyberbullying.	How to evaluate risks to make the decision as to whether to take the risk or not. Exploring and understanding that life chances are a starting point in life but this can not define you if you want to succeed. Looking at spending habits, emotions and understanding why/ how people get into debit. Learning first aid so that students can assist anyone who becomes ill. Learning how to save a person's life using CPR or a defibrillator. Learning about the definition of cyberbullying and the law.	N/A	Links to careers from all topic areas. Applying the concepts to real life scenarios as part of cultural capital awareness. Addressing misconceptions and making students aware that making mistakes is an integral part of life and learning. Links to equality in society. Links to diversity in society. Links to Morality in society. Links to behaviour within our communities and taking responsibility for ourselves and others.

					Links to online crime & punishment.

Subject: P.E. Core

Curriculum statement:

Etonbury Academy believes that Physical Education and school sport contributes to the totality of the educational experience of pupils. Physical, personal, social, moral, spiritually, culturally and emotional development are enhanced by the movement experiences that make up our broad and balanced Physical Education curriculum. In addition, expression, communication, appreciation and understanding are developed. Physical Education provides a range of experiences that form the basis for lifelong sporting and recreational activity which inspires all pupils to succeed and excel in competitive sports and other physically demanding activities. It should provide opportunities for pupils to become physically confident and develop reliance in a way which supports their health, fitness, mental health and well-being. Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect. Students will be introduced to subject specific language that will develop their dialect in PE lessons, promoting high standards in their spoken literacy when giving feedback during plenary sessions and when analysing performances. Students' written literacy skills will be developed for exam preparation (GCSE PE) and written coursework. Structured work in Physical Education and games should develop from the way in which many pupils enjoy exploring their own environment and their own physical abilities through practical work.

Throughout the whole school we offer a PE curriculum appropriate to all pupils; our curriculum is delivered in an inclusive manner. Pupils are provided with a balance of individual, group and team activities some of which are competitive. We promote the impact that Physical activity can have on a pupils mental health and well-being. Pupils have access to a highly differentiated revised curriculum linked to games, gymnastic activities, dance and trampoline, athletic activities, outdoor activities and health related fitness. This range of experiences is intended to provide for pupils' increasing self confidence in their ability and increase understanding of the importance of a healthy lifestyle. It allows for them to develop as part of a team, learning how to communicate with others and work together. It allows them to cope with disappointments, being able to communicate in an appropriate manner and adhere to the rules. The emphasis is upon providing a supportive learning environment that encourages maximum participation and rewards endeavour while remaining sympathetic to pupils physical needs and degree of learning. For students in KS4 there is the opportunity to be entered for external accreditation in Edexcel. Pupils have access to out-of-school competitions. Some pupils access inclusive events such as Boccia, frisbee etc. School sport is very strong in Bedfordshire and competitions comprise of cross country, football, indoor dance, athletics, table cricket, basketball, netball and others.

Year 7 end of year goals:

In year 7 we aim to introduce our students to a wide range of Sports and Physical Activities including Autumn Term: Football, Netball/Handball, Basketball and Gymnastics/Dance. Spring Term: Badminton, Rugby, Table Tennis and Hockey. Summer Term: Rounders, Athletics, Cricket and

Volleyball. In Year 7 the curriculum is on the whole skills based, alongside providing opportunities for pupils to become physically confident and develop reliance in a way which supports their health, fitness, mental health and well-being.

Term	**Topic title(s) and overview**	**Knowledge**	**Skills**	**Assessment**	**Wider learning** (Equality and diversity, SMSC, cultural capital)
Autumn	***Football*** - Passing - Dribbling - Shooting - Defending - Positioning - Rules ***Gymnastics*** - Travel movements - Rolls	***Football*** - Short and long passing techniques - Dribbling techniques - Shooting techniques - Defensive position, how and when to tackle - Positions on a football pitch - Key rules of football ***Gymnastics***	***Football*** - Passing techniques including; laces, inside and outside of boot, - Dribbling techniques, use of both feet, close control and control at speed, - Shooting techniques, how to develop power and accuracy, - Body shape for defending, shielding players, - The role of an official ***Gymnastics***	***All practical PE assessments are made through:*** - Verbal feedback communicated through question and answering - Use of peer and self feedback, - Verbal teacher feedback in lessons, - Use of inter-house competitions to assess students abilities in competitive environments.	***All practical PE lessons promote wider learning in the following ways:*** - Communication skills, - Teamwork - Social skills, - Leadership, - Understanding the human body and how sport affects this, - How to cope with losing, - Resilience skills

	- Balances - Sequences ***Dance*** - Actions - Space - Dynamics - Relationships - Transitions - Contact	- Body tension, - Aesthetics, - Counter balance, - Extension, - Shapes, - Travel methods, - How to link travel movements and balances ***Dance*** - Describe examples of Actions	- How to keep core strength when holding body shape, - The importance of aesthetics and presentation in performance, - How to use body weight and positioning to allow for counter balance, - How to extend parts of the body effectively, - Types of shapes that can be held both in stationary positions and whilst travelling, - Effective modes of travel, - Linking travel and balances to create smooth transitions leading to short sequences ***Dance*** **-Examples of Actions**		

	Basketball - Dribbling, - Passing, - Shooting, - Defensive techniques, - Rules of basketball. ***Netball*** - Passing - Shooting - Footwork	- Describe examples of Space - Describe examples of Dynamics - Describe examples of Relationships - Describe examples of effective transitions - Describe examples of contact ***Basketball*** - Dribbling techniques, - Passing techniques, - Shooting techniques in controlled environments, - Body position for effective defending, - Key rules of basketball ***Netball***	- Perform examples of Space - Perform examples of Dynamics - Perform examples of Relationships - Perform examples of effective transitions - Perform examples of contact ***Basketball*** - Dribbling techniques, including close control and dribbling at speed, - Passing techniques including, chest, bounce and shoulder passes, - Shooting technique without defensive pressure, focussed on routine, - Body positioning, how to defend against dribbling and passing, - How to officiate basketball.		

	- Positioning - Defensive technique - Rules ***<u>Handball</u>* -** - Passing - Shooting - Dribbling - Defending - Rules	- Passing techniques, - Shooting techniques, - How to use footwork, - Defensive positioning, - Key rules of netball ***<u>Handball</u>* -** - Passing techniques, - Shooting techniques, - Dribbling techniques, - Defensive tactics - Key rules of handball	***<u>Netball</u>*** - Passing techniques, including, chest, bounce and shoulder passes, - Shooting techniques, in isolation and non competitive environments, focus on shooting routine, - Rules on footwork, - Effective defensive positioning including how to effectively intercept the ball, - How to officiate in netball. ***<u>Handball</u>* -** - Pass techniques including, bounce and shoulder passe, - Shooting technique, how to develop power and accuracy, - Dribbling technique, under control and at speed, - Defensive tactics, formations, how to		

			defend effectively as a team unit, - How to officiate in handball		
Spring	***<u>Table Tennis</u>* -** - Forehand shots - Backhand shots - Grip - Scoring - Rules ***Rugby* -** - Tackling technique, - Running with the ball, - Passing technique, - Attacking and defensive lines, - Key rules	***<u>Table Tennis</u>* -** - Forehand technique, - Backhand technique, - Grip styles, - How to keep score, - Key rules of table tennis ***Rugby* -** - Tackling techniques, focus on safety, - Passing techniques, - Attacking and defensive lines for effective team play, - Key rules of rugby.	***<u>Table Tennis -</u>*** - Forehand & backhand technique, how to control the direction of the ball to move opposing players, - How to grip the bat to allow for consistent shots, - Rules for scoring, - Rules for winning points ***Rugby* -** - Tackling techniques, how to tackle safely in isolation and competitive environments, - How to pass in game situations using correct technique,	**<u>See above</u>**	**<u>See above</u>**

	Hockey - - Passing - Shooting - Dribbling - Defending - Rules - Attacking and defensive techniques - Key rules **Badminton -** - Grip - Court Lines - Serving - Clears, Smashes, Drives, Drops - Rules	***Hockey -*** - Passing techniques, - Shooting techniques, - Dribbling techniques, - Defensive tactics - Key rules of Hockey **Badminton -** - Forehand Serve - Backhand Serve - Forehand Grip - Backhand Grip - Overhead clear - Smash Shot - The lob - Drop Shot	- Attacking and defensive lines, how to structure effective team play, - Understanding and applying rules in game situations. ***Hockey -*** - Pass techniques including push, slap, hit. - Shooting technique, how to develop power and accuracy, - Dribbling technique, under control and at speed, - Defensive tactics, formations, how to defend effectively as a team unit, - How to officiate in hockey **Badminton -** - The role of an official - Serving techniques, how to serve in		

	- Attacking and defensive techniques	- Clears, Smashes, Drives, Drops - Rules - Attacking and defensive technique	isolation and competitive environments, - How to rally in a practice and play in game situations using correct technique, - How to demonstrate effective team play, - Understanding and applying rules in game situations.		
Summer	***<u>Cricket</u>* -** - Fielding techniques, catching, throwing, - Bowling technique, - Batting techniques, - Key rules ***Volleyball* -** - Dig shot, - Set shot, - Spike shot,	***<u>Cricket</u>* -** - Catching techniques, - Throwing techniques, - Bowing technique, - Batting grip and stance, - Key rules of cricket ***Volleyball* -** - Dig shot technique, - Set shot technique, - Spike shot technique,	***<u>Cricket</u>* -** - How to catch the ball when it is above and below the shoulder height, - Throwing techniques, underarm and overarm, - Bowling technique, focus on grip of the ball and keeping arm straight, - Understanding and applying rules of cricket. ***Volleyball* -** - Dig shot used in isolation,	**<u>See above</u>**	**<u>See above</u>**

	- Key rules ***Athletics -*** - *Sprint Starts* - *Quoit Throw* - *Shot Putt* - *Javelin* - *Long and Triple Jump* - *100m, 200m, 800m and 1500m* - *Relay* ***Rounders -*** - Throwing and catching - Batting - Bowling - Fielding - Backstop - Placement - Rules of rounders	- Key rules of volleyball ***Athletics -*** - *Sprint Start technique* - *Quoit Throw technique* - *Shot Putt technique* - *Javelin technique* - *Long and Triple Jump technique* - *100m, 200m, 800m and 1500m technique* - *Relay technique* ***Rounders -*** - Catching techniques, - Throwing techniques, - Bowing technique, - Batting grip and stance, - Key rules of rounders	- Set shot used in isolation, - Spike shot used in isolation, - Application with some consistency in gameplay, - Understanding and applying the key rules of volleyball ***Athletics -*** - *Officiating, coaching and timing* - *Sprint Start technique in isolation* - *Quoit Throw technique in isolation* - *Shot Putt technique in isolation* - *Javelin technique in isolation* - *Long and Triple Jump technique in isolation* - *100m, 200m, 800m and 1500m technique in isolation* - *Relay technique in isolation* - Understanding and applying rules of each event.		

			Rounders - - How to catch the ball when it is above and below the shoulder height, - Throwing techniques, underarm and overarm, - Bowling technique, focus on grip of the ball and keeping arm straight, - Understanding and applying rules of rounders.		

Year 8 end of year goals:

In year 8 we aim to embed and develop the skills learnt in year 7 by re-introducing our students to a wide range of Sports and Physical Activities including Autumn Term: Football, Netball/Handball, Basketball and Gymnastics/Dance. Spring Term: Badminton, Rugby, Table Tennis

and Hockey. Summer Term: Rounders, Athletics, Cricket and Volleyball. In Year 8 the curriculum has a focus on embedding the skills previously learnt, moving from isolated practices to adding competitive elements, alongside providing opportunities for pupils to become physically confident and develop reliance in a way which supports their health, fitness, mental health and well-being.

Term	**Topic title(s) and overview**	**Knowledge**	**Skills**	**Assessment**	**Wider learning (Equality and diversity, SMSC, cultural capital)**
Autumn	***Football*** **-** - Passing - Dribbling - Shooting - Defending - Positioning - Rules - Peer assessment ***Gymnastics*** **-**	***Football*** **-** - Short and long passing techniques - Dribbling techniques - Shooting techniques - Defensive position, how and when to tackle - Positions on a football pitch - Key rules of football - Application of skills in competitive environments, - Ability to improve others performance through feedback, - Development of tactical understanding ***Gymnastics*** **-**	***Football*** **-** - Re-cap of skills learned in year 7, - Application of skills into competitive and conditioned environments, - Assessment of others performance, feedback to improve performance ***Gymnastics*** **-** - How to keep core strength when holding body shape,	***All practical PE assessments are made through:*** - Verbal feedback communicated through question and answering - Use of peer and self feedback, - Verbal teacher feedback in lessons, - Use of inter-house competitions to assess students abilities in competitive	***All practical PE lessons promote wider learning in the following ways:*** - Communication skills, - Teamwork - Social skills, - Leadership, - Understanding the human body and how sport affects this, - How to cope with losing, - Resilience skills

	- Travel movements - Rolls - More complex (bigger group size) balances - Sequences - Jumps ***Dance -*** - Actions - Space - Dynamics - Relationships - Transitions - Contact - Choreographic Devices	- Body tension, - Aesthetics, - Counter balance, - Extension, - Shapes, - Travel methods, - How to link travel movements and balances - ***Dance -*** - Describe examples of Actions - Describe examples of Space - Describe examples of Dynamics - Describe examples of Relationships - Describe examples of effective transitions	- The importance of aesthetics and presentation in performance, - How to use body weight and positioning to allow for counter balance, - How to extend parts of the body effectively, - Types of shapes that can be held both in stationary positions and whilst travelling, - Effective modes of travel, - Linking travel and balances to create smooth transitions leading to short sequences ***Dance -*** - Perform examples of Space - Perform examples of Dynamics - Perform examples of Relationships - Perform examples of effective transitions - Perform examples of contact - Demonstrate choreographic devices - Demonstrate effective processes of ‘choreographic processes’	environments.	

	- Choreographic Processes ***Basketball -*** - Dribbling, - Passing, - Shooting, - Defensive techniques, - Rules of basketball, - Use of peer assessment	- Describe examples of contact - Describe examples of Actions - Describe example choreographic Devices - Describe example choreographic Processes ***Basketball -*** - Dribbling techniques, - Passing techniques, - Shooting techniques in controlled environments, - Body position for effective defending, - Key rules of basketball - Use of peer assessment to improve peers performances, - Development of tactical understanding	***Basketball -*** - Skills from year 7 re-capped, - Focus on the ability to use these skills in competitive environments, - Further understanding of the game to develop appropriate tactical decisions, - Use of knowledge of skills and techniques to improve peers performances ***Netball -*** - Skills from year 7 re-capped, - Focus on the ability to use these skills in competitive environments, - Further understanding of the game to develop appropriate tactical decisions, - Use of knowledge of skills and techniques to improve peers performances ***Handball -***		

	Netball - - Footwork, - Passing, - Shooting, - Defensive techniques, - Rules of netball, - Use of peer assessment ***Handball -*** - Passing - Shooting - Dribbling - Defending - Rules, - Use of peer assessment	***Netball -*** - Footwork techniques, - Passing techniques, - Shooting techniques in controlled environments, - Body position for effective defending, - Key rules of netball - Use of peer assessment to improve peers performances, - Development of tactical understanding ***Handball -*** - Passing techniques, - Shooting techniques, - Dribbling techniques, - Defensive tactics - Key rules of handball,	- Skills from year 7 re-capped, - Focus on the ability to use skills in competitive environments, - Deeper understanding of tactics to allow students to make appropriate decisions in game situations, - Use of knowledge of skills and techniques to improvise peers performances		

		- Developing tactical understanding, - Use of peer assessment to improve performances			
Spring	**Table Tennis -** - Forehand - Backhand - Serving - Singles and doubles rules - Shot selection **Rugby -** - Passing, - Running with the ball, - 3 man scrums - Tackle technique, - Rucking,	**Table Tennis -** - Re-cap skills from year 7 - Forehand shot technique, application of one type of spin - backhand shot technique, application of one type of spin - Serving technique and rules - Understanding of singles and doubles rules and how to officiate, including scorekeeping - Use of appropriate shot selection in competitive situations. **Rugby -** - Use of passing techniques, - How to run with the ball to maintain possession,	**Table Tennis -** - Skills are recapped from year 7, - Focus on the ability to use forehand and backhand techniques in rally situations to win points, - Application and use of a type of spin on shot selection, - Understanding and applying the rules and technique for serving - Being able to officiate table tennis matches, using the scoring system accurately **Rugby -** - Appropriate passing technique used in game situations, - Knowledge of when to run with the ball, - Knowledge of rules and when to set up scrums - Application of safe tackling technique, - Using attacking and defensive lines in games, - Officiating rugby matches		

	- Attacking and defensive lines, - Rules of rugby **Hockey -** - Passing - Shooting - Dribbling - Defending - Rules - Attacking and defensive techniques **Badminton -** - Grip - Court Lines - Serving - Clears, Smashes, Drives, Drops - Rules - Attacking and defensive techniques	- When and how to set up a 3 man scrum, knowledge of positions, - Safe tackle technique, - Application of attacking and defensive lines, - Accurate knowledge when officiating a rugby game **Hockey -** - Key rules - Passing techniques, - Shooting techniques, - Dribbling techniques, - Defensive tactics - Key rules of Hockey - Developing tactical understanding, - Use of peer assessment to improve performances **Badminton -** - Forehand Serve	**Hockey -** - Skills from year 7 re-capped, - Focus on the ability to use these skills in competitive environments, - Further understanding of the game to develop appropriate tactical decisions, - Use of knowledge of skills and techniques to improve peers performances **Badminton -** - Skills from year 7 re-capped, - Focus on the ability to use these skills in competitive environments, - Further understanding of the game to develop appropriate tactical decisions, - Use of knowledge of skills and techniques to improve peers performances		

		- Backhand Serve - Forehand Grip - Backhand Grip - Overhead clear - Smash Shot - The lob - Drop Shot - Clears, Smashes, Drives, Drops - Rules - Attacking and defensive technique			
Summer	***Cricket -*** - Front foot shots - Back foot shots - Bowling technique, - Fielding techniques, - Rules and scoring -	***Cricket -*** - Forward defensive and forward offensive shots, - Back Foot defensive and offensive shots, - Use of long barrier, overarm throws, underarm throws, - Good use of overarm bowling technique, - Understanding the rules and how to score.	***Cricket -*** - Use of appropriate batting techniques when facing overarm deliveries, - Use of appropriate fielding techniques at correct times in game situations, - Consistent use of overarm bowling technique, - Application and knowledge of rules and scoring ***Volleyball -***		

	Volleyball - - Dig shot, - Spike shot, - Serve, - Set shot, - Rules and scorekeeping, **Athletics -** - *Sprint Starts* - *Quoit Throw* - *Shot Putt* - *Javelin* - *Long and Triple Jump* - *100m, 200m, 800m and 1500m* - *Relay* **Rounders -** - Throwing and catching - Batting - Bowling - Fielding - Backstop - Placement	***Volleyball -*** - Use of dig shot technique, - Use spike shot technique, - Use of set shot technique, - Serving technique applied consistently, - Keeping score accurately and applying the rules consistently **Athletics -** - *Sprint Start technique* - *Quoit Throw technique* - *Shot Putt technique* - *Javelin technique*	- Shot selection, using the appropriate technique at the correct times in game situations, - Use of overarm serve technique consistently, - Being able to keep score accurately and use serve rotations when necessary. **Athletics -** - *Officiating, coaching and timing* - *Sprint Start technique in isolation and competitive situations* - *Quoit Throw technique in isolation and competitive situations* - *Shot Putt technique in isolation and competitive situations* - *Javelin technique in isolation and competitive situations* - *Long and Triple Jump technique in isolation and competitive situations* - *100m, 200m, 800m and 1500m technique in isolation and competitive situations*		

	- Rules of rounders	- *Long and Triple Jump technique* - *100m, 200m, 800m and 1500m technique* - *Relay technique* **Rounders -** - Catching techniques, - Throwing techniques, - Bowing technique, - Batting grip and stance, - Key rules of rounders	- *Relay technique in isolation and competitive situations* - Understanding and applying rules of each event. **Rounders -** - Skills from year 7 re-capped, - Focus on the ability to use these skills in competitive environments, - Further understanding of the game to develop appropriate tactical decisions, - Use of knowledge of skills and techniques to improve peers performances - Demonstrating the important and ability of placement of the ball - Understanding and applying rules of rounders.		

<u>Year 9 end of year goals:</u>

In year 9 we aim to apply all knowledge and understanding to continue to embed and develop the skills learnt in year 7 and 8 by re-introducing our students to a wide range of Sports and Physical Activities including Autumn Term: Football, Netball/Handball, Basketball,

Gymnastics/Dance. Spring Term: Badminton, Rugby, Table Tennis and Hockey. Summer Term: Rounders, Athletics, Cricket and Volleyball. In Year 9 the curriculum has a focus on leadership and ensuring students know 'why' and 'when' each skill must be appropriately selected and 'how' to incorporate each individuals strengths, alongside providing opportunities for pupils to become physically confident and develop reliance in a way which supports their health, fitness, mental health and well-being.

Term	**Topic title(s) and overview**	**Knowledge**	**Skills**	**Assessment**	**Wider learning (Equality and diversity, SMSC, cultural capital)**
Autumn	- ***Football*** - Passing, - Shooting, - Dribbling, - Formations, - Rules, - Leadership, - Peer assessment ***Netball*** - Footwork, - Passing, - Shooting, - Defensive techniques, - Rules of netball, - Use of peer assessment - Leadership	***Football*** - Passing techniques, - Shooting techniques, - Dribbling techniques, - Using appropriate formations in game situations, adapting formation for the position of the game, - Application of rules, officiating matches, - Leading teams in warm-up and drills, - Being able to assess accurately. ***Netball*** - Footwork techniques, - Passing techniques,	***Football*** - Skills from year 7 and 8 re-capped, - Focus on the ability to use these skills in competitive environments, - Further understanding of the game to develop appropriate tactical decisions, - Use of knowledge of skills and techniques to improve peers performances ***Netball*** - Skills from year 7 and 8 re-capped, - Focus on the ability to use these skills in	**All practical PE assessments are made through:** - Verbal feedback communicated through question and answering - Use of peer and self feedback, - Verbal teacher feedback in lessons, - Use of inter-house competitions to assess students abilities in competitive environments. - - Opportunities for leadership in small groups - Demonstrate effective use of timings- where	**All practical PE lessons promote wider learning in the following ways:** - Communication skills, - Teamwork - Social skills, - Leadership, - Understanding the human body and how sport affects this, - How to cope with losing, - Resilience skills

	- ***Handball*** - Passing, - Shooting, - Dribbling, - Defensive tactics, - Rules, - Tactics, - Leadership, - Peer Assessment	- Shooting techniques in controlled environments, - Body position for effective defending, - Key rules of netball - Use of peer assessment to improve peers performances, - Development of tactical understanding - Know the timings- where and when we perform each skill - ***Handball*** - Passing technique, including, overarm, bounce and underarm, - Use of shooting technique, including, jump shots - Use of dribbling technique, - Use of defensive tactics, including formations and body position, - Application of rules through officiating,	competitive environments, - Further understanding of the game to develop appropriate tactical decisions, - Use of knowledge of skills and techniques to improve peers performances - ***Handball*** - Skills from year 7 and 8 re-capped, - Focus on the ability to use these skills in competitive environments, - Further understanding of the game to develop appropriate tactical decisions, - Use of knowledge of skills and techniques to improve peers performances	and when we perform each skill -	

	- ***Basketball*** - Passing, - Shooting, - Dribbling, - Defensive tactics, - Rules, - Tactics, - Leadership, - Peer assessment - **Gymnastics** - Travel movements - Rolls - More complex (bigger group size) balances - Sequences - Jumps	- Leadership roles, leading warm-ups and drills, - Use of accurate peer assessment of the above techniques. - ***Basketball*** - Use of passing techniques, including, bounce, shoulder and chest, - Use of a range of shooting techniques, including, set shot, jump shot and lay-ups, - Application of correct defensive body set ups and tactics, zonal and man-to-man, - Application of appropriate tactics, - Leadership roles, leading warm-ups and drills, - Use of accurate peer assessment on the above techniques. - - **Gymnastics**	- ***Basketball*** - Skills from year 7 and 8 re-capped, - Focus on the ability to use these skills in competitive environments, - Further understanding of the game to develop appropriate tactical decisions, - Use of knowledge of skills and techniques to improve peers performances - **Gymnastics** - How to keep core strength when holding body shape,		

	- Vaulting - Springboard/Trampette work - Leadership ***Dance*** - Actions - Space - Dynamics - Relationships - Transitions - Contact - Choreographic Devices - Choreographic Processes - Choreography/ Performance	- Body tension, - Aesthetics, - Counter balance, - Extension, - Shapes, - Travel methods, - How to link travel movements and balances ***Dance*** - Describe examples of Actions - Describe examples of Space	- The importance of aesthetics and presentation in performance, - How to use body weight and positioning to allow for counter balance, - How to extend parts of the body effectively, - Types of shapes that can be held both in stationary positions and whilst travelling, - Effective modes of travel, - Linking travel and balances to create smooth transitions leading to short sequences ***Dance*** - Perform examples of Space - Perform examples of Dynamics		

	- Structure - Stimulus work - Leadership	- Describe examples of Dynamics - Describe examples of Relationships - Describe examples of effective transitions - Describe examples of contact - Describe examples of Actions - Describe example choreographic Devices - Describe example choreographic Processes - Know the difference between stimulus and intention	- Perform examples of Relationships - Perform examples of effective transitions - Perform examples of contact - Demonstrate choreographic devices - Demonstrate effective processes of 'choreographic processes' - Show effective choreography/ performance - Choreograph with structure - Stimulus work		
Spring	***Table Tennis -*** - Forehand, - Backhand, - Serving, - Rules and scoring, - Leadership, - Peer assessment.	***Table Tennis -*** - Using a combination of forehand and backhand shots in competitive situations, - Use of serves, applying a range of spin, - To officiate using the correct rules and scoring, - To lead warm-up and drills,	***Table Tennis -*** - Skills from year 7 and 8 re-capped, - Focus on the ability to use these skills in competitive environments, - Further understanding of the game to develop appropriate tactical decisions, - Use of knowledge of skills and techniques	***See above***	***See above***

	Rugby - - Tackling techniques, - Passing techniques, - Running with the ball, - Rules and tactics, - Scrums, - Line-outs, - Leadership, - Peer assessment.	- To assess peers on the above techniques. ***Rugby -*** - To use a safe and appropriate tackling technique, - Using a range of passing techniques, including, pop passes and passing techniques, - To be able to effectively run with the ball and find space on the pitch, - To apply appropriate rules and tactics in game situations, - To understand why scrums are given and how to set them up, - To understand why line-outs happen and how to set them up, - To lead groups in warm-ups and drills,	to improve peers performances - Leadership of activities in small groups - Demonstrate effective use of timings- where and when we perform each skill ***Rugby -*** - Skills from year 7 and 8 re-capped, - Focus on the ability to use these skills in competitive environments, - Further understanding of the game to develop appropriate tactical decisions, - Use of knowledge of skills and techniques to improve peers performances ***Hockey -***		

	Hockey - - Passing - Shooting - Dribbling - Defending - Rules - Attacking and defensive techniques - Key rules - Leadership ***Badminton -*** - Grip - Court Lines - Serving	- To peer assess on the above techniques. ***Hockey -*** - Passing techniques, - Shooting techniques, - Dribbling techniques, - Defensive tactics - Key rules of Hockey - Developing tactical understanding, - Use of peer assessment to improve performances - Know the timings- where and when we perform each skill ***Badminton -*** - Forehand Serve - Backhand Serve - Forehand Grip - Backhand Grip	- Skills from year 7 re-capped, - Focus on the ability to use these skills in competitive environments, - Further understanding of the game to develop appropriate tactical decisions, - Use of knowledge of skills and techniques to improve peers performances - Leadership of activities in small groups - Demonstrate effective use of timings- where and when we perform each skill ***Badminton -*** - Skills from year 7 and 8 re-capped, - Focus on the ability to use these skills in competitive environments, - Further understanding of the game to develop		

	- Clears, Smashes, Drives, Drops - Rules - Attacking and defensive techniques	- Overhead clear - Smash Shot - The lob - Drop Shot - Clears, Smashes, Drives, Drops - Rules - Attacking and defensive technique - Know the timings- where and when we perform each skill -	appropriate tactical decisions, - Use of knowledge of skills and techniques to improve peers performances - Leadership of activities in small groups - Demonstrate effective use of timings- where and when we perform each skill		
Summer	***Cricket -*** - Front foot shots, - Back foot shots, - Bowling techniques, - Fielding techniques and tactics, - Rules, - Leadership, - Peer assessment	***Cricket -*** - To use a range of front foot shots in appropriate situations, - To use a range of back foot shots in appropriate situations, - To use accurate bowling technique, including, spin or swing where appropriate, - Use a range of fielding techniques, and know the positions used, - To understand the rules associated with cricket,	***Cricket -*** - Skills from year 7 and 8 re-capped, - Focus on the ability to use these skills in competitive environments, - Further understanding of the game to develop appropriate tactical decisions, - Use of knowledge of skills and techniques to improve peers performances	***See above***	***See above***

	Volleyball - - Spike shot, - Dig shot, - Set shot, - Serve, - Tactics, - Leadership, - Peer assessment ***Athletics -*** - *Sprint Starts* - *Quoit Throw* - *Shot Putt* - *Javelin* - *Long and Triple Jump* - *100m, 200m, 800m and 1500m* - *Relay* ***Rounders -***	- To lead groups in warm-ups and drills, - To assess students in the above techniques. ***Volleyball -*** - To apply an array of shot techniques at appropriate times in game situations, - To use overarm service to win points, - To be able to use tactics effectively to win points, - To lead groups in warm up and drills, - To assess students in the above skills. ***Athletics -*** - *Sprint Start technique* - *Quoit Throw technique* - *Shot Putt technique* - *Javelin technique* - *Long and Triple Jump technique* - *100m, 200m, 800m and 1500m technique* - *Relay technique*	***Volleyball -*** - Skills from year 7 and 8 re-capped, - Focus on the ability to use these skills in competitive environments, - Further understanding of the game to develop appropriate tactical decisions, - Use of knowledge of skills and techniques to improve peers performances ***Athletics -*** - Skills from year 7 and 8 re-capped, - Focus on the ability to use these skills in competitive environments, - Further understanding of the game to develop appropriate tactical decisions,		

	- Throwing and catching - Batting - Bowling - Fielding - Backstop - Placement - Rules of rounders	***Rounders -*** - Catching techniques, - Throwing techniques, - Bowing technique, - Batting grip and stance, - Key rules of rounders	- Use of knowledge of skills and techniques to improve peers performances ***Rounders -*** - Skills from year 7 and 8 re-capped, - Focus on the ability to use these skills in competitive environments, - Further understanding of the game to develop appropriate tactical decisions, - Use of knowledge of skills and techniques to improve peers performances - Leadership of activities in small groups - Demonstrate effective use of timings- where and when we perform each skill		

Subject: PSHCE

Curriculum statement:

The delivery of PSHCE has been introduced to ensure that each student has access to a planned programme of learning where they will gain the knowledge, understanding and skills needed to lead confident, healthy and independent lives. Students need to be prepared and taught how to make good choices while playing an active role in society. ETA students are given the skills to and knowledge to stay healthy, safe and prepared for life – and work – in modern Britain.

Year 7 end of year goals are to:

- Gain knowledge and understanding of relationships and the emotions they can bring.
- Evaluate peer pressure, appearance ideals and media influence.
- Explore & understand our British values.
- Recognise human rights within society.
- Gain knowledge of business & enterprise.
- Create a product and business idea.
- Pitch a business idea.

Term	**Topic title(s) and overview**	**Knowledge**	**Skills**	**Assessment**	**Wider learning (Equality and diversity, SMSC, cultural capital)**
Autumn	Relationships	**Students will:** ● consider the positive qualities that people might bring to a relationship. ● identify how friendships can cause strong feelings and emotions. ● explore the feelings that may accompany puberty and understand how they are affected by others. ● explore how pressure can make us do things we may regret. ● evaluate what influence the media has on our 'appearance ideals'. ● explore how social media may not reflect real life and the possible impact of this on your own ideals. ● consider attitudes towards gender, where these come from and how these affect relationships.	**Students will be able to:** ● critically evaluate the different qualities people bring to each of their relationships. ● identify feelings and emotions linked to friendships & puberty. ● understand how pressure can make us do things we may regret. ● understand the influence the media has on our 'appearance ideals'. ● recognise when social media may not reflect real life and the possible impact of this on their own ideals. ● recognise gender stereotypes	N/A	Diversity Fairness Respect Trust Loyalty Honesty Faithfulness Emotional Intelligence
Spring	**British Values**	**Students will:** ● examine different types of rules and recognise what fairness is. ● evaluate fairness in society. ● Study human rights within society. ● explore what tolerance and mutual respect are and use them to reach a compromise	**Students will be able to:** ● recognise different types of rules. ● evaluate fairness in society. ● recognise human rights within society. ● understand what tolerance and mutual respect are and use them to reach a compromise	N/A	Mutual Respect Tolerance Evaluation Diversity Faith

		● explore what rules you will need for a society to function.	● appreciate what rules are needed for a society to function.		
Summer	**Business & Enterprise**	**Students will:** ● create some product ideas. ● examine production costs. ● Pitch to the dragons (the class).	**Students will be able to:** ● create some product ideas that could be marketed and sold. ● recognise that all items we buy today will have a production cost. ● put together a product pitch to present to the class.	N/A	**Critical thinking** **Planning** **Organisation** **Team work** **Communication** **Using IT skills**

Year 8 end of year goals:

- Gain knowledge and understanding of relationships and the emotions they can bring.
- Evaluate peer pressure and bullying.
- Recognise people's different attitudes towards sex and the benefits of delaying sexual relationships.
- Gain knowledge and understanding of the different contraception choices.
- Recognise the different effects drugs and alcohol can have on the body.
- Explore & understand exploitation, grooming, county lines, consent, sexting & knife crime.
- Understand the laws surrounding the above issues.

Term	**Topic title(s) and overview**	**Knowledge**	**Skills**	**Assessment**	**Wider learning (Equality and diversity, SMSC, cultural capital)**

Autumn	**Relationship & Sex Education**	**Students will:** ● consider the good and the difficult elements of relationships. ● understand the different types of bullying and explore the difference between banter and bullying. ● explore how different people deal with death and reflect on the media's portrayal of death. ● compare and contrast people's different attitudes towards sex. ● consider the benefits of delaying sexual relationships. ● understand the different issues surrounding contraceptive choices.	**Students will be able to:** ● recognise the good and the difficult elements of relationships. ● recognise the different types of bullying. ● understand the difference between banter and bullying. ● accept that people have different reactions and emotions when dealing with death. ● recognise people's different attitudes towards sex. ● understand the benefits of delaying sexual relationships. ● recognise the different issues surrounding contraceptive choices.	N/A	Critical thinking Mutual Respect Problem Solving Reliability Emotional Intelligence
Spring		**Students will:** ● investigate the different effects alcohol can have on the body. ● explore the reasons why some people can misuse alcohol. ● study the appearances, effects and risks of different drugs. ● understand how different drugs can affect the body. ● explore key skills in asserting the good choices they can make relating to drug & alcohol use.	**Students will be able to:** ● understand the different effects alcohol can have on the body. ● explore and understand some reasons why people can misuse alcohol. ● recognise the different appearances, effects and risks of different drugs. ● understand how different drugs can affect the body. ● making good assertive choices relating to drug & alcohol use.	N/A	Critical thinking Problem Solving Reliability Emotional Intelligence

Summer	**Crime & Law**	**Students will:** ● explore what consent means and the consequences of not getting consent. ● explore what 'exploitation' means and recognise when someone is being exploited. ● study how County Lines works and how children are groomed. ● study anti-social behaviour and the common consequences for the victim and the perpetrator. ● explore the consequences of sending sexual images and when it is illegal to do so. ● study the consequences of knife crime. ● start to explore the UK justice system.	**Students will be able to:** ● understand what consent means ● know the consequences of not getting consent. ● explain what 'exploitation' means ● recognise when someone is being exploited. ● explain how County Lines works ● Have an understanding of how children are groomed. ● identify anti-social behaviour ● understand the consequences of anti-social behaviour for both the victim and the perpetrator. ● recognise the consequences of sending sexual images ● accept the law concerning sexting. ● identify the consequences of knife crime. ● start developing an understanding of the UK justice system.	N/A	Mutual Respect Responsibility Rights Critical thinking Emotional Intelligence

Subject: Computer science

Curriculum statement:

In Computer Science at Etonbury we have three aims.

1. To teach students the IT skills that will be required across different subjects and for life beyond school. Spreadsheets, word processing, slide shows… there are many skills which students will be expected to be able to do. First and foremost at KS3 we want to cover these key skills and ensure our students are computer literate.
2. To prepare students for the KS4 Computer Science by covering all elements of the national curriculum. We will introduce computer programming and work on it at regular points throughout the three years. Building from small basic to visual basic students will reinforce their knowledge and develop their skills across different languages
3. To introduce a variety of computer based topics which give an insight into a number of different KS4 options and ultimately careers. We will introduce graphic design using the Adobe creative suite, preparing students with skills required for both media and photography GCSE courses. We also touch on music technology, working with Audacity.

Year 7 end of year goals:

- To give students a strong understanding of E-safety and how to stay safe while using computers both in school and at home
- To develop key IT skills - Word processing (google docs), spreadsheets (google sheets), presentations (google slides)
- To introduce text based computer programming using small basic

Term	Topic title(s) and overview	Knowledge	Skills	Assessment	Wider learning (Equality and diversity, SMSC, cultural capital)
Autumn 1	**E-Safety** An introduction to the computer network at Etonbury, how to use it, and how to stay safe online.	**Students will know** The rules of the school network and how to use it. How to stay safe online: Social Media, Communicating Online, Stranger Danger, Cyberbullying	**Students will be able to** Use the school network, have a secure password, and access to their area. Demonstrate their ability to stay safe online, creating a presentation outlining the dangers and how to avoid them	The presentation they create will be assessed at the end of the topic	E-safety is a very important topic today as students spend lots of their time online. We will highlight the potential dangers that they may face and how to stay safe and avoid them.
Autumn 2	**Word Processing** An introduction to word processing using Google Docs. They will then create a yearbook using Microsoft Publisher. Looking at formatting documents for different audiences.	**Students will know** How to correctly use the keyboard efficiently. How to format documents for different audiences, for example a formal letter.	**Students will be able to** Use the keyboard efficiently. Format documents professionally in Google Docs and Microsoft Publisher.	Students will create a yearbook as the final project which will form the end of unit assessment.	Students will need to create work in Google Docs throughout their time at Etonbury in all subjects. This will improve their work across the curriculum.

		The basics of Microsoft Publisher.			
Spring 1	**Spreadsheets 1** An introduction to spreadsheets using Google Sheets. We look at formatting, formulas, functions, graphs, and charts.	**Students will know** How to use spreadsheets effectively to display data and make calculations. Students will understand how to create and use a spreadsheet model. Students will know how to create formulas, functions, charts, and graphs.	**Students will be able to** Create and use a spreadsheet model using formulas and functions. Display data effectively using formatting, graphs, and charts.	Students will create a variety of spreadsheets throughout the unit, each of which will be assessed to give a final grade.	Spreadsheets are a useful tool in many professions as well as day to day life. Being able to use them to manipulate data is an incredibly useful skill.
Spring 2	**Binary** An introduction into the binary number system. How do different types of data get stored on a computer using only 1s and 0s?	**Students will know** How numbers are written using the binary number system. How to add up binary numbers. How text and images are stored using only 1s and 0s inside a computer.	**Students will be able to** Convert numbers between the decimal and binary number systems. Add up binary numbers. Encode small bitmap images into 1s and 0s.	Students will work through a booklet containing multiple assessments.	
Summer 1	**Computer Programming 1**	**Students will know**	**Students will be able to**	Students will be assessed on their final project which will be	Computer programming is a key skill in the world of IT today. This will be the student's

	An introduction to text based computer programming using Small Basic. Students will create small programs using selection statements.	What a variable is, and how they can be used to store data in a program. What a selection statement is, and how they can be used to control the flow of a program.	Write simple algorithms in Small Basic using selection statements. How to create conditions which are used to decide what the computer does next.	to create an interactive quiz program.	first introduction to text based programming languages.
Summer 2	**Graphic Design** Students will complete a design project marketing a band. They will create logos, edit photos, and create marketing materials	**Students will know** The basics of graphic design. What makes a good logo? How to make good design choices when it comes to fonts, colours, and formatting.	**Students will be able to** Create logos, edit photos, and create marketing material using simple Google suite programs.	Students create a variety of material to promote their band. This will be assessed at the end of the unit.	Graphic design is not a part of the GCSE Computer Science. But these skills feed into many different subjects. For example, Media and Photography.

Year 8 end of year goals:

- To develop students' programming skills in small basic
- To work on more advanced IT skills - more complex spreadsheets and databases
- Give students some experience with audio editing software
- To develop graphic design skills, introducing Adobe Photoshop

Term	Topic title(s) and overview	Knowledge	Skills	Assessment	Wider learning (Equality and diversity, SMSC, cultural capital)
Autumn 1	**Computer Programming 2** Students build on the programming skills from year 7 creating small programs with selection statements in Small Basic	**Students will know** Different data types and how they differ, which ones are most suitable What a selection statement is and how they can be used to control the flow of a program.	**Students will be able to** Write simple algorithms in Small Basic using selection statements. How to create conditions which are used to decide what the computer does next.	Students will be assessed on a variety of programs which they will create over the half term.	Computer programming is a key skill in the world of IT today. This will build on the students' introduction to text based programming languages.
Autumn 2	**Audio Editing** Students will learn how to edit audio files using Audacity. They will edit together different clips to create a variety of different pieces.	**Students will know** Different functions within audacity: cutting, envelopes, effects.	**Students will be able to** How to record audio from a variety of sources. Cut clips up and move them around. Control the volume of a number of different tracks	Students will work on a number of different projects producing small adverts, radio edits. These will be assessed by peers in class and by the teacher.	This introduces a whole world of music technology to students. A huge industry with many career pathways. This is very basic software but it should give a flavour of what it

		Students will have an introduction to sampling and how we store audio digitally. Students will be introduced to a variety of audio effects	using envelopes. Manipulate audio using effects		would be like to study this topic further.
Spring 1	**Spreadsheets 2** Students will create spreadsheet models using Google Sheets. We look at more advanced formatting, formulas, functions, graphs, and charts.	**Students will know** How to use spreadsheets effectively to display data and make calculations. Students will understand how to create and use a spreadsheet model. Students will know how to create formulas, functions, charts, and graphs.	**Students will be able to** Create and use a spreadsheet model using formulas and functions. Display data effectively using formatting, graphs, and charts.	Students will create a variety of spreadsheets throughout the unit, each of which will be assessed to give a final grade.	Spreadsheets are a useful tool in many professions as well as day to day life. Being able to use them to manipulate data is an incredibly useful skill.
Spring 2	**Databases** An introduction to databases using Microsoft Access. Students will build small databases and write queries to search for data.	**Students will know** How data is stored in tables with records and fields. Tables can be searched using queries. That tables can be linked together to form relational databases	**Students will be able to** Create a table to store data. Add and delete data from a table. Create forms to make this easier. Create queries to search for certain data, using multiple criteria.	Students will complete practical tasks at various points throughout. These will be assessed to give an overall grade.	Databases are at the heart of most computer systems. They also feature in the GCSE Computer Science course. This is a very important topic for any computer scientist to study.

Summer 1	**Computer Programming 3** Knowledge from programming 1 & 2 is reinforced with a more theoretical approach. Students will work through lessons about variables, data types, conditions, and selection statements.	**Students will know** What a variable is, and what data types we use ● Integer ● Double ● String ● Char ● Boolean Boolean conditions and selection statements	**Students will be able to** Write small programs to a strict specification. These programs will use a variety data types, and more complicated selection statements.	Students will have a practical assessment (they will work through a number of specifications) and a theoretical assessment (A Google Form quiz). These will be combined to give a grade.	Computer programming is a key skill in the world of IT today. This module really prepares students for the programming element of the GCSE.
Summer 2	**Graphic Design** Students will be introduced to Adobe Photoshop where they will create a variety of different products and look at design choices for different audiences	**Students will know** How to use basic tools and functions in Photoshop. They will have an understanding of design choices and what effect they have on a design.	**Students will be able to** Manipulate images in photoshop using adjustments and other effects. Build up layers in photoshop to create complete designs using images, shapes, and text. Make good design choices.	Students will create a picture quiz over a series of lessons which will form their main assessment for this module.	Students will learn about how images can be edited or ‘photoshopped’. This will teach valuable lessons about how much you can trust images in modern media.

Year 9 end of year goals:

- Develop programming skills, introducing visual basic, to prepare for the GCSE course
- To cover some Computer Science theory such as binary, and cyber security
- To work on graphic design skills and develop skills in photoshop in preparation for media and photography GCSE courses

Term	Topic title(s) and overview	Knowledge	Skills	Assessment	Wider learning (Equality and diversity, SMSC, cultural capital)
Autumn 1	**Computer Programming 4** Students will be introduced to Visual Basic, building on the skills they developed in small basic. Iteration statements will be introduced for the first time	**Students will know** What iteration statements are and how they can be used. The difference between definite and indefinite iteration, and when each should be used.	**Students will be able to** Write definite and indefinite iteration statements . Use while loops to create validation checks, and for loops to solve mathematical problems.	Students will complete practical assessments at various points throughout the module.	Computer programming is a key skill in the world of IT today. This module really prepares students for the programming element of the GCSE.
Autumn 2	**Computer Programming 5** Students will create Windows Form Applications for the first time. These enable students to use textboxes, picture boxes and buttons to create simple computer games and other useful programs.	**Students will know** About objects and properties and how to manipulate them to create interactive forms.	**Students will be able to** They will be able to use the programming techniques they have covered in small basic to create more complicated form applications. Create simple computer games such as noughts and crosses, and eventually games with moving objects.	Students will work on a larger project over a number of lessons, this will be assessed.	Computer programming is a key skill in the world of IT today. This module really prepares students for the programming element of the GCSE.

Spring 1	**Data Representation** We will build on students' knowledge of binary from year 7. We will introduce binary arithmetic and hexadecimal numbers. We will also introduce logic gates.	**Students will know** How numbers can be written as 1s and 0s. How to add up binary numbers. How hexadecimal numbers work How logic gates are used to create circuits in a computer	**Students will be able to** Convert numbers from decimal to binary to hexadecimal and back. Add up binary numbers Complete truth tables for simple logic circuits.	Students will complete a test towards the end of the module which will inform their grade	
Spring 2	**Graphic Design** Students will build on their Photoshop skills creating professional designs for a variety of professional audiences. They will create marketing material and adverts using images, shapes, and text.	**Students will know** How to make choices about fonts, colours, images, arrangement and composition to create professional looking designs that are suited to the audience.	**Students will be able to** Manipulate layers and text to create a variety of different designs. How to use masks to cut out various shapes.	Students will create a digital advert for a food festival which will be assessed.	Students will need to be aware of different audiences and look at the sort of media that is targeted to them. Why do we see specific design tropes for products aimed at specific audiences? Products aimed at men/women, rich/poor, different cultures…
Summer 1	**Cyber Security & The Impact of Technology** An introduction to the fundamentals of cyber security.	**Students will know** Different types of malware and how to avoid it.	**Students will be able to** Keep their computers more secure and avoid malware and other cyber security attacks.	Students will write longer form answers to exam style questions on various topics. These will be marked and used to form a grade.	Modern technology has changed the world forever. It is constantly evolving, and not every impact of it seems to be positive. Students will develop

	What risks are present when connecting to the internet and what can we do to minimise them? An introduction to the environmental, legal, and ethical impacts on society. We will look at privacy in terms of big data, how much data do we share? We will discuss the GDPR regulations. We will discuss the environmental impacts of computing.	What puts your computer at risk and what methods are there to reduce the risks. About the big data discussion. What is covered by GDPR.	Discuss environmental, ethical, and legal impacts of modern technology.		an appreciation of the advances we have made but also the potential risks related to technology and the challenges we will face in the future.
Summer 2	**Graphic Design** Students will create a magazine using Photoshop and will also have an introduction to Adobe InDesign.	**Students will know** How to use more advanced features of photoshop which improve workflow and consistency. Why people may choose to use InDesign for projects over Photoshop.	**Students will be able to** Use more advanced features to create a magazine layout. This project will pull together all of the graphic design skills students have learnt at KS3.	Students will create a magazine which will be assessed at the end of the module.	These graphic design modules will develop incredibly useful skills on industry standard software. This prepares students very well for media and photography GCSE courses but also for an infinite number of careers in the world of graphic design.

Subject: Geography

Curriculum statement:

In Geography, our intent is for the curriculum to promote a curiosity about the world for our learners - we aim to create the very best geographers. We study Geography because it is a multifaceted discipline that combines the analysis of social questions, environmental issues, and modern real-world solutions. Geographers investigate interactions between the human and physical environments such as the causes and impacts of climate change. We equip learners with empathy for other cultures through the study of real-world examples. Using practical fieldwork and research skills, we investigate problems on a variety of scales from local (food banks) to global (water shortages). We challenge students to think, act and speak like those working in the field would. We do this by quality first teaching which ensures students understand geographical principles and can apply them in a variety of familiar and unfamiliar contexts from around the world. We teach content in its totality and constantly vary topics between human and physical geography to provide a varied and balanced appreciation of the ideas, skills and topics in this discipline.

Geography seeks to develop a sense of place and helps students make sense of their surroundings and to gain a better appreciation and understanding of the variety of physical and human conditions on the Earth's surface. The subject extends students' interest and knowledge beyond their immediate experiences, using images and information to help them interpret the people and concepts that they acquire from media, internet and textbooks. Geography develops major skill areas: Map and fieldwork skills; cross-curricular skills such as ICT, Literacy and Numeracy; as well as an increasing awareness of the world around us and the idea of sustainability. We want students to become global citizens and show a keen awareness of the geography around them. Geography is everywhere and students at ETA develop a keen awareness and appreciation of the geography around them.

Year 7 end of year goals:

Year 7 introduces the students to a range of real world geographical issues. Students will follow a sequence of enquiry whilst investigating physical and human geography in the UK alongside a continent study of Africa. Students will be introduced to geographical skills including grid references, measuring distance and using scale. These tools are essential skills within geography used throughout KS3 and KS4. Year 7 geography provides many of the building blocks which students will continue to develop over the next three years via analysis, decision making and evaluation skills.

Term	Topic title(s) and overview	Knowledge	Skills	Assessment	Wider learning (Equality and diversity, SMSC, cultural capital)
Autumn 1	**How does the UK link to the wider world?** Students will gain an understanding and appreciation of democracy and global influence. Students will continue to develop as global citizens who can then take a valuable role in society. The topic also develops student awareness of current affairs.	**How does the UK link to the wider world?** Where is England? (locations on a variety of scales) What are the major landmarks in Great Britain? (human & physical) Where do people in the UK live? (population distribution and density) How are cities in the UK changing? (urbanisation and migration) How has the economy of the UK changed? (industry sectors and development) How does the UK link with the EU? (history and membership) Was the EU a blessing or a curse? (positives and negatives of EU membership/post Brexit UK)	Location knowledge and mapping Choropleth mapping Push and pull factors Decision making exercise Debating Analysis and Evaluation	'The UK was right to leave the European Union' To what extent do you agree with this statement UK knowledge recall assessment (short answer questions)	Geopolitics Current Affairs and Issues Equality and Diversity

		Why do people migrate to the UK? (push and pull factors) What global links does the UK have? (globalisation)			
Autumn 2 **Spring 1**	**What are the opportunities and challenges in Africa?** Building on their understanding of UK links with the wider world, students are introduced to the historical concept of colonialism. This enables us to address common misconceptions by discussing the wealth of resources available across the continent of Africa. Students are introduced to global climate biomes, population pyramids and shanty towns in a diverse topic.	**What are the opportunities and challenges in Africa?** What is the physical landscape of Africa like? (deserts, mountains, lakes) How has Africa's past shaped it's present (colonialism) How developed are African countries (development indicators, LICs, NEEs and HICs) What is the pattern of climate and biomes across Africa? (climate graphs and rainfall patterns) Where are the rich and poor countries of the world? (causes of the development gap) What are the opportunities and challenges of population change? (rural to urban migration) Is there a future for the Sahel? (desertification) What are the opportunities and challenges of urbanisation in Africa? (living conditions in shanty towns)	Mapping physical geography features Climate graphs Development indicators Decision making exercises Debating Research Analysis and evaluation	'Colonialism laid the building blocks of the genocide in Rwanda' To what extent do you agree with this statement? Africa knowledge recall assessment (short answer questions)	Geopolitics Current Affairs and Issues Equality and Diversity Human Rights Sustainability
Spring 2	**Why are rivers important?** Students consider their responsibility as global citizens to ensure river resources remain	**Why are rivers important?** What is the water cycle? (processes of water movement and change of state)	Physical processes Landform formation	Rivers knowledge recall assessment (short answer questions)	Fieldwork opportunities in the local area - developing practical skills

	unpolluted and evenly distributed for global populations to access. Students are introduced to key physical processes including erosion, transportation and deposition which are embedded into physical geography within Years 8 and 9.	How does water get from the source to the mouth? (long and cross profiles) How do rivers change from source to mouth? (erosion and transportation) How do rivers shape the land? (formation of features) Why do rivers flood? (natural and human causes) How can we manage floods? (soft and hard engineering) How do LICs and HICs cope with floods? (case study examples) Fieldwork opportunity in school grounds/Etonbury Woods	Modelling Sketching and annotating Case Study examples Analysis and evaluation	'Humans are responsible for flooding?' To what extent do you agree with this statement?	Learning outside the classroom
Summer 1	**What challenges and opportunities arise from global issues?** The topic tackles human impacts on society via health, crime and conflict geography alongside human impacts on the environment via climate change, plastic oceans and Antarctica. Developing their responsibility as a global citizen, and their understanding of the scale of the impact of humanity on the environment. Introducing the key concept of sustainability which underpins many topics in Geography. In all topic's students will collect data and communicate findings in different ways; sketches, maps,	**What challenges and opportunities arise from Global Issues? (Human)** Where is world conflict? (mapping distribution) What is organised crime? (case study example in the Amazon rainforest? What is modern day piracy? (cause study example of Somalia) What is Dark Tourism? (positives and negatives of the industry) Where are diseases found? (mapping distribution) What happened with Coronavirus? (decision making exercise) Why is Malaria wreaking havoc in Africa? **What challenges and opportunities arise from Global Issues? (Physical)** What is the evidence for climate change? (historical evidence and the greenhouse effect) What are the effects of climate change? (global impacts)	Enquiry process Mapping distributions Case Study examples Research Debating Analysis and evaluation	Human and physical global issues knowledge recall assessments (short answer questions)	Current Affairs Global Issues and Challenges

Summer 2	graphs and writing at length. Fieldwork skills will be developed by carrying out an OS map activity within Stotfold town centre, infiltration investigation around the school site and rivers investigation within Etonbury Wods.	How does plastic impact upon the environment? (decomposition times) Why is it important to solve the plastic problems? (plastic in the oceans) What are the threats to Wilderness areas? What could happen to Antarctica? (Antarctic Treaty) How can a single locust cause a plague? How can earthquakes create disease?			

Year 8 end of year goals:

Year 8 geography again splits evenly between human and physical geography. Students will be able to describe and explain difficult physical processes and the formation of geographical landforms in both coastal and glacial landscapes. They will be introduced to the concept of high and low income countries and investigate the reasons by differing stages of development around the world. A further continent study of Asia will take place alongside an investigation into the causes, impacts and management of geological hazards following the sequence of enquiry. Students will further develop their decision making skills through analysis and evaluation.

Term	Topic title(s) and overview	Knowledge	Skills	Assessment	Wider learning (Equality and diversity, SMSC, cultural capital)
Autumn 1	**Is the world a dangerous place?** The topic considers different geological hazards and the threats they create. Students will investigate the importance of wealth, magnitude frequency, population density and resilience. Tectonic hazard case studies are used to discover the varying impacts and responses to earthquakes and volcanoes. Building on concepts introduced via global issues in Year 7 such as the links between earthquakes and disease.	**Is the world a dangerous place?** What's happening beneath our feet? (layers of the earth) What happens at plate boundaries? (constructive, destructive, collision and conservative) What do we know about earthquakes? (causes and impacts) How can we respond to earthquakes? (earthquake proof buildings) Why do Tsunamis occur? (Japan case studies) What do we know about volcanoes? (Iceland case study) Why do people live in dangerous areas? (costs and benefits)	Sketching and annotating Case study examples Decision making exercise Analysis and evaluation	What were the causes, effects and responses of the Haiti Earthquake? Hazards knowledge recall assessment (short answer questions)	Global Issues and challenges Current Affairs Global Development
Autumn 2	**What happens when the land meets the sea?**	**What happens when the land meets the sea?**	Physical processes	Explain the formation of a cave, arch, stack and stump.	Learning outside the classroom

	This topic further inspires awe and wonder in the world of coastal processes. Building on key concepts introduced via rivers in Year 7 such as erosion and deposition. Students gain further understanding of the formation of physical features and create an understanding of how humans can protect coastal environments via hard and soft engineering linking again with climate change and global issues.	What happens when the land meets the sea? (introducing coastal landscapes) What shapes our coastline? (erosion and transportation) What forms of erosion take place at the coast? (formation of erosional landforms) How does transportation and deposition change coastal landscapes? (formation of depositional landforms) What defences can be used to protect the coast? (hard and soft engineering? What are the threats to the coastline? (coastal flooding and erosion case study) How important is tourism to North Norfolk? (Hunstanton case study)	Landform formation Modelling Sketching and annotating Case Study examples Decision making exercise Analysis and evaluation	Coasts knowledge recall assessment (short answer questions)	Current Affairs and Issues Sustainability
Spring 1	**What is the economy and industry?** Economic geography provides students with an opportunity to make multiple cross curricular links within a topic which emphasises the value of Geography as a subject. Further developing an understanding of current affairs and global development via real world examples; students will consider change within the UK and further	**What is economy and industry?** What is the economy like? (different industry sectors) Are TNCs a help or a hindrance? (pros and cons of industry) Where is the best place to site a factory? (decision making exercise) What is the Clark Fisher Model? (stages of development) Why is globalisation accelerating? (development changes) How does globalisation change culture? (global brands) How globalised are you? (the impact of globalisation on our lives)	Decision making exercises Industry sectors Debating Research Analysis and evaluation	Why is manufacturing all about choosing the right site? Economy and industry knowledge recall assessment (short answer questions)	Globalisation Homogenisation Human Rights Equality and Diversity Global Issues and challenges Global Development

	afield over differing spatial scales.				
Spring 2	**What is development?** This topic allows students to study patterns of development over different spatial scales. Measuring economic, social and political factors to understand the human and physical geographical causes and consequences of varying levels of global development.	**What is development?** What is development? (development indicators) How can we measure development? (comparison of HIC/NEE/LIC) How do countries differ around the world? (differing rates of development) What is the Brandt line? (North/South divide) How is India developing? (the gap between rich and poor) What is life like in undeveloped countries? (slums investigation) How could slums be developed? (decision making exercise) The Trade Game	Decision making exercises Development indicators Causes, impacts and solutions to the development gap Debating Research Analysis and evaluation	'Countries are either rich or poor' To what extent do you agree with this statement? Development knowledge recall assessment (short answer questions)	Globalisation Homogenisation Human Rights Equality and Diversity Global Issues and challenges Global Development
Summer 1	**How is Asia being transformed?** Asia is the largest of the world's continents, and home to the world's oldest civilizations. Students will develop an understanding of how India is a globally significant place and home to a diverse range of landscapes and environments building on the previous country's case studies. Students will tackle misconceptions of India, China, Afghanistan and Japan when improving	**How is Asia being transformed?** What is Asia's population like? (challenges of population growth) How does Japan compare to Afghanistan (HIC vs. LIC comparison) Where are Asia's megacities? (growth of NEEs) What is Tokyo like? (urban growth and change) What is it like to work in a sweatshop? (the pros and cons of TNCs) Why is Thailand a popular tourist destination? (development of the tourist industry)	Decision making exercises Debating Research Analysis and evaluation	Asia knowledge recall assessment (short answer questions) 'Asia is the most hazardous area in the world' To what extent do you agree with this statement?	Current Affairs and Issues Human Rights Equality and Diversity Global Issues and challenges Global Development

	knowledge of physical features, biomes and population management.	How hazardous is Asia? (tropical storms, flooding, tectonics)			
Summer 2	**How does ice change the landscape?** This topic provides an opportunity to study a concept beyond the local area to inspire awe and wonder. Building on the key geographical processes of coasts and rivers from Year 7 and 8, glaciers are also a key indicator of climate change. In all topics students will collect data and communicate findings in different ways; sketches, maps, graphs and writing at length.	**How does ice change the landscape?** How does ice change the world? (what is a glacier?) How do glaciers change a landscape? (erosional processes) How are landscapes shaped by glacial deposition? (depositional landforms) Why are avalanches so destructive? (causes and effects) How do we know the Lake District was glaciated? (past glaciated environments) How did Snowdonia become a glaciated landscape? (glacier formation) How do people use glaciated landscapes? (tourism) How can we manage glaciated landscapes? (strategies and decision-making exercise) How are glaciated landscapes impacted by climate change? (future for glaciated landscapes)	Physical processes Landform formation Modelling Sketching and annotating Case Study examples Decision making exercise Analysis and evaluation	Explain the formation of a corrie.. Glaciers knowledge recall assessment (short answer questions)	Learning outside the classroom Current Affairs and Issues Sustainability

Year 9 end of year goals:

Year 9 provides the students with an opportunity to design and create their own geographical enquiries building on skills developed in Year 7 and 8. Students will be exposed to a range of current geographical issues from around the world including within Russia and the Middle East. Alongside this, they will study current global issues surrounding resource management and climatic change. This year focuses on politics, people and places and students will be introduced to a range that are influenced by social and historical context. Students will continue to develop skills in analysis, data presentation and evaluation in preparation for KS4.

Term	Topic title(s) and overview	Knowledge	Skills	Assessment	Wider learning (Equality and diversity, SMSC, cultural capital)
Autumn 1	**What is weather and climate?** Discussion of changing global weather and climate patterns surrounds our students in the news. As international awareness of global climate change increases we need to consider the impacts this may have on our future. The topic builds on student understanding of global issues and hazards whilst considering the causes of day to day weather conditions in the UK.	**What is weather and climate?** What is weather? (day to day conditions) What is climate? (average conditions) How and why does climate vary? (global climate zones) Why does it rain? (relief, convection and frontal rainfall) What was the Beast from the East? (impacts of snow storms) What were the causes and impacts of Storm Desmond? (extreme weather in the UK) What are wildfires? (Australia case study) How do tropical storms vary in HIC and LIC? (Typhoon Haiyan vs Hurricane Katrina) Microclimate enquiry in the school grounds.	Primary Data Collection Method Design Data Presentation Research Case Study Examples	Weather and climate knowledge recall (short answer questions) 'Hurricane Katrina was more devastating than Typhoon Haiyan' To what extent do you agree with this statement?	Fieldwork opportunities in the local area Current Affairs and Issues Climate Change and Future Scenarios

Autumn 2	**Is the Geography of Russia a blessing or a curse?** This topic has contemporary relevance - allowing students to develop a deeper understanding of something that regularly appears in the news. Students will develop an understanding of how Russia is a globally significant place and home to a diverse range of landscapes and environments. In later lessons, the emphasis shifts from Russia's regions towards its role in the world. Students will also analyse how Russia's unique story has produced a country whose population is hard to categorise, both economically and demographically.	**Is the Geography of Russia a blessing or a curse?** What is the physical landscape of Russia like? (deserts, mountains, tundra) Why does the climate of Russia vary? (climate graphs examples) What biomes exist in Russia? (plant and animal adaptations) Where do people live in Russia? (population distribution and density) Does Geography help or hinder the Russian economy? (distribution of resources) How does Russia influence the world? (superpowers) Why did Russia plant a flag on the seabed of the North pole? (oil industry) What happened at Chernobyl? (nuclear industry)	Mapping the physical landscape Climate graphs Research Debating Analytical	'Russia is too big' To what extent do you agree with this statement? Poster Presentation - Is the geography of Russia a blessing or a curse?	Current Affairs and Issues Geopolitics Equality and diversity
Spring 1	**Why is the Middle East an important world region?** The Middle East provides students with another opportunity to investigate a geographical region of great historical importance. Students will discover new biomes and	**Why is the Middle East an important world region?** Where and what is the Middle East? (mapping the region) Why is there conflict between Israel and Palestine? (political and religious conflict) What is Afghanistan like? (LIC case study)	Mapping the physical landscape Geopolitics Research Debating	'Qatar should host the 2022 World Cup' To what extent do you agree with this statement? Middle East knowledge recall assessment (short answer questions)	Gender equality Geopolitics Human Rights Current Affairs and Issues

	climate regions, research the importance of the oil industry and investigate the reasons for regional conflict. This builds on the previous topics of Asia and Africa and allows for further global comparison.	Why is there conflict in Afghanistan? (Historical political changes) Why are there some countries where it is illegal for women to drive? (gender equality) Why is Dubai a popular tourist destination? (tourism and sustainability) Should Qatar be hosting the FIFA World Cup 2022? (Decision making exercise) Why is the Middle East a major economic region? (the influence of fossil fuels) How do people survive in the desert? (human and animal adaptation)	Analytical Evaluation Decision making exercise		
Spring 2	**How are populations changing?** World population remains a relevant topic of discussion at a range of scales, developing students local, national, international, and global awareness. Building on student understanding of global issues and resource management students will consider what may happen in the future and evaluate the ethical dimensions of population management strategies such as China's one child policy.	**How are populations changing?** How can we describe the population structure? (population pyramids) Where does everybody live? (population distribution and density) How long do people live for? (varying life expectancies) What is the demographic transition model? (stages of development) Can we control population sizes? (management strategies in China and France) Why do people migrate? (push and pull factors) Why do people move into the EU? (forced migration) Why do people move around the EU? (freedom of movement)	Data Presentation - Population pyramids & Demographic transition model Research Debating Analytical Evaluation	'Countries should be able to control their population sizes' To what extent do you agree with this statement? Population knowledge recall assessment (short answer questions)	Current Affairs and Issues Migration & Diversity Multicultural societies Equality and diversity

		What are the problems created by an aging population? (Japan case study) What is Urbanisation? (growth of megacities)			
Summer 1	**Is the Earth running out of Resources?** Building on their appreciation of a growing population and exploring the demands of a growing population. Students consider their responsibility as global citizens and the impacts of food, water and energy usage aiming for a sustainable future and consolidating their learning from Year 7 Global Issues.	**Is the Earth running out of resources?** Where are all the natural resources? (mapping distribution) Where does energy come from? (renewables and non-renewables) Why are some countries energy insecure? (concentrating on countries without a reliable energy source How can we use natural resources sustainably? (finding a balance between renewables and non renewables) How do we use water? (freshwater resources) How does the hydrosphere provide freshwater resources? (distribution of freshwater globally) Why does water cause conflict? (case study example) Why does food supply vary across the world? (food distribution) Is climate change a recipe for disaster? (future scenarios) How can we secure our food for the future? (management strategies)	Mapping geographical information Research Debating Decision making exercise	‘Fracking provides opportunities for the UK’ To what extent do you agree with this statement? Resources knowledge recall assessment (short answer questions)	Current Affairs and Issues Climate Change and Future Scenarios Sustainability

Summer 2	**What is Geographical Enquiry?** Students consolidate their fieldwork skills further by collecting data which they then present, analyse and evaluate. Applying these skills within the local Stotfold town centre enables students to question their known environment differently promoting curiosity and cultural capital in an outdoor learning environment	**What is Geographical Enquiry?** What is Stotfold like? (introduction to the study area? What can we investigate? (hypothetical investigations) How can we collect data? (methodologies) What are we measuring? (experimental design) Fieldwork (data collection) How can we present data? (graphical and statistical techniques) What can we conclude? (data analysis)	Primary Data Collection Secondary Data Collection Method Design Data Presentation Data Analysis and Statistics Method Evaluation	Pilot Study Investigation Write Up A3 Investigation Summary Sheet Group presentation of investigation findings	Fieldwork opportunities in the local area - developing practical skills Relationships with members of the public Learning outside the classroom

Subject: History

Curriculum statement:

History fires pupils' curiosity to ask questions and know more about Britain's past and that of the wider world. Pupils should be encouraged to develop a chronological framework of British history that will enable them to make sense of the new knowledge they acquire. This will also allow them to understand the process of change, to see how we arrived 'here' and help them to make sense of the present. We want pupils to realise that the past is gone and history is constructed and contested. History's unique concepts help pupils to construct arguments and support them to become analytical, global citizens who can question human motivation and society with skill and confidence.

Year 7 end of year goals:

The enquiry question for year 7 is How well did monarchs keep control?

The assessment skill focus this year will be writing PEEL paragraphs

Term	Topic title(s) and overview	Knowledge	Skills	Assessment	Wider learning (Equality and diversity, SMSC, cultural capital)
Autumn 1	**1066** Students will develop an understanding of basic history skills needed for key Stage 3. They will know the causes, events and consequences of these events of 1066. There will then be a specific focus on castles and knights.	What is history? How can history be dangerous? What skills do we need in history? How have landscapes changed?	Chronology Interpretations Critical thinking Key word vocabulary PEEL paragraph	How have landscapes changed? Why did the Normans win the battle of Hastings?	Non European cultures - meanwhile, elsewhere homework Diversity of opinions about history Links to current affairs of history in the media

	‘Meanwhile, elsewhere’ home learning allows cultural diversity understanding.	What was the world like in 1066? Who had the best claim to the throne in 1066? How was the Battle of Hastings won? Why are there different interpretations of the Battle? Why did the Normans win the Battle? How did William control England? How were castles defended from attack? What was it like being a medieval knight?			
Autumn 2	**<u>Medieval power</u>** Students will know how power was distributed in the medieval period. They will know about the church and its impact in England and through wider world events of the Crusades. They will look at the clash	Importance of the mediaeval church The Crusades Case study: Thomas Becket Towns and villages Everyday life	Chronology Interpretations Critical thinking PEEL paragraph	Who was responsible for the death of Becket? Is King John’s reputation justified?	Democracy Right to protest Diversity of cultures Diversity of experience

	between the Church and the monarchy with the case study of Thomas Becket. They will know the founding of our modern democracy through King John and Magna Carta. Students will also look at the Black Death, crime and when power is challenged in the Peasants Revolt. Meanwhile, elsewhere homework and Eleanor of Aquataine allows for increased awareness of historical diversity.	King John Eleanor of Aquitaine Peasants Revolt Crime			
Spring 1	**<u>Medieval power</u>** Continuation from last half term	Continuation of above	As above	End of unit assessment: Who had the most power in the medieval period?	As above
Spring 2	**<u>The Tudors</u>** Students will develop their understanding of the Tudors studied at KS2. Students will look at Tudor portraits and examine the messages and propaganda that they depict. Students will then examine the development of Church, state and society through the Wars	Portraits War of the Roses What happened to Richard III? Henry VII Henry VIII Changing views on religion	As above Role of the historian	The Battle of Bosworth interpretations Key word quiz	Democracy Diversity of experience Diversity of race in England Diversity of cultures

	of the Roses. They will then focus on the reign of Henry VIII and the impact his decisions made on the country as a whole with the Reformation and the individuals in his life. Meanwhile elsewhere homework continues to give students an understanding of the wider world.	Women in Henry's life Changing church Dissolution of the monasteries			
Summer 1	**<u>The Tudors</u>** Continuation from last half term	As above	As above	End of unit assessment: Why did Henry make the break from Rome?	As above
Summer 2	**<u>Elizabeth I</u>** Students will look at the case study of Elizabethan England. They will consider the problems that she faced at home and abroad.	Early life Marriage Mary, Queen of Scots, Spanish Armada Life in Elizabethan England	As above	How successful was Eizabeth as a monarch? How well did monarchs keep control?	As above

Year 8 end of year goals:

The enquiry question for year8 is *How much did people's lives change through the fight for power?*

The assessment skill focus this year will be interpretations

Term	Topic title(s) and overview	Knowledge	Skills	Assessment	Wider learning (Equality and diversity, SMSC, cultural capital)
Autumn 1	The Stuarts Students will continue to develop their history skills needed for Key Stage 3. They will look at the causes, events and consequences of the Civil War. They will look at different interpretations of Cromwell. Social history includes witches, Plague and Great Fire of London. 'Meanwhile, elsewhere' home learning and a study of West Africa allows increased cultural diversity understanding.	James I Gunpowder Plot Witchcraft Causes, events and consequences of the English Civil War Oliver Cromwell Restoration West Africa in the 17th century	Chronology Interpretations Critical thinking Key word vocabulary PEEL paragraphs	Was Guy Fawkes framed? Key word test "It was issues with money that caused the Civil War" How far do you agree? Explain your answer.	Diversity of cultures with non European home learning Democracy Diversity of historical opinion Diversity of experience

		Great Plague Great Fire of London			
Autumn 2	Continuation of last unit. British Empire will start at the end of this half term	Continuation of last unit	Continuation of last unit	Continuation of last unit	Continuation of last unit
Spring 1	<u>British Empire</u> Students will develop an understanding of the development of our culture through the growth of the British Empire. They will know the development of trade with other countries and the impact that had, both positive and the negative. This unit will also provide a foundation of understanding for Unit 3, Industrial Revolution**.**	What was the British Empire? Why did Britain want an Empire? East India Company Why did West Africa give up their own peoples as slaves? Triangular trade Experience for the enslaved Impact of slavery Resistance Legacy of Empire	Map skills Chronology Key vocabulary Interpretations of history PEEL paragraphs	Why are there different interpretations of Empire? Key knowledge test “The British Empire benefited everyone” How far do you agree?	Diversity of cultures and experience. Human rights Difference of historical opinions Connections to history in the news

Spring 2	Continuation of British Empire unit <u>The Industrial Revolution</u> Students will develop their work on the British Empire and examine the impact that this had on the UK. They will look at developments in farming, transport and factories as well as looking at the impact on the poor and crime. They will also look at changing attitudes and how the slave trade eventually came to be abolished. There will also be the opportunity to look at how these developments may have influenced the local area.	Changes in farming New inventions Factory conditions Transport Case study: Manchester The poor Crime End of slavery	Chronology Interpretations Critical thinking Key word vocabulary PEEL paragraphs	Why was Britain the first industrial nation? Key knowledge test “The Industrial Revolution had a positive impact” How far do you agree?	Diversity of cultures with non European home learning Diversity of historical opinion Diversity of experience
Summer 1	Continuation of last unit	Continuation of last unit	Continuation of last unit	Continuation of last unit	Continuation of last unit
Summer 2	<u>Votes for women</u> Students will develop their understanding of protest by focussing on the campaign for female suffrage. This unit is a depth study. They will look at the Victorian belief of an ideal woman and the arguments for and against female suffrage. They will compare tactics of the suffragists and suffragettes. They will investigate interpretations of	What made an “ideal” Victorian woman? What were the arguments for and against female suffrage? Suffragists and Suffragettes What happened at the Derby, 1913?? Women and the Great War	Chronology Interpretations Critical thinking Key word vocabulary PEEL paragraphs	What happened at the Derby, 1913?	Democracy Right to protest Diversity of opinion Citizenship

	events surrounding Derby Day 1913. Finally, other female campaigners and the role of women in the Great War will also be examined.				

Year 9 end of year goals:

The enquiry question for year 9 is *What was the most significant event of the 20th century?*

The assessment skill focus this year will be sources

Term	**Topic title(s) and overview**	**Knowledge**	**Skills**	**Assessment**	**Wider learning (Equality and diversity, SMSC, cultural capital)**
Autumn 1	The First World War Students will continue to develop their history skills needed for Key Stage 3 in preparation for Key Stage 4. 'Meanwhile, elsewhere' home learning and a study of Empire allows increased cultural diversity understanding.	GB in 1900 Causes of the First World War Propaganda Trenches Teenage and Empire soldiers Medicine	Chronology Interpretations Critical thinking Key word vocabulary PEEL paragraphs Source analysis	"Germany must take full blame for starting the First World War" How far do you agree? Key word knowledge test How useful are the sources for a historian wanting to learn about the problems in caring	Diversity of experience Diversity of culture Study of non European contributions Democracy Difference of historical opinions

		Case study: Battle of the Somme Home Front Russian Revolution End of the war		for the wounded during the First World War?	Connections to history in the news
Autumn 2	Continuation from last unit	Continuation from last unit	Continuation from last unit	Continuation from last unit	Continuation from last unit
Spring 1	<u>Inter war years</u> Students will develop their understanding of the impact the First World War had on the political changes that occurred in the inter war period. Students will understand different political beliefs and the inter connection between events in individual countries and consequences created on others around the world.	Democracy and dictatorship Treaty of Versailles “Roaring”1920s Case study: cinema Wall Street Crash Dictators Rise of Hitler Appeasement Causes of Second World War	Chronology Interpretations Critical thinking Key word vocabulary PEEL paragraphs Source analysis	How useful is source A for an enquiry into opinions about the Treaty of Versailles? Key word knowledge test How useful are sources A and B in an enquiry into how Hitler came to power?	Diversity of experience Diversity of culture Study of non European contributions Democracy and dictatorship Difference of historical opinions Connections to history in the news

Spring 2	<u>The Second World War</u> Students will develop their understanding of the impact the inter war period had. Students will understand both the military aspects of the war, including Dunkirk, Battle of Britain and dropping of atomic bombs, as well as the social impact these would have had, including the Blitz, role of women and evacuation. They will also consider events in a wider global context. There is also the opportunity for students to look at local soldiers via war memorials.	Preparations for war Propaganda Dunkirk Battle of Britain The Blitz Evacuation Battle of the Atlantic American involvement Dresden Experiences of war D Day Atomic bomb	Chronology Interpretations Critical thinking Key word vocabulary PEEL paragraphs Source analysis	Source assessment - Was Britain winning the war? Key word knowledge test What was the most significant event of the Second World War?	̲Study of non European contributions Difference of historical opinions Connections to history in the news Moral judgements
Summer 1	Continued from last unit	Continued from last unit	Continued from last unit	Continued from last unit	̲Continued from last unit
Summer 2	<u>The Holocaust</u> Students will investigate the roots of anti-Semitism. They	Roots of ant-Semetism Case study: Anne Frank	Interpretations Critical thinking	Key word knowledge assessment	Human rights Racism/ anti- Semitism

	will look at how Hitler imposed restrictions on German Jews and the impact this had through creation and conditions within the ghettos. Students will then focus on Auschwitz-Birkenau, the perpetrators and the liberation, as well as how the Holocaust is and should be remembered. Throughout the unit, connections will be made with the wider implications of hate and genocide. There will also be the opportunity to look at the local role of Shefford in this period.	Ghettos Case study: Auschwitz Who carried out the Holocaust? Liberation Justice	Key word vocabulary PEEL paragraphs Source analysis	Due to the content of this unit, it is not appropriate to carry out any other formal assessment	

Subject: MFL

Curriculum statement:

At Etonbury Academy the purpose of studying a foreign language is to provide students with an opening to other cultures. Languages are part of the cultural richness of our society and the world in which we live and work. Learning languages contributes to mutual understanding, appreciation and tolerance, a sense of global citizenship and personal fulfilment. The ability to understand and communicate in another language is a lifelong skill for education, employment and leisure in this country and throughout the world.

Learning languages gives pupils opportunities to develop their listening, speaking, reading and writing skills and to express themselves with increasing confidence, independence and creativity. They explore the similarities and differences between other languages and English and learn how language can be manipulated and applied in different ways. The development of communication skills, together with an understanding of the structure of language, lay the foundations for future study of other languages and support the development of literacy skills in a pupil's own language.

The MFL faculty believe that a high-quality language education fosters pupils' curiosity and deepens their understanding of the world. Our teaching aim is to enable pupils to express their ideas and thoughts in another language and to understand and respond to its speakers, both in speech and in writing. It also aims to provide opportunities for them to communicate for practical purposes and learn new ways of thinking. Our language teaching purpose is to provide the foundation for learning further languages, equipping pupils to study and work in other countries.

MFL curriculum aims

The MFL curriculum at Etonbury Academy aims to ensure that all pupils:

- become successful learners who enjoy learning, make progress and achieve
- become confident individuals who are able to live safe, healthy and fulfilling lives
- become responsible citizens who make a positive contribution to society
- understand and respond to spoken and written language from a variety of authentic sources
- speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation
- can write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt
- discover and develop an appreciation of a range of writing in the language studied.

The MFL curriculum across Key Stage 3 provides students with the opportunity to study a wide range of language, increasing their knowledge of vocabulary and set phrases, while at the same time building their understanding of structures and how language works. This is achieved through the study and development of written and spoken language. Students are able to express their opinions on a variety of topic areas relevant to their everyday lives. Skillful application occurs when students can articulate their ideas either verbally or in writing through the authentic use of the language they have studied. Students are also able to develop the concept of being a global citizen by increasing their understanding of the cultures where the languages are spoken.

Year 7 end of year goals:

By the end of year 7 students will

- Have a solid grounding in French in terms of vocabulary and grammar
- Understand and use spoken and written language for real and relevant purposes
- Understand a variety of spoken and written language from varying sources/media
- Transcribe spoken language with accurate spelling and punctuation
- Translate phrases and short paragraphs into and from the target language
- Understand and accurately apply the fundamentals of key grammar such as spelling, gender of nouns, verb conjugation and how to structure a sentence
- Communicate in several time frames (French)

Term	Topic title(s) and overview	Knowledge	Skills	Assessment	Wider learning (Equality and diversity, SMSC, cultural capital)
Autumn	**French - Ma zone (talking about where you live)** ● Saying what places there are / are not in your town/village ● Saying that you think of where you live	Key verbs: - aller - vouloir - Pouvoir	● Understand the pronunciation of key phonic sounds ● Listen and read for a range of purposes ● Speak with accurate pronunciation and intonation	Receptive Reading + Translation into English Productive Writing + Translation into French Speaking peer-assessed)	● Explore the culture and geography of France ● Language in context - understanding how French and English relate to each other

	• Understand and give simple directions • Saying where things are in relation to each other • Say where you go (in your town) at the weekend and with whom • Ask if someone wants to go somewhere • Respond positively and negatively to the question • Say what activities you can do in your town/village	Key structures: - Il y a / il n'y a pas de - À + definite article - tu and vous - Modal verbs + infinitive	• Ask and answer questions - formulating questions and answers • Apply and adapt previously learned language • Write short paragraphs using a range of vocabulary and structures • Listening and reading for specific information • Translation from and into French • Express opinions and justify statements • Form negative sentences • Extended writing combining new and previously learned knowledge and skills • Transcribe spoken French		
Spring 1	**French - 3..2..1 Partez! (Holidays)** • Say where you normally go on holiday • Say where you went on holiday last year • Say what you do and do not do to get ready to go out • Order drinks and snacks • Talk about future holiday plans	Key vocabulary: • Countries and locations • Holiday activities • Higher order numbers • Food and drink (café) Key structures: • Adverbs of time • Perfect tense • Reflexive verbs in the present tense • Near future tense	**As above** • Extended writing including reference to a variety of time frames • Use transactional language		• Explore French-speaking holiday destinations around the world

	● Say what you would like to do in the future	● Conditional tense			
Spring 2	**As above PLUS** **French - T'es branchée? (Media and Technology)** ● Talking about television programmes ● Talking about films ● Talking about reading ● Talking about the internet ● Talking about what you did yesterday evening	Key vocabulary: ● Types of TV programmes ● Types of films ● Types of books ● Adjectives ● Technology activities ● Adverbs of frequency Key verbs: ● Avoir ● Être ● Regarder ● Aimer ● Rater ● Lire ● Aller ● Faire ● Écouter ● Envoyer ● Tchatter ● Télécharger ● Jouer ● parler Key structures: ● Ne . . . pas	● Listen to and read longer, more detailed texts for a range of purposes ● Speak with accurate pronunciation and intonation ● Ask and answer questions - formulating questions and answers ● Apply and adapt previously learned language ● Write longer, more complex sentences/ short paragraphs for a variety of purposes using a range of vocabulary, verbs, structures and time frames (present and past) ● Write/talk about ourselves and others ● Translation from and into French ● Transcribe spoken language	<u>Receptive</u> Listening <u>Productive</u> Writing + Translation into French	● Exploring French culture through film

		• Ne . . . jamais • -ir and -re verbs • Irregular verbs in the present tense • Perfect tense with avoir			
Summer 1	**French - T'es branchée? (Media and Technology)** • Talking about television programmes • Talking about films • Talking about reading • Talking about the internet • Talking about what you did yesterday evening	Key vocabulary: • Types of TV programmes • Types of films • Types of books • Adjectives • Technology activities • Adverbs of frequency Key verbs: • Avoir • Être • Regarder • Aimer • Rater • Lire • Aller • Faire • Écouter • Envoyer • Tchatter • Télécharger • Jouer • parler Key structures:	**As above**	<u>Productive</u> Speaking (teacher-assessed)	

		• Ne . . . pas • Ne . . . jamais • -ir and -re verbs • Irregular verbs in the present tense • Perfect tense with avoir			
Summer 2	**French - Paris, je t'adore! (A visit to Paris)** • Say what you did in Paris • Say when you did it • Understand information about a tourist attraction	Key vocabulary: • Paris activities • Days of the week • Adverbs of time • Adjectives • Previously learned vocabulary Key verbs: • visiter • manger • admirer • regarder • acheter • envoyer • rencontrer • rester Key structures: • Perfect tense with avoir and être	• Listen to and read longer, more detailed texts for a range of purposes • Speak with accurate pronunciation and intonation • Apply and adapt previously learned language • Write longer, more complex paragraphs for specific purposes using a range of vocabulary, verbs, structures and the perfect tense predominantly • Write/talk about ourselves and others • Translation from and into French • Transcribe spoken language		• Learn about the capital city of France and understand its historical and cultural significance

		• Past participle endings with être • Ne . . . pas • Irregular past participles • Imperfect tense • intensifiers			

Year 8 end of year goals:

By the end of year 8 students will

- Use a range of vocabulary and grammatical structures
- Understand and use spoken and written language for real and relevant purposes, including transactional language
- Initiate and sustain conversations
- Understand different spoken and written language from varying sources/media for a variety of purposes
- Transcribe spoken language with accurate spelling and punctuation
- Translate phrases and short paragraphs into and from the target language
- Understand and accurately apply the fundamentals of key grammar such as spelling, gender of nouns, verb conjugation and how to structure a sentence
- Apply and adapt previously learned language for new purposes and redraft work
- Read aloud confidently including correct pronunciation and intonation
- Use a variety of timeframes in their spoken and written work to add interest and complexity

Term	**Topic title(s) and overview**	**Knowledge**	**Skills**	**Assessment**	**Wider learning** (Equality and diversity, SMSC, cultural capital)
Autumn 1	**German - Freizeit - juhu! (Talking about free time)** ● Talking about which sports you play ● Talking about leisure activities ● Talk about how often you do activities ● Talking about mobiles and computers	Key Vocabulary: ● Sports ● Leisure activities ● Adjectives ● Computer and mobile phone activities Key verbs: ● spielen ● fahren ● lesen	● Listen to and read longer, more detailed texts for a range of purposes ● Speak with accurate pronunciation and intonation ● Ask and answer questions - formulating questions and answers ● Apply and adapt previously learned language		● Explore the culture of Germany and German-speaking countries ● Language in context - understanding how German and English relate to each other

		• schwimmen • machen • sehen • reiten • tanzen • essen • gehen • hören • chillen • surfen • suchen • herunterladen Key structures: • gern • Time phrases • Word order • intensifiers • Plural forms of present tense verbs • future intent using *morgen / nächste Woche* + present tense	• Write longer, more complex sentences/ short paragraphs for a variety of purposes using a range of vocabulary, structures and time frames (present and future) • Write/talk about ourselves and others • Translation from and into German • Transcribe spoken language		
Autumn 2	**As above**	**As above**	**As above**	<u>Receptive</u> Reading + Translation into English <u>Productive</u> Writing + Translation into German Speaking (peer-assessed)	

Spring 1	**German - Schule ist klasse! (School life)** ● Talking about school subjects ● Talking about days and times ● Describing teachers ● Talking about school facilities and rules	Key Vocabulary: ● School subjects ● Days ● Times ● Adjectives ● Classroom objects Key verbs: ● mögen ● lieben ● hassen ● sein ● haben ● dürfen + infinitive Key Structures: ● Weil + word order - verb to the end ● Word order - verb 2nd ● Possessive pronouns *sein* and *ihr* ● Intensifiers ● Connectives ● Prepositions ● Es gibt	**As above**		● Learn about key customs and traditions ● Learn about the German school system and school life in Germany

Spring 2	**French - T'es branchée? (Media and Technology)** ● Talking about television programmes ● Talking about films ● Talking about reading ● Talking about the internet ● Talking about what you did yesterday evening	Key vocabulary: ● Types of TV programmes ● Types of films ● Types of books ● Adjectives ● Technology activities ● Adverbs of frequency Key verbs: ● Avoir ● Être ● Regarder ● Aimer ● Rater ● Lire ● Aller ● Faire ● Écouter ● Envoyer ● Tchatter ● Télécharger ● Jouer ● parler Key structures: ● Ne . . . pas ● Ne . . . jamais ● -ir and -re verbs ● Irregular verbs in the present tense ● Perfect tense with avoir	● Listen to and read longer, more detailed texts for a range of purposes ● Speak with accurate pronunciation and intonation ● Ask and answer questions - formulating questions and answers ● Apply and adapt previously learned language ● Write longer, more complex sentences/ short paragraphs for a variety of purposes using a range of vocabulary, verbs, structures and time frames (present and past) ● Write/talk about ourselves and others ● Translation from and into French ● Transcribe spoken language		● Exploring French culture through film

Summer 1	**As above**		**As above**	<u>Receptive</u> Listening <u>Productive</u> Writing + translation	
Summer 2	**French - Paris, je t'adore! (A visit to Paris)** ● Say what you did in Paris ● Say when you did it ● Understand information about a tourist attraction	Key vocabulary: ● Paris activities ● Days of the week ● Adverbs of time ● Adjectives ● Modes of transport ● Previously learned vocabulary Key verbs: ● visiter ● manger ● admirer ● regarder ● acheter ● envoyer ● rencontrer ● arriver ● partir ● rester ● sortir ● rentrer Key structures:	● Listen to and read longer, more detailed texts for a range of purposes ● Speak with accurate pronunciation and intonation ● Apply and adapt previously learned language ● Write longer, more complex paragraphs for specific purposes using a range of vocabulary, verbs, structures and the perfect tense predominantly ● Write/talk about ourselves and others ● Translation from and into French ● Transcribe spoken language	Speaking (teacher assessed)	● Learn about the capital city of France and understand its historical and cultural significance

		• Perfect tense with avoir and être • Past participle endings with être • Ne . . . pas • Irregular past participles • Imperfect tense • intensifiers			

Year 9 end of year goals:

By the end of year 9 students will:

- Use a wide range of vocabulary and complex grammatical structures
- Understand and use spoken and written language for real and relevant purposes, including transactional language
- Initiate and sustain conversations
- Understand different spoken and written language from varying sources/media for a variety of purposes
- Transcribe spoken language with accurate spelling and punctuation
- Translate phrases and paragraphs into and from the target language
- Understand and accurately apply the fundamentals of key grammar such as spelling, gender of nouns, verb conjugation and how to structure a longer, more complex sentence
- Apply and adapt previously learned language for new purposes and redraft work
- Read aloud confidently with correct pronunciation and intonation
- Use a variety of timeframes and structures in their spoken and written work to add interest and complexity

GERMAN

Term	Topic title(s) and overview	Knowledge	Skills	Assessment	Wider learning (Equality and diversity, SMSC, cultural capital)
Autumn 1	**Gute Reise** **(Travel)** ● Saying that there is/isn't in a town ● Saying what souvenirs you want to buy ● Buying snacks and drinks ● Talking about holiday plans	Key vocabulary: ● Places in town ● Souvenirs ● Snacks and drinks ● Money ● Holiday activities Key verbs: ● geben ● sein ● kosten ● trinken ● essen ● werden ● fahren ● wandern ● schwimmen ● segeln ● gehen ● baden ● tauchen ● windsurfen ● rodeln Key Structures: ● Es gibt + ein/kein ● Compound nouns	● Listen to and read longer, more detailed texts for a range of purposes ● Speak with accurate pronunciation and intonation ● Apply and adapt previously learned language ● Write longer, more complex paragraphs for specific purposes using a range of vocabulary, verbs, structures and the present and future tenses predominantly ● Write/talk about ourselves and others ● Translation from and into German ● Transcribe spoken language		Learning about destinations in the wider German speaking world in Europe and Africa

		• Word order (verb 2nd, PING) • Ich möchte + infinitive • Ich hätte gern • Man kann • Future tense (werden + infinitive)			
Autumn 2	**As above PLUS** **Ich liebe Ferien** **(Holidays)** • Comparing places then and now • Talking about what you did on holiday	Key vocabulary: • Adjectives • Places in town • Types of accommodation Key verbs: • haben • sein • geben • Machen • sehen • hören • spielen • machen • kaufen • essen Key structures:		<u>Receptive</u> Reading + Translation into English <u>Productive</u> Writing + Translation into German	Learning about holiday destinations in German-speaking countries

		• Imperfect tense • Perfect tense with haben • Past participles of irregular verbs			
Spring	**Ich liebe Ferien (Holidays)** • Talking about how you travelled • Talking about the weather	Key vocabulary: • methods of transport • Holiday activities • weather Key verbs: • fahren • gehen • fliegen • bleiben • schwimmen Key structures: • Perfect tense with sein • Imperfect tense • Word order (verb 2nd rule)	**As above PLUS** • Extended writing combining the present, perfect and imperfect tenses	<u>Productive</u> Speaking	
Summer 1	**Bleib gesund! (Keeping Healthy)** • Talking about typical breakfasts	Key vocabulary: • Food and drink Key verbs:	**As above PLUS** • More complex reading and listening	<u>Receptive</u> Listening <u>Productive</u> Writing + Translation into German	Learning about food and drink in German-speaking countries

	• DIscussing traditional German food • Talking about healthy lifestyles	• essen • trinken • Nehmen • müssen Key structures: • present tense • perfect tense • modal verbs			
Summer 2	**As above PLUS** **Wir gehen aus (Going out)** • Discussing clothes and style **Projektzone** **(project work)** • FIlm (Sachertorte) • Food and drink • Destinations in Germany and Austria	Key vocabulary: • Clothes and shoes • Adjectives Key verbs: • tragen • anziehen • kaufen Key structures: • *Wenn* clauses • Accusative adjective endings • Future tense • Word order (time, manner, place) • Seperable verbs • Reflexive verbs • Perfect tense	**As above PLUS** • Extended reading and listening including a range of tenses and dialogue • Extended writing combining the present, perfect, imperfect and future tenses		Learning about German culture and history through film • Exploring traditional German dishes • Learning about the geography of the German-speaking world

FRENCH

Term	**Topic title(s) and overview**	**Knowledge**	**Skills**	**Assessment**	**Wider learning (Equality and diversity, SMSC, cultural capital)**
Autumn 1	**French - My identity** ● Talking about clothes ● Talking about music **Pen pal project**	Key vocabulary: ● Clothing ● Colours ● Music genres ● Adjectives ● Vocabulary to describe music and the effect it has on you Key verbs: ● porter ● aller ● faire ● écouter ● être ● avoir ● aimer ● adorer ● détester Key structures: ● Negatives ne…pas ● Regular verbs in the present tense ● Near future tense ● Adjectival agreement	Listen to and read longer, more detailed texts for a range of purposes ● Speak with accurate pronunciation and intonation ● Ask and answer questions - formulating questions and answers ● Apply and adapt previously learned language ● Write longer, more complex sentences/ short paragraphs for a variety of purposes using a range of vocabulary, verbs, structures and time frames (present and past) ● Write/talk about ourselves and others ● Translation from and into French ● Transcribe spoken language		Communicate with a real person in another country Learn about life in another country Learning about French culture through music and discovering French speaking musicians

Autumn 2	**French - Mon identité (My identity)** ● Talking about last weekend ● Giving opinions **Pen pal project** **Film project (Les choristes)**	Key vocabulary: ● Weekend activities ● Adverbs of time and frequency ● Adjectives ● Previously learned vocabulary Key verbs: ● manger ● aller ● faire ● Écouter ● Regarder ● Jouer ● danser ● Acheter ● nager ● être ● avoir Key structures: ● Perfect tense with avoir ● Perfect tense and être (aller only) ● Ne . . . pas	Listen to and read longer, more detailed texts for a range of purposes ● Speak with accurate pronunciation and intonation ● Apply and adapt previously learned language ● Write longer, more complex paragraphs for specific purposes using a range of vocabulary, verbs, structures and the perfect tense predominantly ● Write/talk about ourselves and others ● Translation from and into French ● Transcribe spoken language	<u>Receptive</u> Reading + Translation into English <u>Productive</u> Writing + Translation into French	Learn about French culture through film
Spring 1	**Chez moi, chez toi (House and home)** ● Describing where you live ● Describing your home	Key vocabulary: ● Rooms in a house ● Types of house	**AS ABOVE PLUS** ● Extended writing including past, present and future time frames		● Learn about traditional French accommodation

	Pen pal project	• Furniture Key verbs: • habiter • déménager • s'appeler • avoir • Être • vouloir Key structures: • Comparative adjectives • Il y a • Prepositions to describe where things are • Time expressions • Present tense • Je voudrais (conditional tense) • Il faut • Il y a • Il n'y a pas de	• Use a wide range of language and structures (new and previously learned) • Extended reading and listening including past, present and future time frames		
Spring 2	**As above (Spring 1)**		**AS ABOVE**		

Summer 1	**Chez moi, chez toi (House and home)** ● Talking about meals ● Discussing what food to buy ● Talking about a past or future event **Film project** (La famille Belier) **Pen pal project**	Key vocabulary: ● Food and drink ● Meals ● Carnival activities ● Quantities Key verbs: ● boire ● prendre ● Manger ● Aimer ● Adorere ● Detester ● Preferer ● Acheter ● Regarder Key structures: ● Il faut + infinitive ● Partitive article ‘de’ ● Ne . . .pas / ne . . . rien ● Adverbs of frequency ● Adverbs of time ● Near future tense ● Perfect tense with avoir and etre			● French food and drink ● French traditional events (carnival) ● French film ● Cookery

Summer 2	**As above (Summer 1)** **Pancake making project**				

Subject: Art & Design

Curriculum statement:

“Art is a place for children to learn to trust their ideas, themselves, and to explore what is possible.” *Maryann F. Kohl*

Etonbury Academy Art department intends to provide every single student with a high quality art and design education that excites, inspires and challenges pupils, ensuring they have the fundamental knowledge and skills to understand, experiment, develop and present their own works of art, craft and design.

It is our intent that our knowledge and skills rich curriculum is a journey, building, expanding and revisiting previous learning as students progress through key stage 3. Each project has been designed and purposefully sequenced to ensure students become proficient in drawing, painting, sculpture and by the end of the key stage they can confidently connect these disciplines to other forms of art such as mixed media, collage, photography and printmaking.

Students will learn to become visually literate, through gaining a knowledge of artistic movements and learning the skills and insights that were used to develop them. Students will be able to use the skills they have acquired to express authentic ideas, convey meaning and create something aesthetically appealing or conceptually powerful. Students will become creative and critical thinkers, and learn to listen and learn from past and present artistic movements, cultures and current affairs. They will feel empowered to express themselves and enriched with an understanding of the role that art can play in our collective and individual lives now and in their futures. Our aim as a department is to ensure we add to an enriched curriculum where Art is considered central to student development and not a peripheral subject. The curriculum is not reduced or curtailed for any students, but rather, staff are adaptive and seek ways of improving the provision so that all learners can access.

Students are explicitly taught about respect, responsibility, resilience and building character by showing respect for each other's progress and emotional needs by offering feedback that is kind, honest and specific. Through verbal discussions, respecting other people's views and needs, listening to when their peers are talking, making eye contact, building and contributing to a culture based around respect and integrity where each other's values are respected, catered for and listened to. Students celebrate excellent responses, outcomes and effort by giving applause. Students hold each other to account.

As a member of Etonbury Academy, Students fully contribute to SMSC themed whole school activities such as Remembrance,The Big Draw and interform creative challenges. Students show and behave with respect due to the importance of such learning. As a member of Etonbury Academy; Students participate and build links with local communities by taking part in real life learning projects that are celebrated through social media, school websites, instagram, the local newspaper, galleries and other creative projects. Students are intrinsically motivated and want to contribute positively to their community.

We believe ‘every student is an artist’.

Year 7 end of year goals:

By the end of Year 7 students will have explored the formal elements in their widest fullest sense and will be introduced and develop their understanding of the ‘creative journey’.

Students will be able to:

UNDERSTAND:

Analyse the work of artists using the formal elements to describe and give opinions

Have an understanding of art movements and celebrate different cultures through art

PREPARE/PRACTICE:

Have a confident understanding of colour theory and colour mixing

Be able to purposefully explore and experiment with materials, techniques and processes in the style of an artist or theme

CREATE:

To develop skills in traditional and contemporary drawing,painting, printmaking and ceramics techniques

Understand the fundamental foundations of the formal elements and become skilful in their application

PRESENT:

Be able to create a personal final piece of artwork inspired by an artist, culture or theme

Be able to evaluate their own work and recognise ways to develop or improve

Term	Topic title(s) and overview	Knowledge	Skills	Assessment	Wider learning (Equality and diversity, SMSC, cultural capital)
Autumn 1	**‘A sense of place’- British Landscapes** **Specialism:** Drawing and contextual studies	• Learn **how to research and analyse artists and their work,** using the **formal elements and blooms**	• Create an **artist analysis** and **response** on British artist David Hockney and his work • Use **mark making** and **tone** to show **texture**	Baseline Assessment: ***landscape tonal drawing*** Throughout and at the end of each project, students will be assessed using assessment matrix grids which they have in	**Careers links:** Painter, digital illustrator, photographer, fine artist **Further reading:** DIGITAL DRAWING FOR BEGINNERS: Learn How To Draw Digitally, Digital Art For Beginners

		• How to record/draw from **direct observation** • Characteristics of **abstract** landscapes • Learn the key techniques to **perspective** drawing • **Au Plein Aire** • Introduction to the **grid system** when drawing from observation	• Accurate **proportions** using the grid • Accurately use **lines** to show one point **perspective** when drawing from observation	their sketchbooks. They will be assessed on how well they meet the following assessment objectives: A01 UNDERSTAND: Contextual understanding A02 PREPARE/PRACTICE: Experimentation with materials, techniques and processes AO3 CREATE: Recording skills A04 PRESENT: Final Outcome and evaluation Students receive live verbal feedback from their teachers and peers whilst lessons are taking place, allowing them to immediately **review,** refine and modify their work as it progresses.	https://www.hive.co.uk/Product/Marco-Livingstone/David-Hockney/20841692 **Exhibitions:** https://www.smb.museum/en/exhibitions/detail/david-hockney-landscapes-in-dialogue/ **Website links:** :https://www.hockney.com/works/digital/computer-drawings https://medium.com/digital-art-weekly/how-artists-connect-with-digital-versus-physical-painting-the-case-of-david-hockney-a85b23f1c9a1
Autumn 2	**'A sense of place'- British Landscapes** **Specialism:** Traditional painting and photography	• Exploring **colour theory** • **Understanding of sgraffito and mark making** techniques using mixed media	• How to **colour mix** and **apply accurate colour** • Experiment using **different materials** and **techniques** (oil pastel sgraffito) to show texture	Students also have a feedback dialogue sheet at the front of their books which is where staff and peers give written feedback and ask questions on specific skills tasks. Students have the opportunity during lesson time to reflect and respond; an important part of the creative process.	**Homework challenge:** Exploring the **history, culture and community** in and around Stotfold when taking landscape photography.

Spring 1	**‘A sense of place’- British Landscapes** **Specialism:** Digital drawing/painting	• Introduction to the basics and fundamentals of **photoshop** • **Understand** how to produce a final piece of work inspired by an artist	• Use **digital brushes** on **photoshop** to show **texture** within their landscape • Work using digital **layers** • **Composition techniques**		Learning about the **future of drawing/painting** using digital media.
Spring 2	**‘Around The World’- Cultural Mask** **Specialism:** Contextual studies, printmaking	• What is **culture**? • How can we celebrate and learn about **cultures** from each **contentent** through art? • Origins of **printmaking** • How to create a **mono print/lino print** • What does mono mean in **latin?** • **Patterns of the world** • **Colour symbolism**	• **Mind Mapping and research skills** • **Monoprinting** and **lino printing** • Using **inks** with control • **H&S** when using clay		**Careers links**: Ceramics artist, set designer **Exhibitions:** V&A Museum London **Further reading:** https://www.amazon.co.uk/Mask-World-GREGOR/dp/048641793X **Recycled** tribal mask bottle homework challenge to be completed with families to promote **sustainability.**
Summer 1	**‘Around The World’- Cultural Mask:** **Specialism:** Contextual studies, drawing	• Key **characteristics** of mask design • How to take **inspiration** from cultures when designing • What is **symmetry?**	• Cultural Mask design **analysis** • **Developing** design ideas • **Colour pencil burnishing**		**Eid henna** pattern design flying start task **Using the the skin as a canvas** pattern portrait inspired by Nigerian artist **Laolu Senbanjo** https://laolu.nyc/

Summer 2	**‘<u>Around The World’-</u>** <u>Cultural Mask:</u> Ceramics	• Introduction to clay modelling, building and engraving techniques **(slab technique, reliefs, engraving)** using clay • **How to apply glazes**	• **H&S** when using clay • **Clay media** • **Glazing** clay • **Team work skills**, and **responsibility** when completing practicals		**Whole school diversity festival,** performance and art exhibition involving the whole school, showcasing the final clay masks.

Year 8 end of year goals:

Students will have more choice and freedom to explore and develop their own ideas and responses on their creative journey throughout the year:

UNDERSTAND:

Be confident with what an art movement is and how Surrealism has inspired artists, authors and people in different ways
Know how to use descriptive language as inspiration for an illustration
Understanding of current affairs such as poverty and social pressures

PREPARE/PRACTICE:

Deeper understanding and application of the formal elements to convey a message
Use creativity skills to work from imagination when producing design ideas

CREATE:

Develop skills and more thorough knowledge when using 2D & 3D materials, techniques and processes
More controlled and refined application of the formal elements

PRESENT:

Be able to create a more personal final piece of artwork using creativity and imagination
Be able to confidently evaluate their own work and recognize ways to develop or improve

Term	**Topic title(s) and overview**	**Knowledge**	**Skills**	**Assessment**	**Wider learning (Equality and diversity, SMSC, cultural capital)**
Autumn 1	**'Weirdly Wonderful'-** Kafka Creatures **Specialism:** Contextual studies,	• Art movement **Surrealism** • Illustrating **literature** • Responding to an artist for inspiration • How to respond to a **design brief**	• **Mark making** with pen • **Collage** • **Design** and **creativity** skills	Baseline Assessment: ***Surrealist party bird illustration*** Throughout and at the end of each project, students will be assessed using assessment matrix grids which they have in their	**Careers links:** Fashion designer, Set designer, model making,illustrator **Further reading:** Franz Kafka The Metamorphosis

	Graphics & drawing	• Understand what and how a **mood board** is used in the development stage	• Create a **mood board** and **outfit design idea** inspired by a theme	sketchbooks. They will be assessed on how well they meet the following assessment objectives: A01 UNDERSTAND: Contextual understanding A02 PREPARE/PRACTICE: Experimentation with materials, techniques and processes AO3 CREATE: Recording skills A04 PRESENT: Final Outcome and evaluation Students receive **live verbal feedback** from their teachers and peers whilst lessons are taking place, allowing them to immediately **review**, **refine** and **modify** their work as it progresses.	**https://www.amazon.co.uk/Metamorphosis-Franz-Kafka/dp/1578987857** **Cross curricular links:** English, history, DT
Autumn 2	**'Weirdly Wonderful'-** Kafka Creatures **Specialism:** 3D design & Ceramics	• **How to create** an armature using mixed media • Develop and build on **ceramics knowledge** • Understand **outfit pattern making** and **stitching techniques** using fabrics • Learn how **embellishments** aid and enhance designs	• **Wire** and **wadding** skills to create body form • How to **sculpt** animal faces using different tools and techniques • Cut and **make** outfit design and construct • Sophistically add embellishments	Students also have a feedback dialogue sheet at the front of their books which is where staff and peers give written feedback and ask questions on specific skills tasks. Students have the opportunity during lesson time to reflect and respond; an important part of the creative process.	
Spring 1	**'Weirdly Wonderful'-** Kafka Creatures **Specialism:** Painting & Textiles	• Recap and build on understanding and use of **colour theory**	• Accurate **colour mixing** and **paint application skills**		

Spring 2	**‘<u>Slum House City</u>’**- Architectural mixed media structure **<u>Specialism:</u>** 2D drawing, contextual studies	• What is a shanty town and why do they exist? • Understand why artists create **art for purpose** • To be able to draw basic shapes in **2 point perspective** from different **viewpoints**	• Complete an artist analysis and study on **Eric Cremers** and his work • Create a slum house design using **2 point perspective** • Translating a 2D design to a 3D design • Use different and appropriate materials and techniques to **communicate the living environments of slums**		**<u>Careers links:</u>** Architect, designer, 3D model maker, conceptual artist **<u>Further reading:</u>** https://www.youtube.com/watch?v=4Xz-hleqKAg https://ericcremers.exto.org/kunstwerken/16517861_Habitats.html#.YyOkGXbMJ7k **Political campaigning** **Refugee and immigration Community** **Comic relief** documentary shown to students to **widen understanding on refugee, immigration and poverty** struck areas of the world.
Summer 1	**‘<u>Slum House City</u>’**- Architectural mixed media structure **<u>Specialism:</u>** 3D design	• Understand the risks and **H&S** when using Kraft knives • Understand the **design process, experiment and testing**	• **Cutting and destress** techniques using cardboard • Create a window **prototype**		**<u>Homework challenge:</u>** students will need to learn to be resourceful and find their own materials around them which they will use to build their slum houses. This will help them to gain a better sense of how difficult it is to build a shelter with **minimal money.**
Summer 2	**‘<u>Slum House City</u>’**- Architectural mixed media	• **How to use non-resistant materials** to build a 3D structure.	• Create **3D structure** using cardboard		**H&S** when using equipment and sharp materials

	structure **<u>Specialism:</u>** 3D design		• **Apply relief and layering techniques** to structure • **Distress and create texture and tone** using **mixed media** to slum house design • **Work sensibly** in practical lessons • **Evaluate and reflect** on work as it progresses		

Year 9 end of year goals:

Students by the end of Year 9 will be equipped with the skills and contextual knowledge needed in preparation for them to start GCSE Art or Photography. By the end of the Year students will be confident to respond to a theme and develop their own ideas and art style on their creative journey. Year 9 has been designed to make students become independent learners who see the direction they want to go and are able to get there with our support, preparing them for KS4.

UNDERSTAND:
Be confident with what an art movement is and how Surrealism has inspired artists, authors and people in different ways
Know how to use descriptive language as inspiration for an illustration
Understanding of current affairs such as poverty and social pressures
PREPARE/PRACTICE:
Deeper understanding and application of the formal elements to convey a message
Use creativity skills to work from imagination when producing design ideas
CREATE:
We expect our students to have a solid understanding of the formal elements of Art and Design and to be skillful in their application to create something aesthetically beautiful, appealing for success in conveying a message.
PRESENT:
Independently develop a personal response which communicates a powerful message
Be able to evaluate their own work and identify areas for development using the assessment framework matrix.

Term	**Topic title(s) and overview**	**Knowledge**	**Skills**	**Assessment**	**Wider learning (Equality and diversity, SMSC, cultural capital)**
Autumn 1	**'Speak up' Street Art Icon Portrait** **Specialism**: contextual studies,Portrait drawing techniques,	• **Understand** the differences and key **characteristics of street art & graffiti**	• **Create a stencil** in response to artist **Banksy**	Baseline Assessment: ***Graffiti Tag design*** Throughout and at the end of each project, students will be assessed using assessment	**Careers links:** Graphic designer, Street Artist, photographer, digital artist **Further reading:**

		• Understand how street art exercises **political, social issues on current affairs.** • Learn different **spray paint techniques** • Learn about different **graffiti lettering styles** • **What is an icon?** • How to use the **craft Knife safely**	• Test and experiment with different **spray paint techniques**	matrix grids which they have in their sketchbooks. They will be assessed on how well they meet the following assessment objectives: A01 UNDERSTAND: Contextual understanding A02 PREPARE/PRACTICE: Experimentation with materials, techniques and processes AO3 CREATE: Recording skills A04 PRESENT: Final Outcome and evaluation Students receive **live verbal feedback** from their teachers and peers whilst lessons are taking place, allowing them to immediately **review**, **refine** and **modify** their work as it progresses.	**https://www.waterstones.com/book/wall-and-piece/banksy/9781844137879** **https://www.goodreads.com/book/show/942135.People_Who_Changed_The_World** Flying start **questioning discussions** about BAME inspirational artists such as Marcus Rashford, Martin Luther King. **Street Art tour:** **https://www.shoreditchstreetarttours.co.uk/**
Autumn 2	**Inspirational Street Art Icon Portrait** **Specialism**: Drawing	• Use the **grid system** with accuracy when sketching from observation • Understanding portrait **proportions**	• Accurately draw the **facial features** • **Fundamental portraiture skills**	Students also have a feedback dialogue sheet at the front of their books which is where staff and peers give written feedback and ask questions on specific skills tasks. Students have the opportunity during lesson time to reflect and respond; an important part of the creative process.	**Black history month** homework typography portrait challenge **Cross curricular links:** History, PSHE
Spring 1	**Inspirational Street Art Icon Portrait** **Specialism:** Mixed media	• Working to a design brief • Making **political** statements	• Using appropriate mixed media techniques • Typography		**BAME & LGBTQ+ inspirational role models** discussed and students to

		• **composition skills**	• collage		create final pieces based on these icons **<u>GCSE Photography Taster Session:</u>** Why is photography important? Where can it take you? Introduction to the basics of digital photography and editing.
Spring 2	**<u>'Supersize me' Fast food Specialism:</u>** Contextual studies. Observational drawing	• Packaging **typography** • How to draw from **direct observation**			Raise awareness of the **physical and mental effects** of fast foods. **Current affairs** **Political/social issues**
Summer 1	**<u>'Supersize me' Fast food Specialism:</u>** Painting	• Learn how to use media using different techniques and processes • **Composition and framing** techniques • Understanding how to capture **accurate proportions** • **How to apply paint i**n the style of food artist	• **Mixing** and **blending** watercolours • Food packaging collage • Use the **grid system** with accuracy when sketching from observation • Applying **acrylic** paint		**<u>Cross curricular links:</u>** Science, food technology, PSHE
Summer 2	**<u>'Supersize me' Fast food Specialism:</u>** Clay sculpture	• **Modelling and building techniques** using clay			

Subject: Design Technology

Curriculum statement:

In Design Technology and Engineering we are passionate about encouraging pupils to use creativity and imagination to design and make products that solve real and relevant problems, within different contexts, considering their own and others' needs and wants.

Pupils should be able to solve problems and develop creative solutions using a broad range of other disciplines such as Maths, Art, Computer Science which are based on a number of design problems, using past and present Design and Technology methology.

These outcomes should develop their abilities in research, design and practical skills, which can help contribute towards a pathway in Design and Engineering, or to help the learner understand and solve everyday problems in their everyday life, becoming resourceful, innovative, enterprising and capable citizens.

In doing so pupils will also learn about design strategies, and social, moral and ethical issues such as environmental sustainability, social inclusivity and cultural diversity.

Year 7 end of year goals:

DT: The aim of DT in year 7 is to provide the basic skills and understanding the the design process and skills needed to shape and finish materials such as wood and plastic. It also introduces 3d printing as part of contemporary manufacturing processes such as additive manufacturing. DT also works to support skills and processes introduced in Engineering. Together both subjects look at different aspects of design and manufacture to give students a good foundation to proceed into Yr8 and onward to KS4.

Engineering : Engineering introduces pupils to cutting items and components accurately and to a certain tolerance. Projects look at assembly with different materials and how those materials can be mixed together to create working products and finished. Engineering also works to support skills and processes introduced in DT. Together both subjects look at different aspects of design and manufacture to give students a good foundation to proceed into Yr8 and onward to KS4.

Food: Looks at providing pupils with the basic understanding of hygiene and safety within the kitchen. Lessons provide not only the theory of safety but also the basic preparation and cooking skills to provide a range of knowledge for pupils to become enthused and competent in the kitchen. Lessons build as a 13 week block to scaffold greater and more difficult tasks from Yr7 into Yr8.

Term	**Topic title(s) and overview**	**Knowledge**	**Skills**	**Assessment**	**Wider learning** (Equality and diversity, SMSC, cultural capital)
DT Rotation 1	**Acrylic Key Tag Project:** **Pine Pen Holder Project:** **3D Printing Project:**	Learn how to create a: ● **design brief**. ● **mood board**. ● **specification.** ● **template.** ● an **evaluation** and **test its usage**. ● Learn how to **identify workshop risks** and understand basic **health and safety.**	● Be able to **create a design sheet** of various ideas. ● **render** in tone. ● **annotate** designs. ● **use a range of workshop hand tools** safely. ● **use a range of workshop power tools** such as a belt	Students will receive **on-going verbal feedback** so they can develop their work as they progress. Students will receive written **feedback from peers** on various stages. Students will receive **teacher assessed feedback on a**	Pupils will learn how to work respectfully and in a mindful way to ensure **a safe environment.** They will also learn how to think **objectively and process strengths and weaknesses for different users needs.**

		• Understand wha**t 3D Printing** is, how it relates to manufacturing and its **advantages** and **disadvantages**	sander and a pillar drill safely. • **shape both acrylic and wood** to form basic shapes. • Use simple **3D CAD software**	**piece of written/drawn work** per project with school policy. Students will complete **ongoing self assessment .**	
Engineering Rotation 1	**Sweet Dispenser Project: Set Design Project:**	Learn how • **To create design idea**s from **different sources of inspiration** & **research.** • **components can be cut** out using CAD/CAM. Learn about • **different material properties.** • **design development.** • **tolerance** • **Assembly** • how **different materials can be joined** together.	Be able to use • **isometric paper** to accurately draw in 3D. • **chisels** for basic subtractive manufacture. • **lamination in manufacture.** • Cardboard elements to **create a 3d structure.** • Be able to **render** in paint. • **painting can be used effectively** as a means of finishing. • Be able to manufacture with **different materials.**	Students will receive **on-going verbal feedback** so they can develop their work as they progress. Students will receive written **feedback from peers** on various stages. Students will receive **teacher assessed feedback on a piece of written/drawn work** per project with school policy. Students will complete **ongoing self assessment .**	Pupils will learn about **recycling and how different items can be repurposed instead of being thrown away.**
Food	**To understand and learn about hygiene & safety:**	• Cheese Scones • Jam Buns • Breakfast Tortilla • Tomato Soup • Cheese Straws • Bread Rolls • Apple Crumble • Mac Cheese	• **Weighing & measuring**, **Rubbing in**, using the oven • **Creaming, dividing** equally • **Frying**, removing the skin & seeds from	Students will receive **on-going verbal feedback** so they can develop their work as they progress. Pupils will then be given a **mark at the end of each**	Pupils will learn about how they can **cook safely in a kitchen,** about the importance of **good hygiene and how to avoid basic cross contamination** and bad working practices.

		• Pancakes • Swiss Roll • Mince Pies	tomatoes, using the grill • **Using the hob,** simmering, peeling, dicing, blending • **Pastry making**, rolling • **How yeast works,** making a dough, shaping bread, proving • **Peeling, stewing fruit, baking** • Making a **roux,** making a **mornay** sauce, boiling • **Frying**, making a batter • **Whisking**, folding, rolling sponge • **Sweet pastry, pastry cutters**	**lesson** based on their dish they made.	

Year 8 end of year goals:

DT: The aim of DT in year 8 is to provide more advanced skills and concepts such as ergonomic and sustainable design to programmable components so that students start to understand the breath of the subject and how moulding, turning, jigs and programming form an important part of the subject and how they can be used in manufacturing design solutions. Together both subjects look at different aspects of design and manufacture to give students a good foundation to proceed into Yr8 and onward to KS4.

Engineering : Engineering continues to build on the theme of tolerance, mixed materials and accuracy to develop and expand students' making skills. This is done through materials such as acrylic, aluminium, plywood and E textiles. To enrich this, Engineering also looks to design themes such as Pop Art to help inspire pupils understanding previous trends and design strategies. Together both subjects look at different aspects of design and manufacture to give students a good foundation to proceed into Yr8 and onward to KS4.

Food: This subject looks at providing pupils with a good understanding of food poisoning and adversely nutrition in our diets. Pupils work through a 13 week menu of both sweet and savoury dishes to explore the theme. Lessons provide not only practical but the theory of this. Lessons build as a 13 week block to scaffold greater and more difficult tasks from Yr8 into Yr9.

Term	**Topic title(s) and overview**	**Knowledge**	**Skills**	**Assessment**	**Wider learning** (Equality and diversity, SMSC, cultural capital)
DT Rotation 1	**Pizza Cutter Project:** **Prammable Buggy Project:**	Pupils will develop their knowledge of: ● **design briefs**. ● **mood boards**. ● **specifications.** ● an **evaluation** and **testing its usage**. Pupils will learn about:	● Be able to **use a centre lathe** ● Use **different jigs** ● Develop knowledge of **workshop tools and safe working practices** which they began in Yr7.	Students will receive **on-going verbal feedback** so they can develop their work as they progress.	Pupils will learn the importance of **living and contributing** to a **sustainable way of life** and **human ergonomics.**

		• **Life cycle assessments.** • **Sustainability** • **Ergonomics** • **Different plastics** and recognising them • **Recycling** plastics • Know what a **jig** is and why it is used. • **Programmable components** • **Inputs, processors and outputs** such as sensors, lights and buzzers**.**	• **Basic Programming.** • **Design development** and **iteration.**	Students will receive written **feedback from peers** on various stages. Students will receive **teacher assessed feedback on a piece of written/drawn work** per project with school policy. Students will complete **ongoing self assessment**	
Engineering Rotation	**Picture Frame Project:** **E Textiles Doll Project:**	Pupils will develop their knowledge of: • **design ideas**. • **research**. • **specifications.** • an **evaluation** and **testing its usage**. Learn about: • **designing for a user.** • **Pop Art.** • **laminating plastic.** • **plastic forming/ thermoplastics.** • **E Textiles and basic electronics** • **Basic knowledge of E- textiles** • **Developing**	To be able to: • use **tolerance to cut out accurately.** • manufacture using **acrylic heat forming.** • To be able to **heat form plastic.** • Use E Textiles • different **views & perspectives in 3D CAD.** • To be able to **mark & measure out tolerances**	Students will receive **on-going verbal feedback** so they can develop their work as they progress. Students will receive written **feedback from peers** on various stages. Students will receive **teacher assessed feedback on a piece of written/drawn work** per project with school policy. Students will complete **ongoing self assessment**	Students will develop their knowledge of **recycling, accuracy and contemporary design themes.**

		knowledge of tolerances			
Food	**To understand and learn about Food poisoning & Nutrition:**	• Samosas • Fruit Muffins • Focaccia • Belgian Buns • Rainbow Chicken • Lasagne • Butterfly Cakes • Sausage Rolls • Checkerboard Biscuits • Yule Log • Pizza	• **Weighing & measuring, folding filo pastry, dicing, frying** • **Baking**, making a batter, portioning batter • **Bread making,** decorating with vegetables, proving • **Sweet dough**, shaping bread, icing • **Stir fry, slicing, marinade** • Making a **roux, béchamel** sauce, **bolognaise** sauce • **Sponge mix,** creaming, piping buttercream • **Puff pastry,** lamination, egg wash • Rolling, **planning a checkerboard design** from sticks of colored dough • **Whisking, rolling sponge, piping buttercream** • **Bread making**, rolling dough	Students will receive **on-going verbal feedback** so they can develop their work as they progress. Pupils will then be given a **mark at the end of each lesson** based on their dish they made.	Pupils will develop their knowledge of good working practices in the kitchen, how to avoid food poisoning and also how to eat a well balanced diet to keep themselves fit and healthy.

Year 9 end of year goals:

DT: The aim of DT in year 9 is to cover skills needed at KS4 that have not been covered so far in KS3. Pupils learn about soldering and electronics as well as the health and safety surrounding this. Pupils will then progress on to learning about 3D printing and create a cashew for their soldered speaker circuit. They will have to take into account component measurements and various build parameters of 3D printing as design constraints to do this. Together both subjects look at different aspects of design and manufacture to give students a good foundation to proceed into Yr8 and onward to KS4.

Engineering : Engineering will look at various aspects of curriculum which pupils can develop their skills as a greater foundation for KS4. They will look at developing their workshop skills by making a adjustable wooden mirror and stand and will be finished by using various trains and varnishes. This will be created alongside a production log which supports KS4 requirements. Pupils will then look at risks assessments for metal casting and design a range using user centred design to create personal pieces of jewellery.

Food: In yr9 students focus on Allegenes and Food Choices for lifestyles. Again this is through a pathway of progressively more rigorous and demanding recipe choices and is supported with theory work along the way. This is to give the pupils a foundation of knowledge ready for KS4. Healthy lifestyles through diet are encouraged discussed and are compared with the allergens that might affect some people.

Term	Topic title(s) and overview	Knowledge	Skills	Assessment	Wider learning (Equality and diversity, SMSC, cultural capital)
DT Rotation 1	**Mono Amp Project:**	Learn about: ● **what soldering is** ● **health & Safety with soldering** ● **equipment needed** ● **basic components & their functions** ● **problem solving**	Be able to ● **strip wire.** ● Be able to **solder safely.** ● Be able to **fix basic problems** such as dry joints & short circuits. ● Be able to **desolder.**	Students will receive **on-going verbal feedback** so they can develop their work as they progress. Students will receive written **feedback from peers** on various stages.	Pupils will learn how to work respectfully and in a mindful way to ensure **a safe environment.** Pupils will also learn about the **dangers of electricity** and life skills such as **striping wire.**

DT Rotation 2	**3D Printing Project: Speaker Case:**	• **the dangers of electrical current** Learn about: • **3D Software.** • **3D Printing** • **3D Print materials** • **how files are created and sliced to become print ready.** • **Print settings** • **Advantages** and **dis advantages.** • **Finishing techniques.** • **H&S involved.**	Be able to: • **Create,** edit and amend **3D Models.** • Print in 3D • **Use finishing techniques** such as sanding and/or air brushing	Students will receive **teacher assessed feedback on a piece of written/drawn work** per project with school policy. Students will complete **ongoing self assessment** Students will receive written **feedback from peers** on various stages. Students will receive **on-going verbal feedback** so they can develop their work as they progress.	Pupils will also learn abou**t new technologies** and means of manufacture.
Engineering Rotation 1 **Engineering Rotation 2**	**Bedroom Mirror Project:** **Metal Casting**	Learn/Develop knowledge of: • **design Briefs** • **specs** • **material properties** • **wood Joints** • **assembly** • **tolerances** • **different wood finishing techniques** Learn about • **H&S with metal casting**	To be able to: • **Cut joinery wood** to size and shape. • Create a range of **wood joints** • **Assemble** to a good to high standard. • Sand and **finish with different stains and varnish.** To be able to • **die cast** using pewter	Students will receive written **feedback from peers** on various stages. Students will receive **teacher assessed feedback on a piece of written/drawn work** per project with school policy. Students will complete **ongoing self assessment**	Pupils will learn about **safe working practices**, accuracy, and the importance of an eye for detail. Pupils will also learn about **user centred design** and the importance of personalisation.

		• **risk assessments** • g **moulds for casting** • **decorating metal** and how it can be personalised.	• To be able to cast using **Delph clay** • To be able to use **enamelling.** • **Follow a risk assessment** and for safe working practices	Students will receive written **feedback from peers** on various stages. Students will receive **on-going verbal feedback** so they can develop their work as they progress. As above	
Food	**To understand and learn about Allegenes and Food Choices for lifestyles:**	• Peach Crumble Muffins • Chicken Tikka • Decorative Swiss Roll • Cinnamon Star Tear & Share • Ravioli • Caramel Shortbread	• **3 part batter,** • **Marinade, deboning chicken thigh** • Piping **sponge mix** • **Shaping layers** of bread dough • **Pasta making**/pasta machine • **Caramel**, melting chocolate	Students will receive **on-going verbal feedback** so they can develop their work as they progress. Pupils will then be given a **mark at the end of each lesson** based on their dish they made.	Pupils will learn about how different people are allergic to different ingredients and what that means in dietary terms. They will also look at how different diets can promote different life styles and what are the positives choices surrounding that.

Subject: Music

Curriculum statement:

Music at Etonbury is inclusive, giving every child the opportunity to experience the joy of music making at a level suitable to them. We encourage participation both inside and outside of the classroom and we strive to increase the self-confidence, creativity and emotional intelligence of our students.

We aim to engage and inspire students as performers and composers as well as giving them the skills and language to critically engage with existing musical composition across a range of cultures and genres.

Year 7 end of year goals:

In year 7 we aim to expose our students to a wide variety of musical genres and widen their cultural appreciation. Students are introduced to the main assessment areas of performance, composition, aural and musical understanding *(including notation).* All students, no matter their musical background, will be challenged to perform and practically contribute with our ambition being that all students should have the opportunity to experience the joy of performance and gain the confidence to be able to manage their nerves. Our main performance instruments in year 7 are voice and keyboard and we aim for all students to gain an understanding of how to use these instruments more effectively and feel achievement as a musician from performing either with their peers or as a soloist.

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Year 9 end of year goals:

In year 9 students are encouraged to become more independent in their learning. They will look at existing musical knowledge but go into more depth looking at functional harmony and more complex metres. They will also be given the opportunity to apply this knowledge to musical styles and genres of their choosing.

Term	Topic title(s) and overview	Knowledge	Skills	Assessment	Wider learning (Equality and diversity, SMSC, cultural capital)
Autumn	**Keyboard Skills 3**	Compound time signatures Rhythmic notation Tied notes	● Be able to play part of a complex piece based on chords – Bach Prelude in C. – includes use of accidentals and changes of hand position. ● Be able to follow staff notation written across two staves.	Individual performance with continuous in-class assessment graded using E/S/M criteria.	Prelude and Baroque era.
Spring	**Pop Ballads**	Harmonic sequence Perfect Cadence Plagal Cadence Secondary Triads Functional harmony Block/arpeggiated chords Extended harmony Imperfect Cadence Interrupted Cadence	Develop the ability to recognise the standard musical features of a pop ballad including: o Instrumental groups, o Chord types (primary/ secondary triads) o Harmony (functional and extended chords) o Meter o Dynamics	Theory Exam	Pop music with examples from a range of modern genres and artists.
Summer	**Cover version**	Practically apply and embed the theoretical knowledge of the previous module.	Use the knowledge learnt in the previous module and apply it practically	Group performance assessment culminating in a performance to their class and graded using E/S/M criteria.	

Subject: Performing Arts

Curriculum Statement :

In Performing Arts we introduce students to master the art of effective communication ensuring that students understand the importance of working in a variety of professional technical roles with a company. Central to our curriculum is 'growth mindset'. In practical work students are reminded to create 'quality' over 'quantity', and should aspire to focus on something small to make sure that they can do it well, before moving on to anything else. Creating performing arts is a communicative process built upon the foundations of sharing, modelling, scaffolding and helping each other to achieve the ultimate goal of presentation. In order to achieve this goal, we use the STAR model to study specialist approaches in both acting and technical design pathways.

We assess on making, performing and evaluation outcomes throughout a spiral curriculum, so that students revise knowledge, skills and experience through continual practice and reflecting and refining through rehearsals. The approach is built on through repeated skills, knowledge and connections are made between styles and practitioners from both non-european (World theatre) and European (Brecht,Stan and Artaud). This knowledge broadens their

Term	Topic title(s) and overview	Knowledge	Skills	Assessment	Wider learning (Equality and diversity, SMSC, cultural capital)

Autumn	**Vocal/Instrumental** **- 10 lessons** **Vocal** *In this module we will explore how to produce sound and use breath to support your voice. Students will listen to different types of vocal music and become familiar with different voice types and vocal genres.* *Students will be encouraged to perform as a class and will explore different vocal textures through the performance of unison songs, rounds and partner songs.* **Instrumental** *Students will listen to a wide variety of instrumental music and become familiar with the different instrumental families. They will discover how different instruments produce their sound and become more skilled at identifying these both visually and aurally.* **Christmas performance** *Students will look at some basic notation in preparation for the next module and will complete a three-part class performance*	● Rounds ● Partner songs ● Solo/layered/homophonic textures ● Thick/thin texture ● SATB ● Instruments of the orchestra ● Typical orchestral set-up ● Traditional orchestral instruments and families Practically embed previous knowledge.	● Be able to sing from an extended repertoire. ● Be able to sing with a sense of ensemble. ● To continue to embed the ability to sing in 3 or 4 parts. ● To continue to embed the ability to accurately pitch and phrase a vocal performance but increase the range and complexity of the song that this applies to (see suggested vocal repertoire MMC pg.46). ● Be able to recognise how the different elements of music are used in sound and link them to the terminology outlined in the knowledge tracker from year 1 to year 7. ● Be able to recognise contextual features of music. ● Be able to sing from an extended repertoire. ● Be able to sing with a sense of ensemble. ● To continue to embed the ability to sing in 3 or 4 parts. ● To continue to embed the ability to accurately pitch and phrase a vocal performance. ● Be able to perform from simple single line notation.	**T**heory exam completed in lesson time and class performance graded using E/S/M criteria.	Exploring traditional song and folk tradition. How to effectively use and protect the voice. Including warm ups - link to pe. Working and performing as a group - experiencing community performance. Exploring some classical music styles and composers. Exploring how sound is made and how sound waves alter when different sounds are made. Storytelling in music - Prokofiev ‘Peter and the Wolf’ Whole class performance skill. Listening to each other.

	using voices and glockenspiels of 'Carol of the Bells'.				
Spring 1	**Notation and Keyboard skills** *All students will be taught to read treble clef notation with the more able progressing onto bass clef. They will explore finding notes and using a fixed hand position with some students learning to extend the hand position to learn more complex melodies.* *We will look at improving fine motor function to perform with fluency.*	**Rhythmic notation:** semibreves, minims, crotchets and crotchet rests, paired quavers and semiquavers. **Pitched staff notation** **T**reble clef and Bass clef note names **Time signatures** 2/4, 3/4, 4/4 ***Aim higher*** includes compound time signatures.	● Be able to find notes on a keyboard. ● Play rhythmically simple melodies on a keyboard following staff notation on a single stave. ● Use notes within the range of a 5th using the correct hand position on white notes.	**Individual performance with continuous in-class assessment graded using E/S/M criteria.**	Exploring motor function. Brain processing and function. Explicitly looking at the different neurological functions involved in reading music.
Spring 2 and summer 1	**Singing;** **Structure and texture** **- 3 lessons**	Verse and chorus form Music with multiple sections	● Be able to identify how the different elements of music are used and describe them using the terminology outlined in the knowledge tracker from year 1 to year 8.	Class performance Theory examination	iIntroducing songs from musical theatre and briefly exploring the genre.

	Revisiting vocal performance we will look to embed some of the vocal technique looked at previously in the year. We will explore a more complex vocal repertoire including more complex structures and a variety of textures (unison, homophonic and layered) **Aural Skills** *A theory module focusing on melodic and rhythmic understanding. Students will build skills in notation including visually and aurally identifying rhythm patterns and changes in pitch.*	Meter – beats in a bar Tempo – speed Duration of notes Dotted rhythm patterns Use of syncopation Solo/layered/homophonic textures **Melodic movement** Intervals and identifying different intervals	● To be able to recognise contextual features of music in a wider variety of styles		
Summer 2	**Pentatonic***Influenced by music from the East we are using a pentatonic scale to compose music based around times of the day and using an ABA structure. Students will be taught to consider how changing the musical elements creates different moods and atmospheres. Students will document their work by writing notation on the treble clef.*	Ternary form Duet Pentatonic scale Consonant/dissonant	● Be able to compose and notate simple treble clef melodic lines. ● Be able to compose using a simple ABA structure. ● Be able to create a composition where changes in texture help define the structure. ● Be able to record musical composition using western musical notation systems.	Group composition assessment culminating in a performance of their composition to their class and graded using E/S/M criteria.	

Year 8 end of year goals:

Year 8 music students will deepen their understanding of music and will use performance and composition tasks to explore the use of textures and accompaniments. Students will start by looking at bass lines and expand throughout the year to increase their understanding of chords and layered accompaniment styles. Instrumentally students will work on coordinating bass and treble on keyboard, refining their rehearsal skills, increasing their fluency and fine motor skills and become more fluent at understanding treble and bass clef notation.

Term	Topic title(s) and overview	Knowledge	Skills	Assessment	Wider learning (Equality and diversity, SMSC, cultural capital)
Autumn 1	**Ground Bass Performance**	Be able to identify pitched staff notation on bass and treble clef using ledger lines	• Be able to play a wider variety of rhythms following staff notation written across one or two staves. • Be able to move hand position with the more able playing a LH part.	Group performance assessment culminating in a performance to their class and graded using E/S/M criteria.	Introducing Baroque music and string quartet. How does ground bass of the Baroque era link into modern musical genres? Link into Blues, RnB, Pop, Grunge, Musical theatre. Examples from a range of styles and musical traditions showing how repetitive bass lines are used in many different styles. Introduce a diverse range of artists through short listening tasks.
Autumn 2	**Ground Bass Composition**	**Melodic movement** Step Leap **Rhythmic notation** Dotted crotchets/quavers	• Be able to recognise a variety of different rhythms and time signatures. • Be able to create complimentary melodic lines with an awareness of key. • Be able to compose and accurately notate treble and bass clef lines.	Group composition assessment culminating in a performance of their composition to their class and graded using E/S/M criteria.	

		Dotted quavers/semi-quavers			
Spring 1	**Blues**	Primary chords Blues scale Notating chords	• Be able to notate any major chord. • Be able to compose lyrics and melodic lines over a fixed chord sequence with a suitable phrase structure. • Be able to compose using an AAB lyric structure. • Be able to improvise melodic riffs over a chord sequence with a string awareness of key.	Group composition assessment culminating in a performance of their composition to their class and graded using E/S/M criteria.	Slave trade (Africa to America) Exploring how the music of the slaves (field songs, call and response etc.) fused with the traditional Amarican styles (Big Band etc.) and over the decades created a new genre of 'Blues' music - popular in the 1920's Racism and segregation. Examples used from iconic Blues artists.
Spring 2	**Chords and Melody**	Passing notes	• Be able to play a wider variety of rhythms following staff notation written across one or two staves. • Be able to move hand position with the more able playing a LH part.	Group composition assessment culminating in a performance of their composition to their class and graded using E/S/M criteria.	Gaining familiarity with musical notation software. IT package requiring computer literacy.
Summer 1	**Keyboard Skills 2**	Minor chords	• Be able to compose using a wider variety of keys (C, G or F major, A, E, or D minor).	Individual performance with continuous in-class	Fur Elise

			• Be able to create contrasting chord structures to create pieces in ternary or verse/chorus form. • Be able to enhance basslines and/or accompaniments with passing notes and rhythm patterns.	assessment graded using E/S/M criteria.	Continuation from keyboard skills in year 7 but now building up to a more complex performance. Work on brain processing as well as exploring and improving fine motor function.
Summer 2	**Theme and Variation**	Variation	• Be able to play a wider variety of rhythms following staff notation written across one or two staves. • Be able to move hand position with the more able playing a LH part.	Group composition assessment culminating in a performance of their composition to their class and graded using E/S/M criteria.	Mahler and Mozart are used to introduce the idea of variation with we explore the idea of the limitations imposed upon them due to the era they lived in. We look at what we have available to use for variation now (keyboards with drum beats, ability to change tone etc.) Draw in learning from other modules, bass lines, chords, etc.

understanding of the wider world and deepens human empathy and enquiry. We extend our intercutural model to openly explore and discuss cross gender and cultural casting in the performing arts and openly discuss themes of, discrimination and inequality in the history of Perfoming arts so that students learn to challenge stereotype and undertsand representation.

As students progress, they deepen their professional practice and communication skills by specialising in a chosen technical pathway, opting to work as performer, playwright or designer in their creative communicative process. We recognise that an Intercultural curriculum model

prepares students as global citizens with a strong emphasis on diversity and inclusion. We passionately believe that this unique approach prepares students to be authentic, confident professional, global citizens with transferrable creative skills. Preparing students to experience a full range of specialist technical professional roles and responsibilities involved in PArts is more likely to inspire students to pursue future creative pathways as a serious career option.

Year 7 end of year goals:

Students are introduced to the success criteria using MAKE, PRESENT AND RESPOND assessment criteria and understand how they will be assessed in Performing Arts. Year 7 provides opportunities for students to learn about the importance of basic communication skills to be successful in Performing Arts so that they can work safely and professionally in the studio space. When they are ready they deepen this by being introduced to various styles from non-european Performing Arts and apply knowledge and skills by exploring a range of world theatre traditions. In the final term students create their own fusion play informed by previous theatre traditions and styles. Students start to build an appreciation as an audience by watching world theatre virtually.

Term	**Topic title(s) and overview**	**Knowledge**	**Skills**	**Assessment**	**Wider learning (Equality and diversity, SMSC, cultural capital)**
Autumn 1	**BECOMING A PROFESSIONAL**	What is a Performing Arts Health and Safety - Risk assessment	What communication skills do we need for professional practice to GROW ? (Goal,	A01- MAKE evidence	Growth mindset Social skills Democracy

	What is Professional Practice in Performing Arts?	Why do companies use Improvisation and games to enhance professional practice? How do we read professional repertoire? (Ghost story)	Reality,Opportunity, What next?) Communication Oracy (speaking and listening) is explicitly taught so that students have the basic principles to work in teams and collaborate. Cooperation skills Reflective skills Growth mindset Group work and psychology of teams		Inclusivity and diversity Visibility, Authenticity and Representation for all Appreciating world theatre
Autumn 2	What Technical pathway approaches are involved in the Performing Arts industry ?	What is involved in each technical pathway in Performing Arts? What is the role and responsibility of an actor? What role and responsibility does a Lighting/sound designer have? What is the role and responsibility of a Set designer? What is the role and responsibility of Props designer? What is the role and responsibility of a Costume designer? What is the role and responsibility of a Make up designer?	Following direction through the following briefs: Actor Lighting/sound Set Props Costume Make-up Special effects and stage management	Assessment on A02- PRESENT	Health and safety Social Responsibility BAME and LGBTq+ role models in performing arts thumbnails/imagery Inspiring artists as role models to encourage students to consider careers

		What role do Special effects have in production?			
Spring 1	What is a style? World theatre traditions in Performing Arts	Study of different forms of Performing Arts practice Japanese	Reflect Analyse	A03 - REFLECT	World theatre traditions Cultural and historical influences Discussion of male dominance in practitioners
Spring 2	World theatre traditions in Performing Arts	Maori - haka	Evaluate Discuss	A01- MAKE - a HAKA	Discussion of gender stereotypes in melodrama BAME role model - B Zephaniah and videos of BAME fusion theatre https://www.fusiontheatreshows.co.uk/digitalarchive/
Summer 1	World theatre traditions in The Performing Arts	Pakistan- Film	Creativity Collaboration Cross curricular English, reading for pleasure creative talk for writing	A01- MAKE - a short script	Examples of BAME and LGBT playwriters thumbnailed
Summer 2	How do playwrights create professional works?	Fusion Theatre- Benjamin Zephania	Independent learning Cross curricular English, reading for pleasure, creative talk for writing	A02- read a short script	Outdoor learning environment - readings

Year 8 end of year goals:

Students will further develop skills and knowledge acquired from year 7. By the end of Year 8 students will have expanded this knowledge of rehearsal skills and techniques and combine these together to create a piece of theatre for a target audience. Students will be given the opportunity to explore other styles including knowledge of practitioners from European forms (including Brecht, Stan and Artaud). Students will have the opportunity to choose a technical pathway to operate in. Students will have developed their understanding on how work is developed and devised and will have greater confidence in their ability in presenting to an audience. Students will begin to develop their understanding of narrative and be able to devise text, use stage directions and block scenes considering levels, proxemics, stage configurations, space and transitions. Students will use their prior knowledge to devise drama using a stimulus, showcasing their understanding of a verbatim performance using their own personal testimony to create content. Students will also have the experience of seeing a piece of live theatre in school through the form of a visit to a TIE performance.

Term	**Topic title(s) and overview**	**Knowledge**	**Skills**	**Assessment**	**Wider learning (Equality and diversity, SMSC, cultural capital)**
Autumn 1	What is TIE ? Theatre In Education Research of professional practice in TIE based on prejudice. How do I create narrative content for TIE?	TIE form Narrative structures Verbatim	Research on theme discrimination and prejudice	AO1- research organiser	PSHCE cross curricular Verbatim - bi lingualism in theatre Discrimination and prejudice Visibility, Authenticity and Representation for all.
Autumn 2	How do I create a set concept for a Theatre In Education style drama.	Contemporary Conventions of dramatic language such as Brecchts placard and backdrop montage What makes a professional practice in TIE?	Creativity Adaptation and interpretation	A02- workshop	PSHCE cross curricular Thumbnail companies such as Tamasha Theatre Company - positive asian female directors influencing practice
Spring 1	Practitioners - Brecht and Stan exploration	Practitioner style - Epic Practitioner style - Naturalistic	Analyse	A01- workshop	Historical influences Thumbnail - modern epic women and BAME using style
Spring 2	Watch various performance of TIE in school - visiting company		Analyse and reflect Critical reflection and appreciation	A03- Respond	Historical influences Thumbnail - modern women and BAME using style
Summer 1	Technical - Artaud	FIND ME - Adapting a set text. Practitioner style - abstract Staging and proxemics	Analyse and reflect- peer assess	A01 - blog	Historical influences Thumbnail - modern women and BAME using style . Discussion on white male dominance in theatre

Summer 2	Production Elements	How do I professionally engage with a target audience?	Evaluate- discriminate different styles, select and apply	A03 - present to target audience and evaluate effectiveness	Black lives matter diversity- Theatre companies tht engage with prejudice and Social messages through theatre SMSC

Year 9 end of year goals :

Year 9: Students deepen their appreciation of Performing Arts for a range of purposes and target audiences. Students should now have a secured knowledge in Performing Arts style from both European and non european. By the end of this year we expect them to use devising techniques and apply rehearsal techniques to adapt a set text for performance/technical pitch presentation, devise a Performing Arts Immersion and learn how to respond to a brief. Students will reflect on their previous Performing Arts practice and will learn how to respond to a brief to create content for their chosen target invited audience. They will be able to interpret a familiar text in more depth, using presentation skills as either a designer or performer. Students will begin to recognise their own progress and development through target setting and reflection of the set text chosen and their pathway approach. Students are encouraged to draw on the European and non European performing art forms studied previously to arrive at their own original interpretation of a classic text for example Macbeth in Chinese Opera, Macbeth using special effects, Macbeth mask making project, Macbeth puppetry, Macbeth - create a soundtrack.

Term	**Topic title(s) and overview**	**Knowledge**	**Skills**	**Assessment**	**Wider learning (Equality and diversity, SMSC, cultural capital)**
Autumn 1	Exploring SET text and looking at the difference between stage and TV acting	Features of practitioners' work Performance style Staging configurations	Physical and vocal skills Management and direction Creative and set construction Organisational	A03- EVALUATE	European and non European traditions
Autumn 2	What are the roles and responsibilities involved in a TV production? How to create a short TV drama and production concept based on naturalistic style DNA?	Performance and Non -Performance roles	Management Organisation	A01 - MAKE	Inspirational diverse professionals discussed - where they are from as positive role models to encourage students in careers?
Spring 1	How do you present a pitch concept for a production?	Production pitch	Presentation	A02- PRESENT	Famous producers represented
Spring 2	How do I interpret and present existing scripted and devise material based on script extract through a specific pathway?	Rehearsal techniques interpreting a script Acting and production techniques Concept board Playwrights Intention	Social Creative	A01- MAKE	Health and safety Risk assessments
Summer 1	DEVISING - How do I respond to a professional vocational brief based on Devising	Devising conventions for rehearsal and performance	Team work Research	AO1- MAKE	Social, moral and cultural - SMSC
Summer 2	Performance showcase (choose either devised/set text	Purpose Target audience	Presentation Reflection	A02 AND A03- EVALUATE AND PRESENT	Creative and cultural whole school festival - encouraging

	extract/mixed media) for a festival brief Appreciation	Review			students to take up BTEC. Links to industry professionals and workshops.

Subject: PRE

Curriculum Statement : In Philosophy, Religion and Ethics, our core aim is to support students in deepening their knowledge of the world around them. Students are encouraged to discuss, explore and understand the way that our beliefs influence the actions of both individuals and communities. Each lesson is centred around a learning question, rather than an objective, with the aim to promote critical thinking and intellectual curiosity about the way that we live our lives.

As a department, our aim is to ensure that students have both a breadth of knowledge in relation to both religious and non-religious belief systems, alongside a thorough understanding of the moral and ethical decisions that underpin our society. Through careful

and unbiased exploration of the challenges faced within our society, students are given the tools to articulate their own viewpoints and are encouraged to think critically and compassionately about views that differ from their own.

<u>Year 7 end of year goals:</u>

- **Autumn Term:**

  Students will develop their understanding of the nature of religious festivals. Students will develop their understanding of the cultural significance of religious festivals and how festivals are used to share religious teachings and bring communities together.

Term	**Topic title(s) and overview**	**Knowledge**	**Skills**	**Assessment**	**Wider learning (Equality and diversity, SMSC, cultural capital)**
Autumn 1	Religious Festivals - Introduction to RE (expectations and values) - Introduction to religious festivals - Common themes	● Practices in relation to religious festivals. ● The significance of festivals for bringing religious communities together. ● The five common themes of religious festivals: stories from holy texts, clothing, food, music and prayer.	● Developing key skills for successful group work. ● Oracy skills. ● Paired, group and class discussion. ● Listening to and respecting the opinions of others.	Strive for Five - Lesson 2.	● Students will develop and agree on their own rules within the classroom and discuss the importance of respect and compassion. ● Students will develop an understanding of both diversity within religious communities and the commonalities between religious communities.
Autumn 2	Religious Festivals - Ramadan and Eid - Buddhism and Wesak - Hanukkah	● Fasting as a religious practice and the symbolic significance of fasting during Ramadan. ● Traditions upheld during Ramadan and Eid: fasting, reflection, prayer, community events. ● Buddhist practices of chanting, prayer and	● Oracy skills. ● Paired, group and class discussion. ● Listening to and respecting the opinions of others. ● Identifying key information within a text. ● Reordering key events based on prior knowledge.	Carousel assessment used for summative topic assessment. Recall questions covering the nature of religious festivals and key practices for Ramadan, Eid, Wesak and Hanukkah.	● Students will discuss how empathy and compassion for others is developed through religious practices. ● Students will discuss the significance of festivals for bringing together religious communities.

		avoiding harmful actions towards others. ● The story of Hanukkah and the menorah.	● Extended writing skills.		
Spring 1	TBC (new syllabus)				
Spring 2	TBC				
Summer 1	TBC				
Summer 2	TBC				

<u>Year 8 end of year goals:</u>

- **Autumn Term:**

Students will develop their understanding of the core beliefs and practices of Islam. Students will be able to articulate why practices such as fasting, pilgrimage and study of the Qur'an are an important part of Islam.

Term	**Topic title(s) and overview**	**Knowledge**	**Skills**	**Assessment**	**Wider learning (Equality and diversity, SMSC, cultural capital)**
Autumn 1	Islam - Introduction to Islam - The Qur'an - The Five Pillars of Islam	● Allah and the belief that there is only one god. ● Prophet Muhammed (PBUH) being the messenger of Allah. ● The significance of the Qur'an and practices for storing and using the Qur'an respectfully. ● The Five Pillars of Islam: shahada, salah, zakat, sawm and hajj.	● Oracy skills. ● Paired, group and class discussion. ● Listening to and respecting the opinions of others. ● Recalling and summarising key ideas from a text.	Strive for Five - Lesson 2.	Students will discuss the significance of religious practices.
Autumn 2	- Hajj - Variations of Islam - Presentations - Hajj Creative Project	● The importance and significance of hajj and religious pilgrimage. ● Key differences between Sunni and Shi'a Muslims. ● Divisions and variations within the Muslim community.	● Reordering key events based on prior knowledge. ● Comparison of different denominations of Islam and views held by each group.	Carousel assessment used for summative topic assessment. Recall questions covering the origins of Islam, the significance of the Qur'an, The Five Pillars of Islam, Hajj and religious pilgrimages.	Students will discuss the impact of religious pilgrimages. Students will work together on presentations. Students will be guided with research, using critical thinking skills to inform their selection and inclusion of evidence they find.

			• Independent research and presentation skills.	Feedback given on group presentations.	Students will work collaboratively on a creative project.
Spring 1	TBC (new syllabus)				
Spring 2	TBC				
Summer 1	TBC				
Summer 2	TBC				

Year 9 end of year goals :

- **Autumn Term:**

Students will predominantly focus on developing oracy skills. Students will be able to research and discuss contrasting viewpoints on moral and ethical dilemmas. Students will learn key concepts and beliefs in relation to six major world religions and understand how these shape the viewpoints and perspectives on each topic.

Term	**Topic title(s) and overview**	**Knowledge**	**Skills**	**Assessment**	**Wider learning** (Equality and diversity, SMSC, cultural capital)
Autumn 1	Religion and Human Rights - Animal Rights - Community - Freedom of Speech	• Animal experimentation (arguments for and against, including religious perspectives) and the difference between medical and cosmetic testing. • Religious perspectives (Buddhism, Christianity, Sikhism, Hinduism, Judaism and Islam) on vegetarianism and eating meat. • Religious attitudes towards immigration and social cohesion. • Freedom of speech, hate speech and religious perspectives on freedom of expression.	• Oracy skills. • Paired, group and class discussion. • Listening to and respecting the opinions of others. • Summarising and articulating different perspectives on a variety of topics.	Strive for Five - Lesson 4	Students will discuss the moral and ethical dilemmas posed around animal rights. Students will explore attitudes and divisions around social cohesion and immigration. Teachers will address misconceptions in relation to migrants, refugees and displaced people. Students will discuss the positive and negative impacts of challenging or limiting freedom of expression.

Autumn 2	Religion and Human Rights - Gender - Social Justice	● The difference between gender and sex. ● LGBTQI+ terminology ● The Equality Act (2010) ● The difference between equality and equity ● Three key social justice movements (feminism, BLM and LGBT+) and goals and achievements of each community		Carousel assessment used for summative topic assessment. Recall questions covering animal experimentation, immigration and social cohesion, freedom of speech, gender, sexuality and social justice.	Students will discuss the difference between equality and equity. Students will discuss how and why positive discrimination is used to promote equity in the UK. Students will discuss how social justice groups have worked to promote equality and to challenge discriminatory practices.
Spring 1	TBC (new syllabus)				
Spring 2	TBC				
Summer 1	TBC				
Summer 2	TBC				