



# **CURRICULUM IMPLEMENTATION**

LEARNING STRUCTURES | LESSON LAYOUT | SEQUENCES



# OUR CURRICULUM CAREER JOURNEY

Our goal is to ensure that every learner is equipped to enter the world of work. To achieve this, we offer a graduated approach to each year group career and each subject career. We map our curriculum so that we prepare students pre entering school and support after leaving their school careers and entering the next stage.



**BUSINESS  
CONSCIENCE**

**CREATIVE  
APPROACH**

**GLOBAL  
CITIZENS**

**LEARNING  
SKILLS**



**KEY STAGE 5**

**POST NEWSOME**

- COLLEGE / WORK PLACEMENTS / ALUMNI

**KEY STAGE 4**

**YEAR 11 CAREER**

## MASTERING

- Learners complete their qualification study based around the curriculum choices made in year 9.
- Learners take their GCSE exams in the summer term.

**YEAR 10 CAREER**

## CONSOLIDATING

- Learners start their qualification study based around the curriculum choices made in year 9.
- There are opportunities to specialise where appropriate.

**KEY STAGE 3**

**YEAR 9 CAREER**

## EMBEDDING

- An **options process** will take place where learners choose all their qualifications of study.

**YEAR 8 CAREER**

## PREPARATION

- Students continue to gain a broad curriculum - gaining deeper knowledge of 'Key Concepts'.
- There are opportunities to specialise where appropriate.

**YEAR 7 CAREER**

## FOUNDATION

- Students study a suite of qualifications aimed at equipping learners for secondary education.
- Students understand the 'Key Concepts' of their studies.

**KEY STAGE 2**

**PRE NEWSOME CAREER**

- EXPRESS / CORE / EXPLORE

# NEWSOME LEARNING MODEL

HOW WE STRUCTURE LEARNING TO ENSURE THE CURRICULUM INTENT IS DELIVERED

## LESSON STRUCTURES



**ACTIVATE**

WARM-UP ACTIVITY  
LINK LEARNING  
LEARNING INTENTIONS



**MOTIVATE**

DISCUSS  
ATTEMPT  
ENGAGE



**DEMONSTRATE**

EXTEND  
CHALLENGE  
ACCOMPLISH

**R**ESPECT

**C**OOPERATION

**I**NTEGRITY

**E**NGAGEMENT

## SKILLS TO DEVELOP LEARNING



**MEMORY**



**META**



**COLLABORATIVE**



**LITERACY**



**NUMERACY**



**PROFESSIONAL**

**T**EAMWORK

**R**ESILIENCE

**A**SPIRATION

**T**OLERANCE



**PRIMARY EDUCATION SEQUENCE**  
**TRANSITION FROM KS2**  
**PRE-NEWSOME CAREER**



KS2 (Y5)	HT1	HT2	HT3	HT4	HT5	HT6
LITERACY	Explanation (space) Recount (fiction letter)	WW1 Poetry Rose Blanche	Mystery story Balanced argument (steal)	Highwayman (write story) Biographies (science)	Non-chron (Caribbean) Instructions	Valerie Bloom poetry Fiction (setting)
NUMERACY	Numbers and the number system. Counting and comparing. Addition and subtraction. Visualising.	Multiplication and division. Shapes.	Assess and enrich. Explore fractions, decimals and percentages. Measuring space.	Investigating angles. Calculating with fractions, decimals and percentages. Preventing gaps and going deeper.	Assess and enrich. Calculating space. Checking. Mathematical movement. Count and compare.	Exploring time. Presentation of data. Assess and enrich. Preventing gaps and going deeper.
PSHCE	Being me in my world	Celebrating difference	Dreams & goals	Healthy Me	Relationships	Changing Me

KS2 (Y6)	HT1	HT2	HT3	HT4	HT5	HT6
LITERACY	Newspaper articles Narratives	Non-chronological reports & Talk for writing	Explanations Instructions	Suspense stories Persuasive letters	Playscripts	Editing past work
NUMERACY	Numbers & the number system; checking and estimating; calculating.	Visualising & constructing; properties of shapes; formula.	Exploring FDP; proportional reasoning; patterns; measuring space.	Angles; calculating FDP; equations; calculating space.	Calculating space; movement; presenting data; measuring data.	Enrichment & Secondary transition
PSHCE	Being me in my world	Celebrating difference	Dreams & goals	Healthy Me	Relationships	Changing Me



# Newsome Academy

# KNOWLEDGE

## Curriculum Sequences

ENGLISH

MATHS

SCIENCE

HUMANITIES

LANGUAGES

CREATIVE &  
TECHNICAL

XXX

XXX

XXX



**Newsome  
Academy**

# English

## Curriculum Sequences

ENGLISH | LEXONIC | SPRINGBOARD

# INTENT

1. Read easily, fluently and with good understanding
2. develop the habit of reading widely and often, for both pleasure and information
3. acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
4. appreciate our rich and varied literary heritage
5. write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
6. use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
7. are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.

# ENGLISH KS3 CURRICULUM & KNOWLEDGE SEQUENCE

Y7	HT1	HT2	HT3	HT4	HT5	HT6
STUDY	<b>‘The Lion King’ &amp; ‘Hamlet’</b>	<b>‘The Lion, the Witch and the Wardrobe’</b>	<b>Shakespeare’s Villains</b>	<b>Victorian Heroines</b>	<b>War Poetry</b>	<b>‘Frankenstein’ - the play</b>
<b>WIDER OUTCOMES</b>  These are the detailed steps/outcomes in each sequence/unit of learning.	<ul style="list-style-type: none"> <li>Recognising loyalty, morality, honesty and popularity are certainly heroic traits</li> <li>Storyline structure and juxtaposition of characters and settings</li> <li>Understanding Values &amp; linking to our school community</li> <li>Respecting differences</li> </ul>	<ul style="list-style-type: none"> <li>Explore connotations of language in a much deeper level than KS2.</li> <li>The exploration of good and evil</li> <li>Contextual information around WWII</li> <li>How writer's craft characters, structure and plot.</li> <li>Exploring the writer's craft.</li> </ul>	<ul style="list-style-type: none"> <li>Develop an understanding of Shakespearean language</li> <li>Define how villainy is shown through Shakespearean characters</li> <li>To learn how to plan academic writing</li> <li>To learn how to structure academic writing</li> <li>To learn how to use academic verbs</li> </ul>	<ul style="list-style-type: none"> <li>Examine gender stereotypes and their representation in literature</li> <li>Explore societal expectations in Victorian England</li> <li>Define a heroine</li> <li>Explore the presentation of heroines in literature</li> <li>Explore the writer's craft</li> </ul>	<ul style="list-style-type: none"> <li>Contextual understanding of the impact of war</li> <li>Explore symbolism and allegory</li> <li>Recognise 'Form' in poetry</li> <li>Demonstrate comprehension skills</li> <li>Develop vocabulary and inference skills</li> </ul>	<ul style="list-style-type: none"> <li>Study the 'Gothic' form</li> <li>Explore the juxtaposition of good versus evil in a Romantic novel</li> <li>Discuss morality and the nature/nurture debate</li> <li>Understanding the language skills required to debate and argue</li> <li>To plan and structure a speech, including counter argument</li> </ul>
<b>KEY REPORTING CYCLE (4-6)</b>  These will be reported on at each cycle & will be in student books.	<b>DATA CYCLE 1 OUTCOMES:</b> <ul style="list-style-type: none"> <li>Recognise and craft implicit and explicit meanings</li> <li>Use textual references</li> <li>Recognise how contextual factors affect writing</li> <li>Recognise and craft a variety of methods used by the writer</li> <li>Be able to understand and use key vocabulary</li> </ul>		<b>DATA CYCLE 2 OUTCOMES:</b> <ul style="list-style-type: none"> <li>Be able to recognise 'Genre, Audience and Purpose' (GAP)</li> <li>Understand and use specific vocabulary</li> <li>Understand how authors craft their writing</li> <li>Use a range of sentences</li> <li>Use punctuation and spelling accurately</li> <li>Understand how writer's use methods to create meaning</li> </ul>		<b>DATA CYCLE 3 OUTCOMES:</b> <ul style="list-style-type: none"> <li>Analyse the methods used by poets to create meaning</li> <li>Understand the form and conventions of poetry and plays</li> <li>Use textual references</li> <li>Writing to argue, recognising 'Genre, Audience and Purpose' (GAP)</li> <li>Deliver a speech that has a strong argument, demonstrating good content and organisation</li> </ul>	

# ENGLISH KS3 CURRICULUM & KNOWLEDGE SEQUENCE

Y8	HT1	HT2	HT3	HT4	HT5	HT6
STUDY	'The Dark Night'	Sherlock Holmes	'Maze Runner'	'Romeo and Juliet'	Modern Warfare speeches	'Ghost Boys'
<b>WIDER OUTCOMES</b>  These are the detailed steps/outcomes in each sequence/unit of learning.	<ul style="list-style-type: none"> <li>Analyse the juxtaposition of the hero and the villain</li> <li>To be able to critically 'read' and respond to a film</li> <li>Explore structural methods</li> <li>Understand how structural features are used in different texts to create meaning</li> <li>Be able to write effectively about structure</li> </ul>	<ul style="list-style-type: none"> <li>Developing analytical language skills when considering heroes and villains</li> <li>Contextual Understanding of Victorian Britain</li> <li>Analyse structure and organisation within a text</li> <li>Explore language methods</li> <li>Write creatively in a range of forms, styles and genres</li> </ul>	<ul style="list-style-type: none"> <li>Study the Dystopian genre and recognise its conventions</li> <li>Consider how futuristic heroes and villains are portrayed and engage the audience</li> <li>Be able to analyse themes and link textual references</li> <li>Analyse writers' methods in</li> <li>Be able to craft an opening to a Dystopian novel</li> </ul>	<ul style="list-style-type: none"> <li>Understand the genre and structure of a Shakespearean tragedy</li> <li>Analyse the conventions of a play</li> <li>Study the role of women in the context of the Elizabethan era</li> <li>Explore the concepts of the hero and courtly love</li> <li>Practise comprehension skills</li> <li>Be able to write a film review using persuasive devices</li> </ul>	<ul style="list-style-type: none"> <li>Analyse the structure of a non-fiction text</li> <li>Explore the persuasive power of language devices</li> <li>Practise comprehension skills</li> <li>Use vocabulary and imagery for effect</li> <li>Plan, craft and deliver a persuasive speech</li> <li>Be able to engage the audience by using pathos, ethos and logos</li> </ul>	<ul style="list-style-type: none"> <li>Explore the theme of racism</li> <li>Explore the structure of multiple narration</li> <li>Analyse the juxtaposition of the hero versus the villain</li> <li>Understand the form and conventions of the monologue</li> <li>Craft and deliver an engaging monologue</li> <li>Practice comprehension and vocabulary/ language analysis</li> </ul>
<b>KEY REPORTING CYCLE (4-6)</b>  These will be reported on at each cycle & will be in student books.	<b>DATA CYCLE 1 OUTCOMES:</b> <ul style="list-style-type: none"> <li>Analyse writers' method of structure and language and how it creates meaning</li> <li>Be able to reference the text and use evidence</li> <li>Write clearly and accurately</li> <li>Demonstrate understanding of 'Genre, Audience and Purpose' (GAP)</li> <li>Demonstrate the conventions and craft of creative writing</li> </ul>		<b>DATA CYCLE 2 OUTCOMES:</b> <ul style="list-style-type: none"> <li>Recognise different genres and conventions of writing</li> <li>Reference the text and use evidence</li> <li>Analyse writer's methods of language and form</li> <li>Demonstrate understanding of 'Genre, Audience and Purpose'</li> <li>Be able to craft both creative and persuasive writing to engage the audience</li> <li>Use sentences for effect</li> </ul>		<b>DATA CYCLE 3 OUTCOMES:</b> <ul style="list-style-type: none"> <li>Analyse the conventions of a persuasive speech</li> <li>Use vocabulary and language to engage the audience</li> <li>Demonstrate strong comprehension skills when reading non-fiction</li> <li>Be able to use pathos, ethos and logos to affect the audience</li> <li>Write and deliver an engaging monologue in character</li> </ul>	



# ENGLISH KS3 CURRICULUM & KNOWLEDGE SEQUENCE

Y9	HT1	HT2	HT3	HT4	HT5	HT6
STUDY	Non-fiction Speeches	'Boys Don't Cry'	'Our Day Out'	'Richard III'	Ghost Stories	Poetic forms
<b>WIDER OUTCOMES</b>  These are the detailed steps/outcomes in each sequence/unit of learning.	<ul style="list-style-type: none"> <li>Explore how heroes and villains are portrayed and developed across texts</li> <li>Plan an effective line of argument, including counter argument</li> <li>Analyse and use writers' methods to engage and persuade the reader</li> <li>Use speaking and listening techniques to contribute to a debate about a challenging topic</li> <li>Consider the context of different wars and the impact on society</li> </ul>	<ul style="list-style-type: none"> <li>Explore issues aligned with all four of the school's RITA values -</li> <li>Consider the hero and villain inside all of us and ethics and morals</li> <li>Explore sub-plots, narrative view points, characterisation and settings and how they create meaning</li> <li>Explore the writer's craft - language and structure</li> <li>Discuss emotive issues such as racism and homophobia, demonstrating tolerance</li> </ul>	<ul style="list-style-type: none"> <li>To revise the form and conventions of a modern play</li> <li>To consider the themes of education, poverty and social mobility</li> <li>Revise the structure and form of a letter</li> <li>Explore the juxtaposition of the hero and villain</li> <li>Analyse writers' methods</li> <li>Be able to craft a play script, using dramatic devices</li> </ul>	<ul style="list-style-type: none"> <li>To create a semantic field on Richard III, as a villain</li> <li>Explore the conventions of the soliloquy and its effect</li> <li>Consider the social and political context of the era</li> <li>Craft a character description</li> <li>Discuss the theme of Kingship</li> <li>Be able to analyse a character in one scene and throughout a play</li> </ul>	<ul style="list-style-type: none"> <li>To study the conventions of horror</li> <li>To use vocabulary to create terror</li> <li>To build up suspense using structural methods</li> <li>To write a short ghost story that creates mood through imagery and symbolism</li> <li>Use ambitious vocabulary for effect</li> <li>Use a range of sentence types and structures</li> </ul>	<ul style="list-style-type: none"> <li>Develop understanding of a wide range of poetic forms</li> <li>Revise poetic terminology and methods</li> <li>Revise context by studying poems through time</li> <li>Analyse writers' methods – language, structure and form</li> <li>Be able to link textual references</li> </ul>
<b>KEY REPORTING CYCLE (4-6)</b>  These will be reported on at each cycle & will be in student books.	<b>DATA CYCLE 1 OUTCOMES:</b> <ul style="list-style-type: none"> <li>Plan effectively and show your understanding of 'Genre, Audience and Purpose'</li> <li>Recognise and use a range of writer's methods and grammatical structures</li> <li>Write and deliver a persuasive speech using emotive language</li> <li>Recognise and demonstrate a variety of writers' methods to engage the audience</li> <li>Demonstrate strong comprehension skills and be able to analyse language</li> </ul>		<b>DATA CYCLE 2 OUTCOMES:</b> <ul style="list-style-type: none"> <li>To understand the structure, conventions and dramatic devices used in plays</li> <li>To analyse writers' methods - language, structure and form</li> <li>To demonstrate the ability to craft a successful description</li> <li>To effectively analyse the role of the protagonist throughout a whole play</li> <li>Demonstrate strong comprehension skills and be able to analyse language</li> </ul>		<b>DATA CYCLE 3 OUTCOMES:</b> <ul style="list-style-type: none"> <li>To understand the structure, genre and conventions in texts</li> <li>Show knowledge of how writers craft their writing using language, structure and form</li> <li>Demonstrate strong comprehension skills and be able to analyse language</li> <li>Write accurately</li> <li>Use ambitious vocabulary</li> <li>Identify symbolism and use it in writing</li> </ul>	



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# Maths

## Curriculum Sequences

# INTENT

1. Become fluent in the fundamentals of mathematics, including through varied and frequent practice with increasingly complex problems over time, so that pupils develop conceptual understanding and the ability to recall and apply knowledge rapidly and accurately.
2. Reason mathematically by following a line of enquiry, conjecturing relationships and generalisations, and developing an argument, justification or proof using mathematical language.
3. Can solve problems by applying their mathematics to a variety of routine and non-routine problems with increasing sophistication, including breaking down problems into a series of simpler steps and persevering in seeking solutions.

# MATHS KS3 CURRICULUM & KNOWLEDGE SEQUENCE

Y7	HT1	HT2	HT3	HT4	HT5	HT6
STUDY	Place Value and Proportion	Algebraic Thinking	Applications of Number	Directed Number and fractional thinking	Lines and Angles	Reasoning with number
<b>WIDER OUTCOMES</b>  These are the detailed steps/outcomes in each sequence/unit of learning.	<ul style="list-style-type: none"> <li>Recognising place value</li> <li>Understand how to write integers</li> <li>Using number lines</li> <li>Rounding</li> <li>Comparing numbers</li> <li>Ordering integers</li> <li>Finding median of a set of numbers</li> <li>Powers of 10</li> <li>Representations of fractions and decimals pictorially</li> <li>Convert between fraction,</li> </ul>	<ul style="list-style-type: none"> <li>Predicting terms in a sequence</li> <li>Finding missing numbers in a sequences</li> <li>Using function machines single and two step</li> <li>Using substitution</li> <li>Finding two step expressions</li> <li>Using diagrams and letters in function machines</li> <li>Understand equality</li> <li>Solving one step linear equations</li> <li>Understanding like and unlike terms</li> </ul>	<ul style="list-style-type: none"> <li>Using formal methods of addition and subtraction</li> <li>Mental and written strategies for addition and subtraction</li> <li>Solve problems using perimeter</li> <li>Solve financial maths problems</li> <li>Use factors and multiples</li> <li>Multiplying and dividing integers and decimals</li> <li>Converting units</li> <li>Use formal methods to multiply and divide.</li> <li>Solve problems with area</li> <li>Find fractions of amounts</li> </ul>	<ul style="list-style-type: none"> <li>Understand directed number</li> <li>Perform operations across 0</li> <li>Add and subtract directed number</li> <li>Multiply and divide directed number</li> <li>Understand representation of fractions</li> <li>Add and subtract fractions</li> <li>Use equivalent fractions</li> <li>Add and subtract mixed numbers</li> </ul>	<ul style="list-style-type: none"> <li>Understand and use letter and labelling conventions</li> <li>Draw and measure line segments</li> <li>Understand angles as measure of turn</li> <li>Classify angles</li> <li>Measure and draw angles up to 180 and 360</li> <li>Understand sum of angles around a point and on a straight line</li> <li>Sum of angles in a triangle and quadrilateral</li> </ul>	<ul style="list-style-type: none"> <li>Know and use mental arithmetic for decimals and fractions</li> <li>Use fractions</li> <li>Use estimations</li> <li>Understand sets</li> <li>Understand venn diagrams</li> <li>Generate sample space for single events</li> <li>Calculate probability for single events</li> <li>Know that all probabilities sum to 1</li> <li>Recognise prime and triangle numbers</li> <li>Find Lcm and HCF</li> </ul>
<b>KEY REPORTING CYCLE (4-6)</b>  These will be reported on at each cycle & will be in student books.	<b>DATA CYCLE 1 OUTCOMES:</b> To identify and complete linear sequences. To understand, use and simplify algebraic notation. To understand and use place value. To work with fractions, decimals and percentages.		<b>DATA CYCLE 2 OUTCOMES:</b> To solve problems using the four operations. To calculate fractions and percentage of amounts. To perform all four operations with directed numbers. To be able to find and use equivalence to add and subtract fractions.		<b>DATA CYCLE 3 OUTCOMES:</b> To be able to construct, measure and understand basic geometry. To reason with number and apply to problem solving. To be able to work with sets and calculate probability. To identify and use prime numbers.	

# MATHS KS3 CURRICULUM & KNOWLEDGE SEQUENCE

Y8	HT1	HT2	HT3	HT4	HT5	HT6
STUDY	Proportional Reasoning	Mathematical representations	Algebraic techniques	Developing number	Developing geometry	Reasoning with data
<b>WIDER OUTCOMES</b>  These are the detailed steps/outcomes in each sequence/unit of learning.	<ul style="list-style-type: none"> <li>To work with ratio and scale including maps</li> <li>Understanding multiplicative change and its applications</li> <li>Multiplying and dividing fractions and their applications</li> </ul>	<ul style="list-style-type: none"> <li>To Understand coordinates</li> <li>To be able to work in the cartesian plane.</li> <li>To represent data</li> <li>To be able to interpret data</li> <li>Calculate values in probability tables</li> <li>To understand and use basic probability</li> </ul>	<ul style="list-style-type: none"> <li>Expand and understand brackets</li> <li>Solve equations</li> <li>Solve inequities</li> <li>Recognise and identify sequences</li> <li>Find terms in a sequence</li> <li>Understand and use indices</li> </ul>	<ul style="list-style-type: none"> <li>Work with and converts fractions, decimals and percentages</li> <li>Understanding and calculating with standard form.</li> <li>Rounding numbers</li> <li>Estimating calculations</li> <li>Error intervals</li> <li>Working with money, and imperial and metric units.</li> </ul>	<ul style="list-style-type: none"> <li>Calculating angles in parallel lines</li> <li>Find angles in polygons</li> <li>Calculating area of trapezia and calculating area of circles.</li> <li>Finding lines of symmetry</li> <li>Reflecting shapes</li> </ul>	<ul style="list-style-type: none"> <li>Understanding the data handling cycle.</li> <li>Drawing bar charts, pie charts and lines graphs.</li> <li>Representing grouped data</li> <li>Use mean, median and mode</li> <li>Choosing averages</li> <li>Finding the range</li> </ul>
<b>KEY REPORTING CYCLE (4-6)</b>  These will be reported on at each cycle & will be in student books.	<b>DATA CYCLE 1 OUTCOMES:</b> Use ratio and scale Be able to multiply and divide fractions To work in the cartesian plane To be able to represent data		<b>DATA CYCLE 2 OUTCOMES:</b> To know and use brackets, equations and inequalities To work with sequences and indices To use fractions and percentages To use and convert standard form		<b>DATA CYCLE 3 OUTCOMES:</b> To find angle in polygons and parallel lines To find area of trapezia and circles To use symmetry To apply the data handling cycle	

# MATHS KS3 CURRICULUM & KNOWLEDGE SEQUENCE

Y9	HT1	HT2	HT3	HT4	HT5	HT6
STUDY	Reasoning with algebra	Constructing in 2 and 3 dimensions	Reasoning with number	Reasoning with geometry	Reasoning with proportion	Mathematical representations
<b>WIDER OUTCOMES</b>  These are the detailed steps/outcomes in each sequence/unit of learning.	<ul style="list-style-type: none"> <li>Drawing and plotting straight line graphs</li> <li>Understanding the gradient and the y intercept</li> <li>Forming equations</li> <li>Solving equations</li> <li>Factors multiples and primes</li> <li>Expanding brackets</li> </ul>	<ul style="list-style-type: none"> <li>Knowing names and properties of 3d shapes</li> <li>Knowing volumes and surface area</li> <li>Constructing triangles and bisectors</li> <li>Understanding similar shapes and congruency</li> <li>Understanding labelling in geometry</li> </ul>	<ul style="list-style-type: none"> <li>Real and irrational numbers</li> <li>Solve problems with integers</li> <li>Add and subtract fractions</li> <li>HCF and LCM</li> <li>Using percentages</li> <li>Working money problems</li> </ul>	<ul style="list-style-type: none"> <li>Rotating shapes</li> <li>Translating shapes</li> <li>Using deduction with geometry</li> <li>Calculating with Pythagoras theorem</li> </ul>	<ul style="list-style-type: none"> <li>Enlarging shapes and understanding similarity</li> <li>Solving problems with ratio</li> <li>Solving problem with proportion</li> <li>Understanding rates of change</li> </ul>	<ul style="list-style-type: none"> <li>Calculating and using probability</li> <li>Probability diagrams</li> <li>Understanding quadratic graphs</li> <li>Understanding reciprocal graphs</li> </ul>
<b>KEY REPORTING CYCLE (4-6)</b>  These will be reported on at each cycle & will be in student books.	<b>DATA CYCLE 1 OUTCOMES:</b> Draw straight line graphs To be able to form and solve equations To work with three dimensional shapes To geometrically construct and understand congruency		<b>DATA CYCLE 2 OUTCOMES:</b> To reason with numbers and percentages To find HCF and LCM To rotate and translate shapes To calculate pythagoras's theorem		<b>DATA CYCLE 3 OUTCOMES:</b> To enlarge shapes To work and problem solve with ratio and proportion To calculate probability To identify different types of graphs	

# MATHS KS3 CURRICULUM & KNOWLEDGE SEQUENCE RISE 2

Y9 ELC	HT1	HT2	HT3	HT4	HT5	HT6
<b>STUDY</b>	<ul style="list-style-type: none"> <li>Properties of number</li> <li>The four operations</li> <li>Measures</li> </ul>			<b>Entry Level AQA</b> <ul style="list-style-type: none"> <li>Money</li> <li>Calendar</li> <li>Time</li> <li>Ratio</li> </ul>		
<b>WIDER OUTCOMES</b>  These are the detailed steps/outcomes in each sequence/unit of learning.	<ul style="list-style-type: none"> <li>Count from 0 in steps of 2, 3 and 5</li> <li>Understand and identify odd and even numbers</li> <li>Read and write numbers up to 1000</li> <li>Order and compare numbers up to 1000</li> <li>Recognise place value in 3-digit numbers</li> <li>Round numbers less than 1000 to the nearest 10</li> <li>Round numbers to the less than 1000 to the nearest 100</li> <li>Find 10 or 100 more or less than a given number</li> <li>Recognise and use multiple</li> <li>Recall and use multiplication facts for the 2, 5 and 10 multiplication tables</li> <li>Add and subtract using 3-digit numbers</li> <li>Multiply a 2-digit whole number by a single digit whole number</li> <li>Divide a 2-digit whole number by a single digit whole number</li> <li>Use and interpret +, -, x, ÷ and = in real-life situations to solve problems</li> <li>Use inverse operations to find missing answers</li> <li>Estimate the answer to a calculation</li> <li>Recall and use multiplication facts for the 3, 4 and 8 multiplication tables</li> <li>Calculate perimeters of rectangles and composite shapes</li> <li>Calculate the area of rectangles and composite shapes</li> <li>Add lengths, capacities and weights and compare the total to another total or a requirement</li> <li>Convert standard units of length, capacity and weight</li> <li>Compare and order lengths, capacities and weights in different standard units</li> <li>Measure the perimeter of a simple shape</li> <li>Choose an appropriate measuring instrument</li> <li>Read values from an appropriate scale</li> <li>Read and compare temperatures including temperatures with negative values</li> <li>Choose appropriate standard units of length, capacity and weight</li> <li>Select a possible length, capacity or weight for a given item</li> <li>Describe capacity in fractions</li> <li>Estimate the weight, capacity or weight of given items</li> </ul>			<ul style="list-style-type: none"> <li>Convert from pence to pounds and vice versa</li> <li>Appreciate the purchasing power of amounts of money (notes)</li> <li>Exchange notes for an equivalent value in coins</li> <li>Use decimal notation for money</li> <li>Interpret a calculator display</li> <li>Solve real life problems involving what to buy and how to pay</li> <li>Add amounts of money and give change</li> <li>Carry out investigations involving money</li> <li>Use more complicated real life problems involving money</li> <li>Best buy calculations. Knowledge and use of terms used in household finance</li> <li>Know the days of the week and their order</li> <li>Know the seasons and months and their order</li> <li>Know that 1 week = 7 days; 1 day = 24 hours; 1 hour = 60 minutes; 1 minute = 60 seconds</li> <li>Find the difference between two times given in hours, half hours and quarter hours</li> <li>Solve problems involving time</li> <li>Know that there are 365 days in a year, 366 days in a leap year, 12 months in a year and 52 full weeks in a year</li> <li>Use a calendar and write the date correctly (day/month/year)</li> <li>Tell and write the time from an analogue clock, including using Roman numerals from I to XII</li> <li>Understand and use the 12-hour and 24-hour clock systems and convert from one system to the other</li> <li>Convert between hours, minutes and seconds</li> <li>Add up to three lengths of time given in minutes and hours</li> <li>Begin to understand a percentage as being one hundredth of an amount</li> <li>Work out amounts 2, 3 or 4 times the size of a given amount</li> <li>Count in fractions of one half or one third or one quarter</li> <li>Identify or show unit fractions up to one tenth of a quantity up to 100</li> <li>Work out unit fractions to one tenth of a number up to 100</li> <li>Identify or show any number of thirds, quarters, fifths or tenths of a quantity</li> <li>Work out any number of thirds, quarters, fifths or tenths of an amount</li> <li>Recognise and identify equivalent fractions</li> <li>Add and subtract with the same denominator within one whole</li> <li>Work out amounts 5, 8, or 10 times the size of a given amount</li> </ul>		
<b>KEY REPORTING CYCLE (4-6)</b>	<ul style="list-style-type: none"> <li>Recognise and read numbers in different formats</li> <li>Recalling multiplication facts</li> <li>Using place values during calculations</li> <li>To follow basic number sequences</li> </ul>					



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# Science

## Curriculum Sequences

BIOLOGY | CHEMISTRY | PHYSICS

# INTENT

1. Develop scientific knowledge and conceptual understanding through the specific disciplines of biology, chemistry and physics
2. Develop understanding of the nature, processes and methods of science through different types of science enquiries that help them to answer scientific questions about the world around them.
3. Are equipped with the scientific knowledge required to understand the uses and implications of science, today and for the future.

# SCIENCE KS3 CURRICULUM & KNOWLEDGE SEQUENCE

Y7	HT1	HT2	HT3	HT4	HT5	HT6
STUDY	<u>What makes a great scientist?</u> <ul style="list-style-type: none"><li>Transition from KS2 to KS3</li><li>Investigative Skills</li></ul> STEM PROJECT – Plastic Pollution	<u>What is the Universe made from?</u> <ul style="list-style-type: none"><li>Energy Transfers</li><li>Cells</li><li>Substances &amp; Particles</li></ul>	<u>How does the world change?</u> <ul style="list-style-type: none"><li>Contact Forces</li><li>Interdependence</li><li>Separating Substances</li></ul> STEM PROJECT – Design a Chicken Coop		<u>Why are systems important?</u> <ul style="list-style-type: none"><li>Human Reproduction</li><li>Electric Circuits</li><li>Earth Cycles</li></ul>	<u>How fast can we go?</u> <ul style="list-style-type: none"><li>Movement and Speed</li></ul> STEM PROJECT – Racing Cars
WIDER OUTCOMES  These are the detailed steps/outcomes in each sequence/unit of learning.	<b>Transition</b> <ul style="list-style-type: none"><li>Recall scientific knowledge from year 5 /6</li></ul> <b>Investigative skills</b> <ul style="list-style-type: none"><li>Understand how to carry out investigations safely</li><li>Confidently use the scientific method to get valid results and be able to make conclusions</li></ul> <b>STEM</b> <ul style="list-style-type: none"><li>Creatively apply skills and knowledge to solve a problem</li></ul>	<b>Energy</b> <ul style="list-style-type: none"><li>Describe energy stores and transfers</li><li>Calculate the cost and efficiency of energy transfers</li></ul> <b>Cells</b> <ul style="list-style-type: none"><li>Recall the function of the organelles</li><li>Describe and compare animal, plant and bacterial cells</li></ul> <b>Substances &amp; Particles</b> <ul style="list-style-type: none"><li>Describe the structure and properties of solids, liquids and gases</li><li>Explain how substances change state and gases diffuse</li></ul>	<b>Contact Forces</b> <ul style="list-style-type: none"><li>Describe balanced and unbalanced forces</li><li>Explain the effects of contact forces on objects</li></ul> <b>Interdependence</b> <ul style="list-style-type: none"><li>Describe the transfer of energy in food chains and webs</li><li>Explain how organisms interact with their environment</li></ul> <b>Separating Substances</b> <ul style="list-style-type: none"><li>Identify and describe pure substances, mixtures and solutions</li><li>Explain how mixtures can be separated using scientific techniques</li></ul> <b>STEM</b> <ul style="list-style-type: none"><li>Creatively apply skills and knowledge to solve a problem</li></ul>		<b>Human Reproduction</b> <ul style="list-style-type: none"><li>Describe the key features of the male and female reproductive systems</li><li>Explain how maternal lifestyle can affect a developing foetus</li></ul> <b>Electric Circuits</b> <ul style="list-style-type: none"><li>Describe the key features of an electric circuit and static electricity</li><li>Compare voltage, current and resistance in different circuits</li></ul> <b>Earth Cycles</b> <ul style="list-style-type: none"><li>Describe rock types, the rock cycle and carbon cycle</li><li>Explain how the carbon cycle is linked to climate change</li></ul>	<b>Movement and Speed</b> <ul style="list-style-type: none"><li>Describe the function of the skeleton and the muscles</li><li>Describe time-distance graphs and calculate speed</li></ul> <b>STEM</b> <ul style="list-style-type: none"><li>Creatively apply skills and knowledge to solve a problem</li></ul>
KEY REPORTING CYCLE (4-6)  These will be reported on at each cycle & will be in student books.	<ul style="list-style-type: none"><li>Carrying out investigations safely using the scientific method</li><li>Calculate the cost and efficiency of energy transfers</li><li>Describe and compare animal, plant and bacterial cells</li><li>Describe the structure and properties of solids, liquids and gases</li></ul>		<ul style="list-style-type: none"><li>Collect data using the scientific method</li><li>Describe the effects of contact forces on objects</li><li>Describe the transfer of energy in food chains and food webs</li><li>Explain how mixtures can be separated using scientific techniques</li></ul>		<ul style="list-style-type: none"><li>Display data collected using the scientific method</li><li>Describe the key features of the male and female reproductive systems</li><li>Compare voltage, current and resistance in different circuits</li><li>Describe rock types, the rock cycle and carbon cycle</li><li>Describe the function of the skeleton and the muscles</li><li>Describe time-distance graphs and calculate speed</li></ul>	



# SCIENCE KS3 CURRICULUM & KNOWLEDGE SEQUENCE

Y8	HT1	HT2	HT3	HT4	HT5	HT6
<b>STUDY</b>	<p><u>How can we become great scientists?</u></p> <ul style="list-style-type: none"> <li>Transition from Year 7 Investigative Skills</li> </ul> <p>STEM PROJECT – Electricity for all</p>	<p><u>What makes our planet special?</u></p> <ul style="list-style-type: none"> <li>The Solar System</li> <li>Pure Substances</li> <li>Variation</li> <li>Magnetism</li> </ul>	<p><u>How can changes help us?</u></p> <ul style="list-style-type: none"> <li>Heating and Cooling</li> <li>Acids and Alkali's</li> <li>Organ Systems – Digestion</li> </ul> <p>STEM PROJECT – British Science Week 'Time'</p>		<p><u>How can we use energy?</u></p> <ul style="list-style-type: none"> <li>Light and Sound Waves</li> <li>Chemical Reactions</li> <li>Photosynthesis and Respiration</li> </ul> <p>STEM PROJECT – Clean Water for All</p>	
<p><b>WIDER OUTCOMES</b></p> <p>These are the detailed steps/outcomes in each sequence/unit of learning.</p>	<p><b>Electricity</b></p> <ul style="list-style-type: none"> <li>Describe the key features of an electric circuit and static electricity</li> <li>Compare voltage, current and resistance in different circuits</li> </ul> <p><b>Investigative skills</b></p> <ul style="list-style-type: none"> <li>Confidently use the scientific method to get valid results and be able to make conclusions</li> </ul> <p><b>STEM</b></p> <ul style="list-style-type: none"> <li>Creatively apply skills and knowledge to solve a problem</li> </ul>	<p><b>Solar System</b></p> <ul style="list-style-type: none"> <li>Describe how the position of the Earth causes day, night and seasons</li> <li>Explain the difference between mass and weight</li> </ul> <p><b>Pure Substances</b></p> <ul style="list-style-type: none"> <li>Describe elements, compounds and mixtures</li> <li>Explain how elements are arranged on the periodic table and their properties</li> </ul> <p><b>Variation</b></p> <ul style="list-style-type: none"> <li>Identify and record different types of variation</li> <li>Explain how species are classified</li> </ul> <p><b>Magnetism</b></p> <ul style="list-style-type: none"> <li>Describe how magnetic fields work</li> <li>Explain how the strength of electromagnets can be altered</li> </ul>	<p><b>Heating and Cooling</b></p> <ul style="list-style-type: none"> <li>Describe internal energy</li> <li>Explain how energy transferred via conduction, convection and radiation</li> </ul> <p><b>Acids and Alkali's</b></p> <ul style="list-style-type: none"> <li>Identify acids and alkalis using the pH scale</li> <li>Explain how neutralisation is used to make salts</li> </ul> <p><b>Organ Systems – Digestion</b></p> <ul style="list-style-type: none"> <li>Describe a healthy diet and the consequences of diet imbalances</li> <li>Explain how the digestive system, enzymes and bacteria help us to digest food</li> </ul> <p><b>STEM</b></p> <ul style="list-style-type: none"> <li>Creatively apply skills and knowledge to solve a problem</li> </ul>		<p><b>Light and Sound Waves</b></p> <ul style="list-style-type: none"> <li>Describe how energy is transmitted via light and sound</li> <li>Explain how the properties of different waves make them useful</li> </ul> <p><b>Chemical Reactions</b></p> <ul style="list-style-type: none"> <li>Describe energy changes in reactions</li> <li>Explain how rates of reaction can be increased and measured</li> </ul> <p><b>Photosynthesis and Respiration</b></p> <ul style="list-style-type: none"> <li>Describe and compare photosynthesis, aerobic respiration and anaerobic respiration</li> <li>Explain how fermentation is used in baking and brewing</li> </ul> <p><b>STEM</b></p> <ul style="list-style-type: none"> <li>Creatively apply skills and knowledge to solve a problem</li> </ul>	
<p><b>KEY REPORTING CYCLE</b></p> <p>(4-6)</p> <p>These will be reported on at each cycle &amp; will be in student books.</p>	<ul style="list-style-type: none"> <li>Plan investigations using the scientific method</li> <li>Compare voltage, current and resistance in different circuits</li> <li>Explain the difference between mass and weight</li> <li>Describe elements and explain how they are arranged on the periodic table</li> <li>Describe variation and explain how species are classified</li> <li>Explain how magnets and electromagnets work</li> </ul>		<ul style="list-style-type: none"> <li>Analyse data collected using the scientific method</li> <li>Explain how energy transferred via conduction, convection and radiation</li> <li>Describe how acids and alkalis can be used to make salts</li> <li>Describe a healthy diet and the consequences of diet imbalances</li> <li>Explain how the digestive system, enzymes and bacteria help us to digest food</li> </ul>		<ul style="list-style-type: none"> <li>Make conclusions using data collected using the scientific method</li> <li>Describe light/sound waves and their properties</li> <li>Explain energy changes in reactions and how rate can be measured</li> <li>Describe photosynthesis, aerobic/anaerobic respiration and fermentation</li> </ul>	

# SCIENCE KS3 CURRICULUM & KNOWLEDGE SEQUENCE

Y9 GCSE	HT1	HT2	HT3	HT4	HT5	HT6
<b>STUDY</b>	<u>How does science help us?</u> <ul style="list-style-type: none"> <li>Organ Systems – Breathing and Health</li> <li>Pressure</li> <li>Earth Resources</li> <li>Inheritance and Evolution</li> <li>Machines</li> </ul>		<u>KS3 to KS4 Transition</u> <ul style="list-style-type: none"> <li>Cell Structure and Microscopes</li> <li>Atom Structure and Calculations</li> <li>Energy</li> </ul>		<u>GCSE</u> <ul style="list-style-type: none"> <li>Cell Transport and Cell Division</li> <li>The Periodic Table</li> <li>Energy transfers by Heating</li> <li>Organisation and the Digestive System</li> </ul>	
<b>WIDER OUTCOMES</b>  These are the detailed steps/outcomes in each sequence/unit of learning.	<b>Organ Systems – Breathing and Health</b> <ul style="list-style-type: none"> <li>Explain how gas exchange occurs in humans and plants</li> <li>Describe the impact exercise, asthma and smoking have on our health</li> </ul> <b>Pressure</b> <ul style="list-style-type: none"> <li>Calculate pressure</li> <li>Explain why pressure changes at different heights (atmosphere) and depths (oceans)</li> </ul> <b>Earth Resources</b> <ul style="list-style-type: none"> <li>Describe how the Earth has limited resources and the importance of recycling</li> <li>Explain how the reactivity series is used to displace metals from their ores</li> </ul> <b>Inheritance and Evolution</b> <ul style="list-style-type: none"> <li>Describe the process of natural selection and how this can lead to extinction</li> <li>Explain how biodiversity can be maintained</li> </ul> <b>Machines</b> <ul style="list-style-type: none"> <li>Describe how forces move and distort objects (inc Hooke's Law)</li> <li>Explain how moments and levers work</li> </ul>		<b>Cell Structure and Microscopes</b> <ul style="list-style-type: none"> <li>Label, describe and compare eukaryotic and prokaryotic cells</li> <li>Explain how differentiation leads to specialised cells with different functions.</li> <li>Describe how stem cells could be obtained and used to help treat some medical conditions and evaluate risks and benefits.</li> <li>Prepare slides of plant and animal cells and correctly use a microscope to observe cells under different magnifications.</li> <li>Describe differences in magnification and resolution of light/electron microscopes</li> <li>Calculate the magnification of a light microscope and carry out calculations using the magnification formula.</li> </ul> <b>Atomic Structure and Calculations</b> <ul style="list-style-type: none"> <li>Name compounds from given formula</li> <li>Describe the structure of an atom and calculate number of protons, neutrons and electrons</li> <li>Recall the history of the development of the atom</li> <li>Balance equations</li> <li>Calculate RAM from isotope abundance, formula mass (Mr) and concentration in g/dm<sup>3</sup></li> </ul> <b>Energy</b> <ul style="list-style-type: none"> <li>Understand how energy is stored and transferred</li> <li>Calculate energy efficiency</li> <li>Understand the different types of energy resources</li> <li>Identify the different between renewable and non-renewable energy sources</li> </ul>		<b>Cell Transport and Cell Division</b> <ul style="list-style-type: none"> <li>Define the terms 'diffusion' 'osmosis' 'active transport' and give examples. Explain how temp, concentration and surface area affect rate of diffusion.</li> <li>Explain how the small intestine and lungs in mammals, and roots and leaves in plants, are adapted for exchange of substances..</li> <li>Describe simply how and why body cells divide by mitosis and draw simple diagrams to describe mitosis.</li> <li>Describe the cell cycle in terms of: cell growth, replication and separation of the chromosomes: division of the nucleus and finally division of the cell to form two identical cells.</li> </ul> <b>The Periodic Table</b> <ul style="list-style-type: none"> <li>Describe the arrangement of elements on the periodic table</li> <li>Explain the reactivity of groups of elements in relation to their structures</li> <li>Explain and predict the properties of group 1, 7 and 0.</li> <li>Recall the history of the periodic table</li> </ul> <b>Energy transfers by Heating</b> <ul style="list-style-type: none"> <li>Describe and explain changes of state</li> <li>Describe internal energy, heating and temperature</li> <li>Define and calculate specific heat capacity</li> <li>Define and calculate specific latent heat</li> </ul> <b>Organisation and the Digestive System</b> <ul style="list-style-type: none"> <li>Recall the levels of organisation</li> <li>Describe the parts of digestive system and their functions</li> <li>Describe how the digestive enzymes work and the role of bile.</li> </ul>	
<b>KEY REPORTING CYCLE (4-6)</b>	<ul style="list-style-type: none"> <li>Evaluate an investigation using the scientific method</li> <li>Describe gas exchange in animals and plants</li> <li>Calculate pressure and explain why it changes</li> <li>Explain how the Earth's resources are obtained</li> <li>Describe natural selection and extinction</li> <li>Describe how forces move and distort objects inc levers and springs</li> </ul>		<ul style="list-style-type: none"> <li>Describe the structure of different types of cells (animal, plant, bacterial and specialised)</li> <li>Explain how to use a microscope to observe cells</li> <li>Describe the structure of an atom and recall how the atomic model was developed</li> <li>Calculate RAM, Mr and concentration</li> <li>Understand and calculate energy stores and transfers</li> <li>Compare renewable and non-renewable energy sources</li> </ul>		<ul style="list-style-type: none"> <li>Describe how substances move into and out of cells</li> <li>Explain how mitosis and the cell cycle leads to identical cells</li> <li>Describe the elements and group properties of the periodic table</li> <li>Explain how energy transfers occur by heating</li> <li>Calculate SHC</li> <li>Describe how the digestive system and enzymes help us to digest food</li> </ul>	

# SCIENCE KS3 CURRICULUM & KNOWLEDGE SEQUENCE

Y9 ELC	HT1	HT2	HT3	HT4	HT5	HT6
<b>STUDY</b>	<u>How does science help us?</u> <ul style="list-style-type: none"> <li>Organ Systems – Breathing and Health</li> <li>Pressure</li> <li>Earth Resources</li> <li>Inheritance and Evolution</li> <li>Machines</li> </ul>			<u>Entry Level</u> <ul style="list-style-type: none"> <li>Organisation</li> <li>Respiration</li> <li>TDA Temperature and Respiration</li> <li>TDA The effect of exercise of heart rate</li> <li>Infectious disease</li> <li>Homeostasis</li> </ul>		
<b>WIDER OUTCOMES</b>  These are the detailed steps/outcomes in each sequence/unit of learning.	<b>Organ Systems – Breathing and Health</b> <ul style="list-style-type: none"> <li>Explain how gas exchange occurs in humans and plants</li> <li>Describe the impact exercise, asthma and smoking have on our health</li> </ul> <b>Pressure</b> <ul style="list-style-type: none"> <li>Calculate pressure</li> <li>Explain why pressure changes at different heights (atmosphere) and depths (oceans)</li> </ul> <b>Earth Resources</b> <ul style="list-style-type: none"> <li>Describe how the Earth has limited resources and the importance of recycling</li> <li>Explain how the reactivity series is used to displace metals from their ores</li> </ul> <b>Inheritance and Evolution</b> <ul style="list-style-type: none"> <li>Describe the process of natural selection and how this can lead to extinction</li> <li>Explain how biodiversity can be maintained</li> </ul> <b>Machines</b> <ul style="list-style-type: none"> <li>Describe how forces move and distort objects (inc Hooke's Law)</li> <li>Explain how moments and levers work</li> </ul>			<b>Organisation and Respiration</b> <ul style="list-style-type: none"> <li>Identify some of the major organs and organ systems in the human body.</li> <li>Describe the function of the circulatory and digestive system.</li> <li>Describe the process of respiration and why it is needed.</li> </ul> <b>Infectious disease</b> <ul style="list-style-type: none"> <li>Give some examples of pathogens.</li> <li>Describe how white blood cells prevent disease.</li> <li>Describe how a vaccination works.</li> <li>Give examples of medicinal drugs and how drugs are tested.</li> </ul> <b>Homeostasis</b> <ul style="list-style-type: none"> <li>Identify the function of the nervous system.</li> <li>Describe a reflex action.</li> <li>Describe the main stages in the menstrual cycle.</li> <li>Identify advantages and disadvantages of using hormones to treat infertility.</li> </ul> <b>TDA Temperature and Respiration</b>  <b>TDA The effect of exercise of heart rate</b>		
<b>KEY REPORTING CYCLE (4-6)</b>	<ul style="list-style-type: none"> <li>Evaluate the validity of an investigation using the scientific method</li> <li>Describe gas exchange in animals and plants</li> <li>Calculate pressure and explain why it changes</li> <li>Explain how the Earth's resources are obtained and the importance of recycling</li> <li>Describe natural selection and how extinction can occur</li> <li>Describe how forces move and distort objects inc levers and springs</li> </ul>			<ul style="list-style-type: none"> <li>Describe the key processes in the circulatory and digestive systems and explain their role in respiration.</li> <li>Explain how the body's immune system defends itself against infectious disease.</li> <li>Describe a reflex action.</li> <li>Plan an investigation to see the effect of temperature on the rate of respiration.</li> </ul>		



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# Humanities

## Curriculum Sequences

GEOGRAPHY | HISTORY | RE | PME

# INTENT

1. Know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world.
2. Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses.
3. Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed.
4. Develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes.
5. Understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time



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# **GEOGRAPHY**

Curriculum Sequences

## Geography KS3 CURRICULUM & KNOWLEDGE SEQUENCE

Y7	HT1	HT2	HT3	HT4	HT5	HT6
STUDY	About the UK	About the UK	Understanding our local area	Maps and Mapping	Maps and Mapping	China
<b>WIDER OUTCOMES</b>  These are the detailed steps/outcomes in each sequence/unit of learning.	<ul style="list-style-type: none"> <li>Name and describe the countries and nations make up the British Isles</li> <li>Describe the physical geography of The UK.</li> <li>Name and locate mountain ranges and Rivers in the</li> <li>Describe the climate of the UK</li> </ul>	<ul style="list-style-type: none"> <li>Explain how the population is spread around the UK</li> <li>Describe the different aspects of the UK and its economy</li> <li>Explain London's location and how it has grown</li> <li>Evaluate the UK's links to the rest of the world</li> </ul>	<ul style="list-style-type: none"> <li>Carry out a Geographical enquiry</li> <li>Construct and analyse graphs</li> <li>Demonstrate how to collect data through fieldwork</li> <li>Evaluate how the local area can be improved</li> </ul>	<ul style="list-style-type: none"> <li>Accurately use an 8- and 16-point compass</li> <li>Use four and six-figure grid references, to locate places on maps</li> <li>Measure distances on a map</li> <li>Calculate scale to work out actual distances</li> </ul>	<ul style="list-style-type: none"> <li>Interpret contour lines and their patterns, and spot heights on maps</li> <li>Accurately use a world map to locate places using lines of longitude and latitude</li> </ul>	<ul style="list-style-type: none"> <li>Describe China's location in the World and what it is like to live there</li> <li>Explain how China has undergone change over the past 120 years</li> <li>Describe China's physical Geography</li> <li>Explain population distribution across China</li> <li>Describe the changes which made Shenzhen a megacity</li> </ul>
<b>KEY REPORTING CYCLE (4-6)</b>  These will be reported on at each cycle & will be in student books.	<ul style="list-style-type: none"> <li>Locate and name the main human and physical features of the UK</li> <li>Describe the reasons why the climate varies across different parts of the UK</li> <li>Explain how the population is distributed across the UK</li> <li>Evaluate whether the UK is an island on its own or not</li> </ul>		<ul style="list-style-type: none"> <li>Construct and analyse graphs</li> <li>Write a report on how the local area can be improved</li> <li>Evaluate the methods used to conduct an enquiry</li> <li>Accurately use directions and grid references</li> <li>Confidently use scale to calculate distances and measurements</li> </ul>		<ul style="list-style-type: none"> <li>Use lines of longitude and latitude to locate places on a global scale</li> <li>Describe the landscape by accurately reading contour lines and creating cross sections</li> <li>Explain China's physical and human geography</li> <li>Compare life in rural and urban China</li> </ul>	

## Geography KS3 CURRICULUM & KNOWLEDGE SEQUENCE

Y8	HT1	HT2	HT3	HT4	HT5	HT6
STUDY	Population	Population Management	Africa	Africa	Horn of Africa	Our Warming Planet
<b>WIDER OUTCOMES</b>  These are the detailed steps/outcomes in each sequence/unit of learning.	<ul style="list-style-type: none"> <li>Describe the population distribution of the world</li> <li>Define the term life expectancy and how it is changing and why?</li> <li>Explain the problems a country might face if its population keeps rising or falling</li> <li>Describe the UK's population distribution</li> <li>Explain the impacts of the world's rising population</li> </ul>	<ul style="list-style-type: none"> <li>Explain the reasons why people migrate</li> <li>Explain the positive and negative impacts of migration on people and areas</li> <li>Evaluate different of strategies to manage population growth</li> </ul>	<ul style="list-style-type: none"> <li>Describe Africa as the world's second biggest continent (by area, countries and population)</li> <li>Describe Africa's history, from the time the Europeans first arrived</li> <li>Explain how the population of Africa is distribute recognise that nearly half of Africa's population live in poverty</li> </ul>	<ul style="list-style-type: none"> <li>Explain what Africa is like today</li> <li>Describe Africa's many varied physical features</li> <li>Identify and define Africa's 4 main biomes</li> </ul>	<ul style="list-style-type: none"> <li>Name the countries, and their capitals of the Horn of Africa</li> <li>Describe the Horn of Africa's main physical features</li> <li>Describe the climate patterns in the Horn of Africa</li> <li>Explain how people live and earn money in the Horn and be able to give facts on jobs people do</li> <li>Explain how Djibouti's location has supported its development</li> </ul>	<ul style="list-style-type: none"> <li>Describe the greenhouse effect</li> <li>Explain the causes of the enhanced greenhouse effect</li> <li>Describe the impacts of climate change on the planet</li> <li>Explain how the impacts of climate change can be reduced</li> </ul>
<b>KEY REPORTING CYCLE</b> (4-6)  These will be reported on at each cycle & will be in student books.	<ul style="list-style-type: none"> <li>Evaluate the impacts of ageing populations</li> <li>Describe the impacts of population growth and decline</li> <li>Construct and describe population pyramids</li> <li>Explain the causes and impacts of migration</li> <li>China's one child policy a success or failure?</li> </ul>		<ul style="list-style-type: none"> <li>Describe the human and physical geography of Africa</li> <li>Evaluate the impacts of colonialism on Africa</li> <li>Africa is it rich or poor?</li> <li>Explain how plants and animals have adapted to Africa's biomes</li> </ul>		<ul style="list-style-type: none"> <li>Describe the human and physical geography of the Horn of Africa</li> <li>Describe the opportunities for economic development is the Horn of Africa</li> <li>Explain the enhanced greenhouse effect</li> <li>Evaluate the impacts of Global warming</li> <li>Explain global warmings effects can be mitigated</li> </ul>	

# Geography KS3 CURRICULUM & KNOWLEDGE SEQUENCE

Y9	HT1	HT2	HT3	HT4	HT5	HT6
STUDY	Rivers Processes and Features	River flooding and Management	Tectonic Hazards	Hazards and Hazard Management	Urban issues and challenges	Urban issues and challenges
<b>WIDER OUTCOMES</b>  These are the detailed steps/outcomes in each sequence/unit of learning.	<ul style="list-style-type: none"> <li>Describe how the shape of river valleys changes as rivers flow downstream</li> <li>Describe different fluvial processes of erosion, transport and deposition</li> <li>Recognise and describe the characteristics and formation of landforms resulting from erosion – interlocking spurs, waterfalls and gorges</li> <li>Recognise describe the characteristics and formation of landforms resulting from erosion and deposition – meanders and oxbow lakes</li> <li>Recognise and describe the characteristics and formation of landforms resulting from deposition – levées and flood plains</li> </ul>	<ul style="list-style-type: none"> <li>To have knowledge of an example of a river valley in the UK and identify its major landforms of erosion and deposition</li> <li>Explain how physical and human factors affect the flood risk interpret and hydrographs to show the relationship between precipitation and discharge</li> <li>Evaluate the costs and benefits of hard and soft management strategies</li> <li>Describe a named example of a flood management scheme in the UK</li> </ul>	<ul style="list-style-type: none"> <li>Explain the global distribution of earthquakes and volcanic eruptions and their relationship to plate margins</li> <li>Explain the physical processes at 3 plate margins</li> <li>Explain and contrast the primary and secondary effects of a hazard</li> </ul>	<ul style="list-style-type: none"> <li>Evaluate the Immediate and long-term responses to a tectonic hazard.</li> <li>Explain how the effects and responses to a tectonic hazard vary between two areas of contrasting wealth</li> <li>Explain the reasons why people continue to live in areas at risk from a tectonic hazard.</li> <li>Describe how monitoring, prediction, protection and planning can reduce tectonic risks</li> </ul>	<ul style="list-style-type: none"> <li>Explain how a growing percentage of the world's population lives in urban areas</li> <li>Show understanding of push/pull factors and natural increase</li> <li>Explain what a megacity is and locate them on a map</li> </ul>	<ul style="list-style-type: none"> <li>Describe the location and importance of Rio, regionally, nationally and internationally</li> <li>Explain how Rio has grown and created economic and social issues and how the solutions to these</li> <li>Explain some of the challenges caused by urban growth</li> </ul>
<b>KEY REPORTING CYCLE (4-6)</b>  These will be reported on at each cycle & will be in student books.	<ul style="list-style-type: none"> <li>Describe fluvial processes</li> <li>Explain the formation of features in the rivers upper, middle and lower course</li> <li>Describe the human and physical causes of flooding</li> <li>Analyse and interpret hydrographs</li> <li>Evaluate hard and soft engineering strategies to reduce flood risk</li> </ul>		<ul style="list-style-type: none"> <li>Explain the global distribution of tectonic activity</li> <li>Recognise and describe the processes at plate margins</li> <li>Describe the effects and responses to a tectonic hazard</li> <li>Evaluate the reasons for living close to a tectonic hazard</li> <li>Describe how risk from tectonic hazards can be reduced</li> </ul>		<ul style="list-style-type: none"> <li>Explain the reasons for urban growth on a global scale</li> <li>Describe the global distribution of megacities</li> <li>Rio – why is it such an important city?</li> <li>Explain the challenges in Rio and how these can be managed</li> </ul>	





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# **HISTORY**

Curriculum Sequences

## History KS3 CURRICULUM & KNOWLEDGE SEQUENCE

Y7	HT1	HT2	HT3	HT4	HT5	HT6
STUDY	What is History?	The Roman Army	Roman Society	The Norman Conquest	Medieval England	Medieval Women and Witches
<b>WIDER OUTCOMES</b>  These are the detailed steps/outcomes in each sequence/unit of learning.	<ul style="list-style-type: none"> <li>To explore the concept of chronology with a focus on change and continuity.</li> <li>To explain how a Historian uses different types of evidence</li> <li>To identify some key terminology used by Historians.</li> <li>To conduct an enquiry to answer the Question – How do historians discover the past</li> <li>To develop investigation skills using sources as evidence.</li> <li>To explain how scientific evidence can help in a historical enquiry.</li> <li>To distinguish the importance of what Historical evidence can tell us about the past.</li> <li>Are historians reliable as they weren't there at the time?</li> </ul>	<ul style="list-style-type: none"> <li>Explore the legend of how Rome began.</li> <li>Describe how the Roman Empire developed.</li> <li>Evaluate all aspects of life in the Roman Army. Including; Recruits, Weapons &amp; Tactics, Organisation, Punishments &amp; Rewards.</li> <li>Explain why the Roman Army was so successful</li> </ul>	<ul style="list-style-type: none"> <li>Explore Pompeii and what it can tell us about the Romans.</li> <li>Evaluate all aspects of Roman life. Including; Women, Slaves, Entertainment and Technology.</li> <li>Explain how 'advanced' the Romans were and reach a judgement on how far they agree</li> </ul>	<ul style="list-style-type: none"> <li>Explore the claimants to the English throne in 1066.</li> <li>Establish why the Battle of Stamford Bridge might be of benefit to William Duke of Normandy</li> <li>Explain why William won the Battle of Hastings in 1066 using evidence of 'preparation', 'leadership' and 'luck' to support.</li> <li>Evaluate William's methods of control in England, including Fear, The Feudal System and Castles.</li> </ul>	<ul style="list-style-type: none"> <li>Explore what Medieval villages looked like.</li> <li>Analyse what life was like for people living in Medieval England and compare the life of the rich and poor.</li> <li>Explain what crime, punishment and the justice system was like in Medieval England.</li> <li>Aspects of Medieval England, including Villages, Life and Religion</li> <li>The Black Death</li> </ul>	<ul style="list-style-type: none"> <li>Explore the roles of women in Medieval England.</li> <li>Explain how women were viewed in Medieval England, in particular 'Wise Women'.</li> <li>Analyse the various reasons people believed some women were witches in Medieval England.</li> <li>Evaluate how women and witches were treated in Medieval England including trials and punishments.</li> </ul>
<b>KEY REPORTING CYCLE</b> (4-6)  These will be reported on at each cycle & will be in student books.	<ul style="list-style-type: none"> <li>Evaluate how reliable historians are</li> <li>Describe how Historians discover the past</li> <li>Explain why was Rome able to create a vast Empire</li> <li>Evaluate how successful was the Roman Army was</li> </ul>		<ul style="list-style-type: none"> <li>Describe what can Mary Beard tell us about Pompeii</li> <li>Analyse how advanced the Roman Army was</li> <li>Explain why William won the Battle of Hastings</li> <li>Describe how did William controlled England</li> </ul>		<ul style="list-style-type: none"> <li>Argue whether Medieval England was filthy</li> <li>Explain whether the Black Death significant in shaping England</li> <li>Describe the challenges women faced in Medieval England</li> <li>Argue whether all women witches in the eyes of the Medieval Men</li> </ul>	

## History KS3 CURRICULUM & KNOWLEDGE SEQUENCE

Y8	HT1	HT2	HT3	HT4	HT5	HT6
STUDY	Who were the Tudors and how did they change England?	The Tudors – Elizabeth I	The Slave Trade	The Industrial Revolution	The Civil Rights Movement	Depth Study: The Rippers London
<b>WIDER OUTCOMES</b>  These are the detailed steps/outcomes in each sequence/unit of learning.	<ul style="list-style-type: none"> <li>Explain why Henry VII won the Battle of Bosworth and make a judgment on his reign.</li> <li>To identify what Catholics and Protestants believed and how they differ.</li> <li>Explain the reign of Henry VIII and why he is a significant figure in History.</li> <li>Evaluate the impact of Henry VIII's break with Rome.</li> <li>Explore the religious changes Edward VI made to England.</li> <li>To consider what religious changes Mary I made to England and what type of Queen she was.</li> <li>To identify different interpretations about Mary I and reach a judgement on whether Queen Mary I was 'bloody' or 'misunderstood' using evidence to support</li> </ul>	<ul style="list-style-type: none"> <li>Explore the religious problems Elizabeth faced during her Reign.</li> <li>Identify how Elizabeth dealt with the problem of Gender and Marriage</li> <li>Investigate the threat of Mary Queen of Scots</li> <li>Explain why England defeated the Spanish Armada?</li> </ul>	<ul style="list-style-type: none"> <li>Explore the Triangular Trade and the impact this had on Britain.</li> <li>Evaluate all aspects of life for Slaves, including Capture and Transport, Auction and Life on a Plantation.</li> <li>The abolition of the Slave Trade</li> </ul>	<ul style="list-style-type: none"> <li>Explore changes and continuity in Britain between 1750 and 1900.</li> <li>Explain why British Industry was so successful.</li> <li>Analyse a variety of sources to explain what life was like for children working in the mills.</li> <li>Evaluate positive and negative features of working in the Mill Industry.</li> <li>Local case study</li> </ul>	<ul style="list-style-type: none"> <li>Explore what life was like in America after slavery was abolished.</li> <li>Explain how African-Americans were segregated in America and discriminated against.</li> <li>Evaluate the roles of different people and events in the Civil Rights Movement which helped achieve the Civil Rights Act of 1964.</li> <li>Consider the difference between the roles of Martin Luther King and Malcolm X in the Civil Rights Movement.</li> </ul>	<ul style="list-style-type: none"> <li>What was life like in 19th Century London?</li> <li>Jack the Ripper</li> <li>Hallie Rubenhold – the 5 analysis</li> <li>How effective were the police in Whitechapel?</li> <li>The role of the media</li> </ul>
<b>KEY REPORTING CYCLE</b> (4-6)  These will be reported on at each cycle & will be in student books.	<ul style="list-style-type: none"> <li>Argue whether the benefits outweighed the loss by breaking with Rome</li> <li>Evaluate whether Queen Mary was "bloody" or "misunderstood"</li> <li>Explain the biggest threat to Elizabeth's early reign</li> <li>Evaluate if Elizabeth successful in dealing with the Catholic threat</li> </ul>		<ul style="list-style-type: none"> <li>Describe the middle passage</li> <li>Evaluate the reasons for the abolition of the Slave Trade</li> <li>Argue the extent to which Industrial Revolution was Revolution</li> <li>Explain what Huddersfield reveals about the Industrial Revolution</li> </ul>		<ul style="list-style-type: none"> <li>Argue whether the abolition of slavery the solution to the Black struggle in America</li> <li>Evaluate who is more significant in the Civil Rights movement – Malcolm X or Martin Luther King</li> <li>Describe what Jack the Rippers victims tell us about 19th Century London</li> <li>Explain whether it was the role of the media or the police that led to Jack the Ripper never been caught</li> </ul>	

## History KS3 CURRICULUM & KNOWLEDGE SEQUENCE

Y9	HT1	HT2	HT3	HT4	HT5	HT6
STUDY	<b>The progression of Women in 20th Century Britain</b>	<b>World War I - Why was there a first World War? And What was it really like to fight in World War One?</b>	<b>Germany 1919–1939 From Democracy to Dictatorship</b>	<b>World War 2</b>	<b>Britain's Home Front</b>	<b>The Cold War</b>
WIDER OUTCOMES	<ul style="list-style-type: none"> <li>Explore what life was like for women in 20<sup>th</sup> Century Britain.</li> <li>Evaluate the impact of the Suffragette and Suffragists Movement in 20<sup>th</sup> Century Britain</li> <li>Explain the role and actions of key individuals and the impact they had on Women's' Suffrage.</li> <li>Analyse interpretations to make a judgement on the most important reason which led to women receiving the vote in 1918.</li> </ul> <p>These are the detailed steps/outcomes in each sequence/unit of learning.</p>	<ul style="list-style-type: none"> <li>Identify the long- and short-term causes of World War One</li> <li>Explore and explain the sequence of events that led to the start of war after the 'spark'</li> <li>Explain what trench warfare was, including the advantages and disadvantages, structure of a trench and weapons used</li> <li>Describe the conditions of trench life.</li> <li>To reach a judgement on whether General Haig is to blame for the casualties during the Battle of the Somme.</li> <li>To analyse various sources and decide how useful they are for explaining why the Somme was so 'bloody'.</li> <li>Evaluate the reasons Germany lost / the Allies won World War One.</li> </ul>	<ul style="list-style-type: none"> <li>Identify whether Germany was treated fairly after World War One. Investigate how life changed in Germany under Nazi rule.</li> <li>Explain why Hitler and the Nazis rose to power</li> <li>Evaluate how the Nazis controlled people lives</li> <li>Analyse reactions to Nazism in Europe</li> </ul>	<ul style="list-style-type: none"> <li>Explore how the Nazis treated minority groups in Germany.</li> <li>Explain why life in Nazi Germany could be seen as positive and negative between the years 1933 to 1939?</li> <li>Analyse the causes of World War Two and the consequences of Hitler's actions.</li> <li>Evaluate the key events and battles of World War Two and their significance.</li> </ul>	<ul style="list-style-type: none"> <li>Explore what life was like on Britain's Home Front during World War Two. Including; shelters, gas masks, evacuation and rationing.</li> <li>Describe what the Blitz was and the effects it had in Britain</li> <li>Explain how the government motivated people to work for the war effort.</li> <li>Evaluate the roles of women on the Home Front and the significance this had on the war effort.</li> </ul>	<ul style="list-style-type: none"> <li>Describe what the Cold War was and how it started.</li> <li>Explain the events of the Cuban Missile Crisis and the effect this had on relations between the Superpowers (USA &amp; USSR).</li> <li>Explore the reasons for the Berlin wall being built and the consequences it had on the lives of people living in Germany.</li> <li>Evaluate the significance of the Berlin wall and the different experiences people in the East and West of Berlin had.</li> </ul>
KEY REPORTING CYCLE (4-6)	<ul style="list-style-type: none"> <li>Investigate whether Emily Davison mean to jump in front of the Kings horse</li> <li>Evaluate the successfulness of the suffragette movement</li> <li>Describe the causes of World War I</li> <li>Describe the stalemate on the Western Front</li> <li>Explain why Germany was defeated</li> </ul> <p>These will be reported on at each cycle &amp; will be in student books.</p>		<ul style="list-style-type: none"> <li>Describe the most significant reason for the growth of the Nazi party</li> <li>Explain the most important reason for the control of the German people</li> <li>Evaluate how successful was Hitler in achieving an economic miracle</li> <li>Describe what was the most important cause of the World War II</li> </ul>		<ul style="list-style-type: none"> <li>Describe the morale in the war effort at home</li> <li>Define the blitz spirit</li> <li>Explain why there was a split between East and West</li> <li>Investigate the effect of the Cuban Missile Crisis on global relations</li> <li>Argue whether the fall of the Berlin wall was the reasons for the collapse of Communism</li> </ul>	



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Curriculum Sequences

# RE KS3 CURRICULUM & KNOWLEDGE SEQUENCE

Y7	HT1	HT2	HT3	HT4	HT5	HT6
STUDY	What is Religion	Hinduism – Key Beliefs	Hinduism – Key Practices	Ethics: How are poverty and injustice challenged?	Buddhism – Key beliefs	Buddhism - Practices
<b>WIDER OUTCOMES</b>  These are the detailed steps/outcomes in each sequence/unit of learning.	<ul style="list-style-type: none"> <li>Explain the link between religion and spirituality</li> <li>Explain how learning about religion and other worldviews can help individuals and society</li> <li>Assess the value of religious belief and teaching</li> <li>Identify the Golden Rule of all religions</li> <li>Explain why respect is important in society</li> <li>What is multifaith Britain</li> <li>How do start an interfaith dialogue</li> </ul>	<ul style="list-style-type: none"> <li>Global context of Hinduism &amp; its' origins in India</li> <li>Show understanding of the 3 main aspects of God (Trimurti)</li> <li>Explore the meaning &amp; the symbolism behind Krishna, Ganesh &amp; Lakshmi</li> <li>Understand the beliefs of the cycle of Samsara &amp; Moksha</li> <li>Discuss &amp; describe how Hindu beliefs are part of their everyday life</li> <li>Know that in Hinduism there are 3 main sources of authority</li> <li>Explore the key texts in Hinduism</li> </ul>	<ul style="list-style-type: none"> <li>Investigate the Samskaras &amp; explain the sacred thread ceremony</li> <li>Identify &amp; explain the symbolism of a puja tray &amp; how these are used in worship, compare worship at home &amp; the Mandir</li> <li>Describe the symbolism in the Hindu Marriage ceremony</li> <li>Research Hindu festivals of Navratri &amp; Holi</li> <li>Discuss the role of pilgrimage: purpose, practices &amp; sacred sites</li> <li>Discuss the importance of Hindu environmental projects &amp; charities</li> </ul>	<ul style="list-style-type: none"> <li>Explain what is Justice</li> <li>Identify the difference between Absolute &amp; Relative poverty</li> <li>Identify key people who have fought for justice</li> <li>Research a key person who has fought for justice</li> <li>Identify the link between poverty in injustice</li> <li>Identify two charities, Christian Aid &amp; Muslim Aid and how they help individuals around the world</li> </ul>	<ul style="list-style-type: none"> <li>Identify the religion of Buddhism</li> <li>Identify the end goal of Buddhists, Nirvana</li> <li>Explain the life of Siddhartha Gautama &amp; the four sights</li> <li>Explain the five precepts</li> <li>Identify the wheel of life &amp; how the eight-fold path guides the values of a Buddhist</li> <li>Understand the concept of Dukka &amp; Annicca</li> </ul>	<ul style="list-style-type: none"> <li>Identify the three poisons in Buddhism</li> <li>Understand the middle way</li> <li>Explain the differences between a Monk &amp; a Lay Buddhist</li> <li>Understand the concept of the Sangha and the community of Buddhists</li> <li>Examine the Karuna Trust and the importance of this</li> </ul>
<b>KEY REPORTING CYCLE (4-6)</b>  These will be reported on at each cycle & will be in student books.	<ul style="list-style-type: none"> <li>Explain how Britain is a multi-faith society</li> <li>Describe the Hindu belief on life after death</li> <li>Explain why the Vedas is the dominant source of authority in Hinduism</li> <li>Discuss why there such a focus on the three avatars of God</li> </ul>		Describe how going to a Mandir can be the best way for a Hindu to shoe their faith  Describe the connection between poverty and injustice Explain how have people fought for justice Explain why charity is an important part of religion		Describe how Prince Siddhartha discover enlightenment Explain how the eightfold path leads a Buddhist to a good life Describe the difference between the lay and the monastic Sangha Explain how karma impacts a Buddhists actions	

## RE KS3 CURRICULUM & KNOWLEDGE SEQUENCE

Y8	HT1	HT2	HT3	HT4	HT5	HT6
STUDY	Sikhism Beliefs and practices	Sikhism Beliefs and practices	Ethics – Animal Rights and care for environment	Ethics – When does life begin and abortion	Christian Expression	Christian Expression
<b>WIDER OUTCOMES</b>  These are the detailed steps/outcomes in each sequence/unit of learning.	<ul style="list-style-type: none"> <li>Explain who Guru Nanak is &amp; his role &amp; significance within the Sikhi community &amp; know the term Sangat</li> <li>Analyse the significance of the Guru Granth Sahib &amp; know that the Guru Granth Sahib is the source of spiritual authority for Sikhs</li> <li>Recall the phrase 'Waheguru' as an expression of devotion &amp; greeting &amp; why this is important in prayer</li> <li>Explain the Sikhi symbols &amp; its significance</li> <li>Evaluate the Mul Mantar as the opening hymn in the Guru Granth Sahib and explain the Sikhi belief about the nature of God</li> </ul>	<ul style="list-style-type: none"> <li>Explain the concept of Sewa</li> <li>Give examples of the humanitarian &amp; environmentalist Bhagat Puran Singh &amp; Ravi Singh</li> <li>Explain &amp; interpret marriage symbolism; Anand Karaj; Lavan</li> <li>Recall, explain &amp; analyse some key Sikh religious festivals; Gurparab; Vaisakhi &amp; Diwali</li> </ul>	<ul style="list-style-type: none"> <li>Identify a range of feelings about the natural world</li> <li>Explain what creation myths are &amp; their purpose</li> <li>Explain religious teachings relevant to the care of the planet</li> <li>Express &amp; evaluate religious responses to environmental damage</li> <li>Explain &amp; evaluate two different views about the effect of religion on care of the environment and ways we can look after the environment</li> </ul>	<ul style="list-style-type: none"> <li>When does life begin?</li> <li>What is abortion?</li> <li>Religious views on abortion</li> <li>Abortion and the law</li> <li>Case study – Carla Foster</li> <li>Comparing abortion laws</li> </ul>	<ul style="list-style-type: none"> <li>To explain different types of prayer and their benefits</li> <li>Explore the features of churches and explain how they help</li> <li>different Christian expressions of their faith and spirituality</li> <li>Explain why the Bible is important to Christians</li> <li>Describe the differences between the Old and the New Testament</li> <li>Explain how Quakers have influenced the lives of others</li> <li>Weigh up different types of mission</li> <li>Explain with examples how Christianity became the largest religion in the world</li> </ul>	<ul style="list-style-type: none"> <li>Explore reasons for belief &amp; non-belief in God</li> <li>Engage in critical discussions around the arguments for the existence of God</li> <li>Consider the concept of the Trinity</li> <li>Examine the belief in God and the Trinity</li> <li>Critical analyse the creation accounts in Genesis 1 &amp; 2</li> <li>Understand &amp; explain the concepts in Fall &amp; Original Sin</li> <li>Understand the key events in the life of Jesus</li> </ul>
<b>KEY REPORTING CYCLE</b> (4-6)  These will be reported on at each cycle & will be in student books.	<ul style="list-style-type: none"> <li>Explain why the Guru Granth Sahib is known as the last living guru</li> <li>Describe Sikhs beliefs about the nature of God</li> <li>Describe how do Sikhs view marriage</li> <li>Describe the common features of Sikh festivals</li> </ul>		<ul style="list-style-type: none"> <li>Describe religious beliefs on caring for the environment</li> <li>Describe how a belief in God affect someone's view on the treatment of animals</li> <li>Describe at least one religions perspective of abortion</li> <li>Discuss whether or not Carla Foster should have been sent to prison</li> </ul>		<ul style="list-style-type: none"> <li>Discuss whether Christians should rely on The Bible for their source of authority</li> <li>Argue if Christianity has had mainly a positive impact on the World?</li> <li>Explain, if God is all loving, why he allowed original sin</li> <li>Argue whether or not God exists</li> </ul>	

# RE KS3 CURRICULUM & KNOWLEDGE SEQUENCE

Y9	HT1	HT2	HT3	HT4	HT5	HT6
STUDY	Ethics and Humanism	Judaism	The Holocaust	Life after the holocaust – Peace and Conflict	Islamic Beliefs	Islamic Practices
<b>WIDER OUTCOMES</b>  These are the detailed steps/outcomes in each sequence/unit of learning.	<ul style="list-style-type: none"> <li>Enquire into Humanist beliefs</li> <li>Evaluate beliefs about the origins of the universe</li> <li>Explain &amp; interpret Humanist understanding that human beings evolved alongside animals</li> <li>Evaluate the belief that humans are material &amp; mortal</li> <li>Explore what is meant by Atheism &amp; Agnosticism</li> <li>Investigate the concept of miracles</li> <li>Enquire into the Humanist belief about death as tend of personal experience &amp; the absence of anything immaterial, such as the soul</li> </ul>	<ul style="list-style-type: none"> <li>Explain the influences of Jewish beliefs (why rules are important)</li> <li>Evaluate the place of Jewish beliefs</li> <li>Evaluate the place of the Shema in Jewish life</li> <li>To identify Kosher foods</li> <li>Explain why keeping kosher is important</li> <li>To describe how Jews celebrate Shabbat</li> <li>Consider the importance of the Bar Mitzvah in the religious life of a young Jewish person.</li> <li>To give reasons why Orthodox and Reform Jews do things differently</li> <li>Explain Tikkun Olam as a way of healing the world and how this is linked to Rosh Hashanah &amp; Yom Kippur.</li> <li>Explore the importance of Tzedakah &amp; Chesed fund &amp; their difference</li> </ul>	<ul style="list-style-type: none"> <li>Define what Anti-Semitism and history in Europe</li> <li>What was life like for Jews before the Second World War?</li> <li>How did Hitler persecute the Jews?</li> <li>Ghettos and Concentration camps</li> <li>What was the experience of the Holocaust</li> </ul>	<ul style="list-style-type: none"> <li>What was life like for Jews after the Holocaust?</li> <li>The "Just-War" theory</li> <li>Islamic views on peace and conflict</li> <li>Christian views on peace and conflict</li> <li>Case Study – Israeli/Palestinian conflict</li> </ul>	<ul style="list-style-type: none"> <li>Explain Muslim beliefs about the nature of God &amp; his role as creator</li> <li>Evaluate the arguments of God's existence</li> <li>Express insights into Islamic belief on the nature of life</li> <li>Enquire into diversity including branches of Sufism, Sunni, Shi'a &amp; identify their differences</li> <li>Make informed responses to the claim of authority for the Qur'an &amp; explore some stories from Muslim writings or traditions</li> </ul>	<ul style="list-style-type: none"> <li>Explain &amp; interpret how some people celebrate events such as Ashura &amp; Milaad</li> <li>Lifestyle choices based on the teachings of the Qur'an</li> <li>Muslim teachings on relationships</li> <li>Rights &amp; responsibilities towards others including ties of kinship &amp; elders</li> <li>Family structure, views about abortion in Islam, divorce, remarriage &amp; polygamy</li> <li>Determine what Islamophobia is and how Muslims responded to 9/11 Terror Attacks.</li> </ul>
<b>KEY REPORTING CYCLE (4-6)</b>  These will be reported on at each cycle & will be in student books.	<ul style="list-style-type: none"> <li>Describe humanists' beliefs about life after death</li> <li>Evaluate whether we can we prove miracles did not happen</li> <li>Describe the differences in how Orthodox and Reform Jews worship</li> <li>Explain why the rites of passage are so important</li> </ul>		<ul style="list-style-type: none"> <li>Describe how the Jews were persecuted in Germany</li> <li>Explain the impact of the Holocaust on survivors</li> <li>Discuss when a religious believer can go to war</li> <li>Evaluate whether religion is the cure or cause for conflict</li> </ul>		<ul style="list-style-type: none"> <li>Explain why are there different denominations of Muslims</li> <li>Describe how Muslims view the beginning of Humanity</li> <li>Describe the Islamic views on marriage</li> <li>Argue whether or not Islamophobia a problem in the 21st century</li> </ul>	





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# **PHILOSOPHY, MORALS & ETHICS**

Curriculum Sequences

# PME KS3 CURRICULUM & KNOWLEDGE SEQUENCE

Y7	HT1	HT2	HT3	HT4	HT5	HT6
STUDY	POLITICAL PHILOSOPHY: DEMOCRACY	POLITICAL PHILOSOPHY: DEMOCRACY	THE LAW I	THE LAW I	FINANCIAL CITIZENSHIP	FINANCIAL CITIZENSHIP
<b>WIDER OUTCOMES</b>  These are the detailed steps/outcomes in each sequence/unit of learning.	<ul style="list-style-type: none"> <li>Pupils can explain the main features of a democracy</li> <li>Pupils can explain a range of differences between a democracy and a dictatorship</li> <li>Pupils can explain the roles of the main features of the UK political system.</li> </ul>	<ul style="list-style-type: none"> <li>Pupils can explain a range of ways in which citizens can participate in the democratic process.</li> <li>Pupils can explain several of the key voting rights in the UK</li> <li>Pupils will be able to explain examples of some of the current challenges to the UK democratic system</li> </ul>	<ul style="list-style-type: none"> <li>Pupils will be able to explain the role of different courts with the legal system and the differing types cases which are presented in them.</li> <li>Pupils will be able to explain different roles within a court room.</li> <li>Pupils will be able to explain the legal process for a trial within the UK legal system.</li> </ul>	<ul style="list-style-type: none"> <li>Pupils will be able to explain the requirements of jury service.</li> <li>Pupils will be able to explain role of the jury within a legal trial and the requirements placed on jurors.</li> <li>Pupils will be able to explain the role of the Police within the CIS</li> </ul>	<ul style="list-style-type: none"> <li>Pupils will be able to explain the different functions and uses of money.</li> <li>Pupils will be able to explain the how to organise a personal budget.</li> <li>Pupils will be able to explain a range of different ways in which money can be borrowed and the advantages &amp; disadvantages of each type of loan</li> </ul>	<ul style="list-style-type: none"> <li>Pupils will be able to explain a range of jobs/professions and the salary/wage associated with them</li> <li>Pupils will be able to explain the different forms of taxes which are collected by the UK.</li> <li>Pupils will be able to explain a range of public services which are funded from taxation.</li> </ul>
<b>KEY REPORTING CYCLE</b> (4-6)  These will be reported on at each cycle & will be in student books.	<ul style="list-style-type: none"> <li>What is a democracy?</li> <li>What are the main features of the UK democratic system?</li> <li>How might I participate in the democratic process?</li> </ul>		<ul style="list-style-type: none"> <li>What are the different courts in the UK legal system?</li> <li>What are the different roles within a court room?</li> <li>What are the qualifications and roles for/within jury service?</li> </ul>		<ul style="list-style-type: none"> <li>What is the difference between income and expenditure?</li> <li>What are the different ways in which money can be borrowed?</li> <li>What are the different types of taxes which are collected in the UK?</li> </ul>	

# PME KS3 CURRICULUM & KNOWLEDGE SEQUENCE

Y8	HT1	HT2	HT3	HT4	HT5	HT6
STUDY	PHILOSOPHY: EVIL AND SUFFERING	PHILOSOPHY: EVIL AND SUFFERING	THE LAW II	THE LAW II	ONLINE AND MEDIA	ONLINE AND MEDIA
<b>WIDER OUTCOMES</b>  These are the detailed steps/outcomes in each sequence/unit of learning.	<ul style="list-style-type: none"> <li>Pupils will be able to explain the differences between natural and moral evil.</li> <li>Pupils will be able to explain a range of examples of evil individuals from history.</li> <li>Pupils will be able to explain how the story of &amp; Hyde explains the concept of duality of good &amp; evil.</li> </ul>	<ul style="list-style-type: none"> <li>Pupils will be able to explain why evil is a problem for religion.</li> <li>Pupils will be able to explain the golden rule and how it might be applied in ethical decision making.</li> <li>Pupils will be able to name individuals who have attempted to tackle a form of evil.</li> </ul>	<ul style="list-style-type: none"> <li>Pupils will be able to explain the position of the law in relation to marriage, consent, violence against women &amp; girls</li> <li>Pupils will be able to explain the position of the law in relation to sexuality, gender identity,</li> <li>Pupils will be able to explain the legal position with regards to abortion and FGM.</li> </ul>	<ul style="list-style-type: none"> <li>Pupils will be able to explain the position of the law violence and exploitation by gangs, extremism and radicalisation, criminal exploitation e.g. county lines, hate crime.</li> <li>Pupils will be able to explain the position of the law in relation to drugs.</li> </ul>	<ul style="list-style-type: none"> <li>Pupils will be able to explain a variety of approaches to keeping themselves safe when on-line</li> <li>Pupils will be able to explain how to use social media and networking safely.</li> <li>Pupils will be able to explain the various methods by which on-line behaviour can be appropriately reported.</li> </ul>	<ul style="list-style-type: none"> <li>Pupils will be able to explain how to protect content which is created and placed on-line.</li> <li>Pupils will understand the difference between copyright and creative common licence.</li> </ul>
<b>KEY REPORTING CYCLE (4-6)</b>  These will be reported on at each cycle & will be in student books.	<ul style="list-style-type: none"> <li>What is the difference between natural and moral evil?</li> <li>Is good and evil present in all people?</li> <li>What is the golden rule?</li> </ul>		<ul style="list-style-type: none"> <li>What does the law say about marriage, consent and violence against women and girls?</li> <li>What does the law say in relation to sexuality, gender identity, abortion and FGM?</li> <li>What does the law say in relation to violence and exploitation by criminal gangs, county lines and extremism and radicalisation?</li> </ul>		<ul style="list-style-type: none"> <li>What are the different ways in which I can keep myself safe when on-line?</li> <li>How am I able to use social media and networking safely?</li> <li>How is content which is placed on-line protected?</li> </ul>	

# PME KS3 CURRICULUM & KNOWLEDGE SEQUENCE

Y9	HT1	HT2	HT3	HT4	HT5	HT6
STUDY	PHILOSOPHY: ETHICS	PHILOSOPHY: ETHICS	CRIME AND PUNISHMENT	CRIME AND PUNISHMENT	PHILOSOPHY: EPISTEMOLOGY	PHILOSOPHY: EPISTEMOLOGY
<b>WIDER OUTCOMES</b>  These are the detailed steps/outcomes in each sequence/unit of learning.	<ul style="list-style-type: none"> <li>Pupils will be able to explain what the philosophical term “ethics” refers to and explain a range of ethical questions.</li> <li>Pupils will be able to explain a range of answers which explain what a “good life” might be.</li> <li>Pupils will be able to explain whether the use of AI is ethical and some of the problems which AI might cause</li> </ul>	<ul style="list-style-type: none"> <li>Pupils will be able to explain a range of answers to several moral/ethical dilemmas.</li> <li>Pupils will be able to explain a range of examples of how ethical decisions are a part of a professional occupation.</li> <li>Pupils will be able to explain the competing arguments about the actions of humanity and the ethical justifications for existence.</li> </ul>	<ul style="list-style-type: none"> <li>Pupils will be able to explain a range of actions which society considers to be a crime</li> <li>Pupils will be able to explain the differences between blue- and white-collar crime.</li> <li>Pupils will be able to explain the different forms of punishment which a court may pass as a sentence</li> </ul>	<ul style="list-style-type: none"> <li>Pupils will be able to explain the different aims on which a criminal sentence might be based.</li> <li>Pupils will be able to explain the arguments for and against the use of the death penalty.</li> <li>Pupils will be able to explain the</li> </ul>	<ul style="list-style-type: none"> <li>Pupils will be able to explain a range of reasons why philosophers are interested in the truth.</li> <li>Pupils will be able to explain Plato’s explanation of the truth</li> <li>Pupils will be able to explain Descartes explanation of the truth</li> </ul>	<ul style="list-style-type: none"> <li>Pupils will be able to explain the main features of the theory of empiricism.</li> <li>Pupils will be able to explain the main features of the theory of rationalism.</li> <li>Pupils will be able to explain the concept of scepticism.</li> </ul>
<b>KEY REPORTING CYCLE</b> (4-6)  These will be reported on at each cycle & will be in student books.	<ul style="list-style-type: none"> <li>What is ethics?</li> <li>Is there such a thing as “A good life”?</li> <li>What are the ethical problems with artificial intelligence?</li> </ul>		<ul style="list-style-type: none"> <li>What is a crime?</li> <li>What are the different punishments that a court can pass as a criminal sentence?</li> <li>Is the death penalty an acceptable form of punishment?</li> </ul>		<ul style="list-style-type: none"> <li>How did Plato discover the truth?</li> <li>What is Descartes explanation of the truth?</li> <li>What are the main features of Empiricism?</li> </ul>	



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# Languages

## Curriculum Sequences

FRENCH | GERMAN

# INTENT

1. Understand and respond to spoken and written language from a variety of authentic sources.
2. 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.
3. Can write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt.
4. Discover and develop an appreciation of a range of writing in the language studied.



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# **FRENCH**

Curriculum Sequences

# FRENCH KS3 CURRICULUM & KNOWLEDGE SEQUENCE

Y7 All do French only	HT1	HT2	HT3	HT4	HT5	HT6
STUDY	Bonjour - Introductions	Bonjour – Family and Pets	Au Collège - School	Mon Temps Libre – Free time	Mon Temps Libre – Free time	Ma ville – My Town
<b>WIDER OUTCOMES</b>  These are the detailed steps/outcomes in each sequence/unit of learning.	<ul style="list-style-type: none"> <li>Meet and greet in French</li> <li>Give their name age and birthday.</li> <li>Count to 31</li> <li>Give dates in French</li> <li>Spell using the French alphabet</li> <li>Understand key phonics sounds.</li> <li>Ask and answer simple questions in French.</li> <li>Use 1<sup>st</sup> person of key verbs.</li> </ul>	<ul style="list-style-type: none"> <li>Say how many brothers and sisters they have.</li> <li>Describe their pets.</li> <li>Say what they like and dislike using cognates</li> <li>Describe their personality.</li> <li>Conjugate key verbs in 1st/2nd/3rd person singular including 'avoir' and 'être'.</li> </ul>	<ul style="list-style-type: none"> <li>Recognise key differences between school in France</li> <li>Express likes and dislikes at school</li> <li>Describe their school uniform.</li> <li>Understand simple opinions and reasons</li> <li>Understand and tell the time in French</li> </ul>	<ul style="list-style-type: none"> <li>say what sports people play</li> <li>say what activities people do.</li> <li>talk about the weather</li> <li>ask and answer simple questions</li> <li>use more complex structures with time phrases.</li> </ul>	<ul style="list-style-type: none"> <li>say what sports people play</li> <li>say what activities people do.</li> <li>talk about the weather</li> <li>ask and answer simple questions</li> <li>use more complex structures with time phrases.</li> </ul>	<ul style="list-style-type: none"> <li>Describe what there is in your town</li> <li>Describe activities you do in your town</li> <li>Accept and decline invitations to go out</li> <li>Order food and drink in a café</li> <li>Say what you are going to do next weekend.</li> <li>Conjugate the future tense using 'aller' in 1st person</li> </ul>
<b>KEY REPORTING CYCLE (4-6)</b>  These will be reported on at each cycle & will be in student books.	<ul style="list-style-type: none"> <li>Give personal details (name/age/birthday)</li> <li>Describe themselves and a family member</li> <li>Identify key information from short reading texts</li> <li>Identify key information from short listening passages</li> <li>Translate key verbs from French to English</li> </ul>		<ul style="list-style-type: none"> <li>Express simple opinion</li> <li>Describe school uniform</li> <li>Describe a range of activities</li> <li>Pick out opinions from short reading texts</li> <li>Pick out opinions from short listening passages</li> <li>Translate sentences from English to French including adjectives</li> </ul>		<ul style="list-style-type: none"> <li>Describe the weather</li> <li>Describe your town</li> <li>Accurately complete a simple roleplay</li> <li>Translate sentences including time phrases English to French</li> <li>Translate sentences including the future tense French to English</li> </ul>	

# FRENCH KS3 CURRICULUM & KNOWLEDGE SEQUENCE

Y8	HT1	HT2	HT3	HT4	HT5	HT6
<b>STUDY</b>	Les vacances	Les fêtes.	Le monde est petit	À la maison.	À loisir	La télé et les films.
<b>WIDER OUTCOMES</b>  These are the detailed steps/outcomes in each sequence/unit of learning.	<ul style="list-style-type: none"> <li>Recognise and name countries in French.</li> <li>Talk about holidays in the past.</li> <li>Use the past tense of avoir and être verbs.</li> <li>Use negatives in the past tense</li> <li>Ask and answer questions in 2 tenses.</li> <li>Use the present and past tense together.</li> </ul>	<ul style="list-style-type: none"> <li>Discuss festivals in France and England.</li> <li>Express simple references about festivals.</li> <li>Recognise the present tense of er, ir and re verbs.</li> <li>Conjugate 1st 2nd and 3rd person singular of er, ir and re verbs</li> <li>Use aller + infinitive to make the simple future.</li> <li>Recognise and use high numbers and understand prices.</li> </ul>	<ul style="list-style-type: none"> <li>Describe where they and others live.</li> <li>Talk about the weather.</li> <li>Explain what there is to do in their area.</li> <li>Say what sports people play.</li> <li>Say what activities people do.</li> <li>Compare 2 or more things</li> <li>Give and ask for directions.</li> </ul>	<ul style="list-style-type: none"> <li>Talk about helping at home</li> <li>Use reflexive verbs to describe daily routine</li> <li>Recognise parts of the body.</li> <li>Talk about injury and illness.</li> </ul>	<ul style="list-style-type: none"> <li>Talk about their hobbies.</li> <li>Express simple preferences about TV and film</li> <li>Describe what they did on a shopping trip.</li> <li>Recognise 3 tenses – past, present and future.</li> <li>Make arrangements to go to the cinema.</li> </ul>	<ul style="list-style-type: none"> <li>Say what you like to watch and why.</li> <li>Describe a photograph using simple sentences and opinions</li> <li>Understand the story of French film</li> <li>Produce a short film review in French.</li> </ul>
<b>KEY REPORTING CYCLE (4-6)</b>  These will be reported on at each cycle & will be in student books.	<ul style="list-style-type: none"> <li>Give short details about a past holiday (where, when, how)</li> <li>Express simple preferences using connectives.</li> <li>Pick out key information from short and more detailed reading texts</li> <li>Pick out key information from short and more detailed listening passages</li> <li>Translate key verbs in the past tense from French to English.</li> <li>Translate short sentences into French in the present and past tense.</li> </ul>		<ul style="list-style-type: none"> <li>Give details about what activities you do and do not do.</li> <li>Describe where you live.</li> <li>Describe a typical day in French</li> <li>Pick out key information in a longer reading text.</li> <li>Pick out key information in a longer listening passage.</li> <li>Translate sentences using key reflexive verbs into English.</li> </ul>		<ul style="list-style-type: none"> <li>Give more complex opinions using connectives and sentence openers.</li> <li>Translate simple sentences comparing 2 things into French.</li> <li>Complete a more detailed role play.</li> <li>Pick out key information in a longer passage of listening.</li> <li>Translate Key verbs in 3 tenses from French into English.</li> </ul>	



# FRENCH KS3 CURRICULUM & KNOWLEDGE SEQUENCE (Dual)

Y8	HT1	HT2	HT3	HT4	HT5	HT6
<b>STUDY</b>	Les vacances	Les fêtes	Le monde est petit	A la maison	À loisir	La télé et les films.
<b>WIDER OUTCOMES</b>  These are the detailed steps/outcomes in each sequence/unit of learning.	<ul style="list-style-type: none"> <li>Talk about holidays in the past.</li> <li>Use the past tense of avoir and être verbs.</li> <li>Use negatives in the past tense</li> <li>Ask and answer questions.</li> <li>Use the present and past tense together.</li> </ul>	<ul style="list-style-type: none"> <li>Learn how to talk about festivals in France and England.</li> <li>Learn how to express simple preferences about festivals.</li> <li>Learn how to use the present tense of er, ir and re verbs. (1st, 2nd and 3rd person)</li> <li>Learn how to use aller + infinitive to make the simple future.</li> <li>Learn how to use high numbers and understand prices.</li> </ul>	<ul style="list-style-type: none"> <li>Describe where they and others live.</li> <li>Talk about the weather.</li> <li>Explain what there is to do in their area.</li> </ul>	<ul style="list-style-type: none"> <li>Talk about helping at home</li> <li>Use reflexive verbs to describe daily routine</li> <li>Recognise parts of the body.</li> <li>Talk about injury and illness.</li> <li>Healthy Lifestyles</li> </ul>	<ul style="list-style-type: none"> <li>Describe what you do in your freetime</li> <li>Compare 2 types sport</li> <li>Describe a day out (past tense)</li> <li>Recognise 3 tenses: past, present and future.</li> </ul>	<ul style="list-style-type: none"> <li>Say what you like to watch and why.</li> <li>Make arrangements to go to the cinema - roleplay</li> <li>Understand the story of a French film</li> <li>Produce a short film review in French.</li> </ul>
<b>KEY REPORTING CYCLE</b> (4-6)  These will be reported on at each cycle & will be in student books.	<ul style="list-style-type: none"> <li>Give short details about a past holiday (where when how)</li> <li>Express simple preferences using connectives.</li> <li>Pick out key information from short and more detailed reading texts</li> <li>Pick out key information from short and more detailed listening passages</li> <li>Translate key verbs in the past tense from French to English.</li> <li>Translate short sentences into French in the present and past tense.</li> </ul>		<ul style="list-style-type: none"> <li>Give details about what activities you do and do not do.</li> <li>Describe where you live.</li> <li>Describe a typical day in French</li> <li>Pick out key information in a longer reading text.</li> <li>Pick out key information in a longer listening passage.</li> <li>Translate sentences using key reflexive verbs into English.</li> </ul>		<ul style="list-style-type: none"> <li>Give more complex opinions using connectives and sentence openers.</li> <li>Translate simple sentences comparing 2 things into French.</li> <li>Complete a more detailed role play.</li> <li>Pick out key information in a longer passage of listening.</li> <li>Translate Key verbs in 3 tenses from French into English.</li> </ul>	

# FRENCH KS3 CURRICULUM & KNOWLEDGE SEQUENCE

Y9	HT1	HT2	HT3	HT4	HT5	HT6
STUDY	Mon Monde à Moi	La Musique	Mon Avenir	Mes Projets	Meilleur des Mondes	Le Monde Francophone
<b>WIDER OUTCOMES</b>  These are the detailed steps/outcomes in each sequence/unit of learning.	<ul style="list-style-type: none"> <li>Describe oneself and family/friends in detail</li> <li>Describe relationships with family/friends</li> <li>Describe a celebration in the past including activities</li> </ul>	<ul style="list-style-type: none"> <li>Give justified opinions about music.</li> <li>Use aller + infinitive to talk about future plans</li> <li>Describe a concert in the past.</li> <li>Ask and answer questions in French.</li> <li>Review a French film.</li> </ul>	<ul style="list-style-type: none"> <li>Give details about what they do to earn money including chores</li> <li>Recognise different careers in French.</li> <li>Express and justify their career choices.</li> <li>Describe what they want to do after leaving school</li> </ul>	<ul style="list-style-type: none"> <li>Consolidate conjugation of future tense and time phrases</li> <li>Describe a day out in the near future</li> </ul>	<ul style="list-style-type: none"> <li>Express the main threats to the environment</li> <li>Discuss eating choices using more complex opinion phrases.</li> <li>Negate sentences with a variety of expressions</li> <li>Use a modal phrase to explain what you must do to protect the environment</li> <li>Express what you have done and would like to do.</li> </ul>	<ul style="list-style-type: none"> <li>Understand the role of French in a global context</li> <li>Say where they would like to go in the future.</li> <li>Give detailed opinions.</li> <li>Use the near future tense with a variety of verbs</li> <li>Review the past tense</li> <li>Narrate a trip in the past</li> <li>Review a French film.</li> </ul>
<b>KEY REPORTING CYCLE (4-6)</b>  These will be reported on at each cycle & will be in student books.	<ul style="list-style-type: none"> <li>Give a description of themselves and their family members.</li> <li>Express detailed preferences using openers and connectives.</li> <li>Describe a concert in the past tense.</li> <li>Express their plans for a future day out.</li> <li>Identify key information from a longer, detailed text.</li> <li>Identify key information from a longer, detailed passage of French.</li> </ul>		<ul style="list-style-type: none"> <li>Narrate their choice of career, giving reasons and justifications.</li> <li>Deliver a short presentation on their future plans.</li> <li>Take part in a short conversation, asking and answering questions.</li> <li>Identify key information from a longer text containing two time frames.</li> <li>Identify key information from a longer passage containing two time frames.</li> </ul>		<ul style="list-style-type: none"> <li>Deliver a presentation about the environment using a minimum of two tenses</li> <li>Express future travel plans using the future tense and "je voudrais"</li> <li>Narrate a trip in the past tense, including justified opinions</li> <li>Pick out key information from a detailed passage containing three time-frames.</li> <li>Pick out key information from a detailed passage containing three time-frames.</li> </ul>	



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# **GERMAN**

Curriculum Sequences

# GERMAN KS3 CURRICULUM & KNOWLEDGE SEQUENCE (Dual)

Y8	HT1	HT2	HT3	HT4	HT5	HT6
STUDY	Hallo - Introductions	Meine Welt – Family and Pets	Die Schule - school	Freizeit– Free Time	Meine Stadt – My Town	Urlaub – Holidays.
<b>WIDER OUTCOMES</b>  These are the detailed steps/outcomes in each sequence/unit of learning.	<ul style="list-style-type: none"> <li>Meet and greet in German.</li> <li>Count to 31</li> <li>Give dates in German.</li> <li>Spell using the German alphabet</li> <li>Understand key phonics sounds.</li> <li>Ask and answer simple questions in German.</li> <li>Give their name age and birthday</li> <li>Use 1<sup>st</sup> person haben and sein.</li> </ul>	<ul style="list-style-type: none"> <li>Say how many brothers and sisters they have.</li> <li>Describe their pets.</li> <li>Say what they like and dislike using cognates</li> <li>Describe their personality.</li> <li>Pronounce key phonics sounds</li> <li>Conjugate key verbs in 1st/2nd/3rd person singular including haben and sein.</li> <li>Understand a traditional celebration in Germany – Weihnachten.</li> </ul>	<ul style="list-style-type: none"> <li>Recognise key differences between school in Germany</li> <li>Express likes and dislikes at school</li> <li>Describe their school uniform.</li> <li>Understand simple opinions and reasons</li> <li>Understand and tell the time in German.</li> <li><b>Understand a traditional festival in Germany – Fasching / Karneval.</b></li> </ul>	<ul style="list-style-type: none"> <li>say what sports people play</li> <li>say what activities people do.</li> <li>talk about the weather</li> <li>ask and answer simple questions</li> <li>use more complex structures with time phrases.</li> <li>Review a German film.</li> </ul>	<ul style="list-style-type: none"> <li>Describe where they live.</li> <li>Say what there is and isn't in town.</li> <li>Order food and drink.</li> <li>Use higher numbers to understand and give prices in German.</li> <li>Use transactional language to buy souvenirs in a shop.</li> </ul>	<ul style="list-style-type: none"> <li>Recognise countries and continents.</li> <li>Say where you usually go on holiday.</li> <li>Say where they would like to go on holiday (ich möchte + infinitive)</li> <li>Give details about their holiday plans using the future tense,</li> </ul>
<b>KEY REPORTING CYCLE</b> (4-6)  These will be reported on at each cycle & will be in student books.	<ul style="list-style-type: none"> <li>Give personal details (name/age/birthday)</li> <li>Describe themselves and a family member</li> <li>Express simple opinions.</li> <li>Identify key information from short reading texts</li> <li>Identify key information from short listening passages</li> <li>Translate key verbs from German to English</li> </ul>		<ul style="list-style-type: none"> <li>Express simple opinions and reasons.</li> <li>Describe school uniform.</li> <li>Describe free time activities.</li> <li>Identify opinions from short reading texts.</li> <li>Identify opinions from short listening passages.</li> <li>Translate short sentences from English to German including adjectives.</li> </ul>		<ul style="list-style-type: none"> <li>Describe your town.</li> <li>Express opinions with reasons and connectives.</li> <li>Accurately complete a simple roleplay.</li> <li>Understand higher number in German.</li> <li>Translate sentences including time phrases English to German.</li> <li>Translate sentences including the future tense German to English.</li> </ul>	

# GERMAN KS3 CURRICULUM & KNOWLEDGE SEQUENCE (Dual)

Y9	HT1	HT2	HT3	HT4	HT5	HT6
STUDY	Hallo - Introductions	Meine Welt – Family and Pets	Die Schule - school	Freizeit– Free Time	Meine Stadt – My Town	Urlaub – Holidays.
<b>WIDER OUTCOMES</b>  These are the detailed steps/outcomes in each sequence/unit of learning.	<ul style="list-style-type: none"> <li>Meet and greet in German.</li> <li>Count to 31</li> <li>Give dates in German.</li> <li>Spell using the German alphabet</li> <li>Understand key phonics sounds.</li> <li>Ask and answer simple questions in German.</li> <li>Give their name age and birthday</li> </ul>	<ul style="list-style-type: none"> <li>Say how many brothers and sisters they have.</li> <li>Describe their pets.</li> <li>Say what they like and dislike using cognates</li> <li>Describe their personality.</li> <li>Pronounce key phonics sounds</li> <li>Conjugate key verbs in 1st/2nd/3rd person singular including haben and sein.</li> <li>Understand a traditional celebration in Germany – Weihnachten.</li> </ul>	<ul style="list-style-type: none"> <li>Recognise key differences between school in Germany</li> <li>Express likes and dislikes at school</li> <li>Describe their school uniform.</li> <li>Understand simple opinions and reasons.</li> <li>Understand and tell the time in German.</li> <li><b>Understand a traditional festival in Germany – Fasching / Karneval.</b></li> </ul>	<ul style="list-style-type: none"> <li>say what sports people play</li> <li>say what activities people do.</li> <li>talk about the weather</li> <li>ask and answer simple questions</li> <li>use more complex structures with time phrases.</li> </ul>	<ul style="list-style-type: none"> <li>Describe where they live.</li> <li>Say what there is and isn't in town.</li> <li>Order food and drink.</li> <li>Use higher numbers to understand and give prices in German.</li> <li>Use transactional language to buy souvenirs in a shop.</li> </ul>	<ul style="list-style-type: none"> <li>Recognise countries and continents.</li> <li>Say where you usually go on holiday.</li> <li>Say where they would like to go on holiday (ich möchte + infinitive)</li> <li>Give details about their holiday plans using the future tense.</li> <li>Review a German film.</li> </ul>
<b>KEY REPORTING CYCLE (4-6)</b>  These will be reported on at each cycle & will be in student books.	<ul style="list-style-type: none"> <li>Give personal details (name/age/birthday)</li> <li>Describe themselves and a family member</li> <li>Express simple opinions.</li> <li>Pick out key information from short reading texts</li> <li>Pick out key information from short listening passages</li> <li>Translate key verbs from German to English</li> </ul>		<ul style="list-style-type: none"> <li>Express simple opinions and reasons.</li> <li>Describe school uniform.</li> <li>Describe free time activities.</li> <li>Pick out opinions from short reading texts.</li> <li>Pick out opinions from short listening passages.</li> <li>Translate short sentences from English to German including adjectives.</li> </ul>		<ul style="list-style-type: none"> <li>Describe your town.</li> <li>Accurately complete a simple roleplay.</li> <li>Understand higher number in German.</li> <li>Translate sentences including time phrases English to German.</li> <li>Translate sentences including the future tense German to English.</li> </ul>	



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## **Creative, Technical & Vocational Curriculum Sequences**

Music  
Technology (RM, Textiles, Graphics & Food)  
Art  
Computing  
PE

# INTENT

1. Produce creative work, exploring their ideas and recording their experiences.
2. Become proficient in drawing, painting, sculpture and other art, craft and design techniques.
3. Evaluate and analyse creative works using the language of art, craft and design.
4. Know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.
5. Develop competence to excel in a broad range of physical activities are physically active for sustained periods of time engage in competitive sports and activities lead healthy, active lives.
6. Understand and apply the fundamental principles and concepts of computer science, including abstraction, logic, algorithms and data representation.
7. Can analyse problems in computational terms and have repeated practical experience of writing computer programs in order to solve such problems.
8. Can evaluate and apply information technology, including new or unfamiliar technologies, analytically to solve problems.
9. Are responsible, competent, confident and creative users of information and communication technology



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# MUSIC

Curriculum Sequences

## MUSIC KS3 CURRICULUM & KNOWLEDGE SEQUENCE

Y7	HT1	HT2	HT3	HT4	HT5	HT6
<b>STUDY</b>	Let's Perform Together	Rhythm and Pulse	Major and Minor Keys	Western Notation and Keyboard Skills	Software and Sequencing	Hooks, Riffs and Ground Bass
<b>WIDER OUTCOMES</b>  These are the detailed steps/outcomes in each sequence/unit of learning.	<p>Technical: As a group students will sing a range of rounds and simple songs that develops their confidence and singing ability using correct posture, projection and control</p> <p>Constructive: Students will recap the musical elements from KS1 and KS2 through their singing and be able to talk about them confidently and accurately when reflecting on performances.</p> <p>Expressive: Students will learn to demonstrate accuracy, fluency and expression in their performances</p>	<p>Technical: Students will develop their sense of pulse and rhythm through a variety of practical activities and exercises. They will learn to play percussion instruments with proper technique both solo and as part of a group.</p> <p>Constructive: Applying their understanding of basic western notation, students will write their own rhythms Students will apply their newly acquired skills and knowledge in the composition of a group percussion piece.</p> <p>Expressive: Through a variety of practice exercises and activities, students will develop their improvisation skills. They will practice musical expression by controlling the dynamics of their playing. Throughout the unit, non-verbal communication will be practised during group performances.</p>	<p>Technical – Develop proper glockenspiel technique</p> <p>Constructive - Understand the theory of minor and major keys Understand tones and semitones, as well as their relation to major and minor.</p> <p>Expressive – Develop the ability to hear the differences between major and minor by listening to and analysing songs.</p>	<p>Technical - Understand the basic functions and features of electronic keyboard. Develop proper hand and finger technique on keyboards piano.</p> <p>Constructive – Develop ability to read stave notation. Demonstrate an understanding of the theory behind scales.</p> <p>Expressive – Develop an appreciation of the importance of scales in western music by listening to and analyse songs from various time periods and cultures.</p>	<p>Technical - Develop proficiency in basic computer skills and music software</p> <p>Constructive - Understand basic song structure and apply knowledge to composition of original music.</p> <p>Expressive - Understand the use of audio effects in the creation and production of pop music.</p>	<p>Technical - Develop correct technique on the guitar and ukulele</p> <p>Constructive - Develop understanding of theory of riffs/ostinatos and ground bass.</p> <p>Expressive - Students will apply learning in composition of their own riff. Develop an appreciation of the use of hooks and riffs in popular music.</p>
<b>KEY REPORTING CYCLE (4-6)</b>  These will be reported on at each cycle & will be in student books.	<p>Sing with control, confidence and expression</p> <p>Demonstrate a sound singing ability using correct posture, breathing and good projection</p> <p>Demonstrate a sound understanding of the elements of music and be able to discuss them in regard of their performances</p> <p>Be able to read and write basic western rhythm notation.</p> <p>Demonstrate correct percussion technique using both hands and beaters</p> <p>Compose, communicate and perform with others using improvisation, call &amp; response and signals.</p>		<p>Be able to read and write basic western notation.</p> <p>Develop aural analysis skills</p> <p>Demonstrate proper playing technique on various instruments</p> <p>Appreciate the history and relevance of music notation</p> <p>Compose, communicate and perform in a group</p>		<p>Develop proficiency in using computers and music software</p> <p>Develop correct technique on stringed instruments</p> <p>Be able to recognise key concepts when listening to music</p> <p>Learn the importance and relevance of technology in music</p> <p>Apply techniques and skills developed to original composition</p>	



## MUSIC KS3 CURRICULUM & KNOWLEDGE SEQUENCE

Y8	HT1	HT2	HT3	HT4	HT5	HT6
<b>STUDY</b>	Exploring Vocal Melodies	Rhythm and Syncopation	Scales and Modes from around the world	Song structures and Rondo Form	Dance Music from Renaissance up to today	20th Century Music
<b>WIDER OUTCOMES</b>  These are the detailed steps/outcomes in each sequence/unit of learning.	<p>Technical: Students will develop their vocal technical abilities including projection, breathing, posture and the ability to pitch accurately. They will also practise various vocal warmup techniques as well as how vocal warmups relate to vocal health and safety.</p> <p>Constructive: Students will develop their understanding of pitch by listening critically to the use of pitch in various vocal melodies. They will apply this knowledge to the composition of their own vocal melodies.</p> <p>Expressive: Students will learn to demonstrate expression by implementing timbre and dynamics into their performance, as well as through the relationship between vocals and lyrics.</p>	<p>Technical: Develop the ability to keep a pulse on a percussion instrument and to perform syncopated rhythms.</p> <p>Constructive: Students will develop an understanding of the prevalence of syncopation by studying a variety of musical styles and genres.</p> <p>Expressive: Students will learn the effect syncopation and various rhythms have on the emotional impact of a piece of music.</p>	<p>Constructive – Compose multiple melodies using multiple scales.</p> <p>Technical – Develop correct playing technique on multiple instruments</p> <p>Expressive – Appreciate through listening exercises the use of different scales in many different genres from around the world.</p> <p>Understand relevance of scales and modes in various music from around the world.</p>	<p>Technical - Develop correct instrument technique on various instruments</p> <p>Constructive - Develop an understanding of structure by composing a song using a set structure</p> <p>Expressive - Develop an appreciation for the importance of various structures in different styles from around the world.</p>	<p>Technical - Use music software to compose dance beats and simple melodies</p> <p>Constructive - Understand how the elements of music have been applied to create various styles of dance music throughout the years.</p> <p>Expressive - Develop an appreciation of how dance music has changed over time.</p>	<p>Technical - Be able to accurately play various techniques commonly used in 20th century music</p> <p>Constructive - Apply learning in the composition of original pieces of music that fit the genre of 20th century music.</p> <p>Expressive - Develop appreciation of various styles of 20th century music through listening tasks and by learning 20th century pieces.</p>
<b>KEY REPORTING CYCLE (4-6)</b>  These will be reported on at each cycle & will be in student books.	<p>Perform a range of vocal melodies</p> <p>Demonstrate an understanding of vocal warmups and develop their singing ability</p> <p>Demonstrate knowledge of the musical elements, with a focus on pitch and melody</p> <p>Perform syncopated rhythms on both percussion instruments and syncopated melodies on pitched instruments.</p> <p>Demonstrate the ability to read and write simple rhythms using basic music notation.</p>		<p>Compose a melody using the pentatonic scale and improvise a melody using the blues scale.</p> <p>Be able to play multiple scales on multiple instruments</p> <p>Develop an understanding of tonality</p> <p>Compose a song in rondo form</p>		<p>Understand how the elements of music can be applied to compositions</p> <p>Be able to use music software to compose original music.</p> <p>Expand knowledge of music genres and styles</p> <p>Develop listening skills by analysing various pieces of music</p>	

## MUSIC KS3 CURRICULUM & KNOWLEDGE SEQUENCE

Y9	HT1	HT2	HT3	HT4	HT5	HT6
<b>STUDY</b>	Vocal Harmony – Purcell to Queen and beyond	Irregular Time Signatures	Exploring film music and its devices	Ex-foley-ate – creating film music and soundtracks	Creating 4 chord songs	Let's Perform Together
<b>WIDER OUTCOMES</b>  These are the detailed steps/outcomes in each sequence/unit of learning.	Technical: Learn the technology used to enhance a vocal performance once it has been recorded.  Expressive: Understand how harmony can be used to create different emotional effects in the listener  Constructive: To understand simple scale degrees and their importance in constructing and performing harmonies.	Technical: Students will understand the impact irregular time signatures can have on the mood and emotion of a song.  Students will develop their ability to play in odd time signatures by composing their own pieces of music in odd time signatures and performing them. Constructive: Students will use their understanding of odd time signatures to compose their own beat or melody in an odd time signature.	Technical - Be able to use audio software to edit and enhance music in post-production.  Constructive - Apply knowledge in the composition of original music for a piece of film.  Expressive - Understand how the elements of music can be used to alter the emotional impact a piece of music has on the listener.	Technical - Be able to use portable recording equipment to record on location.  Constructive - Record appropriate sound effects for use in film and T.V  Expressive - Understand the emotional impact high quality sound effects can have on a piece of film.	Technical - Students will understanding of various chord progressions  Creative – students will apply their knowledge of chords and progressions in the creation of their own piece of music  Expressive – Students will analyse pop songs and develop an appreciation for the emotional impact simple chord progressions have.	Technical – Students will develop their sense of rhythm and timing by performing with other in different sized ensembles  Constructive – Students will apply the technical and theoretical knowledge they have accrued throughout key stage for into one final, whole class performance  Expressive – Students will develop an appreciation for the importance of working with others during rehearsals and performances.
<b>KEY REPORTING CYCLE (4-6)</b>  These will be reported on at each cycle & will be in student books.	Be able to discuss the creative use and emotional impact of harmony in a variety of musical genres  Be able to sing harmonies and perform them on the keyboard/piano  Demonstrate the ability to correctly warmup the voice using an array of warmup techniques.  Perform in a number of irregular time signatures on a variety of instruments  Compose both rhythms and melodies in irregular time signatures  Develop an appreciation of the creative use of irregular time signatures in a variety of musical styles		Be able to play multiple pieces of film music  Understand and use recording technology  Use software to alter music and audio records in post-production  Through listening activities, develop an appreciation for the importance of music and sound effects in T.V and film.		Develop a sense of timing and rhythm  Understand song structure  Apply learning in composition of original music  Increase confidence in ability to perform in front of others	



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# TECHNOLOGY

RM, Textiles, Graphics & Food

## Curriculum Sequences



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# **RESISTANT MATERIALS & TEXTILES**

Curriculum Sequences

# TEXTILES & RESISTANT MATERIALS KS3 CURRICULUM & KNOWLEDGE SEQUENCE

Y7	HT1	HT2	HT3	HT4	HT5	HT6
<b>STUDY</b>	Textile – Tool Roll OR Resistant Materials – Desk Tidy (9-week projects)	Textile – Tool Roll OR Resistant Materials – Desk Tidy (9-week projects)	Textile – Tool Roll OR Resistant Materials – Desk Tidy (9-week projects)	Textile – Tool Roll OR Resistant Materials – Desk Tidy (9-week projects)	Textile – Tool Roll OR Resistant Materials – Desk Tidy (9-week projects)	Textile – Tool Roll OR Resistant Materials – Desk Tidy (9-week projects)
<b>WIDER OUTCOMES</b>  These are the detailed steps/outcomes in each sequence/unit of learning.	Students will be to taught origins; end uses and properties of a range of natural fibres. They will have the opportunity to create a Tool Roll using tie dye techniques and sewing machine skills. They will create a design specification using Access FM and cost the final prototype. <u>OR</u> Students will be taught how to use a range of tools and machinery safely. They will be will learn origins and properties of a range of Timbers and boards. They will have the opportunity to create a Desk Tidy using a range of hand tools and machinery. They will plan how to connect each compartment using a range of basic wood joints and techniques. Student will create a card prototype, using a specification and Brutalist Architectural Movement.	Students will be to taught origins; end uses and properties of a range of natural fibres. They will have the opportunity to create a Tool Roll using tie dye techniques and sewing machine skills. They will create a design specification using Access FM and cost the final prototype. <u>OR</u> Students will be taught how to use a range of tools and machinery safely. They will be will learn origins and properties of a range of Timbers and boards. They will have the opportunity to create a Desk Tidy using a range of hand tools and machinery. They will plan how to connect each compartment using a range of basic wood joints and techniques. Student will create a card prototype, using a specification and Brutalist Architectural Movement.	Students will be to taught origins; end uses and properties of a range of natural fibres. They will have the opportunity to create a Tool Roll using tie dye techniques and sewing machine skills. They will create a design specification using Access FM and cost the final prototype. <u>OR</u> Students will be taught how to use a range of tools and machinery safely. They will be will learn origins and properties of a range of Timbers and boards. They will have the opportunity to create a Desk Tidy using a range of hand tools and machinery. They will plan how to connect each compartment using a range of basic wood joints and techniques. Student will create a card prototype, using a specification and Brutalist Architectural Movement.	Students will be to taught origins; end uses and properties of a range of natural fibres. They will have the opportunity to create a Tool Roll using tie dye techniques and sewing machine skills. They will create a design specification using Access FM and cost the final prototype. <u>OR</u> Students will be taught how to use a range of tools and machinery safely. They will be will learn origins and properties of a range of Timbers and boards. They will have the opportunity to create a Desk Tidy using a range of hand tools and machinery. They will plan how to connect each compartment using a range of basic wood joints and techniques. Student will create a card prototype, using a specification and Brutalist Architectural Movement.	Students will be to taught origins; end uses and properties of a range of natural fibres. They will have the opportunity to create a Tool Roll using tie dye techniques and sewing machine skills. They will create a design specification using Access FM and cost the final prototype. <u>OR</u> Students will be taught how to use a range of tools and machinery safely. They will be will learn origins and properties of a range of Timbers and boards. They will have the opportunity to create a Desk Tidy using a range of hand tools and machinery. They will plan how to connect each compartment using a range of basic wood joints and techniques. Student will create a card prototype, using a specification and Brutalist Architectural Movement.	Students will be to taught origins; end uses and properties of a range of natural fibres. They will have the opportunity to create a Tool Roll using tie dye techniques and sewing machine skills. They will create a design specification using Access FM and cost the final prototype. <u>OR</u> Students will be taught how to use a range of tools and machinery safely. They will be will learn origins and properties of a range of Timbers and boards. They will have the opportunity to create a Desk Tidy using a range of hand tools and machinery. They will plan how to connect each compartment using a range of basic wood joints and techniques. Student will create a card prototype, using a specification and Brutalist Architectural Movement.
<b>KEY REPORTING CYCLE</b> (4-6)  These will be reported on at each cycle & will be in student books.	<ul style="list-style-type: none"> <li>•Justify the importance of sustainability within Textile manufacture.</li> <li>•Explain how a resist method of dyeing is created.</li> <li>•Rank a range of Fibres in order of environmental impact.</li> <li>•Explain the lifecycle of a cotton product.</li> <li>•Demonstrate an understanding of fabric joining techniques</li> <li>•Workshop Health and Safety.</li> <li>•Rank Materials in order of environmental impact.</li> <li>•Demonstrate an understanding of Timber Joints.</li> <li>•Explain a range of material properties within timber.</li> </ul>		<ul style="list-style-type: none"> <li>•Justify the importance of sustainability within Textile manufacture.</li> <li>•Explain how a resist method of dyeing is created.</li> <li>•Rank a range of Fibres in order of environmental impact.</li> <li>•Explain the lifecycle of a cotton product.</li> <li>•Demonstrate an understanding of fabric joining techniques</li> <li>•Workshop Health and Safety.</li> <li>•Rank Materials in order of environmental impact.</li> <li>•Demonstrate an understanding of Timber Joints.</li> <li>•Explain a range of material properties within timber.</li> </ul>		<ul style="list-style-type: none"> <li>•Justify the importance of sustainability within Textile manufacture.</li> <li>•Explain how a resist method of dyeing is created.</li> <li>•Rank a range of Fibres in order of environmental impact.</li> <li>•Explain the lifecycle of a cotton product.</li> <li>•Demonstrate an understanding of fabric joining techniques</li> <li>•Workshop Health and Safety.</li> <li>•Rank Materials in order of environmental impact.</li> <li>•Demonstrate an understanding of Timber Joints.</li> <li>•Explain a range of material properties within timber.</li> </ul>	

# TEXTILES & RESISTANT MATERIALS KS3 CURRICULUM & KNOWLEDGE SEQUENCE

Y8	HT1	HT2	HT3	HT4	HT5	HT6
<b>STUDY</b>	Textile – Mugler Toy OR Resistant Materials – Sweet Dispenser (9-week projects)	Textile – Mugler Toy OR Resistant Materials – Sweet Dispenser (9-week projects)	Textile – Mugler Toy OR Resistant Materials – Sweet Dispenser (9-week projects)	Textile – Mugler Toy OR Resistant Materials – Sweet Dispenser (9-week projects)	Textile – Mugler Toy OR Resistant Materials – Sweet Dispenser (9-week projects)	Textile – Mugler Toy OR Resistant Materials – Sweet Dispenser (9-week projects)
<b>WIDER OUTCOMES</b>  These are the detailed steps/outcomes in each sequence/unit of learning.	<p>Students will be taught origins; end uses and properties of a range of Regenerated fibres. They will have the opportunity to create a Mugler Toy using both hand skills and sewing machine. They will demonstrate several decorative skills such as applique, reverse applique, embroidery and hand stitching. Students will create a design specification using Access FM and create a pattern for their own toy design. They will also learn about smart fibres and the impact these have on our society today.</p> <p><u>OR</u></p> <p>Students will be taught how to use a range of tools and machinery safely. They will investigate famous designers and iconic designs within product design. They will have the opportunity to create a sweet dispenser using hand tools and machinery. They will learn a range of properties and end uses for both timbers and Plastics. They will develop and understanding of forces and product analysis.</p>	<p>Students will be taught origins; end uses and properties of a range of Regenerated fibres. They will have the opportunity to create a Mugler Toy using both hand skills and sewing machine. They will demonstrate several decorative skills such as applique, reverse applique, embroidery and hand stitching. Students will create a design specification using Access FM and create a pattern for their own toy design. They will also learn about smart fibres and the impact these have on our society today.</p> <p><u>OR</u></p> <p>Students will be taught how to use a range of tools and machinery safely. They will investigate famous designers and iconic designs within product design. They will have the opportunity to create a sweet dispenser using hand tools and machinery. They will learn a range of properties and end uses for both timbers and Plastics. They will develop and understanding of forces and product analysis.</p>	<p>Students will be taught origins; end uses and properties of a range of Regenerated fibres. They will have the opportunity to create a Mugler Toy using both hand skills and sewing machine. They will demonstrate several decorative skills such as applique, reverse applique, embroidery and hand stitching. Students will create a design specification using Access FM and create a pattern for their own toy design. They will also learn about smart fibres and the impact these have on our society today.</p> <p><u>OR</u></p> <p>Students will be taught how to use a range of tools and machinery safely. They will investigate famous designers and iconic designs within product design. They will have the opportunity to create a sweet dispenser using hand tools and machinery. They will learn a range of properties and end uses for both timbers and Plastics. They will develop and understanding of forces and product analysis.</p>	<p>Students will be taught origins; end uses and properties of a range of Regenerated fibres. They will have the opportunity to create a Mugler Toy using both hand skills and sewing machine. They will demonstrate several decorative skills such as applique, reverse applique, embroidery and hand stitching. Students will create a design specification using Access FM and create a pattern for their own toy design. They will also learn about smart fibres and the impact these have on our society today.</p> <p><u>OR</u></p> <p>Students will be taught how to use a range of tools and machinery safely. They will investigate famous designers and iconic designs within product design. They will have the opportunity to create a sweet dispenser using hand tools and machinery. They will learn a range of properties and end uses for both timbers and Plastics. They will develop and understanding of forces and product analysis.</p>		
<b>KEY REPORTING CYCLE</b> (4-6)  These will be reported on at each cycle & will be in student books.	<ul style="list-style-type: none"> <li>• Demonstrate safe use of tools and equipment.</li> <li>• Explain a range of Regenerated fibre properties.</li> <li>• Rank Fibers in order of environmental impact.</li> <li>• Demonstrate an understanding of smart materials.</li> <li>• Explain a range of Timber Materials and properties.</li> <li>• Demonstrate an understanding of gear and pulley systems.</li> <li>• Demonstrate an understanding of working drawings, measurements and functions.</li> </ul>		<ul style="list-style-type: none"> <li>• Demonstrate safe use of tools and equipment.</li> <li>• Explain a range of Regenerated fibre properties.</li> <li>• Rank Fibers in order of environmental impact.</li> <li>• Demonstrate an understanding of smart materials.</li> <li>• Explain a range of Timber Materials and properties.</li> <li>• Demonstrate an understanding of gear and pulley systems.</li> <li>• Demonstrate an understanding of working drawings, measurements and functions.</li> </ul>		<ul style="list-style-type: none"> <li>• Demonstrate safe use of tools and equipment.</li> <li>• Explain a range of Regenerated fibre properties.</li> <li>• Rank Fibers in order of environmental impact.</li> <li>• Demonstrate an understanding of smart materials.</li> <li>• Explain a range of Timber Materials and properties.</li> <li>• Demonstrate an understanding of gear and pulley systems.</li> <li>• Demonstrate an understanding of working drawings, measurements and functions.</li> </ul>	

# TEXTILES & RESISTANT MATERIALS KS3 CURRICULUM & KNOWLEDGE SEQUENCE

Y9	HT1	HT2	HT3	HT4	HT5	HT6
STUDY	Textiles – Skills Cushion OR Resistant Materials – Angle Poise Lamp (14-week projects)		Textiles – Skills Cushion OR Resistant Materials – Angle Poise Lamp (14-week projects)			Textiles & Resistant Materials – Graphic Skills Project (6 weeks)
WIDER OUTCOMES  These are the detailed steps/outcom es in each sequence/unit of learning.	<p>Students will be to taught origins; end uses and properties of a range of natural and synthetic fibres. They will have the opportunity to create a skills cushion which focussing on learning gaps. Students will experiment with the sewing machine and create a range of decorative techniques. Applique, free embroidery, fabric manipulation and printing. Seam production will form part of the cushion and the material lifecycle of the end-product. In this project students will be taught the impact of materials, carbon footprints and sustainability.</p> <p>OR</p> <p>Students will be taught properties of timbers, plastics and metals. They will have the opportunity to create an Angle poise lamp using hand tools and machinery. Students will learn about scales of production and manufacturing processes. Card prototyping , systems and control will form part of the assessment.</p>		<p>Students will be to taught origins; end uses and properties of a range of natural and synthetic fibres. They will have the opportunity to create a skills cushion which focussing on learning gaps. Students will experiment with the sewing machine and create a range of decorative techniques. Applique, free embroidery, fabric manipulation and printing. Seam production will form part of the cushion and the material lifecycle of the end-product. In this project students will be taught the impact of materials, carbon footprints and sustainability.</p> <p>OR</p> <p>Students will be taught properties of timbers, plastics and metals. They will have the opportunity to create an Angle poise lamp using hand tools and machinery. Students will learn about scales of production and manufacturing processes. Card prototyping , systems and control will form part of the assessment.</p>			<p><u>Students will be able to practice a range of graphic skill. They will have the opportunity to draw angle orthographic translation. To draw in 2-point perspective and orthographic projection. Design a brand using typography and colours. Design and make a packaging or point of display stand.</u></p>
KEY REPORTING CYCLE (4-6)  These will be reported on at each cycle & will be in student books.	<ul style="list-style-type: none"><li>•Explain a range of Decorative Techniques for textile products.</li><li>•Identify a range of Smart Fibres.</li><li>•Rank Smart Fibres in order of environmental impact.</li><li>•Annotated a range of design ideas which include moral and cultural issues.</li><li>•Workshop Health and Safety.</li><li>•Explain a range of material properties and end uses.</li><li>•Rank materials in order of environmental impact.</li><li>•Annotate design solutions with manufacturing production in mind.</li><li>•Demonstrate an understanding of Card Prototyping.</li></ul>		<ul style="list-style-type: none"><li>•Explain a range of Decorative Techniques for textile products.</li><li>•Identify a range of Smart Fibres.</li><li>•Rank Smart Fibres in order of environmental impact.</li><li>•Annotated a range of design ideas which include moral and cultural issues.</li><li>•Workshop Health and Safety.</li><li>•Explain a range of material properties and end uses.</li><li>•Rank materials in order of environmental impact.</li><li>•Annotate design solutions with manufacturing production in mind.</li><li>•Demonstrate an understanding of Card Prototyping.</li></ul>			<ul style="list-style-type: none"><li>•Explain a range of Decorative Techniques for textile products.</li><li>•Identify a range of Smart Fibres and rank them.</li><li>•Explain a range of material properties and end uses.</li><li>•Rank materials in order of environmental impact.</li></ul> <ul style="list-style-type: none"><li>• <u>Create a suitable point of displays stand for a product.</u></li><li>• <u>Demonstrate an accurate view of isometric perspective.</u></li><li>• <u>Create a band using typography and colour.</u></li></ul>



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# **FOOD**

Curriculum Sequences



# FOOD KS3 CURRICULUM & KNOWLEDGE SEQUENCE 1 lesson every two weeks

Y7	Term 1		Term 2		Term 3	
STUDY	Understanding Food Safety, Food Groups and Food Origins	Practical Cooking Skills	Understanding Nutrients, Sources and Functions	Practical Cooking Skills	Intolerances, Allergies and the Importance of Food Labelling	Practical Cooking Skills
<b>WIDER OUTCOMES</b>  These are the detailed steps/outcomes in each sequence/unit of learning.	Health and safety, rules, hazards, safe and hygienic working practices. Eatwell plate- food groups Food origins, farming, transportation. Food Manufacturing and processing	Fruit Salad, Knife skills practice sheet Pasta Salad Cookies Stewed Fruit Crumble  <ul style="list-style-type: none"> <li>Weighing ingredients measuring</li> <li>preparing ingredients and equipment correct cooking times testing for readiness and sensory testing</li> <li>Preparing, combining and shaping</li> <li>Using a range of cooking techniques</li> </ul>	A study of macronutrients – sources and functions  A study of micronutrients – sources and functions  Look at different food dishes and analyse the nutritional value within them	<ul style="list-style-type: none"> <li>Cinnamon and Blueberry Muffins</li> <li>Pizza with homemade sauce</li> <li>Cooking Methods</li> <li>Rubbing in</li> <li>Creaming</li> <li>Whisking</li> <li>All in one method</li> </ul>	<ul style="list-style-type: none"> <li>Study of a range of intolerances and allergies, such as coeliac disease, and the most common allergens</li> <li>The study of legislation around food labelling in the UK and the aesthetics of an effective food label.</li> </ul>	Sponge Cake Blondies Cooking Methods Rubbing in Creaming Whisking All in one method
<b>KEY REPORTING CYCLE (4-6)</b>  These will be reported on at each cycle & will be in student books.	<ul style="list-style-type: none"> <li>Demonstrate knowledge and understanding of safe and hygienic working practices</li> <li>Demonstrate knowledge of the Eatwell Plate through practical lessons, discussion and written tasks</li> <li>Demonstrate sound preparation skills of both equipment and ingredients</li> <li>Safely use a range of cooking techniques, appropriate to the task</li> </ul>		<ul style="list-style-type: none"> <li>Apply knowledge by naming the sources and functions of all macronutrients</li> <li>Apply knowledge by recalling the sources and functions of a range of micronutrients</li> <li>Demonstrate knowledge by creating dishes that meets the nutritional needs of the consumer</li> <li>Use safe and hygienic practices in a working kitchen environment</li> <li>Demonstrate sound preparation skills of both equipment and ingredients</li> <li>Safely use a range of cooking techniques, appropriate to the task</li> </ul>		<ul style="list-style-type: none"> <li>Recall the most common allergens</li> <li>Recognise the most common allergens found in diets</li> <li>Recall the information legally required on a food label, and recreate it</li> <li>Use safe and hygienic practices in a working kitchen environment</li> <li>Demonstrate sound preparation skills of both equipment and ingredients</li> <li>Safely use a range of cooking techniques, appropriate to the task</li> </ul>	

# FOOD KS3 CURRICULUM & KNOWLEDGE SEQUENCE 1 lesson every two weeks

Y8	Term 1		Term 2		Term 3	
STUDY	Food legislation, provenance and manufacturing	Practical Cooking Skills	Nutrition	Practical Cooking Skills	Food choices, menu adaptation and seasonality	Practical Cooking Skills
<b>WIDER OUTCOMES</b>  These are the detailed steps/outcomes in each sequence/unit of learning.	<p>A recap of the Health &amp; Safety expectations within food, with a development looking at the FSA and food legislation.</p> <p>Students will learn about food provenance and the importance of understanding the ways in which food is processed and manufactured</p>	<ul style="list-style-type: none"> <li>•Focaccia Bread</li> <li>•Flapjack</li> <li>•Curry and Rice</li> <li>•Sausage/Cheese and Onion Rolls</li> </ul> <p>Skills - Working with dough – pastry and bread</p> <p>Reading and following a recipe</p>	<p>A recap of macronutrients from Y7, looking in more detail at the effect of nutritional imbalances, intolerances, allergies and health conditions</p>	<ul style="list-style-type: none"> <li>•Victoria sponge cake</li> <li>•Upside down cake</li> <li>•Swiss roll</li> <li>•</li> </ul> <p>Skills – rubbing in, all in one, whisking</p> <p>Reading and following a recipe</p>	<p>Building from their knowledge of nutrients and imbalances, students will look at food choices and the factors affecting these e.g. lifestyle, ethics, cultural, religious, dietary</p> <p>Students will create a recipe and then learn to adapt that recipe to suit a specific dietary need.</p> <p>Students will also learn what seasonality is and how that can affect our food choices</p>	<ul style="list-style-type: none"> <li>•Kofta</li> <li>•Cheesecake</li> <li>•Cheesecake adaptation</li> </ul> <p>Skills – blitzing, adapting a recipe</p> <p>Reading and following a recipe</p>
<b>KEY REPORTING CYCLE (4-6)</b>  These will be reported on at each cycle & will be in student books.	<ul style="list-style-type: none"> <li>• Apply knowledge of H&amp;S in relation to FSA and legislation</li> <li>• Demonstrate knowledge of sources of food provenance</li> <li>• Discuss confidently a range of manufacturing processes</li> <li>• Use safe and hygienic practices in a working kitchen environment</li> <li>• Safely use a range of cooking techniques, appropriate to the task</li> <li>• Demonstrate confidence and accuracy in their practical work</li> </ul>		<ul style="list-style-type: none"> <li>• Recall knowledge by naming the sources and functions of macronutrients and micronutrients</li> <li>• Recognise the different dietary needs of people with specific health conditions</li> <li>• Apply knowledge of nutrients by creating menus for different dietary needs</li> <li>• Use safe and hygienic practices in a working kitchen environment</li> <li>• Safely use a range of cooking techniques, appropriate to the task</li> <li>• Demonstrate confidence and accuracy in their practical work</li> </ul>		<ul style="list-style-type: none"> <li>• Recall a range of factors that inform food choices</li> <li>• Apply knowledge by adapting a recipe for a specific dietary need</li> <li>• Demonstrate understanding of seasonality and how that affects food choices</li> <li>• Use safe and hygienic practices in a working kitchen environment</li> <li>• Safely use a range of cooking techniques, appropriate to the task</li> <li>• Demonstrate confidence and accuracy in their practical work</li> </ul>	

# FOOD KS3 CURRICULUM & KNOWLEDGE SEQUENCE 1 lesson every two weeks

Y9	Term 1		Term 2		Term 3	
STUDY	Food legislation and amending a recipe	Practical Cooking Skills	Menu planning and raw meat safety	Practical Cooking Skills	Writing an evaluation and amending a recipe	Practical Cooking Skills
<b>WIDER OUTCOMES</b>  These are the detailed steps/outcomes in each sequence/unit of learning.	Building on their work in Y7 and Y8, Students will recap food legislation and study with greater depth, looking at case studies  Students will build on their knowledge of adapting a recipe from Y8, and explore food choices and dietary needs	•Shortbread •Lemon Tart •Samosa •Fish cakes  Skills – shortening, coagulation pastry types Amending a recipe for a dietary need	Using their knowledge of food choice, dietary needs and ethical issues, students will create a menu for a vegan café.  Students will explore healthy options and alternatives as well looking at the important information that has to be on a menu.	•Menu plan for a vegan café and creation of a suitable dish •Gelatinisation, starch thickening demo •Fresh pasta modelling	Students will consolidate their knowledge of nutrients  Students will explore meat types and butchery, including meat safety  Students will explore the different ways food can be evaluated and how to action plan for a meal.	•Lasagna •Bakewell Tart •Improving a recipe and cooking methods based on evaluations and action planning
<b>KEY REPORTING CYCLE (4-6)</b>  These will be reported on at each cycle & will be in student books.	<ul style="list-style-type: none"> <li>Successfully apply knowledge of food legislation when applied to case studies</li> <li>Recall a range of factors that inform food choices</li> <li>Demonstrate ability to effectively adapt recipes for a range of food choice factors</li> <li>Use safe and hygienic practices in a working kitchen environment</li> <li>Safely use a range of cooking techniques, appropriate to the task</li> <li>Demonstrate confidence and accuracy in their practical work</li> </ul>		<ul style="list-style-type: none"> <li>Create a suitable menu for a Vegan Café, demonstrating good ingredients knowledge and creativity</li> <li>Demonstrate knowledge of vitamins and nutrients in their vegan menu</li> <li>Apply understanding of an effective menu by including relevant information</li> <li>Use safe and hygienic practices in a working kitchen environment</li> <li>Safely use a range of cooking techniques, appropriate to the task</li> <li>Demonstrate confidence and accuracy in their practical work</li> </ul>		<ul style="list-style-type: none"> <li>Demonstrate a thorough knowledge of nutrition in food, including sources and functions</li> <li>Apply knowledge of meat types, butchery and food safety</li> <li>Effectively evaluate dish and make changes to improve the cooking processes, the taste and the aesthetics of a dish</li> <li>Use safe and hygienic practices in a working kitchen environment</li> <li>Safely use a range of cooking techniques, appropriate to the task</li> <li>Demonstrate confidence and accuracy in their practical work</li> </ul>	



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# **ART**

Curriculum Sequences

# Art & Design KS3 CURRICULUM & KNOWLEDGE SEQUENCE

Y7	HT1	HT2	HT3	HT4	HT5	HT6
STUDY	Formal Elements		Pop Art – Keith Haring book	Pop Art – James Rizzi	Sweets	
WIDER OUTCOMES  These are the detailed steps/outcomes in each sequence/unit of learning.	Students will learn what the formal elements are in art and of their importance – form, tone, line, shape, space, texture and colour. Using these formal elements as a starting point, students will develop their drawing and painting skills, building on that developed in KS2. Students will recall their knowledge of colour theory and build on this further, demonstrating a confident and high level of understanding	Students will research the artist Heather Galler. They will further develop their skills at using the formal elements of art, in particular line, shape, pattern and colour. Students will learn to use graphite as a transfer technique. They will produce a dog portrait in the style of Heather Galler, using paint to demonstrate mixing skills, and their understanding of colour theory.	Students will learn about key features of composition in art. Learning about the work of Pop artist Keith Haring, they will create a book, that demonstrates an understanding of  •Focal point •Foreground/middle ground/background •Positive/negative shape •Repetition and symmetry	Extending what they have already learnt, students will study the work of James Rizzi, and create their own composition demonstrating an understanding of foreground, middle ground and background.  They will look at landmarks from around the world, and recreate these in the unmistakable style of James Rizzi.	Students will continue to develop their understanding on the formal elements of art while exploring the work of contemporary artist Sarah Graham. They will do this by researching the artist Sarah Graham, exploring drawing techniques, experimenting with different media and producing their own outcome linking to the theme.	
KEY REPORTING CYCLE (4-6)  These will be reported on at each cycle & will be in student books.	<ul style="list-style-type: none"> <li>Recall confidently the formal elements of art and their meaning</li> <li>Apply knowledge of the formal elements of art through form, tone, line, shape, space, texture and colour in their own work</li> <li>Develop a range of drawing skills relating to the elements of art</li> <li>Demonstrate an understanding of colour theory relating to the elements of art</li> </ul>		<ul style="list-style-type: none"> <li>Create a pop up focal point</li> <li>Show an understanding of what happens to characters/colours as they move from foreground to middle ground to background.</li> <li>Produce a paper cut showing positive and negative shape.</li> <li>Produce a book that is well presented and complete.</li> <li>Be able to produce a composition that demonstrates a clear understanding of foreground/middleground/background.</li> <li>To include relief element to work.</li> </ul>		<ul style="list-style-type: none"> <li>Understand key terminology.</li> <li>Experiment with a range of materials.</li> <li>Create observational studies showcasing drawing skills.</li> <li>Create a personal response showcasing an understanding of the style.</li> </ul>	

# Art & Design KS3 CURRICULUM & KNOWLEDGE SEQUENCE

Y8	HT1	HT2	HT3	HT4	HT5	HT6
<b>STUDY</b>	<p>Day of the Dead</p> <ul style="list-style-type: none"> <li>• Research page</li> <li>• Observational study</li> <li>• Print designs</li> <li>• Block printing</li> <li>• Clay response</li> </ul>	<p>Day of the Dead</p> <ul style="list-style-type: none"> <li>• Research page</li> <li>• Observational study</li> <li>• Print designs</li> <li>• Block printing</li> <li>• Clay response</li> </ul>	<p>Op Art</p> <ul style="list-style-type: none"> <li>•Research page</li> <li>•Measuring accuracy</li> <li>•Pattern designs</li> <li>•3D cube design</li> <li>•Celebrity portrait</li> </ul>	<p>Op Art</p> <ul style="list-style-type: none"> <li>•Research page</li> <li>•Measuring accuracy</li> <li>•Pattern designs</li> <li>•3D cube design</li> <li>•Celebrity portrait</li> </ul>	<p>Objects</p> <ul style="list-style-type: none"> <li>•Research page</li> <li>•Observational study</li> <li>•Mono printing</li> <li>•Personal response</li> </ul>	<p>Objects</p> <ul style="list-style-type: none"> <li>•Research page</li> <li>•Observational study</li> <li>•Mono printing</li> <li>•Personal response</li> </ul>
<p><b>WIDER OUTCOMES</b></p> <p>These are the detailed steps/outcomes in each sequence/unit of learning.</p>	<p>Students will learn about the Day of the Dead Festival and use this as a stimulus for their art learning. They will continue to develop their drawing skills while producing observational studies and use a higher level of skill within their drawing skills application. Students will explore their design skills through experimenting with initial block print designs and clay tile designs. They will learn how to successfully block print and use this as a basis for experimentation. Students will learn how to produce a personal response to the theme using clay.</p>	<p>Students will learn about the Day of the Dead Festival and use this as a stimulus for their art learning. They will continue to develop their drawing skills while producing observational studies and use a higher level of skill within their drawing skills application. Students will explore their design skills through experimenting with initial block print designs and clay tile designs. They will learn how to successfully block print and use this as a basis for experimentation. Students will learn how to produce a personal response to the theme using clay.</p>	<p>Students will learn about the origins of Op Art and the different effects that can be created by optical art. They will learn how to draw different optical patterns that create different illusions. They will learn to measure accurately in order to recreate optical illusions, working in black and white. They will create a 3D cube from a 2D net, with a different optical pattern on each side.</p>	<p>Students will use their learning to produce a celebrity stencil portrait, filled with optical inspired patterns. The background will be created using contrasting patterns.</p>	<p>Students will develop their drawing skills through a number of exercises, designed to improve hand eye coordination. They will research the artist Michael Craig-Martin, producing a research page in their sketchbooks.</p>	<p>Students will produce an 'identity' still life of objects that are personal to them. They will show an understanding of scale, and overlapping when producing their final composition. They will make links to the work of Michael Craig-Martin with their use of bold, flat colour and black outlines.</p>
<p><b>KEY REPORTING CYCLE (4-6)</b></p> <p>These will be reported on at each cycle &amp; will be in student books.</p>	<ul style="list-style-type: none"> <li>• Apply a range of techniques to develop drawing skills.</li> <li>• Apply a range of design skills</li> <li>• Accurately and effectively experiment with block printing techniques</li> <li>• Produce a personal response that fits a brief</li> </ul>		<ul style="list-style-type: none"> <li>•Measure and record accurately when recreating op art patterns.</li> <li>•Present a well considered research page.</li> <li>•Demonstrate image transfer using graphite.</li> <li>•Create a 3D shape using a 2D net, showing an understanding of cut and score lines.</li> <li>•Produce a personal response that fits the brief.</li> </ul>		<p>Create an effective research page on Michael Craig Martin</p> <p>Demonstrate effective skills of monoprinting</p> <p>Create a detailed observational drawing in the style of Michael Craig Martin</p> <p>Show understanding of composition and scale</p>	

## Art & Design KS3 CURRICULUM & KNOWLEDGE SEQUENCE

Y9	HT1	HT2	HT3	HT4	HT5	HT6
STUDY	Surrealism		Aztec Art	Aztec Art	Street Art	Street Art
<p><b>WIDER OUTCOMES</b></p> <p>These are the detailed steps/outcomes in each sequence/unit of learning.</p>	<p>Students will develop an understanding of the Surrealist movement in relation to contemporary art and understand the context of the movement. Students will further develop their drawing skills by exploring contextual sources. Students will also begin to learn different skills and techniques in recording their ideas and the development of their ideas. They will use and experiment with a range of serialist techniques such as collage work in relation to the contemporary artist Seana Gavin.</p> <ul style="list-style-type: none"> <li>• Develop drawing skills</li> <li>• Develop ways of recording ideas.</li> <li>• Experiment with a range of techniques.</li> </ul> <p>Students will create a portfolio of work which will include:</p> <ul style="list-style-type: none"> <li>• Research page</li> <li>• Artist study</li> <li>• Artist Research</li> <li>• Collage</li> <li>• Personal response</li> </ul>	<p>Students will develop an understanding of the Surrealist movement in relation to contemporary art and understand the context of the movement. Students will further develop their drawing skills by exploring contextual sources. Students will also begin to learn different skills and techniques in recording their ideas and the development of their ideas. They will use and experiment with a range of serialist techniques such as collage work in relation to the contemporary artist Seana Gavin.</p> <ul style="list-style-type: none"> <li>• Develop drawing skills</li> <li>• Develop ways of recording ideas.</li> <li>• Experiment with a range of techniques.</li> </ul> <p>Students will create a portfolio of work which will include:</p> <ul style="list-style-type: none"> <li>• Research page</li> <li>• Artist study</li> <li>• Artist Research</li> <li>• Collage</li> <li>• Personal response</li> </ul>	<p>Students will learn about the ancient Aztec civilisation and their beliefs. They will produce a presentation page on Aztec symbols. They will learn about the characteristics of Aztec patterns, and the history of Aztec textiles.</p> <p>Students will produce their own Aztec inspired patterns, on which they will be able to test print. They will demonstrate an understanding of Aztec beliefs through the creation of a storyboard. They will produce a mosaic using repurposed paper.</p>	<p>Students will extend what they have learnt about Aztec patterns and create a mixed media, A3 sheet (8 patterns).</p> <ul style="list-style-type: none"> <li>• Pencil crayon</li> <li>• Paint</li> <li>• Oil pastel</li> <li>• Paper collage</li> <li>•</li> </ul> <p>Students will create a poly printing block, of their chosen Aztec symbol, Further developing their knowledge of positive and negative shape. They will print 8 times on to their mixed media piece of work.</p>	<p>Students will learn about the work of Ben Eine and Jerome Clem. They will design their name in graffiti style, demonstrating colour blending and an understanding of shadows. They will produce a monogram letter in the style of Ben Eine, showing an understanding of colour theory for dramatic effect.</p> <p>They will develop their observational drawing skills through the study of brand fonts and logos.</p> <p>They will learn how to scale up using a viewfinder and the grid technique.</p>	<p>Students will research the character they wish to include in their final outcome. They will create a composition in the style of Jerome Clem, with a clear focal point and overlapping of images. They will use a variety of mixed media techniques to produce a grunge effect street art piece on paper.</p>
<p><b>KEY REPORTING CYCLE (4-6)</b></p> <p>These will be reported on at each cycle &amp; will be in student books.</p>	<ul style="list-style-type: none"> <li>• Recall the characteristics of the surrealism movement.</li> <li>• Experiment with collage showcasing understanding of surrealism.</li> <li>• Demonstrate accurate and sophisticated drawing skills.</li> <li>• Produce a personal response portfolio to a brief, showcasing artistic skills in relation to Surrealism</li> </ul>		<ul style="list-style-type: none"> <li>• Show an understanding of ancient Aztec beliefs.</li> <li>• Demonstrate accurate observational drawing skills.</li> <li>• Create a detailed Aztec pattern, demonstrating an understanding of symmetry.</li> <li>• Use a variety of media on one piece of work, choosing appropriate patterns for each media type.</li> <li>• Produce a successful printing block</li> <li>• Produce a run of repeated clear prints.</li> </ul>		<ul style="list-style-type: none"> <li>• Research presentation on selected artist</li> <li>• Demonstrate accurate observation studies of brand fonts and logos.</li> <li>• Create an interesting composition that has a clear focal point.</li> <li>• Use a variety of techniques in different media.</li> </ul>	



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# COMPUTING

Curriculum Sequences



# COMPUTING KS3 CURRICULUM & KNOWLEDGE SEQUENCE

Y7	HT1	HT2	HT3	HT4	HT5	HT6
STUDY	Unit 7.1 - E-Safety	Unit 7.1 - E-Safety	Unit 7.2 Visual Programming Scratch	Unit 7.2 Visual Programming Scratch	Unit 7.3 Computing Unplugged	Unit 7.3 Computing Unplugged
<b>WIDER OUTCOMES</b>  These are the detailed steps/outcomes in each sequence/unit of learning.	<ul style="list-style-type: none"> <li>•Demonstrate knowledge of cyberbullying by describing how to deal with it</li> <li>•Demonstrate knowledge of online safety and respectful communication by describing how to deal with risky scenarios, dangers of technology and how to behave online</li> <li>•Demonstrate knowledge of digital data by describing the threats, how it can be used and consequences of not following laws</li> <li>•Apply knowledge from this unit to accurately describe some keywords</li> </ul>	<ul style="list-style-type: none"> <li>•Demonstrate knowledge of cyberbullying by describing how to deal with it</li> <li>•Demonstrate knowledge of online safety and respectful communication by describing how to deal with risky scenarios, dangers of technology and how to behave online</li> <li>•Demonstrate knowledge of digital data by describing the threats, how it can be used and consequences of not following laws</li> <li>•Apply knowledge from this unit to accurately describe some keywords</li> </ul>	<ul style="list-style-type: none"> <li>•Demonstrate knowledge of computing fundamentals by describing the history of computing, the IPOS cycle, the role of different component, types of software and different types of printers in use</li> <li>•Demonstrate knowledge of binary conversion by converting between binary code and denary numbers</li> <li>•Demonstrate knowledge and understanding of basic programming terms by explaining the connection between algorithms, functions and programming</li> <li>•Apply knowledge from this unit to accurately describe some keywords</li> </ul>	<ul style="list-style-type: none"> <li>•Demonstrate knowledge of computing fundamentals by describing the history of computing, the IPOS cycle, the role of different component, types of software and different types of printers in use</li> <li>•Demonstrate knowledge of binary conversion by converting between binary code and denary numbers</li> <li>•Demonstrate knowledge and understanding of basic programming terms by explaining the connection between algorithms, functions and programming</li> <li>•Apply knowledge from this unit to accurately describe some keywords</li> </ul>	<ul style="list-style-type: none"> <li>•Demonstrate knowledge of the Scratch layout by naming each section accurately</li> <li>•Demonstrate knowledge of using Scratch by describing how to accurately use a range of different features</li> <li>•Apply knowledge of blocks and scripts in Scratch to create and understand the programming for a range of mini-programs</li> <li>•Apply knowledge from this unit to accurately describe some keywords</li> </ul>	<ul style="list-style-type: none"> <li>•Demonstrate knowledge of the Scratch layout by naming each section accurately</li> <li>•Demonstrate knowledge of using Scratch by describing how to accurately use a range of different features</li> <li>•Apply knowledge of blocks and scripts in Scratch to create and understand the programming for a range of mini-programs</li> <li>•Apply knowledge from this unit to accurately describe some keywords</li> </ul>
<b>KEY REPORTING CYCLE (4-6)</b>  These will be reported on at each cycle & will be in student books.	<u>DATA CYCLE 1 OUTCOMES:</u> Demonstrate knowledge of Cyberbullying Demonstrate knowledge of online safety Demonstrate knowledge of digital data Apply knowledge to describe keywords		<u>DATA CYCLE 2 OUTCOMES:</u> Demonstrate knowledge of computing fundamentals Demonstrate knowledge of binary conversion Demonstrate knowledge of basic programs terms Apply knowledge to describe keywords		<u>DATA CYCLE 3 OUTCOMES:</u> Demonstrate knowledge of Scratch layout Demonstrate knowledge of Scratch Apply knowledge to create programs Apply knowledge to describe keywords	

# COMPUTING KS3 CURRICULUM & KNOWLEDGE SEQUENCE

Y8	HT1	HT2	HT3	HT4	HT5	HT6
STUDY	Unit 8.1 Top Trumps	Unit 8.1 Top Trumps	Unit 8.2 Kodu	Unit 8.2 Kodu	Unit 8.3 Graphic Design	Unit 8.3 Graphic Design
<b>WIDER OUTCOMES</b>  These are the detailed steps/outcomes in each sequence/unit of learning.	<ul style="list-style-type: none"> <li>•Demonstrate knowledge of planning techniques by describing the difference between a 'theme' and an 'audience'</li> <li>•Demonstrate knowledge of internet safety by describing how to find appropriate and reliable data from trustworthy online sources</li> <li>•Demonstrate knowledge of digital design using MS Publisher by using a range of tools and features to create a set of customised Top Trump cards</li> <li>•Apply knowledge from this unit to accurately describe some keywords</li> </ul>	<ul style="list-style-type: none"> <li>•Demonstrate knowledge of planning techniques by describing the difference between a 'theme' and an 'audience'</li> <li>•Demonstrate knowledge of internet safety by describing how to find appropriate and reliable data from trustworthy online sources</li> <li>•Demonstrate knowledge of digital design using MS Publisher by using a range of tools and features to create a set of customised Top Trump cards</li> <li>•Apply knowledge from this unit to accurately describe some keywords</li> </ul>	<ul style="list-style-type: none"> <li>•Demonstrate knowledge of the Kodu tool bar by describing what each button does</li> <li>•Demonstrate knowledge of using Kodu by describing how to accurately use a range of different features</li> <li>•Apply knowledge of creating rules and using tools in Kodu to develop a range of games</li> <li>•Apply knowledge from this unit to accurately describe some keywords</li> </ul>	<ul style="list-style-type: none"> <li>•Demonstrate knowledge of the Kodu tool bar by describing what each button does</li> <li>•Demonstrate knowledge of using Kodu by describing how to accurately use a range of different features</li> <li>•Apply knowledge of creating rules and using tools in Kodu to develop a range of games</li> <li>•Apply knowledge from this unit to accurately describe some keywords</li> </ul>	<ul style="list-style-type: none"> <li>•Demonstrate knowledge of graphic types by describing the difference between a 'bitmap' graphic and a 'vector' graphic</li> <li>•Demonstrate knowledge of creating superimposed images by describing the steps involved to do this</li> <li>•Apply knowledge of using Adobe Photoshop to create a professionally designed movie poster</li> <li>•Apply knowledge from this unit to accurately describe some keywords</li> </ul>	<ul style="list-style-type: none"> <li>•Demonstrate knowledge of graphic types by describing the difference between a 'bitmap' graphic and a 'vector' graphic</li> <li>•Demonstrate knowledge of creating superimposed images by describing the steps involved to do this</li> <li>•Apply knowledge of using Adobe Photoshop to create a professionally designed movie poster</li> <li>•Apply knowledge from this unit to accurately describe some key words</li> </ul>
<b>KEY REPORTING CYCLE (4-6)</b>  These will be reported on at each cycle & will be in student books.	<b>DATA CYCLE 1 OUTCOMES:</b> Demonstrate knowledge of planning techniques Demonstrate knowledge of internet safety Demonstrate knowledge of digital design Apply knowledge to describe keywords		<b>DATA CYCLE 2 OUTCOMES:</b> Demonstrate knowledge of Kodu toolbar Demonstrate knowledge of Kodu Apply knowledge to create games Apply knowledge to describe keywords		<b>DATA CYCLE 3 OUTCOMES:</b> Demonstrate knowledge of graphic types Demonstrate knowledge of creating superimposed images Apply knowledge to design movie poster Apply knowledge to describe keywords	

# COMPUTING KS3 CURRICULUM & KNOWLEDGE SEQUENCE

Y9	HT1	HT2	HT3	HT4	HT5	HT6
STUDY	Unit 9.1 Plan a Music Festival	Unit 9.1 Plan a Music Festival	Unit 9.2 Design a Website	Unit 9.2 Design a Website	Unit 9.3 Spreadsheet Basics	Unit 9.3 Spreadsheet Basics
<b>WIDER OUTCOMES</b>  These are the detailed steps/outcomes in each sequence/unit of learning.	<ul style="list-style-type: none"> <li>•Demonstrate knowledge of planning techniques and financial literacy by developing a plan for a music festival and calculating the estimated profit for the event</li> <li>•Demonstrate knowledge of event planning by developing a logical site-plan for the music festival</li> <li>•Demonstrate knowledge of using Adobe Express by developing a range of professional looking promotional material for the music festival</li> <li>•Apply knowledge from this unit to accurately describe some keywords</li> </ul>	<ul style="list-style-type: none"> <li>•Demonstrate knowledge of planning techniques and financial literacy by developing a plan for a music festival and calculating the estimated profit for the event</li> <li>•Demonstrate knowledge of event planning by developing a logical site-plan for the music festival</li> <li>•Demonstrate knowledge of using Adobe Express by developing a range of professional looking promotional material for the music festival</li> <li>•Apply knowledge from this unit to accurately describe some keywords</li> </ul>	<ul style="list-style-type: none"> <li>•Demonstrate knowledge of planning and design techniques by creating a detailed mood board and storyboard</li> <li>•Demonstrate knowledge of using MS PowerPoint by developing a professional looking website</li> <li>•Demonstrate knowledge of testing techniques by completing a testing table document</li> <li>•Apply knowledge from this unit to accurately describe some keywords</li> </ul>	<ul style="list-style-type: none"> <li>•Demonstrate knowledge of planning and design techniques by creating a detailed mood board and storyboard</li> <li>•Demonstrate knowledge of using MS PowerPoint by developing a professional looking website</li> <li>•Demonstrate knowledge of testing techniques by completing a testing table document</li> <li>•Apply knowledge from this unit to accurately describe some keywords</li> </ul>	<ul style="list-style-type: none"> <li>•Demonstrate knowledge of the MS Excel interface by naming the main sections of the interface</li> <li>•Demonstrate knowledge of using MS Excel by describing the use of a range of different tools, features, formulae and functions</li> <li>•Apply knowledge of using MS Excel through the accurate completion of a range of spreadsheet tasks</li> <li>•Apply knowledge from this unit to accurately describe some keywords</li> </ul>	<ul style="list-style-type: none"> <li>•Demonstrate knowledge of the MS Excel interface by naming the main sections of the interface</li> <li>•Demonstrate knowledge of using MS Excel by describing the use of a range of different tools, features, formulae and functions</li> <li>•Apply knowledge of using MS Excel through the accurate completion of a range of spreadsheet tasks</li> <li>•Apply knowledge from this unit to accurately describe some keywords</li> </ul>
<b>KEY REPORTING CYCLE (4-6)</b>  These will be reported on at each cycle & will be in student books.	<u>DATA CYCLE 1 OUTCOMES:</u> Demonstrate knowledge of planning techniques Demonstrate knowledge of event planning Demonstrate knowledge of using Adobe Express Apply knowledge to describe keywords		<u>DATA CYCLE 2 OUTCOMES:</u> Demonstrate knowledge of planning and design techniques Demonstrate knowledge of using MS PowerPoint Demonstrate knowledge of testing techniques Apply knowledge to describe keywords		<u>DATA CYCLE 3 OUTCOMES:</u> Demonstrate knowledge of MS Excel interface Demonstrate knowledge of using MS Excel Apply knowledge to complete spreadsheet tasks Apply knowledge to describe keywords	



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## **Physical Education**

# INTENT

1. Become competent, confident and expert in a range of techniques, sports and physical activities.
2. Apply techniques across different sports and physical activities.
3. Understand what makes a performance effective and how to apply these principles to their own and others work.
4. Develop confidence and interest to get involved in exercise sport and activities out of school and in later life.
5. Understand and apply long term health benefits.
6. Students are physically active for sustained periods of time.
7. Build character and embed values such as fairness and respect.



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**PE**

Curriculum Sequences

Physical Education Curriculum Outcome Sequence						
Y7	HT1	HT2	HT3	HT4	HT5	HT6
STUDY	<u>Invasion games</u> Netball, Football, Rugby, Basketball all	<u>Invasion games</u> Netball, Football, Rugby, Basketball	<u>Fitness</u> <u>Net/wall</u> Table Tennis, Badminton	<u>Aesthetics</u> Dance, Trampolineing <u>OAA</u> Team building, Orienteering, Bouldering	<u>Athletics</u> <u>Strike and Field</u> Rounders, Softball, Cricket	<u>Athletics</u> <u>Strike and Field</u> Rounders, Softball, Cricket
WIDER OUTCOMES	<b>Invasion games</b> <ul style="list-style-type: none"> <li>Core skills: passing, throw ing, catching, receiving footw ork, shooting .</li> <li>Basic rules.</li> <li>Scoring different games.</li> <li>Principles of w arming up.</li> </ul>	<b>Invasion games</b> <ul style="list-style-type: none"> <li>Core skills: passing, throw ing, catching, receiving footwork, shooting.</li> <li>Basic rules.</li> <li>Scoring different games.</li> <li>Principles of w arming up.</li> </ul>	<b>Net/Wall</b> <ul style="list-style-type: none"> <li>Core skills: racket skills, basic strokes.</li> <li>Basic rules.</li> <li>Scoring games.</li> </ul> <b>Fitness</b> <ul style="list-style-type: none"> <li>Fitness tests.</li> <li>Gym induction and etiquette.</li> <li>Components of fitness.</li> <li>Training sessions.</li> <li>Healthy, active lifestyle.</li> </ul>	<b>Aesthetics</b> <ul style="list-style-type: none"> <li>Core elements.</li> <li>Core techniques.</li> <li>Physical and performance skills.</li> <li>Evaluation of performance.</li> </ul> <b>OAA</b> <ul style="list-style-type: none"> <li>Teamw orks skills.</li> <li>Basic map reading.</li> <li>Problem solving.</li> <li>Leadership.</li> </ul>	<b>Athletics</b> <ul style="list-style-type: none"> <li>Health and safety and etiquette.</li> <li>Disciplines.</li> <li>Technique.</li> <li>Recording and measuring.</li> <li>Comparing data.</li> </ul> <b>Strike and field</b> <ul style="list-style-type: none"> <li>Core skills: throw ing, catching, batting, bow ling, fielding.</li> <li>Scoring.</li> <li>Applying technique.</li> <li>Performance analysis.</li> </ul>	<b>Athletics</b> <ul style="list-style-type: none"> <li>Health and safety and etiquette.</li> <li>Disciplines.</li> <li>Technique.</li> <li>Recording and measuring.</li> <li>Comparing data.</li> </ul> <b>Strike and field</b> <ul style="list-style-type: none"> <li>Core skills: throw ing, catching, batting, bow ling, field ing.</li> <li>Scoring.</li> <li>Applying technique.</li> <li>Performance analysis.</li> </ul>
KEY REPORTING CYCLE (4-6)	<u>DATA CYCLE 1 OUTCOMES:</u> Identify basic core skills Demonstrate core skills in isolation Demonstrate core skills in a game situation Demonstrate leadership within a small group		<u>DATA CYCLE 2 OUTCOMES:</u> Identify basic activity elements Identify activity elements in action Demonstrate technique and skill Demonstrate performance and leadership within a group		<u>DATA CYCLE 3 OUTCOMES:</u> Identify core skills and disciplines Demonstrate core skills/disciplines in isolation Demonstrate core skills/disciplines in competition Demonstrate leadership within a small group	
These are the detailed steps/outcomes in each sequence/unit of learning.						
These will be reported on at each cycle & will be in student books.						

# PE KS3 CURRICULUM & KNOWLEDGE SEQUENCE

Y8	HT1	HT2	HT3	HT4	HT5	HT6
<b>STUDY</b>	<u><b>Invasion game</b></u> Netball, Football, Rugby, Basketball	<u><b>Invasion game</b></u> Netball, Football, Rugby, Basketball	<u><b>Fitness</b></u> <u><b>Net/wall</b></u> Table Tennis, Badminton	<u><b>Aesthetics</b></u> Dance, Trampolining <u><b>OAA</b></u> Team building, Orienteering, Bouldering	<u><b>Athletics</b></u> <u><b>Strike and Field</b></u> Rounders, Softball, Cricket	<u><b>Athletics</b></u> <u><b>Strike and Field</b></u> Rounders, Softball, Cricket
<b>WIDER OUTCOMES</b>  These are the detailed steps/outcomes in each sequence/unit of learning.	<b>Invasion games</b> <ul style="list-style-type: none"> <li>Core skills: passing, throwing, catching, receiving footwork, shooting, defending, attacking.</li> <li>Rules.</li> <li>Scoring and co-umpiring different games.</li> <li>Leading a warm-up.</li> <li>Basic performance analysis.</li> </ul>	<b>Invasion games</b> <ul style="list-style-type: none"> <li>Core skills: passing, throwing, catching, shooting, defending, attacking.</li> <li>Rules.</li> <li>Scoring and co-umpiring different games.</li> <li>Leading a warm-up.</li> <li>Basic performance analysis.</li> </ul>	<b>Net/Wall</b> <ul style="list-style-type: none"> <li>Core skills: racket skills, attacking and defensive strokes.</li> <li>Rules.</li> <li>Scoring and co-umpiring games.</li> <li>Basic performance analysis.</li> </ul> <b>Fitness</b> <ul style="list-style-type: none"> <li>Fitness tests.</li> <li>Components of fitness.</li> <li>Applying components of fitness to physical activity.</li> <li>Creating basic training sessions.</li> <li>Healthy, active lifestyle.</li> </ul>	<b>Aesthetics</b> <ul style="list-style-type: none"> <li>Core elements.</li> <li>Core techniques.</li> <li>Physical and performance skills.</li> <li>Application of physical and performance skills.</li> <li>Routines.</li> <li>Evaluation of performance.</li> </ul> <b>OAA</b> <ul style="list-style-type: none"> <li>Teamwork skills and applying to various scenarios.</li> <li>Map reading.</li> <li>Problem solving in large groups.</li> <li>Leadership</li> </ul>	<b>Athletics</b> <ul style="list-style-type: none"> <li>Health and safety and etiquette.</li> <li>Events.</li> <li>Advanced technique.</li> <li>Recording and measuring.</li> <li>Comparing data to English Schools.</li> </ul> <b>Strike and field</b> <ul style="list-style-type: none"> <li>Core skills: throwing, catching, batting, bowling, fielding, attacking, defending.</li> <li>Scoring with accuracy.</li> <li>Applying technique.</li> <li>Performance analysis of self and others.</li> </ul>	<b>Athletics</b> <ul style="list-style-type: none"> <li>Health and safety and etiquette.</li> <li>Events.</li> <li>Advanced technique.</li> <li>Recording and measuring.</li> <li>Comparing data to English Schools.</li> </ul> <b>Strike and field</b> <ul style="list-style-type: none"> <li>Core skills: throwing, catching, batting, bowling, fielding, attacking, defending.</li> <li>Scoring with accuracy.</li> <li>Applying technique.</li> <li>Performance analysis of self and others</li> </ul>
<b>KEY REPORTING CYCLE</b> (4-6)  These will be reported on at each cycle & will be in student books.	<u><b>DATA CYCLE 1 OUTCOMES:</b></u> Identify core skills Demonstrate core skills in isolation with competence Demonstrate core skills in a game situation with competence Demonstrate leadership within a group		<u><b>DATA CYCLE 2 OUTCOMES:</b></u> Identify basic activity elements in context Identify at least four activity elements in action Demonstrate technique and skill with accuracy Demonstrate performance and leadership within a group of peers		<u><b>DATA CYCLE 3 OUTCOMES:</b></u> Identify at least five core skills and disciplines Demonstrate core skills/disciplines in isolation with accuracy Demonstrate core skills/disciplines in competition with competence Demonstrate leadership within a small group of peers	

# PE KS3 CURRICULUM & KNOWLEDGE SEQUENCE

Y9	HT1	HT2	HT3	HT4	HT5	HT6
<b>STUDY</b>	<u>Invasion game</u> Netball, Football, Rugby, Basketball	<u>Invasion game</u> Netball, Football, Rugby, Basketball	<u>Fitness</u> <u>Net/wall</u> Table Tennis, Badminton	<u>Aesthetics</u> Dance, Trampolining <u>OAA</u> Team building, Orienteering, Bouldering	<u>Athletics</u> <u>Strike and Field</u> Rounders, Softball, Cricket	<u>Athletics</u> <u>Strike and Field</u> Rounders, Softball, Cricket
<b>WIDER OUTCOMES</b>  These are the detailed steps/outcomes in each sequence/unit of learning.	<b>Invasion games</b> <ul style="list-style-type: none"> <li>Core skills: passing, throwing, catching, receiving footwork, shooting, defending, attacking, tactics and strategies.</li> <li>Rules and their application.</li> <li>Scoring and umpiring different games.</li> <li>Leading a warm-up.</li> <li>Performance analysis.</li> </ul>	<b>Invasion games</b> <ul style="list-style-type: none"> <li>Core skills: passing, throwing, catching, receiving footwork, shooting, defending, attacking, tactics and strategies.</li> <li>Rules and their application.</li> <li>Scoring and umpiring different games.</li> <li>Leading a warm-up.</li> <li>Performance analysis.</li> </ul>	<b>Net/W all</b> <ul style="list-style-type: none"> <li>Core skills: racket skills, attacking and defensive strokes, tactics and strategies.</li> <li>Rules and their application.</li> <li>Scoring and umpiring games.</li> <li>Performance analysis.</li> </ul> <b>Fitness</b> <ul style="list-style-type: none"> <li>Fitness tests and delivering to peers.</li> <li>Components of fitness.</li> <li>Applying components of fitness to physical activity.</li> <li>Creating training sessions.</li> <li>Healthy, active lifestyle.</li> </ul>	<b>Aesthetics</b> <ul style="list-style-type: none"> <li>Advanced elements.</li> <li>Advanced techniques.</li> <li>Physical and performance skills.</li> <li>Application of physical and performance skills.</li> <li>Routines.</li> <li>Evaluation of performance of self and others.</li> </ul> <b>OAA</b> <ul style="list-style-type: none"> <li>Teamwork skills and applying to various scenarios with success.</li> <li>Map reading with competence and confidence.</li> <li>Problem solving in large groups with role delegation.</li> <li>Leadership.</li> </ul>	<b>Athletics</b> <ul style="list-style-type: none"> <li>Health and safety and etiquette.</li> <li>Events.</li> <li>Advanced technique and strategy.</li> <li>Recording and measuring multiple events.</li> <li>Comparing data to English Schools.</li> </ul> <b>Strike and field</b> <ul style="list-style-type: none"> <li>Core skills: throwing, catching, batting, bowling, fielding, attacking, defending, tactics and strategies.</li> <li>Scoring with accuracy and confidence.</li> <li>Applying technique and strategy.</li> <li>Performance analysis of self and others.</li> </ul>	<b>Athletics</b> <ul style="list-style-type: none"> <li>Health and safety and etiquette.</li> <li>Events.</li> <li>Advanced technique and strategy.</li> <li>Recording and measuring multiple events.</li> <li>Comparing data to English Schools.</li> </ul> <b>Strike and field</b> <ul style="list-style-type: none"> <li>Core skills: throwing, catching, batting, bowling, fielding, attacking, defending, tactics and strategies.</li> <li>Scoring with accuracy and confidence.</li> <li>Applying technique and strategy.</li> <li>Performance analysis of self and others.</li> </ul>
<b>KEY REPORTING CYCLE (4-6)</b>  These will be reported on at each cycle & will be in student books.	<b>DATA CYCLE 1 OUTCOMES:</b> Identify core skills and tactics Demonstrate core skills in isolation with competence and accuracy Demonstrate core skills in a game situation with competence and accuracy Demonstrate effective leadership within a group		<b>DATA CYCLE 2 OUTCOMES:</b> Identify activity elements in context Identify at least five activity elements in action Demonstrate technique and skill with accuracy and control Demonstrate performance and leadership within a large group of peers		<b>DATA CYCLE 3 OUTCOMES:</b> Identify at least six core skills and disciplines Demonstrate core skills/disciplines in isolation with accuracy and confidence Demonstrate core skills/disciplines in competition with competence and confidence Demonstrate leadership within a large group of peers	





# NCFE Business and Enterprise

# NCFE KS4 Business and Enterprise CURRICULUM & KNOWLEDGE SEQUENCE

YEAR 10	HT1	HT2	HT3	HT4	HT5	HT6
STUDY	Entrepreneurship, Business organisation and stakeholders	Market research, market types and orientation and marketing mix	Human resource requirements for business and enterprise	4 Operations management 5 Business growth	5 Business growth 6 Sources of enterprise funding and business finance	CA 6 Sources of enterprise funding and business finance
<b>WIDER OUTCOMES</b>  These are the detailed steps/outcomes in each sequence/unit of learning.	<b>1.1 Entrepreneurship</b> 1.1.1 Being an entrepreneur 1.1.2 Entrepreneurial motivators 1.1.3 Entrepreneurial skills and attributes <b>1.2 Business and enterprise aims and objectives</b> 1.2.1 Reasons for aims and objectives 1.2.2 Financial aims and objectives 1.2.3 Non-financial aims and objectives 1.3 Structures <b>1.3.1 Legal structures</b> 1.3.2 The impact on business and enterprise of different structural characteristics 1.3.3 The impact on business and enterprise of changes in structure <b>1.4 Stakeholders</b> 1.4.1 Internal stakeholders 1.4.2 External stakeholders 1.4.3 Stakeholder engagement 1.4.4 Stakeholder conflict	<b>2.1 The market</b> 2.1.1 Aspects of the market <b>2.2 Market research</b> 2.2.1 Primary market research 2.2.2 Secondary market research 2.2.3 Data types 2.2.4 Market types 2.2.5 Business orientation types <b>2.3 Marketing mix</b> 2.3.1 Price 2.3.2 Place 2.3.3 Promotion 2.3.4 Product 2.3.5 Product life cycle and product life cycle extension strategies 2.3.6 Product development and innovation 2.3.7 Boston Matrix 2.3.8 Branding	<b>3.1 Human resources</b> 3.1.1 Methods of recruitment 3.1.2 Stages of recruitment 3.1.3 Types of employment contracts <b>3.2 Staff development and monitoring</b> 3.2.1 Methods of staff development and monitoring <b>3.3 Motivation</b> 3.3.1 Financial methods of motivation 3.3.2 Non-financial methods of motivation 3.3.3 Motivation theories	<b>4.1 Operations management</b> 4.1.1 Outsourcing 4.1.2 Lean production 4.1.3 Maintaining and improving quality 4.1.4 Production methods 4.1.5 Customer service  5.1 Business and enterprise growth 5.1.1 Internal growth 5.1.2 External growth	<b>5.1 Business and enterprise growth</b> 5.1.3 Efficiencies and costs of business and enterprise expansion 5.1.4 Challenges of growth  <b>6.1 Business and enterprise funding</b> 6.1.1 Funding types <b>6.2 Financial terms, documents and tools</b> 6.2.1 Financial terms and calculations 6.2.2 Costs, liabilities and assets	<b>6.2 Financial terms, documents and tools</b> 6.2.3 Financial documents 6.2.4 Ratio analysis 6.2.5 Cash flow management  End of year exam
<b>KEY REPORTING CYCLE (4-6)</b>  These will be reported on at each cycle & will be in student books.	AO1 Recall knowledge and show understanding AO2 Apply knowledge and understanding. AO3 Analyse and evaluate knowledge and understanding AO4 Demonstrate the application of relevant technical skills AO5 Analyse and evaluate the demonstration of relevant technical skills, techniques and processes					

# **NCFE Business and Enterprise KS4 CURRICULUM & KNOWLEDGE SEQUENCE**

YEAR 11	HT1	HT2	HT3	HT4	HT5	HT6
<b>STUDY</b>	CA 7 The impact of the external environment on business and enterprise <b>CA8</b> Business and enterprise planning	<b>CA8</b> Business and enterprise planning	<b>Synoptic project</b>	<b>Revision for Exam</b>	<b>External Exam</b>	
<b>WIDER OUTCOMES</b>  These are the detailed steps/outcomes in each sequence/unit of learning.	<b>7.1 The impact of the external environment</b> 7.1.1 External influences  <b>8.1 Business and enterprise planning</b> 8.1.1 Purposes and benefits of planning  Receive Project Brief for NEA	<b>8.1 Business and enterprise planning</b> 8.1.1 Purposes and benefits of planning 8.1.2 Sections of a business plan  Start synoptic project	Complete NEA Project GLH 21	<b>Revision Activities for each content area</b>  <b>Practice Questions</b>		
<b>KEY REPORTING CYCLE (4-6)</b>  These will be reported on at each cycle & will be in student books.	AO1 Recall knowledge and show understanding AO2 Apply knowledge and understanding. AO3 Analyse and evaluate knowledge and understanding AO4 Demonstrate the application of relevant technical skills AO5 Analyse and evaluate the demonstration of relevant technical skills, techniques and processes					



## THE Enrichment

OUR ORGANIC CURRICULUM DELIVERY

**HOLISTIC EDUCATION**

**PSHCE**

**LITERACY**

**NUMERACY**

**GOLDEN  
THREAD**



# QUALITY OF EDUCATION: HOLISTIC CURRICULUM



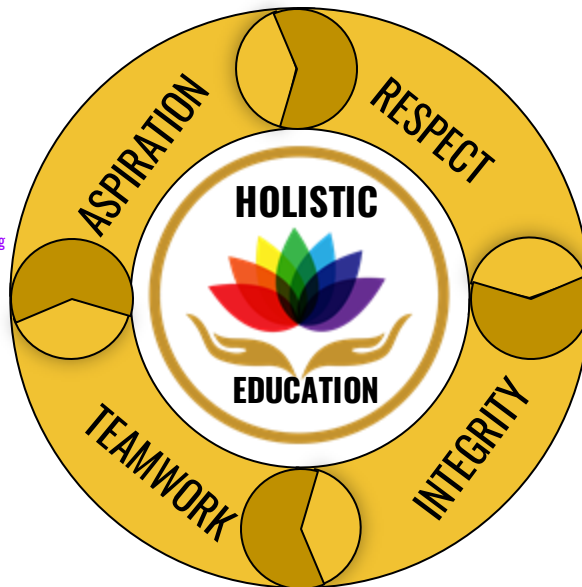
## THE Enrichment

### ASPIRATION

Careers Conventions  
C&K Careers support  
Work Experience (1W in Yr10)  
UCAS sessions  
University visits  
Aspirational Awards Booklet  
Theatre Visits  
Pineapple Dance Studio  
International Visits  
Extended Learning Days  
Artsmark  
Drama & Vocal Club  
Employability Solutions  
Reading Mentors  
Love of learning promotion & Reading Mentors.  
College Visits  
Journalist Club  
Professional Writer visits  
Young Writers Competition

### TEAMWORK

Clubs  
Sporting events  
Duke of Edinburgh  
SPIN  
Youth Club  
Homework Club  
SSLT and Student Council  
School Productions  
Fair Share Initiative  
Newsome Community Hub & Forum  
Aspirational Awards (Head/Governors)  
Bushcraft Outdoor Pursuits/Team Building  
Football & Rugby Club  
Duke of Edinburgh Award



### RESPECT

Citizenship  
PSHCE  
SMSC  
Drop Down Days  
RE  
Student Voice  
Foodshare  
Stonewall School  
Gender Respect  
Religious Education  
Socratic Circle

### INTEGRITY

Charity work  
International days  
Princess Diana Awards  
Stonewall School  
PSHCE Education  
Strong Family Ethos  
Highly Visible & Accessible Staff  
Student Council Elections  
Student Voice

GOLDEN THREAD

COMMUNITY

CULTURAL CAPITAL

CREATIVITY

CHARACTER

COMMUNICATION

CRITICAL THINKING

CAREERS

CONNECTION & CLUBS

# QUALITY OF EDUCATION: PSHCE

## THE Enrichment

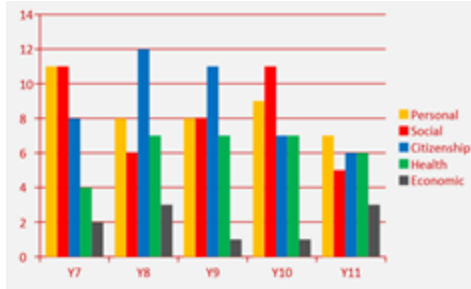
PHSCE @ Enrichment						
Week	Year 7	Year 8	Year 9	Year 10	Year 11	Half Term
1	Introduction to PSHCE	Introduction to PSHCE	Introduction to PSHCE	Introduction to PSHCE	Introduction to PSHCE	2.09.19
2	Working Safely	Working Safely	Working Safely	Working Safely	Working Safely	9.09.19
3	Managing Risk	Tolerance	Tolerance (Part 1)	Media Literacy	Managing Stress	16.09.19
4	Health and Safety	Health and Safety	Health and Safety	Health and Safety	Health and Safety	23.09.19
5	Managing Risk	Working Safely	Working Safely	Working Safely	Working Safely	30.09.19
6	Working Safely	Working Safely	Working Safely	Working Safely	Working Safely	7.10.19
7	Working Safely	Working Safely	Working Safely	Working Safely	Working Safely	14.10.19
8	Working Safely	Working Safely	Working Safely	Working Safely	Working Safely	21.10.19
Half Term						
9	Remembrance Day	Remembrance Day	Remembrance Day	Remembrance Day	Remembrance Day	4.11.19
10	Remembrance Day	Remembrance Day	Remembrance Day	Remembrance Day	Remembrance Day	11.11.19
11	Remembrance Day	Remembrance Day	Remembrance Day	Remembrance Day	Remembrance Day	18.11.19
12	World War 1	World War 1	World War 1	World War 1	World War 1	25.11.19
13	World War 1	World War 1	World War 1	World War 1	World War 1	2.12.19
14	World War 1	World War 1	World War 1	World War 1	World War 1	9.12.19
15	World War 1	World War 1	World War 1	World War 1	World War 1	16.12.19
Christmas						
16	New Year's Resolutions	New Year's Resolutions	New Year's Resolutions	New Year's Resolutions	New Year's Resolutions	6.01.20
17	New Year's Resolutions	New Year's Resolutions	New Year's Resolutions	New Year's Resolutions	New Year's Resolutions	13.01.20
18	New Year's Resolutions	New Year's Resolutions	New Year's Resolutions	New Year's Resolutions	New Year's Resolutions	20.01.20
19	New Year's Resolutions	New Year's Resolutions	New Year's Resolutions	New Year's Resolutions	New Year's Resolutions	27.01.20
20	New Year's Resolutions	New Year's Resolutions	New Year's Resolutions	New Year's Resolutions	New Year's Resolutions	3.02.20
21	New Year's Resolutions	New Year's Resolutions	New Year's Resolutions	New Year's Resolutions	New Year's Resolutions	10.02.20
Half Term						
22	Personal Identity	Identity	Identity	Identity	Identity	24.02.20
23	Identity	Identity	Identity	Identity	Identity	3.03.20
24	Identity	Identity	Identity	Identity	Identity	10.03.20
25	Identity	Identity	Identity	Identity	Identity	17.03.20
26	Identity	Identity	Identity	Identity	Identity	24.03.20
27	Identity	Identity	Identity	Identity	Identity	31.03.20
Easter Holiday						
28	Health and Safety	Health and Safety	Health and Safety	Health and Safety	Health and Safety	20.04.20
29	Health and Safety	Health and Safety	Health and Safety	Health and Safety	Health and Safety	27.04.20
30	Health and Safety	Health and Safety	Health and Safety	Health and Safety	Health and Safety	4.05.20
31	Health and Safety	Health and Safety	Health and Safety	Health and Safety	Health and Safety	11.05.20
32	Health and Safety	Health and Safety	Health and Safety	Health and Safety	Health and Safety	18.05.20
Half Term						
33	Health and Safety	Health and Safety	Health and Safety	Health and Safety	Health and Safety	1.06.20
34	Health and Safety	Health and Safety	Health and Safety	Health and Safety	Health and Safety	8.06.20
35	Health and Safety	Health and Safety	Health and Safety	Health and Safety	Health and Safety	15.06.20
36	Health and Safety	Health and Safety	Health and Safety	Health and Safety	Health and Safety	22.06.20
37	Health and Safety	Health and Safety	Health and Safety	Health and Safety	Health and Safety	29.06.20
38	Health and Safety	Health and Safety	Health and Safety	Health and Safety	Health and Safety	6.07.20
39	Health and Safety	Health and Safety	Health and Safety	Health and Safety	Health and Safety	13.07.20

Assemblies @ Enrichment			
Week	Assembly	Staff	Half Term
1	TUTOR TIME PREPARATION		2.09.19
2	Welcome back and expectations	DNA	9.09.19
3	Peace	ADO	16.09.19
4	How am I European?	LMD	23.09.19
5	Ordinary	ANA	30.09.19
6	Mental Health	KST	7.10.19
7	Black History Month	TCA	14.10.19
8	Expectations/Review	SMI	21.10.19
Half Term			
9	Remembrance Day	TCA	4.11.19
10	Bullying	SMI	11.11.19
11	Domestic Violence	ADO	18.11.19
12	World Aids Day	KST	25.11.19
13	Disability Awareness	PI Dept	2.12.19
14	Animal Rights	LMD	9.12.19
15	Rewards	JH	16.12.19
Christmas			
16	Expectations	DNA	6.01.20
17	Positive Thinking	ADO	13.01.20
18	CSL	JH	20.01.20
19	PL Kicks	SMI	27.01.20
20	BSL	HI Dept	3.02.20
21	Epiphany Awareness	TCA	10.02.20
Half Term			
22	Shrove Tuesday/Pancake Day	KST	24.02.20
23	Careers	LMD	3.03.20
24	Quakers of Smoking	ADO	10.03.20
25	Overcoming Adversity	SMI	17.03.20
26	Family Safety	DNA	24.03.20
27	Rewards	JH	31.03.20
Easter Holiday			
28	Hobbies	SMI	20.04.20
29	Exam Preparation	ADO/DNA	27.04.20
30	Local History	TCA	4.05.20
31	Mental Health	JH	11.05.20
32	Dementia	LMD	18.05.20
Half Term			
33	Karaoke & Eid	DNA	1.06.20
34	Men's and Women's Health	ADO	8.06.20
35	Gang / Serious Crime Talk	LMD	15.06.20
36	Refugees	TCA	22.06.20
37	Diversity of Neuroscience	KST	29.06.20
38	RTA	JH/SM	6.07.20
39	Rewards / Review	SLT	13.07.20

Underpinning the core academic curriculum there is an Enrichment programme to ensure our curriculum intent is fulfilled. All students from Y7-11 have a balanced diet of PHSCE based topics which address fundamental British Values, Keeping themselves safe, Healthy attitudes and Living. Collaborative Learning is at the centre of these sessions.

The programme is mapped out for the whole academic year and Team Leaders are provided with resources to deliver the topics. The bar chart below identifies the number of sessions covering each topic area in each year group. Y10-11 topics are influenced by the Kirkees annual survey results for Newsome High school and the authority to ensure the curriculum is bespoke to our students and context.

All assemblies are managed by the Behaviour for Learning Coordinators with SLT linked to each topic. Assemblies are presented by a mixture of external speakers, Senior Leaders, Subject Specialists and Students. Topics are linked to annual and current events as well as covering local context.





# THE Environment

Nomenclature (1:1)			
Week	ES1	ES2	Week commencing
1	Reading analogues and digital time (hrs)	Reading analogues and digital time (hrs)	2:00:19
2	Reading analogues and digital time (hrs)	Reading analogues and digital time (hrs)	9:09:19
3	Measuring and drawing angles	Measuring and drawing angles	16:06:19
4	Finding the area of a parallelogram	Finding the area of a parallelogram	21:09:19
5	Finding the perimeter of a 2D shape	Finding the perimeter of a 2D shape	26:09:19
6	Calculating a fraction of an amount	Calculating a fraction of an amount	7:10:19
7	Using the probability scale	Using the probability scale	14:10:19
8	Sharing a quantity into a ratio	Sharing a quantity into a ratio	21:10:19
Half Term			
9	Using factors and multiples	Using factors and multiples	4:11:19
10	Finding the LCM of a pair of numbers	Finding the LCM of a pair of numbers	11:11:19
11	Finding the HCF of a pair of numbers	Finding the HCF of a pair of numbers	18:11:19
12	Using the order of operations	Using the order of operations	25:11:19
13	Recognising square and triangular numbers	Substituting powers and roots	2:12:19
14	Calculating cubes and cube roots	Simplifying using laws of indices	9:12:19
15	Evaluating and simplifying powers	Negative and fractional indices	16:12:19
Christmas			
16	Writing and simplifying ratios	Writing and simplifying ratios	6:01:20
17	Sharing a quantity into a ratio	Sharing a quantity into a ratio	13:01:20
18	Understanding direct proportion	Understanding direct proportion	20:01:20
19	Nomenclature 10:15 challenge	KSA 15:15 challenge	27:01:20
20			3:01:20
21			10:02:20
Half Term			
22	Nomenclature 10:15 challenge	KSA 15:15 challenge	24:02:20
23			2:03:20
24			9:03:20
25			16:03:20
26			23:03:20
27			30:03:20
Easter Holiday			
28	Circle less terms word search 2	KSA 15:15 challenge	20:04:20
29	Circle less terms – the four operations		27:04:20
30			4:05:20
31	Nomenclature 10:15 challenge		11:05:20
32			18:05:20
Half Term			
33	Nomenclature 10:15 challenge	KSA 15:15 challenge	1:06:20
34			8:06:20
35			15:06:20
36			22:06:20
37			29:06:20
38			6:07:20
39		13:07:20	

- 
- The image displays four open notebooks, each containing a different educational worksheet or study guide.
- Top Left Notebook:** The page is titled "PUNCTUATION MARKS" and features a grid of eight boxes, each containing a different punctuation mark (comma, semicolon, colon, apostrophe, hyphen, dash, ellipsis, and quotation marks) along with its definition and usage examples.
  - Top Right Notebook:** The page is titled "PUNCTUATION MARKS" and features a grid of eight boxes, each containing a different punctuation mark (comma, semicolon, colon, apostrophe, hyphen, dash, ellipsis, and quotation marks) along with its definition and usage examples.
  - Bottom Left Notebook:** The page is titled "PUNCTUATION MARKS" and features a grid of eight boxes, each containing a different punctuation mark (comma, semicolon, colon, apostrophe, hyphen, dash, ellipsis, and quotation marks) along with its definition and usage examples.
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