



CURRICULUM IMPLEMENTATION

LEARNING STRUCTURES | LESSON LAYOUT | SEQUENCES



We structure learning with a business conscience & creative approaches to prepare learners to be successful global citizens.



Memory Retention

Retaining Knowledge runs seamlessly & consistently through our delivery via a range of teaching strategies in each area.

RESPECT



Metacognition

Understanding thought processes is a priority through national & international research carried out.

INTEGRITY



Collaborative Learning

We capitalise on one another's resources and skills through promotion of group work and emotional intelligence to inspire learning.

TEAMWORK

ASPIRATION

EVERYONE EXCEPTIONAL EVERYDAY



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

RESPECT

INTEGRITY

COOPERATION

ENGAGEMENT

SKILLS TO DEVELOP LEARNING



MEMORY



LITERACY



META



NUMERACY



COLLABORATIVE



PROFESSIONAL

TEAMWORK

ASPIRATION

RESILIENCE

TOLERANCE



PRIMARY EDUCATION SEQUENCE
TRANSITION FROM KS2
PRE-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

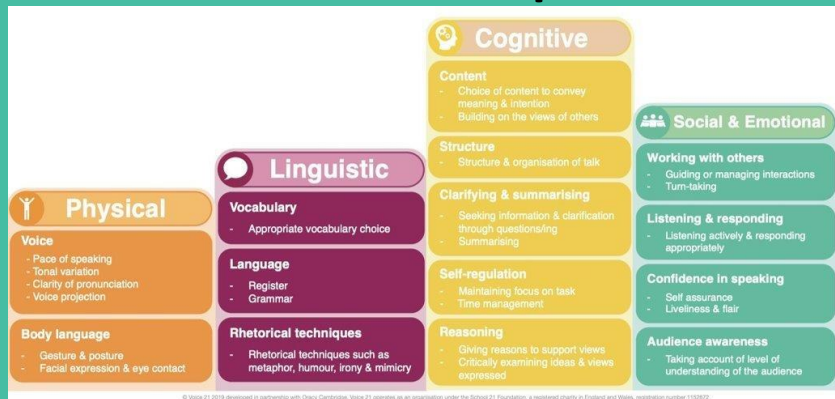
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Newsome
Academy

English


Curriculum Sequences




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

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’
<p style="text-align: center;">WIDER OUTCOMES</p> <p>These are the detailed steps/outcomes in each sequence/unit of learning.</p> 	<ul style="list-style-type: none"> Analyse the juxtaposition of the hero and the villain To be able to critically ‘read’ and respond to a film Explore structural methods Understand how structural features are used in different texts to create meaning Be able to write effectively about structure <p style="background-color: #e0f2f1; padding: 2px;">SOCIAL - Responding to media and understanding awareness</p>	<ul style="list-style-type: none"> Developing analytical language skills when considering heroes and villains Contextual Understanding of Victorian Britain Analyse structure and organisation within a text Explore language methods Write creatively in a range of forms, styles and genres <p style="background-color: #e0f2f1; padding: 2px;">LINGUISTIC – historical Britain and language used</p>	<ul style="list-style-type: none"> Study the Dystopian genre and recognise its conventions Consider how futuristic heroes and villains are portrayed and engage the audience Be able to analyse themes and link textual references Analyse writers’ methods in Be able to craft an opening to a Dystopian novel <p style="background-color: #e0f2f1; padding: 2px;">SOCIAL - Moral understanding of heroes and villains</p>	<ul style="list-style-type: none"> Understand the genre and structure of a Shakespearean tragedy Analyse the conventions of a play Study the role of women in the context of the Elizabethan era Explore the concepts of the hero and courtly love Practise comprehension skills Be able to write a film review using persuasive devices <p style="background-color: #e0f2f1; padding: 2px;">SOCIAL - Responding to tragedy and emotion</p>	<ul style="list-style-type: none"> Analyse the structure of a non-fiction text Explore the persuasive power of language devices Practise comprehension skills Use vocabulary and imagery for effect Plan, craft and deliver a persuasive speech Be able to engage the audience by using pathos, ethos and logos <p style="background-color: #e0f2f1; padding: 2px;">LINGUISTIC – Relating to language and vocab.</p> <p style="background-color: #e0f2f1; padding: 2px;">PHYSICAL – Presenting thoughts and views in a speech</p> <p style="background-color: #e0f2f1; padding: 2px;">SOCIAL - Responding to audience in speech using techniques</p>	<ul style="list-style-type: none"> Explore the theme of racism Explore the structure of multiple narration Analyse the juxtaposition of the hero versus the villain Understand the form and conventions of the monologue Craft and deliver an engaging monologue Practice comprehension and vocabulary/ language analysis <p style="background-color: #e0f2f1; padding: 2px;">SOCIAL - Social implications of key and sensitive issues</p>
<p style="text-align: center;">KEY REPORTING CYCLE (4-6)</p> <p>These will be reported on at each cycle & will be in student books.</p>	<p>DATA CYCLE 1 OUTCOMES:</p> <ul style="list-style-type: none"> Analyse writers’ method of structure and language and how it creates meaning Be able to reference the text and use evidence Write clearly and accurately Demonstrate understanding of ‘Genre, Audience and Purpose’ (GAP) Demonstrate the conventions and craft of creative writing 		<p>DATA CYCLE 2 OUTCOMES:</p> <ul style="list-style-type: none"> Recognise different genres and conventions of writing Reference the text and use evidence Analyse writer’s methods of language and form Demonstrate understanding of ‘Genre, Audience and Purpose’ Be able to craft both creative and persuasive writing to engage the audience Use sentences for effect 		<p>DATA CYCLE 3 OUTCOMES:</p> <ul style="list-style-type: none"> Analyse the conventions of a persuasive speech Use vocabulary and language to engage the audience Demonstrate strong comprehension skills when reading non-fiction Be able to use pathos, ethos and logos to affect the audience Write and deliver an engaging monologue in character 	

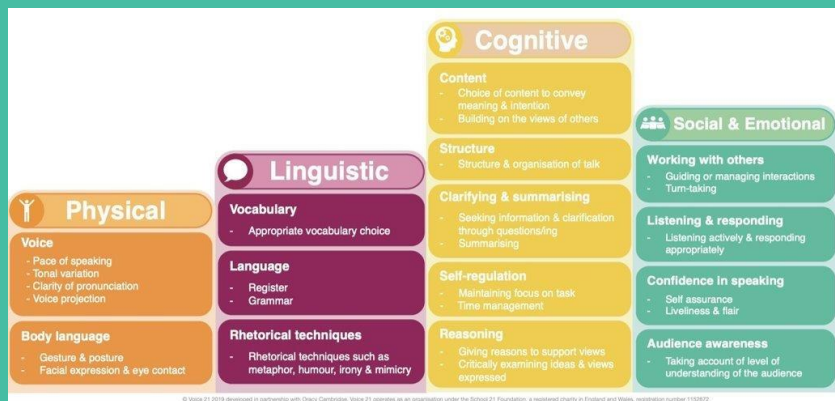
ENGLISH KS3 CURRICULUM & KNOWLEDGE SEQUENCE

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



Newsome Academy 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
<p>WIDER OUTCOMES</p> <p>These are the detailed steps/outcomes in each sequence/unit of learning.</p> 	<ul style="list-style-type: none"> Recognising place value Understand how to write integers Using number lines Rounding Comparing numbers Ordering integers Finding median of a set of numbers Powers of 10 Representations of fractions and decimals pictorially Convert between fraction <p>LINGUISTIC Introduction to key vocabulary</p>	<ul style="list-style-type: none"> Predicting terms in a sequence Finding missing numbers in a sequences Using function machines single and two step Using substitution Finding two step expressions Using diagrams and letters in function machines Understand equality Solving one step linear equations Understanding like and unlike terms <p>COGNIVE: Structure and organisation of talk – explain the process of algebraic problems</p>	<ul style="list-style-type: none"> Using formal methods of addition and subtraction Mental and written strategies for addition and subtraction Solve problems using perimeter Solve financial maths problems Use factors and multiples Multiplying and dividing integers and decimals Converting units Use formal methods to multiply and divide. Solve problems with area Find fractions of amounts <p>COGNIVE Self regulation maintaining focus on problem solving activities within a time frame</p>	<ul style="list-style-type: none"> Understand directed number Perform operations across 0 Add and subtract directed number Multiply and divide directed number Understand representation of fractions Add and subtract fractions Use equivalent fractions Add and subtract mixed numbers <p>LINGUISTIC Vocabulary and language – using correct directed number terminology in order to reinforce mathematical understanding</p>	<ul style="list-style-type: none"> Understand and use letter and labelling conventions Draw and measure line segments Understand angles as measure of turn Classify angles Measure and draw angles up to 180 and 360 Understand sum of angles around a point and on a straight line Sum of angles in a triangle and quadrilateral <p>COGNIVE reasoning – to be able to give reasons to support angles are calculated</p>	<ul style="list-style-type: none"> Know and use mental arithmetic for decimals and fractions Use fractions Use estimations Understand sets Understand venn diagrams Generate sample space for single events Calculate probability for single events Know that all probabilities sum to 1 Recognise prime and triangle numbers Find Lcm and HCF <p>SOCIAL students actively listen and respond orally to presented reasons</p>
<p>KEY REPORTING CYCLE (4-6)</p> <p>These will be reported on at each cycle & will be in student books.</p>	<p>DATA CYCLE 1 OUTCOMES:</p> <ul style="list-style-type: none"> 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. 		<p>DATA CYCLE 2 OUTCOMES:</p> <ul style="list-style-type: none"> 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. 		<p>DATA CYCLE 3 OUTCOMES:</p> <ul style="list-style-type: none"> 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
<p>WIDER OUTCOMES</p> <p>These are the detailed steps/outcomes in each section/unit</p> 	<ul style="list-style-type: none"> To work with ratio and scale including maps Understanding multiplicative change and its applications Multiplying and dividing fractions and their applications <p>PHYSICAL – students presenting and demonstrating to their peers at the front of the class using correct tone and intonation</p>	<ul style="list-style-type: none"> To Understand coordinates To be able to work in the cartesian plane. To represent data To be able to interpret data Calculate values in probability tables To understand and use basic probability <p>LINGUISTIC - introduction and development of key vocabulary to underpin understanding of the above topics</p>	<ul style="list-style-type: none"> Expand and understand brackets Solve equations Solve inequities Recognise and identify sequences Find terms in a sequence Understand and use indices <p>SOCIAL - confidence in speaking and confidently articulate the rigorous process in solving equations and inequities</p>	<ul style="list-style-type: none"> Work with and converts fractions, decimals and percentages Understanding and calculating with standard form. Rounding numbers Estimating calculations Error intervals Working with money, and imperial and metric units. <p>COGNITIVE – Self-regulation maintaining focus on problem solving activities within a time frame</p>	<ul style="list-style-type: none"> Calculating angles in parallel lines Find angles in polygons Calculating area of trapezia and calculating area of circles. Finding lines of symmetry Reflecting shapes <p>COGNITIVE – reasoning – to be able to give reasons to support how angles are calculated</p>	<ul style="list-style-type: none"> Understanding the data handling cycle. Drawing bar charts, pie charts and lines graphs. Representing grouped data Use mean, median and mode Choosing averages Finding the range <p>COGNITIVE – clarifying and summarising – students seek and collect information as well as question what data is showing to summarise and analyse</p>
<p>KEY REPORTING CYCLE (4-6)</p> <p>These will be reported on at each cycle & will be in student books.</p>	<p>DATA CYCLE 1 OUTCOMES:</p> <ul style="list-style-type: none"> Use ratio and scale Be able to multiply and divide fractions To work in the cartesian plane To be able to represent data 		<p>DATA CYCLE 2 OUTCOMES:</p> <ul style="list-style-type: none"> 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 		<p>DATA CYCLE 3 OUTCOMES:</p> <ul style="list-style-type: none"> 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
<p>WIDER OUTCOMES</p> <p>These are the detailed steps/outcome</p> 	<ul style="list-style-type: none"> Drawing and plotting straight line graphs Understanding the gradient and the y intercept Forming equations Solving equations Factors multiples and primes Expanding brackets <p>SOCIAL – confidence in speaking - confidently articulate the rigorous process in solving equations</p>	<ul style="list-style-type: none"> Knowing names and properties of 3d shapes Knowing volumes and surface area Constructing triangles and bisectors Understanding similar shapes and congruency Understanding labelling in geometry <p>LINGUISTIC – vocabulary – being able to use key geometric vocabulary</p>	<ul style="list-style-type: none"> Real and irrational numbers Solve problems with integers Add and subtract fractions HCF and LCM Using percentages Working money problems <p>SOCIAL – students actively listen and respond orally to present reasons</p>	<ul style="list-style-type: none"> Rotating shapes Translating shapes Using deduction with geometry Calculating with Pythagoras theorem <p>COGNITIVE – structure – students communicate the systems and structure of methodology needed in-order-to reason geometrically</p>	<ul style="list-style-type: none"> Enlarging shapes and understanding similarity Solving problems with ratio Solving problem with proportion Understanding rates of change <p>PHYSICAL – voice – students presenting and demonstrating to their peers at the front of the class using correct tone and intonation</p>	<ul style="list-style-type: none"> Calculating and using probability Probability diagrams Understanding quadratic graphs Understanding reciprocal graphs <p>LINGUISTIC – introduction to key vocabulary and being able to explain using key probability vocabulary</p>
<p>KEY REPORTING CYCLE (4-6)</p> <p>These will be reported on at each cycle & will be in student books.</p>	<p>DATA CYCLE 1 OUTCOMES:</p> <ul style="list-style-type: none"> Draw straight line graphs To be able to form and solve equations To work with three dimensional shapes To geometrically construct and understand congruency 		<p>DATA CYCLE 2 OUTCOMES:</p> <ul style="list-style-type: none"> To reason with numbers and percentages To find HCF and LCM To rotate and translate shapes To calculate pythagoras' theorem 		<p>DATA CYCLE 3 OUTCOMES:</p> <ul style="list-style-type: none"> 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
STUDY	<ul style="list-style-type: none"> • Properties of number • The four operations • Measures 			Entry Level AQA		
WIDER OUTCOMES These are the detailed steps/outcomes in each sequence/unit of learning.	<ul style="list-style-type: none"> • Count from 0 in steps of 2, 3 and 5 • Understand and identify odd and even numbers • Read and write numbers up to 1000 • Order and compare numbers up to 1000 • Recognise place value in 3-digit numbers • Round numbers less than 1000 to the nearest 10 • Round numbers to the less than 1000 to the nearest 100 • Find 10 or 100 more or less than a given number • Recognise and use multiple • Recall and use multiplication facts for the 2, 5 and 10 multiplication tables • Add and subtract using 3-digit numbers • Multiply a 2-digit whole number by a single digit whole number • Divide a 2-digit whole number by a single digit whole number • Use and interpret +, -, x, ÷ and = in real-life situations to solve problems • Use inverse operations to find missing answers • Estimate the answer to a calculation • Recall and use multiplication facts for the 3, 4 and 8 multiplication tables • Calculate perimeters of rectangles and composite shapes • Calculate the area of rectangles and composite shapes • Add lengths, capacities and weights and compare the total to another total or a requirement • Convert standard units of length, capacity and weight • Compare and order lengths, capacities and weights in different standard units • Measure the perimeter of a simple shape • Choose an appropriate measuring instrument • Read values from an appropriate scale • Read and compare temperatures including temperatures with negative values • Choose appropriate standard units of length, capacity and weight • Select a possible length, capacity or weight for a given item • Describe capacity in fractions • Estimate the weight, capacity or weight of given items <p>COGNITIVE structure – students develop how to structure and formulate responses to embed mathematical thinking</p>			<ul style="list-style-type: none"> • Convert from pence to pounds and vice versa • Appreciate the purchasing power of amounts of money (notes) • Exchange notes for an equivalent value in coins • Use decimal notation for money • Interpret a calculator display • Solve real life problems involving what to buy and how to pay • Add amounts of money and give change • Carry out investigations involving money • Use more complicated real life problems involving money • Best buy calculations. Knowledge and use of terms used in household finance • Know the days of the week and their order • Know the seasons and months and their order • Know that 1 week = 7 days; 1 day = 24 hours; 1 hour = 60 minutes; 1 minute = 60 seconds • Find the difference between two times given in hours, half hours and quarter hours • Solve problems involving time • 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 • Use a calendar and write the date correctly (day/month/year) • Tell and write the time from an analogue clock, including using Roman numerals from I to XII • Understand and use the 12-hour and 24-hour clock systems and convert from one system to the other • Convert between hours, minutes and seconds • Add up to three lengths of time given in minutes and hours • Begin to understand a percentage as being one hundredth of an amount • Work out amounts 2, 3 or 4 times the size of a given amount • Count in fractions of one half or one third or one quarter • Identify or show unit fractions up to one tenth of a quantity up to 100 • Work out unit fractions to one tenth of a number up to 100 • Identify or show any number of thirds, quarters, fifths or tenths of a quantity • Work out any number of thirds, quarters, fifths or tenths of an amount • Recognise and identify equivalent fractions • Add and subtract with the same denominator within one whole • Work out amounts 5, 8, or 10 times the size of a given amount <p>COGNITIVE self-regulation – students develop focus on more complex and challenging tasks requiring multi-level steps</p>		
KEY REPORTING CYCLE (4-6)	<ul style="list-style-type: none"> • Recognise and read numbers in different formats • Recalling multiplication facts • Using place values during calculations • To follow basic number sequences 					

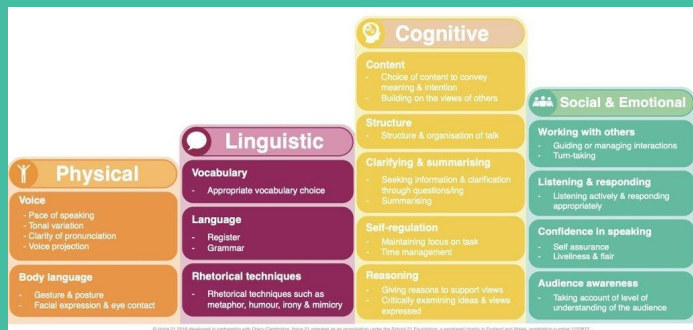


Newsome
Academy

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

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.

SCIENCE KS3 CURRICULUM & KNOWLEDGE SEQUENCE

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

SCIENCE KS3 CURRICULUM & KNOWLEDGE SEQUENCE

Y9 GCSE

HT1

HT2

HT3

HT4

HT5

HT6

STUDY

How does science help us?

- Organ Systems – Breathing and Health
- Pressure
- Earth Resources
- Inheritance and Evolution
- Machines

KS3 to KS4 Transition

- Cell Structure and Microscopes
- Atom Structure and Calculations
- Energy

GCSE

- Cell Transport and Cell Division
- The Periodic Table
- Energy transfers by Heating
- Organisation and the Digestive System

WIDER
OUTCOMES

These are the detailed steps/outcomes in each sequence/unit of learning.

Organ Systems – Breathing and Health

- Explain how gas exchange occurs in humans and plants
- Describe the impact exercise, asthma and smoking have on our health

Pressure

- Calculate pressure
- Explain why pressure changes at different heights (atmosphere) and depths (oceans)

Earth Resources

- Describe how the Earth has limited resources and the importance of recycling
- Explain how the reactivity series is used to displace metals from their ores

Inheritance and Evolution

- Explain how variation occurs
- Describe the process of natural selection and how this can lead to extinction

Machines

- Describe how forces move and distort objects (inc Hooke's Law)
- Explain how moments and levers work

Cell Structure and Microscopes

- Label, describe and compare eukaryotic and prokaryotic cells
- Explain how differentiation leads to specialised cells with different functions.
- Describe how stem cells could be obtained and used to help treat some medical conditions and evaluate risks and benefits.
- Prepare slides of plant and animal cells and correctly use a microscope to observe cells under different magnifications.
- Describe differences in magnification and resolution of light/electron microscopes
- Calculate the magnification of a light microscope and carry out calculations using the magnification formula.

Atomic Structure and Calculations

- Name compounds from given formula
- Describe the structure of an atom and calculate number of protons, neutrons and electrons
- Recall the history of the development of the atom
- Balance equations
- Calculate RAM from isotope abundance, formula mass (Mr) and concentration in g/dm³

Energy

- Understand how energy is stored and transferred
- Calculate energy efficiency
- Understand the different types of energy resources
- Identify the different between renewable and non-renewable energy sources

Cell Transport and Cell Division

- Define the terms 'diffusion' 'osmosis' 'active transport' and give examples. Explain how temp, concentration and surface area affect rate of diffusion.
- Explain how the small intestine and lungs in mammals, and roots and leaves in plants, are adapted for exchange of substances..
- Describe simply how and why body cells divide by mitosis and draw simple diagrams to describe mitosis.
- 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.

The Periodic Table

- Describe the arrangement of elements on the periodic table
- Explain the reactivity of groups of elements in relation to their structures
- Explain and predict the properties of group 1, 7 and 0.
- Recall the history of the periodic table

Energy transfers by Heating

- Describe and explain changes of state
- Describe internal energy, heating and temperature
- Define and calculate specific heat capacity
- Define and calculate specific latent heat

Organisation and the Digestive System

- Recall the levels of organisation
- Describe the parts of digestive system and their functions
- Describe how the digestive enzymes work and the role of bile.



- **LINGUISTIC** – relating to organs
- **COGNITIVE** – summarising key elements

- **LINGUISTIC** – relating to atoms
- **COGNITIVE** – summarising key elements

- **LINGUISTIC** – relating to cell
- **COGNITIVE** – summarising key elements


KEY
REPORTING
CYCLE
(4-6)

- Evaluate an investigation using the scientific method
- Describe gas exchange in animals and plants
- Calculate pressure and explain why it changes
- Explain how the Earth's resources are obtained
- Describe natural selection and extinction
- Describe how forces move and distort objects inc levers and springs

- Describe the structure of different types of cells (animal, plant, bacterial and specialised)
- Explain how to use a microscope to observe cells
- Describe the structure of an atom and recall how the atomic model was developed
- Calculate RAM, Mr and concentration
- Understand and calculate energy stores and transfers
- Compare renewable and non-renewable energy sources

- Describe how substances move into and out of cells
- Explain how mitosis and the cell cycle leads to identical cells
- Describe the elements and group properties of the periodic table
- Explain how energy transfers occur by heating
- Calculate SHC
- Describe how the digestive system and enzymes help us to digest food

SCIENCE KS3 CURRICULUM & KNOWLEDGE SEQUENCE

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

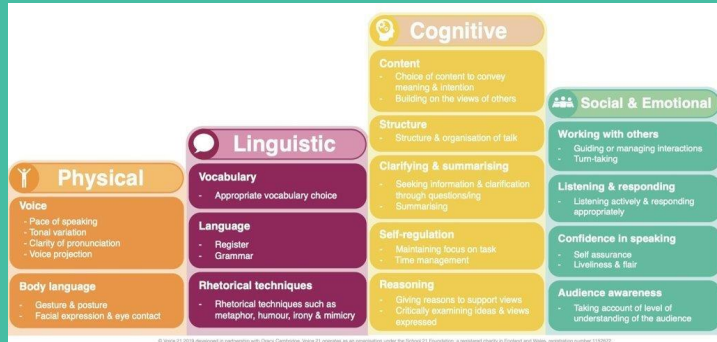


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Humanities

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
<p>WIDER OUTCOMES</p> <p>These are the detailed steps/outcomes in each sequence/unit of learning.</p> 	<ul style="list-style-type: none"> Name and describe the countries and nations make up the British Isles Describe the physical geography of The UK. Name and locate mountain ranges and Rivers in the Describe the climate of the UK <p style="background-color: #FFD700;">LINGUISTIC - use linguistic devices to describe</p>	<ul style="list-style-type: none"> Explain how the population is spread around the UK Describe the different aspects of the UK and its economy Explain London's location and how it has grown Evaluate the UK's links to the rest of the world <p style="background-color: #FFD700;">COGNITIVE – choose content to convey meaning</p>	<ul style="list-style-type: none"> Carry out a Geographical enquiry Construct and analyse graphs Demonstrate how to collect data through fieldwork Evaluate how the local area can be improved <p style="background-color: #FFD700;">SOCIAL & EMOTIONAL - work with others to gather relevant information</p>	<ul style="list-style-type: none"> Accurately use an 8- and 16-point compass Use four and six-figure grid references, to locate places on maps Measure distances on a map Calculate scale to work out actual distances <p style="background-color: #FFD700;">COGNITIVE – seek information and clarification</p>	<ul style="list-style-type: none"> Interpret contour lines and their patterns, and spot heights on maps Accurately use a world map to locate places using lines of longitude and latitude <p style="background-color: #FFD700;">PHYSICAL – turn taking, listening and responding appropriately</p> <p style="background-color: #FFD700;">SOCIAL & EMOTIONAL - work with others</p>	<ul style="list-style-type: none"> Describe China's location in the World and what it is like to live there Explain how China has undergone change over the past 120 years Describe China's physical Geography Explain population distribution across China Describe the changes which made Shenzhen a megacity <p style="background-color: #FFD700;">LINGUISTIC - learning new historical vocab.</p>
<p>KEY REPORTING CYCLE (4-6)</p> <p>These will be reported on at each cycle & will be in student books.</p>	<ul style="list-style-type: none"> Locate and name the main human and physical features of the UK Describe the reasons why the climate varies across different parts of the UK Explain how the population is distributed across the UK Evaluate whether the UK is an island on its own or not 		<ul style="list-style-type: none"> Construct and analyse graphs Write a report on how the local area can be improved Evaluate the methods used to conduct an enquiry Accurately use directions and grid references Confidently use scale to calculate distances and measurements 		<ul style="list-style-type: none"> Use lines of longitude and latitude to locate places on a global scale Describe the landscape by accurately reading contour lines and creating cross sections Explain China's physical and human geography Compare life in rural and urban China 	

Geography KS3 CURRICULUM & KNOWLEDGE SEQUENCE

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

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
<p>WIDER OUTCOMES</p> <p>These are the detailed steps/outcomes in each sequence/unit of</p> 	<ul style="list-style-type: none"> Describe how the shape of river valleys changes as rivers flow downstream Describe different fluvial processes of erosion, transport and deposition Recognise and describe the characteristics and formation of landforms resulting from erosion – interlocking spurs, waterfalls and gorges Recognise describe the characteristics and formation of landforms resulting from erosion and deposition – meanders and oxbow lakes Recognise and describe the characteristics and formation of landforms resulting from deposition – levées and flood plains <p>COGNITIVE – choose content to convey meaning seeking information and summarising</p>	<ul style="list-style-type: none"> To have knowledge of an example of a river valley in the UK and identify its major landforms of erosion and deposition Explain how physical and human factors affect the flood risk interpret and hydrographs to show the relationship between precipitation and discharge Evaluate the costs and benefits of hard and soft management strategies Describe a named example of a flood management scheme in the UK <p>COGNITIVE – choose content to convey meaning and give reasons to support views</p>	<ul style="list-style-type: none"> Explain the global distribution of earthquakes and volcanic eruptions and their relationship to plate margins Explain the physical processes at 3 plate margins Explain and contrast the primary and secondary effects of a hazard <p>LINGUISTIC - use appropriate vocabulary choice</p>	<ul style="list-style-type: none"> Evaluate the Immediate and long-term responses to a tectonic hazard. Explain how the effects and responses to a tectonic hazard vary between two areas of contrasting wealth Explain the reasons why people continue to live in areas at risk from a tectonic hazard. Describe how monitoring, prediction, protection and planning can reduce tectonic risks <p>COGNITIVE – structure and organise talk, building on views of others</p>	<ul style="list-style-type: none"> Explain how a growing percentage of the world’s population lives in urban areas Show understanding of push/pull factors and natural increase Explain what a megacity is and locate them on a map <p>SOCIAL & EMOTIONAL - listen actively and respond appropriately, taking account of level of understanding</p>	<ul style="list-style-type: none"> Describe the location and importance of Rio, regionally, nationally and internationally Explain how Rio has grown and created economic and social issues and how the solutions to these Explain some of the challenges caused by urban growth <p>COGNITIVE – give reasons to support views</p>
<p>KEY REPORTING CYCLE (4-6)</p> <p>These will be reported on at each cycle & will be in student books.</p>	<ul style="list-style-type: none"> Describe fluvial processes Explain the formation of features in the rivers upper, middle and lower course Describe the human and physical causes of flooding Analyse and interpret hydrographs Evaluate hard and soft engineering strategies to reduce flood risk 	<ul style="list-style-type: none"> Explain the global distribution of tectonic activity Recognise and describe the processes at plate margins Describe the effects and responses to a tectonic hazard Evaluate the reasons for living close to a tectonic hazard Describe how risk from tectonic hazards can be reduced 	<ul style="list-style-type: none"> Explain the reasons for urban growth on a global scale Describe the global distribution of megacities Rio – why is it such an important city? Explain the challenges in Rio and how these can be managed 			




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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
<p>WIDER OUTCOMES</p> <p>These are the detailed steps/outcomes in each sequence/unit of learning.</p> 	<ul style="list-style-type: none"> To explore the concept of chronology with a focus on change and continuity. To explain how a Historian uses different types of evidence To identify some key terminology used by Historians. To conduct an enquiry to answer the Question – How do historians discover the past To develop investigation skills using sources as evidence. To explain how scientific evidence can help in a historical enquiry. To distinguish the importance of what Historical evidence can tell us about the past. Are historians reliable as they weren't there at the time? <p>COGNITIVE – choice of content to convey meaning and intention, seeking information and clarification through questioning</p>	<ul style="list-style-type: none"> Explore the legend of how Rome began. Describe how the Roman Empire developed. Evaluate all aspects of life in the Roman Army. Including; Recruits, Weapons & Tactics, Organisation, Punishments & Rewards. Explain why the Roman Army was so successful <p>LINGUISTIC - use appropriate vocabulary choice to describe and explain</p>	<ul style="list-style-type: none"> Explore Pompeii and what it can tell us about the Romans. Evaluate all aspects of Roman life. Including; Women, Slaves, Entertainment and Technology. Explain how 'advanced' the Romans were and reach a judgement on how far they agree <p>SOCIAL - work with others to respond appropriately to tasks – actively listening to one another</p>	<ul style="list-style-type: none"> Explore the claimants to the English throne in 1066. Establish why the Battle of Stamford Bridge might be of benefit to William Duke of Normandy Explain why William won the Battle of Hastings in 1066 using evidence of 'preparation', 'leadership' and 'luck' to support. Evaluate William's methods of control in England, including Fear, The Feudal System and Castles. <p>COGNITIVE – build on knowledge and views of others</p>	<ul style="list-style-type: none"> Explore what Medieval villages looked like. Analyse what life was like for people living in Medieval England and compare the life of the rich and poor. Explain what crime, punishment and the justice system was like in Medieval England. Aspects of Medieval England, including Villages, Life and Religion The Black Death <p>PHYSICAL – present an argument using appropriate voice and body language</p>	<ul style="list-style-type: none"> Explore the roles of women in Medieval England. Explain how women were viewed in Medieval England, in particular 'Wise Women'. Analyse the various reasons people believed some women were witches in Medieval England. Evaluate how women and witches were treated in Medieval England including trials and punishments. <p>COGNITIVE – seek information and clarification through questioning and summarising findings</p>
<p>KEY REPORTING CYCLE (4-6)</p> <p>These will be reported on at each cycle & will be in student books.</p>	<ul style="list-style-type: none"> Evaluate how reliable historians are Describe how Historians discover the past Explain why was Rome able to create a vast Empire Evaluate how successful was the Roman Army was 	<ul style="list-style-type: none"> Describe what can Mary Beard tell us about Pompeii Analyse how advanced the Roman society was Explain why William won the Battle of Hastings Describe how did William controlled England 	<ul style="list-style-type: none"> Argue whether Medieval England was filthy Explain whether the Black Death significant in shaping England Describe the challenges women faced in Medieval England Argue whether all women witches in the eyes of the Medieval Men 			

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

History KS3 CURRICULUM & KNOWLEDGE SEQUENCE

Y9	HT1	HT2	HT3	HT4	HT5	HT6
STUDY	The progression of Women in 20th Century Britain	World War I - Why was there a first World War? And What was it really like to fight in World War One?	Germany 1919 – 1939 From Democracy to Dictatorship	World War 2	Britain's Home Front	The Cold War
WIDER OUTCOMES These are the detailed steps/outcomes in each sequence/unit of learning.	<ul style="list-style-type: none"> Explore what life was like for women in 20th Century Britain. Evaluate the impact of the Suffragette and Suffragists Movement in 20th Century Britain Explain the role and actions of key individuals and the impact they had on Women's' Suffrage. Analyse interpretations to make a judgement on the most important reason which led to women receiving the vote in 1918. <p style="background-color: #FFD700; padding: 2px;">COGNITIVE – structuring & organising talk to examine ideas & views</p>	<ul style="list-style-type: none"> Identify the long- and short-term causes of World War One Explore and explain the sequence of events that led to the start of war after the 'spark' Explain what trench warfare was, including the advantages and disadvantages, structure of a trench and weapons used Describe the conditions of trench life. To reach a judgement on whether General Haig is to blame for the casualties during the Battle of the Somme. To analyse various sources and decide how useful they are for explaining why the Somme was so 'bloody'. Evaluate the reasons Germany lost / the Allies won World War One. <p style="background-color: #90EE90; padding: 2px;">SOCIAL & EMOTIONAL - working with others & taking account of level of understanding of audience</p>	<ul style="list-style-type: none"> Identify whether Germany was treated fairly after World War One. Investigate how life changed in Germany under Nazi rule. Explain why Hitler and the Nazis rose to power Evaluate how the Nazis controlled people lives Analyse reactions to Nazism in Europe <p style="background-color: #FFD700; padding: 2px;">COGNITIVE – understanding text structure of key word info.</p>	<ul style="list-style-type: none"> Explore how the Nazis treated minority groups in Germany. Explain why life in Nazi Germany could be seen as positive and negative between the years 1933 to 1939? Analyse the causes of World War Two and the consequences of Hitler's actions. Evaluate the key events and battles of World War Two and their significance. <p style="background-color: #90EE90; padding: 2px;">SOCIAL - Understanding moral dilemmas</p>	<ul style="list-style-type: none"> Explore what life was like on Britain's Home Front during World War Two. Including; shelters, gas masks, evacuation and rationing. Describe what the Blitz was and the effects it had in Britain Explain how the government motivated people to work for the war effort. Evaluate the roles of women on the Home Front and the significance this had on the war effort. <p style="background-color: #FFD700; padding: 2px;">PHYSICAL – Presentations & public speaking</p>	<ul style="list-style-type: none"> Describe what the Cold War was and how it started. Explain the events of the Cuban Missile Crisis and the effect this had on relations between the Superpowers (USA & USSR). Explore the reasons for the Berlin wall being built and the consequences it had on the lives of people living in Germany. Evaluate the significance of the Berlin wall and the different experiences people in the East and West of Berlin had. <p style="background-color: #DDA0DD; padding: 2px;">LINGUISTIC - learning new historical vocab.</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"> Investigate whether Emily Davison mean to jump in front of the Kings horse Evaluate the successfulness of the suffragette movement Describe the causes of World War I Describe the stalemate on the Western Front Explain why Germany was defeated 		<ul style="list-style-type: none"> Describe the most significant reason for the growth of the Nazi party Explain the most important reason for the control of the German people Evaluate how successful was Hitler in achieving an economic miracle Describe what was the most important cause of the World War II 		<ul style="list-style-type: none"> Describe the morale in the war effort at home Define the blitz spirit Explain why there was a split between East and West Investigate the effect of the Cuban Missile Crisis on global relations Argue whether the fall of the Berlin wall was the reasons for the collapse of Communism 	






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RE

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

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
<p>WIDER OUTCOMES</p> <p>These are the detailed steps/outcomes in each sequence/unit of learning.</p> 	<ul style="list-style-type: none"> Explain who Guru Nanak is & his role & significance within the Sikhi community & know the term Sangat Analyse the significance of the Guru Granth Sahib & know that the Guru Granth Sahib is the source of spiritual authority for Sikhs Recall the phrase 'Waheguru' as an expression of devotion & greeting & why this is important in prayer Explain the Sikhi symbols & its significance Evaluate the Mul Mantar as the opening hymn in the Guru Granth Sahib and explain the Sikhi belief about the nature of God <p style="background-color: #FFD700; padding: 2px;">LINGUISTIC - understand and choose appropriate language for new topics</p>	<ul style="list-style-type: none"> Explain the concept of Sewa Give examples of the humanitarian & environmentalist Bhagat Puran Singh & Ravi Singh Explain & interpret marriage symbolism; Anand Karaj; Lavan Recall, explain & analyse some key Sikh religious festivals; Gurparab; Vaisakhi & Diwali <p style="background-color: #FFD700; padding: 2px;">PHYSICAL – through presenting focus on voice and body language</p>	<ul style="list-style-type: none"> Identify a range of feelings about the natural world Explain what creation myths are & their purpose Explain religious teachings relevant to the care of the planet Express & evaluate religious responses to environmental damage Explain & evaluate two different views about the effect of religion on care of the environment and ways we can look after the environment <p style="background-color: #FFD700; padding: 2px;">SOCIAL & EMOTIONAL - having audience awareness & listening and responding to others</p>	<ul style="list-style-type: none"> When does life begin? What is abortion? Religious views on abortion Abortion and the law Case study – Carla Foster Comparing abortion laws <p style="background-color: #FFD700; padding: 2px;">SOCIAL & EMOTIONAL - listening and responding having audience awareness on complex & sensitive topics</p>	<ul style="list-style-type: none"> To explain different types of prayer and their benefits Explore the features of churches and explain how they help different Christian expressions of their faith and spirituality Explain why the Bible is important to Christians Describe the differences between the Old and the New Testament Explain how Quakers have influenced the lives of others Weigh up different types of mission Explain with examples how Christianity became the largest religion in the world <p style="background-color: #FFD700; padding: 2px;">COGNITIVE – clarifying, summarising and structuring talk around new content</p>	<ul style="list-style-type: none"> Explore reasons for belief & non-belief in God Engage in critical discussions around the arguments for the existence of God Consider the concept of the Trinity Examine the belief in God and the Trinity Critical analyse the creation accounts in Genesis 1 & 2 Understand & explain the concepts in Fall & Original Sin Understand the key events in the life of Jesus <p style="background-color: #FFD700; padding: 2px;">COGNITIVE – explain and support ideas and views</p>
<p>KEY REPORTING CYCLE (4-6)</p> <p>These will be reported on at each cycle & will be in student books.</p>	<ul style="list-style-type: none"> Explain why the Guru Granth Sahib is known as the last living guru Describe Sikhs beliefs about the nature of God Describe how do Sikhs view marriage Describe the common features of Sikh festivals 		<ul style="list-style-type: none"> Describe religious beliefs on caring for the environment Describe how a belief in God affect someone's view on the treatment of animals Describe at least one religions perspective of abortion Discuss whether or not Carla Foster should have been sent to prison 		<ul style="list-style-type: none"> Discuss whether Christians should rely on The Bible for their source of authority Argue if Christianity has had mainly a positive impact on the World? Explain, if God is all loving, why he allowed original sin Argue whether or not God exists 	

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
<p>WIDER OUTCOMES</p> <p>These are the detailed steps/outcomes in each sequence/unit of learning.</p> 	<ul style="list-style-type: none"> Enquire into Humanist beliefs Evaluate beliefs about the origins of the universe Explain & interpret Humanist understanding that human beings evolved alongside animals Evaluate the belief that humans are material & mortal Explore what is meant by Atheism & Agnosticism Investigate the concept of miracles Enquire into the Humanist belief about death as tend of personal experience & the absence of anything immaterial, such as the soul <p style="background-color: #E0FFE0; padding: 2px;">SOCIAL & EMOTIONAL - listening actively & responding appropriately</p>	<ul style="list-style-type: none"> Explain the influences of Jewish beliefs (why rules are important) Evaluate the place of Jewish beliefs Evaluate the place of the Shema in Jewish life To identify Kosher foods Explain why keeping kosher is important To describe how Jews celebrate Shabbat Consider the importance of the Bar Mitzvah in the religious life of a young Jewish person. To give reasons why Orthodox and Reform Jews do things differently Explain Tikkun Olam as a way of healing the world and how this is linked to Rosh Hashanah & Yom Kippur. Explore the importance of Tzedakah & Chesed fund & their difference <p style="background-color: #E0FFE0; padding: 2px;">LINGUISTIC - to be confident using appropriate, tier 3 vocabulary</p>	<ul style="list-style-type: none"> Define what Anti-Semitism and history in Europe What was life like for Jews before the Second World War? How did Hitler persecute the Jews? Ghettos and Concentration camps What was the experience of the Holocaust <p style="background-color: #E0FFE0; padding: 2px;">SOCIAL & EMOTIONAL - take account of level of understanding of the audience</p>	<ul style="list-style-type: none"> What was life like for Jews after the Holocaust? The "Just-War" theory Islamic views on peace and conflict Christian views on peace and conflict Case Study – Israeli/Palestinian conflict <p style="background-color: #E0FFE0; padding: 2px;">COGNITIVE - understanding text structure of key word info.</p>	<ul style="list-style-type: none"> Explain Muslim beliefs about the nature of God & his role as creator Evaluate the arguments of God's existence Express insights into Islamic belief on the nature of life Enquire into diversity including branches of Sufism, Sunni, Shi'a & identify their differences Make informed responses to the claim of authority for the Qur'an & explore some stories from Muslim writings or traditions <p style="background-color: #E0FFE0; padding: 2px;">LINGUISTIC - learning new historical vocab.</p>	<ul style="list-style-type: none"> Explain & interpret how some people celebrate events such as Ashura & Milaad Lifestyle choices based on the teachings of the Qur'an Muslim teachings on relationships Rights & responsibilities towards others including ties of kinship & elders Family structure, views about abortion in Islam, divorce, remarriage & polygamy Determine what Islamophobia is and how Muslims responded to 9/11 Terror Attacks. <p style="background-color: #E0FFE0; padding: 2px;">PHYSICAL – Presentations & public speaking</p>
<p>KEY REPORTING CYCLE (4-6)</p> <p>These will be reported on at each cycle & will be in student books.</p>	<ul style="list-style-type: none"> Describe humanists' beliefs about life after death Evaluate whether we can prove miracles did not happen Describe different views on animal rights Explain why the rites of passage are so important 		<ul style="list-style-type: none"> Describe how the Jews were persecuted in Germany Explain the impact of the Holocaust on survivors Discuss when a religious believer can go to war Evaluate whether religion is the cure or cause for conflict 		<ul style="list-style-type: none"> Explain why are there different denominations of Muslims Describe how Muslims view the beginning of Humanity Describe the Islamic views on marriage Argue whether or not Islamophobia a problem in the 21st century 	




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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
<p>WIDER OUTCOMES</p> <p>These are the detailed steps/outcomes in each sequence/unit of learning.</p> 	<ul style="list-style-type: none"> Pupils can explain the main features of a democracy Pupils can explain a range of differences between a democracy and a dictatorship Pupils can explain the roles of the main features of the UK political system. <p>COGNITIVE –to clarify and summarise information.</p>	<ul style="list-style-type: none"> Pupils can explain a range of ways in which citizens can participate in the democratic process. Pupils can explain several of the key voting rights in the UK Pupils will be able to explain examples of some of the current challenges to the UK democratic system <p>PHYSICAL – focus on pace of speaking about democracy using appropriate vocabulary choice.</p>	<ul style="list-style-type: none"> 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. Pupils will be able to explain different roles within a court room. Pupils will be able to explain the legal process for a trial within the UK legal system. <p>COGNITIVE – build on new content and explain views.</p>	<ul style="list-style-type: none"> Pupils will be able to explain the requirements of jury service. Pupils will be able to explain role of the jury within a legal trial and the requirements placed on jurors. Pupils will be able to explain the role of the Police within the CJS <p>COGNITIVE – build on new content and explain new material.</p>	<ul style="list-style-type: none"> Pupils will be able to explain the different functions and uses of money. Pupils will be able to explain the how to organise a personal budget. Pupils will be able to explain a range of different ways in which money can be borrowed and the advantages & disadvantages of each type of loan <p>LINGUISTIC - to use appropriate vocabulary choice.</p>	<ul style="list-style-type: none"> Pupils will be able to explain a range of jobs/professions and the salary/wage associated with them Pupils will be able to explain the different forms of taxes which are collected by the UK. Pupils will be able to explain a range of public services which are funded from taxation. <p>SOCIAL & EMOTIONAL – listening and responding accordingly and managing interactions.</p>
<p>KEY REPORTING CYCLE (4-6)</p> <p>These will be reported on at each cycle & will be in student books.</p>	<ul style="list-style-type: none"> What is a democracy? What are the main features of the UK democratic system? How might I participate in the democratic process? 		<ul style="list-style-type: none"> What are the different courts in the UK legal system? What are the different roles within a court room? What are the qualifications and roles for/within jury service? 		<ul style="list-style-type: none"> What is the difference between income and expenditure? What are the different ways in which money can be borrowed? What are the different types of taxes which are collected in the UK? 	

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
<p>WIDER OUTCOMES</p> <p>These are the detailed steps/outcomes in each sequence/unit of learning.</p> 	<ul style="list-style-type: none"> Pupils will be able to explain the differences between natural and moral evil. Pupils will be able to explain a range of examples of evil individuals from history. Pupils will be able to explain how the story of & Hyde explains the concept of duality of good & evil. <p>SOCIAL & EMOTIONAL - managing interactions & turn taking</p>	<ul style="list-style-type: none"> Pupils will be able to explain why evil is a problem for religion. Pupils will be able to explain the golden rule and how it might be applied in ethical decision making. Pupils will be able to name individuals who have attempted to tackle a form of evil. <p>LINGUISTIC - discuss emotive/technical language appropriately</p>	<ul style="list-style-type: none"> Pupils will be able to explain the position of the law in relation to marriage, consent, violence against women & girls Pupils will be able to explain the position of the law in relation to sexuality, gender identity, Pupils will be able to explain the legal position with regards to abortion and FGM. <p>SOCIAL & EMOTIONAL - taking account the level of understanding of the material and audience</p>	<ul style="list-style-type: none"> 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. Pupils will be able to explain the position of the law in relation to drugs. <p>SOCIAL & EMOTIONAL - taking account the level of understanding of the material and audience</p>	<ul style="list-style-type: none"> Pupils will be able to explain a variety of approaches to keeping themselves safe when on-line Pupils will be able to explain how to use social media and networking safely. Pupils will be able to explain the various methods by which on-line behaviour can be appropriately reported. <p>PHYSICAL – to present using pace, tone, voice and clarity in the chosen topic</p>	<ul style="list-style-type: none"> Pupils will be able to explain how to protect content which is created and placed on-line. Pupils will understand the difference between copyright and creative common licence. <p>COGNITIVE – seeking information and summarising through questioning</p>
<p>KEY REPORTING CYCLE (4-6)</p> <p>These will be reported on at each cycle & will be in student books.</p>	<ul style="list-style-type: none"> What is the difference between natural and moral evil? Is good and evil present in all people? What is the golden rule? 		<ul style="list-style-type: none"> What does the law say about marriage, consent and violence against women and girls? What does the law say in relation to sexuality, gender identity, abortion and FGM? What does the law say in relation to violence and exploitation by criminal gangs, county lines and extremism and radicalisation? 		<ul style="list-style-type: none"> What are the different ways in which I can keep myself safe when on-line? How am I able to use social media and networking safely? How is content which is placed on-line protected? 	

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
<p>WIDER OUTCOMES</p> <p>These are the detailed steps/outcomes in each sequence/unit of learning.</p> 	<ul style="list-style-type: none"> Pupils will be able to explain what the philosophical term “ethics” refers to and explain a range of ethical questions. Pupils will be able to explain a range of answers which explain what a “good life” might be. Pupils will be able to explain whether the use of AI is ethical and some of the problems which AI might cause <p>PHYSICAL – use tone, pace, voice and clarity to explain ideas.</p>	<ul style="list-style-type: none"> Pupils will be able to explain a range of answers to several moral/ethical dilemmas. Pupils will be able to explain a range of examples of how ethical decisions are a part of a professional occupation. Pupils will be able to explain the competing arguments about the actions of humanity and the ethical justifications for existence. <p>SOCIAL & EMOTIONAL - working with others, managing interactions and turn taking.</p>	<ul style="list-style-type: none"> Pupils will be able to explain a range of actions which society considers to be a crime Pupils will be able to explain the differences between blue- and white-collar crime. Pupils will be able to explain the different forms of punishment which a court may pass as a sentence <p>LINGUISTIC - be confident understanding and using appropriate vocabulary.</p>	<ul style="list-style-type: none"> Pupils will be able to explain the different aims on which a criminal sentence might be based. Pupils will be able to explain the arguments for and against the use of the death penalty. Pupils will be able to explain the difference between blue- and white-collar crime <p>SOCIAL & EMOTIONAL - having audience awareness and turn taking.</p>	<ul style="list-style-type: none"> Pupils will be able to explain a range of reasons why philosophers are interested in the truth. Pupils will be able to explain Plato’s explanation of the truth Pupils will be able to explain Descartes explanation of the truth <p>COGNITIVE –to use reasoning whilst seeking information and clarifying ideas.</p>	<ul style="list-style-type: none"> Pupils will be able to explain the main features of the theory of empiricism. Pupils will be able to explain the main features of the theory of rationalism. Pupils will be able to explain the concept of scepticism. <p>COGNITIVE –to use reasoning whilst seeking information and clarifying ideas.</p>
<p>KEY REPORTING CYCLE (4-6)</p> <p>These will be reported on at each cycle & will be in student books.</p>	<ul style="list-style-type: none"> What is ethics? Is there such a thing as “A good life”? What are the ethical problems with artificial intelligence? 		<ul style="list-style-type: none"> What is a crime? What are the different punishments that a court can pass as a criminal sentence? Is the death penalty an acceptable form of punishment? 		<ul style="list-style-type: none"> How did Plato discover the truth? What is Descartes explanation of the truth? What are the main features of Empiricism? 	

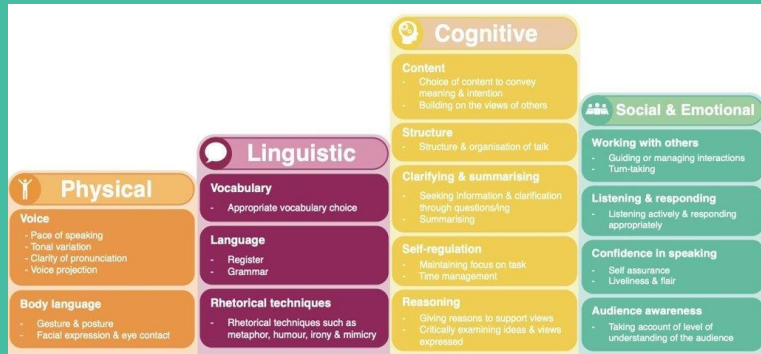


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Languages

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	Ma famille - My Family.	Ma ville – My Town
WIDER OUTCOMES	<ul style="list-style-type: none"> Meet and greet in French Give their name age and birthday. Count to 31 Give dates in French Spell using the French alphabet Understand key phonics sounds. Ask and answer simple questions in French. Use 1st person of key verbs. <p style="background-color: #27ae60; color: white; padding: 2px;">Social and emotional –listening and responding</p>	<ul style="list-style-type: none"> Say how many brothers and sisters they have. Describe their pets. Say what they like and dislike using cognates Describe their personality. Conjugate key verbs in 1st/2nd/3rd person singular including 'avoir' and 'être'. <p style="background-color: #f39c12; color: white; padding: 2px;">Physical – clarity of pronunciation and voice projection</p>	<ul style="list-style-type: none"> Recognise key differences between school in France Express likes and dislikes at school Describe their school uniform. Understand simple opinions and reasons Understand and tell the time in French <p style="background-color: #e91e63; color: white; padding: 2px;">Linguistic – appropriate vocabulary choice</p>	<ul style="list-style-type: none"> say what sports people play say what activities people do. talk about the weather ask and answer simple questions use more complex structures with time phrases. <p style="background-color: #27ae60; color: white; padding: 2px;">Social and emotional – listening and responding</p>	<ul style="list-style-type: none"> Describe people in their family. Say where they live. Say what they eat and drink. Use key verbs with “nous” Ask and answer simple question <p style="background-color: #e91e63; color: white; padding: 2px;">Linguistic – Register and grammar</p>	<ul style="list-style-type: none"> Describe what there is in your town Describe activities you do in your town Accept and decline invitations to go out Order food and drink in a café Say what you are going to do next weekend. Conjugate the future tense using 'aller' in 1st person <p style="background-color: #27ae60; color: white; padding: 2px;">Social and emotional – listening and responding</p>
KEY REPORTING CYCLE (4-6)	<ul style="list-style-type: none"> Give personal details (name/age/birthday) Describe themselves and a family member Identify key information from short reading texts Identify key information from short listening passages Translate key verbs from French to English 		<ul style="list-style-type: none"> Express simple opinion Describe school uniform Describe a range of activities Pick out opinions from short reading texts Pick out opinions from short listening passages Translate sentences from English to French including adjectives 		<ul style="list-style-type: none"> Describe the weather Describe your town Accurately complete a simple roleplay Translate sentences including time phrases English to French Translate sentences including the future tense French to English 	
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.						


FRENCH KS3 CURRICULUM & KNOWLEDGE SEQUENCE

Y8	HT1	HT2	HT3	HT4	HT5	HT6
STUDY	Les vacances	Les fêtes.	Le monde est petit	À la maison.	À loisir	La télé et les films.
<p>WIDER OUTCOMES</p> <p>These are the detailed steps/outcomes in each sequence/unit of learning.</p> 	<ul style="list-style-type: none"> Recognise and name countries in French. Talk about holidays in the past. Use the past tense of avoir and être verbs. Use negatives in the past tense Ask and answer questions in 2 tenses. Use the present and past tense together. <p style="background-color: #00c090; color: white; padding: 2px;">Social and emotional – listening and responding</p>	<ul style="list-style-type: none"> Discuss festivals in France and England. Express simple references about festivals. Recognise the present tense of er, ir and re verbs. Conjugate 1st 2nd and 3rd person singular of er, ir and re verbs Use aller + infinitive to make the simple future. Recognise and use high numbers and understand prices. <p style="background-color: #ffc000; padding: 2px;">Physical – clarity of pronunciation and voice projection</p>	<ul style="list-style-type: none"> Describe where they and others live. Talk about the weather. Explain what there is to do in their area. Say what sports people play. Say what activities people do. Compare 2 or more things Give and ask for directions. <p style="background-color: #ffc000; padding: 2px;">Linguistic – register and grammar</p>	<ul style="list-style-type: none"> Talk about helping at home Use reflexive verbs to describe daily routine Recognise parts of the body. Talk about injury and illness. <p style="background-color: #ffc000; padding: 2px;">COGNITIVE – to choose relevant content to build on meaning</p>	<ul style="list-style-type: none"> Talk about their hobbies. Express simple preferences about TV and film Describe what they did on a shopping trip. Recognise 3 tenses – past, present and future. Make arrangements to go to the cinema. <p style="background-color: #ffc000; padding: 2px;">Physical – voice projection and tonal variation</p>	<ul style="list-style-type: none"> Say what you like to watch and why. Describe a photograph using simple sentences and opinions Understand the story of French film Produce a short film review in French. <p style="background-color: #00c090; color: white; padding: 2px;">Social and Emotional - confidence in speaking</p>
<p>KEY REPORTING CYCLE (4-6)</p> <p>These will be reported on at each cycle & will be in student books.</p>	<ul style="list-style-type: none"> Give short details about a past holiday (where, when, how) Express simple preferences using connectives. Pick out key information from short and more detailed reading texts Pick out key information from short and more detailed listening passages Translate key verbs in the past tense from French to English. Translate short sentences into French in the present and past tense. 		<ul style="list-style-type: none"> Give details about what activities you do and do not do. Describe where you live. Describe a typical day in French Pick out key information in a longer reading text. Pick out key information in a longer listening passage. Translate sentences using key reflexive verbs into English. 		<ul style="list-style-type: none"> Give more complex opinions using connectives and sentence openers. Translate simple sentences comparing 2 things into French. Complete a more detailed role play. Pick out key information in a longer passage of listening. Translate Key verbs in 3 tenses from French into English. 	

FRENCH KS3 CURRICULUM & KNOWLEDGE SEQUENCE (Dual)

Y8	HT1	HT2	HT3	HT4	HT5	HT6
STUDY	Les vacances	Les fêtes	Le monde est petit	A la maison	À loisir	La télé et les films.
<p>WIDER OUTCOMES</p> <p>These are the detailed steps/outcomes in each sequence/unit of learning.</p> 	<ul style="list-style-type: none"> Talk about holidays in the past. Use the past tense of avoir and être verbs. Use negatives in the past tense Ask and answer questions. Use the present and past tense together. <p style="background-color: #00c090; color: white; padding: 2px;">Social and emotional – listening and responding</p>	<ul style="list-style-type: none"> Learn how to talk about festivals in France and England. Learn how to express simple preferences about festivals. Learn how to use the present tense of er, ir and re verbs. (1st, 2nd and 3rd person) Learn how to use aller + infinitive to make the simple future. Learn how to use high numbers and understand prices. <p style="background-color: #ffc000; padding: 2px;">Physical – clarity of pronunciation and voice projection</p>	<ul style="list-style-type: none"> Describe where they and others live. Talk about the weather. Explain what there is to do in their area <p style="background-color: #ffc000; padding: 2px;">Linguistic – Register and grammar</p>	<ul style="list-style-type: none"> Talk about helping at home Use reflexive verbs to describe daily routine Recognise parts of the body. Talk about injury and illness. Healthy Lifestyles <p style="background-color: #ffc000; padding: 2px;">COGNITIVE – to choose relevant content to build on meaning</p>	<ul style="list-style-type: none"> Describe what you do in your free time Compare 2 types of sport Describe a day out (past tense) Recognise 3 tenses: past, present and future. <p style="background-color: #ffc000; padding: 2px;">Physical – voice projection and tonal variation</p>	<ul style="list-style-type: none"> Say what you like to watch and why. Make arrangements to go to the cinema - roleplay Understand the story of a French film Produce a short film review in French. <p style="background-color: #00c090; color: white; padding: 2px;">Social and Emotional - confidence in speaking</p>
<p>KEY REPORTING CYCLE (4-6)</p> <p>These will be reported on at each cycle & will be in student books.</p>	<ul style="list-style-type: none"> Give short details about a past holiday (where when how) Express simple preferences using connectives. Pick out key information from short and more detailed reading texts Pick out key information from short and more detailed listening passages Translate key verbs in the past tense from French to English. Translate short sentences into French in the present and past tense. 		<ul style="list-style-type: none"> Give details about what activities you do and do not do. Describe where you live. Describe a typical day in French Pick out key information in a longer reading text. Pick out key information in a longer listening passage. Translate sentences using key reflexive verbs into English. 		<ul style="list-style-type: none"> Give more complex opinions using connectives and sentence openers. Translate simple sentences comparing 2 things into French. Complete a more detailed role play. Pick out key information in a longer passage of listening. Translate Key verbs in 3 tenses from French into English. 	

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
WIDER OUTCOMES These are the detailed steps/outcomes in each sequence/unit of learning. 	<ul style="list-style-type: none"> Describe oneself and family/friends in detail Describe relationships with family/friends Describe a celebration in the past including activities <p style="background-color: #ffc000; color: white; padding: 2px;">Physical – use voice projection, gesture and tone to present</p>	<ul style="list-style-type: none"> Give justified opinions about music. Use aller + infinitive to talk about future plans Describe a concert in the past. Ask and answer questions in French. Review a French film. <p style="background-color: #00c090; color: white; padding: 2px;">Social emotional - listening and responding</p>	<ul style="list-style-type: none"> Give details about what they do to earn money including chores Recognise different careers in French. Express and justify their career choices. Describe what they want to do after leaving school <p style="background-color: #ffc000; color: white; padding: 2px;">Physical - use voice projection, gesture and tone to present</p>	<ul style="list-style-type: none"> Consolidate conjugation of future tense and time phrases Describe a day out in the near future <p style="background-color: #ffc000; color: white; padding: 2px;">Cognitive – structure and organise new content</p>	<ul style="list-style-type: none"> Express the main threats to the environment Discuss eating choices using more complex opinion phrases. Negate sentences with a variety of expressions Use a modal phrase to explain what you must do to protect the environment Express what you have done and would like to do. <p style="background-color: #ffc000; color: white; padding: 2px;">Linguistic – use appropriate vocabulary choice to express choices</p>	<ul style="list-style-type: none"> Understand the role of French in a global context Say where they would like to go in the future. Give detailed opinions. Use the near future tense with a variety of verbs Review the past tense Narrate a trip in the past Review a French film. <p style="background-color: #ffc000; color: white; padding: 2px;">Cognitive – give reasons to support views</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"> Give a description of themselves and their family members. Express detailed preferences using openers and connectives. Describe a concert in the past tense. Express their plans for a future day out. Identify key information from a longer, detailed text. Identify key information from a longer, detailed passage of French. 			<ul style="list-style-type: none"> Narrate their choice of career, giving reasons and justifications. Deliver a short presentation on their future plans. Take part in a short conversation, asking and answering questions. Identify key information from a longer text containing two time frames. Identify key information from a longer passage containing two time frames. 		<ul style="list-style-type: none"> Deliver a presentation about the environment using a minimum of two tenses Express future travel plans using the future tense and " je voudrais" Narrate a trip in the past tense, including justified opinions Pick out key information from a detailed passage containing three time-frames. Pick out key information from a detailed passage containing three time-frames.




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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.
<p>WIDER OUTCOMES</p> <p>These are the detailed steps/outcomes in each sequence/unit of learning.</p> 	<ul style="list-style-type: none"> Meet and greet in German. Count to 31 Give dates in German. Spell using the German alphabet Understand key phonics sounds. Ask and answer simple questions in German. Give their name age and birthday Use 1st person haben and sein <p style="background-color: #e0ffe0; padding: 2px;">Social and emotional – listening and responding</p>	<ul style="list-style-type: none"> Say how many brothers and sisters they have. Describe their pets. Say what they like and dislike using cognates Describe their personality. Pronounce key phonics sounds Conjugate key verbs in 1st/2nd/3rd person singular including haben and sein. Understand a traditional celebration in Germany – Weihnachten. <p style="background-color: #ffe0e0; padding: 2px;">Physical – clarity of pronunciation and voice projection</p>	<ul style="list-style-type: none"> Recognise key differences between school in Germany Express likes and dislikes at school Describe their school uniform. Understand simple opinions and reasons Understand and tell the time in German. Understand a traditional festival in Germany – Fasching / Karneval. <p style="background-color: #ffe0ffe0; padding: 2px;">Linguistic – choose appropriate vocabulary</p>	<ul style="list-style-type: none"> say what sports people play say what activities people do. talk about the weather ask and answer simple questions use more complex structures with time phrases. Review a German film. <p style="background-color: #e0ffe0; padding: 2px;">Social and emotional – listening and responding</p>	<ul style="list-style-type: none"> Describe where they live. Say what there is and isn't in town. Order food and drink. Use higher numbers to understand and give prices in German. Use transactional language to buy souvenirs in a shop. <p style="background-color: #e0ffe0; padding: 2px;">Social and emotional – listening and responding</p>	<ul style="list-style-type: none"> Recognise countries and continents. Say where you usually go on holiday. Say where they would like to go on holiday (ich möchte + infinitive) Give details about their holiday plans using the future tense, <p style="background-color: #ffe0ffe0; padding: 2px;">Cognitive – choose relevant content to build on views</p>
<p>KEY REPORTING CYCLE (4-6)</p> <p>These will be reported on at each cycle & will be in student books.</p>	<ul style="list-style-type: none"> Give personal details (name/age/birthday) Describe themselves and a family member Express simple opinions. Identify key information from short reading texts Identify key information from short listening passages Translate key verbs from German to English 		<ul style="list-style-type: none"> Express simple opinions and reasons. Describe school uniform. Describe free time activities. Identify opinions from short reading texts. Identify opinions from short listening passages. Translate short sentences from English to German including adjectives. 		<ul style="list-style-type: none"> Describe your town. Express opinions with reasons and connectives. Accurately complete a simple roleplay. Understand higher number in German. Translate sentences including time phrases English to German. Translate sentences including the future tense German to English. 	

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.
<p>WIDER OUTCOMES</p> <p>These are the detailed steps/outcomes in each sequence/unit of learning.</p> 	<ul style="list-style-type: none"> Meet and greet in German. Count to 31 Give dates in German. Spell using the German alphabet Understand key phonics sounds. Ask and answer simple questions in German. Give their name age and birthday <p style="background-color: #00b050; color: white; padding: 2px;">Social and emotional – listening and responding.</p>	<ul style="list-style-type: none"> Say how many brothers and sisters they have. Describe their pets. Say what they like and dislike using cognates Describe their personality. Pronounce key phonics sounds Conjugate key verbs in 1st/2nd/3rd person singular including haben and sein. Understand a traditional celebration in Germany – Weihnachten. <p style="background-color: #ffc107; padding: 2px;">Physical – clarity of pronunciation and voice projection</p>	<ul style="list-style-type: none"> Recognise key differences between school in Germany Express likes and dislikes at school Describe their school uniform. Understand simple opinions and reasons. Understand and tell the time in German. Understand a traditional festival in Germany – Fasching / Karneval. <p style="background-color: #ffc107; padding: 2px;">Linguistic – choose appropriate vocabulary</p>	<ul style="list-style-type: none"> say what sports people play say what activities people do. talk about the weather ask and answer simple questions use more complex structures with time phrases. <p style="background-color: #00b050; color: white; padding: 2px;">Social and emotional – listening and responding</p>	<ul style="list-style-type: none"> Describe where they live. Say what there is and isn't in town. Order food and drink. Use higher numbers to understand and give prices in German. Use transactional language to buy souvenirs in a shop. <p style="background-color: #00b050; color: white; padding: 2px;">Social and emotional – listening and responding</p>	<ul style="list-style-type: none"> Recognise countries and continents. Say where you usually go on holiday. Say where they would like to go on holiday (ich möchte + infinitive) Give details about their holiday plans using the future tense. Review a German film. <p style="background-color: #ffc107; padding: 2px;">Cognitive – choose relevant content to build on views</p>
<p>KEY REPORTING CYCLE (4-6)</p> <p>These will be reported on at each cycle & will be in student books.</p>	<ul style="list-style-type: none"> Give personal details (name/age/birthday) Describe themselves and a family member Express simple opinions. Pick out key information from short reading texts Pick out key information from short listening passages Translate key verbs from German to English 		<ul style="list-style-type: none"> Express simple opinions and reasons. Describe school uniform. Describe free time activities. Pick out opinions from short reading texts. Pick out opinions from short listening passages. Translate short sentences from English to German including adjectives. 		<ul style="list-style-type: none"> Describe your town. Accurately complete a simple roleplay. Understand higher number in German. Translate sentences including time phrases English to German. Translate sentences including the future tense German to English. 	



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Vocational, Technical & Creative Curriculum Sequences

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

INTENT

1. Perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians.
2. Learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence
3. Understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.
4. Develop the creative, technical and practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasingly technological world.
5. Build and apply a repertoire of knowledge, understanding and skills in order to design and make high-quality prototypes and products for a wide range of users
6. Critique, evaluate and test their ideas and products and the work of others
7. Understand and apply the principles of nutrition and learn how to cook
8. Produce creative work, exploring their ideas and recording their experiences.
9. Become proficient in drawing, painting, sculpture and other art, craft and design techniques.
10. Evaluate and analyse creative works using the language of art, craft and design.
11. Know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.
12. 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.
13. Understand and apply the fundamental principles and concepts of computer science, including abstraction, logic, algorithms and data representation.
14. Can analyse problems in computational terms and have repeated practical experience of writing computer programs in order to solve such problems.
15. Can evaluate and apply information technology, including new or unfamiliar technologies, analytically to solve problems.
16. Are responsible, competent, confident and creative users of information and communication technology



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MUSIC

Curriculum Sequences



Physical

Voice

- Pace of speaking
- Tonal variation
- Clarity of pronunciation
- Voice projection

Body language

- Gesture & posture
- Facial expression & eye contact



Linguistic

Vocabulary

- Appropriate vocabulary choice

Language

- Register
- Grammar

Rhetorical techniques

- Rhetorical techniques such as metaphor, humour, irony & mimicry



Cognitive

Content

- Choice of content to convey meaning & intention
- Building on the views of others

Structure

- Structure & organisation of talk

Clarifying & summarising

- Seeking information & clarification through questioning
- Summarising

Self-regulation

- Maintaining focus on task
- Time management

Reasoning

- Giving reasons to support views
- Critically examining ideas & views expressed



Social & Emotional

Working with others

- Guiding or managing interactions
- Turn-taking

Listening & responding

- Listening actively & responding appropriately


Confidence in speaking

- Self assurance
- Liveliness & flair


Audience awareness

- Taking account of level of understanding of the audience


MUSIC KS3 CURRICULUM & KNOWLEDGE SEQUENCE

Y7	HT1	HT2	HT3	HT4	HT5	HT6
STUDY	Let's Perform Together	Rhythm and Pulse	Major and Minor Keys	Western Notation and Keyboard Skills	Riptide	Riptide
<p>WIDER OUTCOMES</p> <p>These are the detailed steps/outcomes in each sequence/unit of learning.</p> 	<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>Linguistic – pupils will work on intonation in their singing performance</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>Cognitive – choose relevant content to build on views</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>Social - working together to analyse songs. Discussion in groups</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>Physical - performing music in front of the class and teacher</p>	<p>Technical – develop instrumental technique on the ukulele</p> <p>Constructive – students will develop their understanding of key terminology by learning the meanings of MADTSHIRT and being able to apply this to music they listen to and perform</p> <p>Expressive – create an effective, accurate and expressive performance of Riptide</p> <p>Cognitive – to look at the organisation and structure of a performance</p>	<p>Technical – develop instrumental technique on the ukulele</p> <p>Constructive – students will develop their understanding of key terminology by learning the meanings of MADTSHIRT and being able to apply this to music they listen to and perform</p> <p>Expressive – create an effective, accurate and expressive performance of Riptide</p> <p>Physical – pupils will perform a piece of music for the class</p>
<p>KEY REPORTING CYCLE (4-6)</p> <p>These will be reported on at each cycle & will be in student books.</p>	<p>Sing with control, confidence and expression Demonstrate a sound singing ability using correct posture, breathing and good projection 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. Demonstrate correct percussion technique using both hands and beaters Compose, communicate and perform with others using improvisation, call & 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>		<ul style="list-style-type: none"> To develop appropriate instrumental techniques on the ukulele. To be able to perform Riptide on the ukulele. To develop appropriate musical vocabulary through the MAD TSHIRT mnemonic. To be able to identify musical features of Riptide, applying appropriate musical vocabulary. 	

MUSIC KS3 CURRICULUM & KNOWLEDGE SEQUENCE

Y8	HT1	HT2	HT3	HT4	HT5	HT6
STUDY	Exploring Vocal Melodies	Rhythm and Syncopation	Scales and Modes from around the world	Song structures and Rondo Form	Rap & Hip Hop	Rap & Hip Hop
<p style="text-align: center;">WIDER OUTCOMES</p> <p>These are the detailed steps/outcomes in each sequence/unit of .</p> 	<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 style="background-color: #e0f0ff; padding: 2px;">Social - Working together to practice warm-up vocalisations.</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 style="background-color: #e0f0ff; padding: 2px;">Cognitive - Looking at the various music styles which they will be performing.</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 style="background-color: #e0f0ff; padding: 2px;">Physical – performance in front of the teacher and pupils.</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 style="background-color: #e0f0ff; padding: 2px;">Linguistic – Looking at appropriate use of vocabulary.</p>	<p>Technical – Students will develop their instrumental skill on the keyboard and voice, extending their performance and technical skills</p> <p>Constructive – Students will listen to and appraise a range of Hip Hop music including Gangster's Paradise, and be able to analyse using MADTSHIRT vocabulary</p> <p>Expressive – develop and perform a stylistically accurate performance of Gangster's Paradise</p> <p style="background-color: #e0f0ff; padding: 2px;">Linguistic – Looking at appropriate use of vocabulary.</p> <p style="background-color: #e0f0ff; padding: 2px;">Cognitive – linking the context, style and features of Hip Hop music</p>	<p>Technical – Students will develop their instrumental skill on the keyboard and voice, extending their performance and technical skills</p> <p>Constructive – Students will listen to and appraise a range of Hip Hop music including Gangster's Paradise, and be able to analyse using MADTSHIRT vocabulary</p> <p>Expressive – develop and perform a stylistically accurate performance of Gangster's Paradise</p> <p style="background-color: #e0f0ff; padding: 2px;">Physical - creating a performance and performing in front of others</p> <p style="background-color: #e0f0ff; padding: 2px;">Cognitive – linking the context, style and features of Hip Hop music</p>
<p style="text-align: center;">KEY REPORTING CYCLE (4-6)</p> <p>These will be reported on at each cycle & will be in student books.</p>	<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>To develop an understanding of Hip Hop and it's surrounding culture.</p> <p>To be able to perform Gangsta's Paradise, using appropriate musical technique on the keyboard.</p> <p>To develop appropriate musical vocabulary through the MAD TSHIRT mnemonic.</p> <p>To be able to identify musical features of Gangsta's Paradise, applying appropriate musical vocabulary.</p>

MUSIC KS3 CURRICULUM & KNOWLEDGE SEQUENCE

Y9	HT1	HT2	HT3	HT4	HT5	HT6
STUDY	Vocal Harmony – Purcell to Queen and beyond	Irregular Time Signatures	Exploring film music and its devices	Ex-foley-ate – creating film music and soundtracks	Rap & Hip Hop	Rap & Hip Hop
<p>WIDER OUTCOMES</p> <p>These are the detailed steps/outcomes in each sequence/unit of learning.</p> 	<p>Technical: Learn the technology used to enhance a vocal performance once it has been recorded.</p> <p>Expressive: Understand how harmony can be used to create different emotional effects in the listener</p> <p>Constructive: To understand simple scale degrees and their importance in constructing and performing harmonies.</p> <p style="background-color: #ffc107; padding: 2px;">Physical - develop vocal skills and techniques</p>	<p>Technical: Students will understand the impact irregular time signatures can have on the mood and emotion of a song.</p> <p>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.</p> <p>Constructive: Students will use their understanding of odd time signatures to compose their own beat or melody in an odd time signature.</p> <p style="background-color: #ffc107; padding: 2px;">Social - listening and responding</p>	<p>Technical - Be able to use audio software to edit and enhance music in post-production.</p> <p>Constructive - Apply knowledge in the composition of original music for a piece of film.</p> <p>Expressive - Understand how the elements of music can be used to alter the emotional impact a piece of music has on the listener.</p> <p style="background-color: #ffc107; padding: 2px;">Linguistic – Looking at appropriate use of vocabulary and using this to describe the music they hear</p>	<p>Technical - Be able to use portable recording equipment to record on location.</p> <p>Constructive - Record appropriate sound effects for use in film and T.V</p> <p>Expressive - Understand the emotional impact high quality sound effects can have on a piece of film.</p> <p style="background-color: #ffc107; padding: 2px;">Social - working with others on developing a high-quality piece of film music/foley music</p>	<p>Technical – Students will develop their instrumental skill on the keyboard and voice, extending their performance and technical skills</p> <p>Constructive – Students will listen to and appraise a range of Hip Hop music including Gangster's Paradise, and be able to analyse using MADTSHIRT vocabulary</p> <p>Expressive – develop and perform a stylistically accurate performance of Gangster's Paradise</p> <p style="background-color: #ffc107; padding: 2px;">Cognitive – linking the context, style and features of Hip Hop music</p>	<p>Technical – Students will develop their instrumental skill on the keyboard and voice, extending their performance and technical skills</p> <p>Constructive – Students will listen to and appraise a range of Hip Hop music including Gangster's Paradise, and be able to analyse using MADTSHIRT vocabulary</p> <p>Expressive – develop and perform a stylistically accurate performance of Gangster's Paradise</p> <p style="background-color: #ffc107; padding: 2px;">Physical - creating a performance and performing in front of others</p> <p style="background-color: #ffc107; padding: 2px;">Cognitive – linking the context, style and features of Hip Hop music</p>
<p>KEY REPORTING CYCLE (4-6)</p> <p>These will be reported on at each cycle & will be in student books.</p>	<p>Perform in a number of irregular time signatures on a variety of instruments</p> <p>Compose both rhythms and melodies in irregular time signatures</p> <p>Develop an appreciation of the creative use of irregular time signatures in a variety of musical styles</p>		<ul style="list-style-type: none"> Learn to perform a range of film music, developing performance skills Listen with discrimination to film music and be able to recognise a range of composing devices Compose music suitable for a scene, that uses a range of musical devices Use audio software to edit and enhance compositions 		<p>To develop an understanding of Hip Hop and it's surrounding culture.</p> <p>To be able to perform Gangsta's Paradise, using appropriate musical technique on the keyboard.</p> <p>To develop appropriate musical vocabulary through the MAD TSHIRT mnemonic.</p> <p>To be able to identify musical features of Gangsta's Paradise, applying appropriate musical vocabulary.</p>	



**Newsome
Academy**

TECHNOLOGY

RM, Textiles, Graphics & Food

Curriculum Sequences





**Newsome
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RESISTANT MATERIALS & TEXTILES


Curriculum Sequences

TEXTILES & RESISTANT MATERIALS KS3 CURRICULUM & KNOWLEDGE SEQUENCE


Y7	HT1	HT2	HT3	HT4	HT5	HT6
<p>STUDY</p>	<p><i>Textile – Tool Roll</i> OR Resistant Materials – Desk Tidy (9-week projects)</p>	<p><i>Textile – Tool Roll</i> OR Resistant Materials – Desk Tidy (9-week projects)</p>	<p><i>Textile – Tool Roll</i> OR Resistant Materials – Desk Tidy (9-week projects)</p>	<p><i>Textile – Tool Roll</i> OR Resistant Materials – Desk Tidy (9-week projects)</p>		
<p>WIDER OUTCOMES</p> <p>These are the detailed steps/outcomes in each sequence/unit of learning.</p> 	<p><i>Students will be 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.</i> <u>OR</u> Students will be taught how to use a range of tools and machinery safely. They 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.</p> <p>Cognitive – clarifying and summarising</p>	<p><i>Students will be 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.</i> <u>OR</u> Students will be taught how to use a range of tools and machinery safely. They 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.</p> <p>Linguistic – use appropriate vocabulary, register and grammar</p>	<p><i>Students will be 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.</i> <u>OR</u> Students will be taught how to use a range of tools and machinery safely. They 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.</p> <p>Social and Emotional - working with others Listening and Responding</p>	<p><i>Students will be 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.</i> <u>OR</u> Students will be taught how to use a range of tools and machinery safely. They 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.</p> <p>Social and Emotional – listening actively and responding appropriately to task</p>		
<p>KEY REPORTING CYCLE (4-6)</p> <p>These will be reported on at each cycle & will be in student books.</p>	<ul style="list-style-type: none"> •Justify the importance of sustainability within Textile manufacture. •Explain how a resist method of dyeing is created. •Rank a range of Fibres in order of environmental impact. •Explain the lifecycle of a cotton product •Demonstrate an understanding of fabric joining techniques •Workshop Health and Safety. •Rank Materials in order of environmental impact. •Demonstrate an understanding of Timber Joints. •Explain a range of material properties within timber. 	<ul style="list-style-type: none"> •Justify the importance of sustainability within Textile manufacture. •Explain how a resist method of dyeing is created. •Rank a range of Fibres in order of environmental impact. •Explain the lifecycle of a cotton product •Demonstrate an understanding of fabric joining techniques •Workshop Health and Safety. •Rank Materials in order of environmental impact. •Demonstrate an understanding of Timber Joints. •Explain a range of material properties within timber. 	<ul style="list-style-type: none"> •Justify the importance of sustainability within Textile manufacture. •Explain how a resist method of dyeing is created. •Rank a range of Fibres in order of environmental impact. •Explain the lifecycle of a cotton product •Demonstrate an understanding of fabric joining techniques •Workshop Health and Safety. •Rank Materials in order of environmental impact. •Demonstrate an understanding of Timber Joints. •Explain a range of material properties within timber. 			

Y8	HT1	HT2	HT3	HT4	HT5	HT6
<p>STUDY</p>	<p><i>Textile – Mugler Toy</i> OR Resistant Materials – Sweet Dispenser (9-week projects)</p>	<p><i>Textile – Mugler Toy</i> OR Resistant Materials – Sweet Dispenser (9-week projects)</p>	<p><i>Textile – Mugler Toy</i> OR Resistant Materials – Sweet Dispenser (9-week projects)</p>	<p><i>Textile – Mugler Toy</i> OR Resistant Materials – Sweet Dispenser (9-week projects)</p>		
<p>WIDER OUTCOMES</p> <p>These are the detailed steps/outcomes in each sequence/unit of learning.</p> 	<p><i>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.</i> OR 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>Cognitive – self-regulation – maintaining focus on the task and giving reasons to support their methods</p>	<p><i>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.</i> OR 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>Linguistic – use appropriate vocabulary, register and grammar</p>	<p><i>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.</i> OR 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>Cognitive – clarifying and summarising</p>	<p><i>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.</i> OR 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>Social and Emotional - working with others Actively listening and responding appropriately</p>		
<p>KEY REPORTING CYCLE (4-6)</p> <p>These will be reported on at each cycle & will be in student books.</p>	<ul style="list-style-type: none"> •Demonstrate safe use of tools and equipment. •Explain a range of Regenerated fibre properties. •Rank Fibers in order of environmental impact. •Demonstrate an understanding of smart materials. •Explain a range of Timber Materials and properties. •Demonstrate an understanding of gear and pulley systems. •Demonstrate an understanding of working drawings, measurements and functions. 		<ul style="list-style-type: none"> •Demonstrate safe use of tools and equipment. •Explain a range of Regenerated fibre properties. •Rank Fibers in order of environmental impact. •Demonstrate an understanding of smart materials. •Explain a range of Timber Materials and properties. •Demonstrate an understanding of gear and pulley systems. •Demonstrate an understanding of working drawings, measurements and functions. 		<ul style="list-style-type: none"> •Demonstrate safe use of tools and equipment. •Explain a range of Regenerated fibre properties. •Rank Fibers in order of environmental impact. •Demonstrate an understanding of smart materials. •Explain a range of Timber Materials and properties. •Demonstrate an understanding of gear and pulley systems. •Demonstrate an understanding of working drawings, measurements and functions. 	


TEXTILES & RESISTANT MATERIALS KS3 CURRICULUM & KNOWLEDGE SEQUENCE

Y9	HT1	HT2	HT3	HT4	HT5	HT6
STUDY	<p><i>Textiles – Skills Cushion</i> OR Resistant Materials – Angle Poise Lamp (14-week projects)</p>		<p><i>Textiles – Skills Cushion</i> OR Resistant Materials – Angle Poise Lamp (14-week projects)</p>			<p>Textiles & Resistant Materials – Graphic Skills Project (6 weeks)</p>
<p style="text-align: center;">WIDER OUTCOMES</p> <p>These are the detailed steps/outcomes in each sequence/unit of learning.</p> 	<p><i>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.</i> <u>OR</u> 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 style="background-color: #ffc000;">Linguistic – use appropriate vocabulary, register and grammar</p>		<p><i>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.</i> <u>OR</u> 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 style="background-color: #00c090; color: white;">Social and Emotional - working with others, actively listening and responding appropriately</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> <p style="background-color: #ffc000;">Cognitive – clarifying and summarising; self-regulation – maintaining focus on the task and giving reasons to support their methods</p>
<p style="text-align: center;">KEY REPORTING CYCLE (4-6)</p> <p>These will be reported on at each cycle & will be in student books.</p>	<ul style="list-style-type: none"> •Explain a range of Decorative Techniques for textile products. •Identify a range of Smart Fibres. •Rank Smart Fibres in order of environmental impact. •Annotated a range of design ideas which include moral and cultural issues. •Workshop Health and Safety. •Explain a range of material properties and end uses. •Rank materials in order of environmental impact. •Annotate design solutions with manufacturing production in mind. •Demonstrate an understanding of Card Prototyping. 		<ul style="list-style-type: none"> •Explain a range of Decorative Techniques for textile products. •Identify a range of Smart Fibres. •Rank Smart Fibres in order of environmental impact. •Annotated a range of design ideas which include moral and cultural issues. •Workshop Health and Safety. •Explain a range of material properties and end uses. •Rank materials in order of environmental impact. •Annotate design solutions with manufacturing production in mind. •Demonstrate an understanding of Card Prototyping. 		<ul style="list-style-type: none"> •Explain a range of Decorative Techniques for textile products. •Identify a range of Smart Fibres and rank them. •Explain a range of material properties and end uses. •Rank materials in order of environmental impact. <ul style="list-style-type: none"> • <u>Create a suitable point of display stand for a product.</u> • <u>Demonstrate an accurate view of isometric perspective.</u> • <u>Create a band using typography and colour.</u> 	


TEXTILES & RESISTANT MATERIALS KS3 CURRICULUM & KNOWLEDGE SEQUENCE

Y7	HT1	HT2	HT3	HT4	HT5	HT6
STUDY	Textile – Tool Roll (9-week project)	Textile – Tool Roll (9-week project)	Textile – Tool Roll (9-week project)	Resistant Materials – Desk Tidy (9-week project)	Resistant Materials – Desk Tidy (9-week project)	Resistant Materials – Desk Tidy (9-week project)
<p>WIDER OUTCOMES</p> <p>These are the detailed steps/outcomes in each sequence/unit of learning.</p> 	<p>Students will be 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.</p> <p>Cognitive – clarifying and summarising</p>	<p>Students will be 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.</p> <p>Linguistic – use appropriate vocabulary, register and grammar</p>	<p>Students will be 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.</p> <p>Social and Emotional - working with others, actively listening and responding appropriately</p>	<p>Students will be taught how to use a range of tools and machinery safely. They will be taught how to use 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.</p> <p>Cognitive – self-regulation – maintaining focus on the task and giving reasons to support their methods</p>	<p>Students will be taught how to use a range of tools and machinery safely. They will be taught how to use 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.</p> <p>Linguistic – use appropriate vocabulary, register and grammar</p>	<p>Students will be taught how to use a range of tools and machinery safely. They will be taught how to use 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.</p> <p>Social and Emotional - working with others, actively listening and responding appropriately</p>
<p>KEY REPORTING CYCLE (4-6)</p> <p>These will be reported on at each cycle & will be in student books.</p>	<ul style="list-style-type: none"> •Justify the importance of sustainability within Textile manufacture. •Explain how a resist method of dyeing is created. •Rank a range of Fibres in order of environmental impact. •Explain the lifecycle of a cotton product. •Workshop Health and Safety. •Rank Materials in order of environmental impact. •Demonstrate an understanding of fabric joining techniques 		<ul style="list-style-type: none"> •Explain how a resist method of dyeing is created. •Rank a range of Fibres and Timbers in order of environmental impact. •Demonstrate an understanding of fabric joining techniques •Workshop Health and Safety. •Explain a range of material properties within timber. •Annotated a range of design ideas which include moral and cultural issues. •Demonstrate an understanding of timber joints. 		<ul style="list-style-type: none"> •Workshop Health and Safety. •Explain a range of Material properties within timber. •Rank Materials in order of environmental impact. •Annotated a range of design ideas which include moral and cultural issues. •Demonstrate an understanding of Timber Joints. •Explain a range of material properties within timber. 	

TEXTILES & RESISTANT MATERIALS KS3 CURRICULUM & KNOWLEDGE SEQUENCE

Y8	HT1	HT2	HT3	HT4	HT5	HT6
STUDY	Textiles- Mugler Toy (9-week project)	Textiles- Mugler Toy (9-week project)	Textiles- Mugler Toy (9-week project)	Resistant Materials- Sweet Dispenser (9-week project)	Resistant Materials- Sweet Dispenser (9-week project)	Resistant Materials- Sweet Dispenser (9-week project)
<p>WIDER OUTCOMES</p> <p>These are the detailed steps/outcomes in each sequence/unit of learning.</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>Cognitive – self-regulation – maintaining focus on the task and giving reasons to support their methods</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>Social and Emotional - working with others, actively listening and responding appropriately</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>Linguistic – use appropriate vocabulary, register and grammar</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 timbres and Plastics. They will develop and understanding of forces and product analysis.</p> <p>Cognitive – clarifying and summarising</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 timbres and Plastics. They will develop and understanding of forces and product analysis.</p> <p>Social and Emotional - working with others, actively listening and responding appropriately</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 timbres and Plastics. They will develop and understanding of forces and product analysis.</p> <p>Linguistic – use appropriate vocabulary, register and grammar</p>
<p>KEY REPORTING CYCLE (4-6)</p> <p>These will be reported on at each cycle & will be in student books.</p>	<ul style="list-style-type: none"> •Demonstrate safe use of tools and equipment. •Explain a range of Regenerated fibre properties. •Rank Fibers in order of environmental impact. •Annotated a range of design ideas which include moral and cultural issues. •Demonstrate an understanding of smart materials. 		<ul style="list-style-type: none"> •Demonstrate safe use of tools and equipment in the classroom and Workshop. •Explain a range of Regenerated fibre properties. •Rank Fibers and Materials in order of environmental impact. •Explain a range of Timber Materials and properties. •Demonstrate an understanding of working drawings, measurements and functions. •Demonstrate an understanding of smart materials. 		<ul style="list-style-type: none"> •Workshop Health and Safety. •Explain a range of Timber Materials and properties. •Rank Materials in order of environmental impact. •Demonstrate an understanding of gear and pulley systems. •Demonstrate an understanding of working drawings, measurements and functions. 	

RM KS3 CURRICULUM & KNOWLEDGE SEQUENCE

Y9	HT1	HT2	HT3	HT4	HT5	HT6		
STUDY	Textiles- Skills Cushion	Textiles- Skills Cushion	Textiles- Skills Cushion	Resistant Materials- Angle Poise Lamp	Resistant Materials- Angle Poise Lamp	Resistant Materials- Angle Poise Lamp		
<p>WIDER OUTCOMES</p> <p>These are the detailed steps/outcomes in each sequence/unit of learning.</p> 	<p>Students will be 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>Linguistic – use appropriate vocabulary, register and grammar</p>	<p>Students will be 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>Cognitive – self-regulation – maintaining focus on the task and giving reasons to support their methods</p>	<p>Students will be 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>Social and Emotional – working with others, actively listening and responding appropriately</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>Linguistic – use appropriate vocabulary, register and grammar</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>Cognitive – clarifying and summarising</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>Social and Emotional – working with others, actively listening and responding appropriately</p>		
<p>KEY REPORTING CYCLE (4-6)</p> <p>These will be reported on at each cycle & will be in student books.</p>	<ul style="list-style-type: none"> •Explain a range of Decorative Techniques for textile products. •Identify a range of Smart Fibres. •Rank Smart Fibres in order of environmental impact. •Annotated a range of design ideas which include moral and cultural issues. 		<ul style="list-style-type: none"> •Explain a range of Decorative Techniques for textile products. •Identify a range of Smart Fibres. •Rank Smart Fibres in order of environmental impact. •Annotated a range of design ideas which include moral and cultural issues. 		<ul style="list-style-type: none"> •Workshop Health and Safety. •Explain a range of material properties and end uses. •Rank materials in order of environmental impact. •Annotate design solutions with manufacturing production in mind. •Demonstrate an understanding of Card Prototyping. 		<ul style="list-style-type: none"> •Workshop Health and Safety. •Explain a range of material properties and end uses. •Rank materials in order of environmental impact. •Annotate design solutions with manufacturing production in mind. •Demonstrate an understanding of Card Prototyping. 	




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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
<p>WIDER OUTCOMES</p> <p>These are the detailed steps/outcomes in each sequence/unit of learning.</p> 	<p>Health and safety, rules, hazards, safe and hygienic working practices. Eatwell plate- food groups Food origins, farming, transportation. Food Manufacturing and processing</p> <p style="background-color: #e91e63; color: white; padding: 2px;">Linguistic – use appropriate vocabulary, register and grammar</p>	<p>Fruit Salad, Knife skills practice sheet Pasta Salad Cookies Stewed Fruit Crumble</p> <ul style="list-style-type: none"> Weighing ingredients measuring preparing ingredients and equipment correct cooking times testing for readiness and sensory testing Preparing, combining and shaping Using a range of cooking techniques <p style="background-color: #e91e63; color: white; padding: 2px;">Linguistic – use appropriate vocabulary, register and grammar</p>	<p>A study of macronutrients – sources and functions</p> <p>A study of micronutrients – sources and functions</p> <p>Look at different food dishes and analyse the nutritional value within them</p> <p style="background-color: #ffc107;">Cognitive – clarifying and summarising</p>	<ul style="list-style-type: none"> Apple Crumble Pizza with homemade sauce Cooking Methods Rubbing in Creaming Whisking All in one method <p style="background-color: #00b050; color: white; padding: 2px;">Social and Emotional – working with others, actively listening and responding appropriately</p>	<ul style="list-style-type: none"> Study of a range of intolerances and allergies, such as coeliac disease, and the most common allergens The study of legislation around food labelling in the UK and the aesthetics of an effective food label. <p style="background-color: #ffc107;">Cognitive - choice of content to convey meaning and build on ideas</p>	<p>Sweet stuffed peppers Sponge Cake Blondies Cooking Methods Rubbing in Creaming Whisking All in one method</p> <p style="background-color: #e91e63; color: white; padding: 2px;">Social and Emotional – working with others, actively listening and responding appropriately</p>
<p>KEY REPORTING CYCLE (4-6)</p> <p>These will be reported on at each cycle & will be in student books.</p>	<ul style="list-style-type: none"> Demonstrate knowledge and understanding of safe and hygienic working practices Demonstrate knowledge of the Eatwell Plate through practical lessons, discussion and written tasks Demonstrate sound preparation skills of both equipment and ingredients Safely use a range of cooking techniques, appropriate to the task 		<ul style="list-style-type: none"> Apply knowledge by naming the sources and functions of all macronutrients Apply knowledge by recalling the sources and functions of a range of micronutrients Demonstrate knowledge by creating dishes that meets the nutritional needs of the consumer Use safe and hygienic practices in a working kitchen environment Demonstrate sound preparation skills of both equipment and ingredients Safely use a range of cooking techniques, appropriate to the task 		<ul style="list-style-type: none"> Recall the most common allergens Recognise the most common allergens found in diets Recall the information legally required on a food label, and recreate it Use safe and hygienic practices in a working kitchen environment Demonstrate sound preparation skills of both equipment and ingredients Safely use a range of cooking techniques, appropriate to the task 	

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
<p>A recap of the Health & 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> <p>WIDER OUTCOMES</p> <p>These are the detailed steps/outcomes in each sequence/unit of learning.</p> 	<p>A recap of the Health & 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> <p>Linguistic – use appropriate vocabulary, register and grammar</p>	<ul style="list-style-type: none"> •Focaccia Bread •Flapjack •Curry and Rice •Sausage/Cheese and Onion Rolls <p>Skills - Working with dough – pastry and bread Reading and following a recipe</p> <p>Linguistic – use appropriate vocabulary, register and grammar</p>	<p>A recap of macronutrients from Y7, looking in more detail at the effect of nutritional imbalances, intolerances, allergies and health conditions</p> <p>Physical – clarity of pronunciation and voice projection</p>	<p>Breakfast Pizza Sweet Scones</p> <p>Preparation and Knife skills Coagulation Skills – rubbing in, all in one, whisking Reading and following a recipe</p> <p>Social and Emotional – working with others, actively listening and responding appropriately</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> <p>Cognitive – clarifying and summarising</p>	<ul style="list-style-type: none"> •Kofta •Cheesecake <p>Curry Skills – blitzing, adapting a recipe Reading and following a recipe</p> <p>Social and Emotional – working with others, actively listening and responding appropriately</p>
<p>KEY REPORTING CYCLE (4-6)</p> <p>These will be reported on at each cycle & will be in student books.</p>	<ul style="list-style-type: none"> • Apply knowledge of H&S in relation to FSA and legislation • Demonstrate knowledge of sources of food provenance • Discuss confidently a range of manufacturing processes • Use safe and hygienic practices in a working kitchen environment • Safely use a range of cooking techniques, appropriate to the task • Demonstrate confidence and accuracy in their practical work 		<ul style="list-style-type: none"> • Recall knowledge by naming the sources and functions of macronutrients and micronutrients • Recognise the different dietary needs of people with specific health conditions • Apply knowledge of nutrients by creating menus for different dietary needs • Use safe and hygienic practices in a working kitchen environment • Safely use a range of cooking techniques, appropriate to the task • Demonstrate confidence and accuracy in their practical work 		<ul style="list-style-type: none"> • Recall a range of factors that inform food choices • Apply knowledge by adapting a recipe for a specific dietary need • Demonstrate understanding of seasonality and how that affects food choices • Use safe and hygienic practices in a working kitchen environment • Safely use a range of cooking techniques, appropriate to the task • Demonstrate confidence and accuracy in their practical work 	

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
<p>WIDER OUTCOMES</p> <p>These are the detailed steps/outcomes in each sequence/unit of learning.</p> 	<p>Building on their work in Y7 and Y8, Students will recap food legislation and study with greater depth, looking at case studies</p> <p>Students will build on their knowledge of adapting a recipe from Y8, and explore food choices and dietary needs</p> <p>Cognitive – clarifying and summarising</p> <p>Linguistic – use appropriate vocabulary, register and grammar</p>	<ul style="list-style-type: none"> •Shortbread •Lemon Tart •Samosa •Fish cakes <p>Skills – shortening, coagulation pastry types Amending a recipe for a dietary need</p> <p>Social and Emotional - working with others, actively listening and responding appropriately</p>	<p>Using their knowledge of food choice, dietary needs and ethical issues, students will create a menu for a vegan café.</p> <p>Students will explore healthy options and alternatives as well looking at the important information that has to be on a menu.</p> <p>Physical - use voice projection, gesture and tone to present</p>	<p>Bolognese Chocolate Brownies</p> <p>Shallow frying Chopping, knife skills and preparation skills Presentation Taste testing</p> <p>Social and Emotional –working with others, actively listening and responding appropriately</p>	<p>Students will consolidate their knowledge of nutrients</p> <p>Students will explore meat types and butchery, including meat safety</p> <p>Students will explore the different ways food can be evaluated and how to action plan for a meal.</p> <p>Cognitive – self-regulation – maintaining focus on the task and giving reasons to support their methods</p>	<ul style="list-style-type: none"> •Beef Burgers Swiss Roll •Improving a recipe and cooking methods based on evaluations and action planning <p>Social and Emotional – working with others, actively listening and responding appropriately</p>
<p>KEY REPORTING CYCLE (4-6)</p> <p>These will be reported on at each cycle & will be in student books.</p>	<ul style="list-style-type: none"> • Successfully apply knowledge of food legislation when applied to case studies • Recall a range of factors that inform food choices • Demonstrate ability to effectively adapt recipes for a range of food choice factors • Use safe and hygienic practices in a working kitchen environment • Safely use a range of cooking techniques, appropriate to the task • Demonstrate confidence and accuracy in their practical work 		<ul style="list-style-type: none"> • Create a suitable menu for a Vegan Café, demonstrating good ingredients knowledge and creativity • Demonstrate knowledge of vitamins and nutrients in their vegan menu • Apply understanding of an effective menu by including relevant information • Use safe and hygienic practices in a working kitchen environment • Safely use a range of cooking techniques, appropriate to the task • Demonstrate confidence and accuracy in their practical work 		<ul style="list-style-type: none"> • Demonstrate a thorough knowledge of nutrition in food, including sources and functions • Apply knowledge of meat types, butchery and food safety • Effectively evaluate dish and make changes to improve the cooking processes, the taste and the aesthetics of a dish • Use safe and hygienic practices in a working kitchen environment • Safely use a range of cooking techniques, appropriate to the task • Demonstrate confidence and accuracy in their practical work 	





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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	African Art	
<p>WIDER OUTCOMES</p> <p>These are the detailed steps/outcomes in each sequence/unit of learning.</p> 	<p>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</p> <p style="background-color: #FFD700; padding: 2px;">Physical – discuss the knowledge of colour and tone</p>	<p>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.</p> <p style="background-color: #FFD700; padding: 2px;">Social and Emotional - pupils work in groups together</p>	<p>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</p> <ul style="list-style-type: none"> •Focal point •Foreground/middle ground/background •Positive/negative shape •Repetition and symmetry <p style="background-color: #FFD700; padding: 2px;">Cognitive – justification of the use of symmetry</p>	<p>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.</p> <p>They will look at landmarks from around the world and recreate these in the unmistakable style of James Rizzi.</p> <p style="background-color: #FFD700; padding: 2px;">Linguistic – use of specific vocabulary</p>	<p>Students will research traditional African textiles creating personal responses in a variety of media. They will learn how traditional African art has influenced modern artists such as Pablo Picasso and Kimmy Cantrell.</p> <p>They will design their own 3D mask inspired by the work of Kimmy Cantrell, realising their intentions with recycled materials.</p> <p style="background-color: #FFD700; padding: 2px;">Social and Emotional - structured group talk around the work of modern artists</p>	
<p>KEY REPORTING CYCLE (4-6)</p> <p>These will be reported on at each cycle & will be in student books.</p>	<ul style="list-style-type: none"> • Recall confidently the formal elements of art and their meaning • Apply knowledge of the formal elements of art through form, tone, line, shape, space, texture and colour in their own work • Develop a range of drawing skills relating to the elements of art • Demonstrate an understanding of colour theory relating to the elements of art 		<ul style="list-style-type: none"> • Produce a research page including visual and written elements on Keith Haring. • Demonstrate an understanding of how to create a focal point. • Demonstrate an understanding of foreground, middle-ground and background in a composition. • Demonstrate an understanding of positive & negative shape using paper cut. 	<ul style="list-style-type: none"> • Produce a research page including written and visual elements African masks. • Develop drawing skills through observational studies of Adinkra symbols. • Produce an Adire cloth resist painting. • Produce a Kente cloth inspired paper weaving. • Produce a Mud cloth painting using non-traditional materials. • Produce an annotated design for a final outcome. • Create a 3D relief mask using recycled materials. 		

Y8	HT1	HT2	HT3	HT4	HT5	HT6
<p>STUDY</p>	<p>Day of the Dead</p> <ul style="list-style-type: none"> • Research page • Observational study • Print designs • Block printing • Clay response 	<p>Day of the Dead</p> <ul style="list-style-type: none"> • Research page • Observational study • Print designs • Block printing • Clay response 	<p>Aztec Art</p> <ul style="list-style-type: none"> • Observational studies of Aztec symbols • Design an Aztec inspired pattern • Create a mixed media background • Repeat print 	<p>Aztec Art</p> <ul style="list-style-type: none"> • Observational studies of Aztec symbols • Design an Aztec inspired pattern • Create a mixed media background • Repeat print 	<p>Objects</p> <ul style="list-style-type: none"> • Research page • Observational study • Mono printing • Personal response 	<p>Objects</p> <ul style="list-style-type: none"> • Research page • Observational study • Mono printing • Personal response
<p>WIDER OUTCOMES</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>Physical - Pupils will talk to each other about their design and discuss with the teacher.</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>Physical - Pupils will talk to each other about their design and discuss with the teacher.</p>	<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. 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>Cognitive – Talking through the placement on the story board.</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"> •Pencil crayon •Paint •Oil pastel •Paper collage <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>Social and Emotional - Work together to discuss their work</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>Linguistic – Use tier 3 vocabulary.</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>Linguistic – Use tier 3 vocabulary.</p>
<p>KEY REPORTING CYCLE (4-6)</p> <p>These will be reported on at each cycle & will be in student books.</p>	<ul style="list-style-type: none"> • Apply a range of techniques to develop drawing skills. • Apply a range of design skills • Accurately and effectively experiment with block printing techniques • Produce a personal response that fits a brief 	<ul style="list-style-type: none"> • Observational drawings of Aztec symbols. • Design an Aztec inspired pattern in colour. • Produce an A3 mixed media background. • Produce a repeat poly print of an Aztec symbol. 	<ul style="list-style-type: none"> • Produce a research page including written and visual elements on Michael Craig Martin • Observational drawing skills with a range of drawing challenges • Show understanding of composition and scale. • Produce a personal response in the style of Michael Craig Martin. 			

Art & Design KS3 CURRICULUM & KNOWLEDGE SEQUENCE

Y9	HT1	HT2	HT3	HT4	HT5	HT6
STUDY	Surrealism		Op Art	Op Art	Street Art	Street Art
<p>WIDER OUTCOMES</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"> • Develop drawing skills • Develop ways of recording ideas. • Experiment with a range of techniques. <p>Students will create a portfolio of work which will include:</p> <ul style="list-style-type: none"> • Research page • Artist study • Artist Research • Collage • Personal response <p>Cognitive – Organise and present ideas</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"> • Develop drawing skills • Develop ways of recording ideas. • Experiment with a range of techniques. <p>Students will create a portfolio of work which will include:</p> <ul style="list-style-type: none"> • Research page • Artist study • Artist Research • Collage • Personal response <p>Linguistic – Use of subject specific vocabulary</p>	<p>Op Art</p> <ul style="list-style-type: none"> •Research page •Measuring accuracy •Pattern designs •3D cube design •Celebrity portrait <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>Physical - Present designs and finished product</p>	<p>Op Art</p> <ul style="list-style-type: none"> •Research page •Measuring accuracy •Pattern designs •3D cube design •Celebrity portrait <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>Physical - Present designs and finished product</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. They will learn how to scale up using a viewfinder and the grid technique.</p> <p>Social and Emotional - Work together using structured talk</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 A3 paper.</p> <p>Social and Emotional - Work together using structured talk</p>
<p>KEY REPORTING CYCLE (4-6)</p> <p>These will be reported on at each cycle & will be in student books</p>	<ul style="list-style-type: none"> • Recall the characteristics of the surrealism movement. • Experiment with collage showcasing understanding of surrealism. • Demonstrate accurate and sophisticated drawing skills. • Produce a personal response portfolio to a brief, showcasing artistic skills in relation to Surrealism 		<ul style="list-style-type: none"> • Measure and record accurately when recreating op art patterns. • Present a well-considered research page. • Create a 3D shape using a 2D net, showing an understanding of cut and score lines. • Produce a personal response that fits the brief. 		<ul style="list-style-type: none"> •Research presentation on selected artist •Demonstrate accurate observation studies of brand fonts and logos. •Create an interesting composition that has a clear focal point. •Use a variety of techniques in different media. 	




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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
<p>WIDER OUTCOMES</p> <p>These are the detailed steps/outcomes in each sequence/unit of learning.</p> 	<ul style="list-style-type: none"> •Demonstrate knowledge of cyberbullying by describing how to deal with it •Demonstrate knowledge of online safety and respectful communication by describing how to deal with risky scenarios, dangers of technology and how to behave online •Demonstrate knowledge of digital data by describing the threats, how it can be used and consequences of not following laws •Apply knowledge from this unit to accurately describe some keywords <p style="background-color: #90EE90; padding: 2px;">Social and Emotional - working with others & listening and responding</p>	<ul style="list-style-type: none"> •Demonstrate knowledge of cyberbullying by describing how to deal with it •Demonstrate knowledge of online safety and respectful communication by describing how to deal with risky scenarios, dangers of technology and how to behave online •Demonstrate knowledge of digital data by describing the threats, how it can be used and consequences of not following laws •Apply knowledge from this unit to accurately describe some keywords <p style="background-color: #90EE90; padding: 2px;">Social and Emotional - working with others & listening and responding</p>	<ul style="list-style-type: none"> •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 •Demonstrate knowledge of binary conversion by converting between binary code and denary numbers •Demonstrate knowledge and understanding of basic programming terms by explaining the connection between algorithms, functions and programming •Apply knowledge from this unit to accurately describe some keywords <p style="background-color: #FFD700; padding: 2px;">Cognitive – clarifying, self-regulation and reasoning</p>	<ul style="list-style-type: none"> •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 •Demonstrate knowledge of binary conversion by converting between binary code and denary numbers •Demonstrate knowledge and understanding of basic programming terms by explaining the connection between algorithms, functions and programming •Apply knowledge from this unit to accurately describe some keywords <p style="background-color: #FFD700; padding: 2px;">Cognitive – clarifying, self-regulation and reasoning</p>	<ul style="list-style-type: none"> •Demonstrate knowledge of the Scratch layout by naming each section accurately •Demonstrate knowledge of using Scratch by describing how to accurately use a range of different features •Apply knowledge of blocks and scripts in Scratch to create and understand the programming for a range of mini-programs •Apply knowledge from this unit to accurately describe some keywords <p style="background-color: #FF69B4; padding: 2px;">Linguistic – choose appropriate vocabulary</p>	<ul style="list-style-type: none"> •Demonstrate knowledge of the Scratch layout by naming each section accurately •Demonstrate knowledge of using Scratch by describing how to accurately use a range of different features •Apply knowledge of blocks and scripts in Scratch to create and understand the programming for a range of mini-programs •Apply knowledge from this unit to accurately describe some keywords <p style="background-color: #FF69B4; padding: 2px;">Linguistic – choose appropriate vocabulary</p>
KEY REPORTING CYCLE (4-6) These will be reported on at each cycle & in student books.	<p style="text-align: center;"><u>DATA CYCLE 1 OUTCOMES:</u></p> <p>Demonstrate knowledge of Cyberbullying Demonstrate knowledge of online safety Demonstrate knowledge of digital data Apply knowledge to describe keywords</p>		<p style="text-align: center;"><u>DATA CYCLE 2 OUTCOMES:</u></p> <p>Demonstrate knowledge of computing fundamentals Demonstrate knowledge of binary conversion Demonstrate knowledge of basic programs terms Apply knowledge to describe keywords</p>		<p style="text-align: center;"><u>DATA CYCLE 3 OUTCOMES:</u></p> <p>Demonstrate knowledge of Scratch layout Demonstrate knowledge of Scratch Apply knowledge to create programs Apply knowledge to describe keywords</p>	

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
<p>WIDER OUTCOMES</p> <p>These are the detailed steps/outcomes in each sequence/unit of learning.</p> 	<ul style="list-style-type: none"> •Demonstrate knowledge of planning techniques by describing the difference between a 'theme' and an 'audience' •Demonstrate knowledge of internet safety by describing how to find appropriate and reliable data from trustworthy online sources •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 •Apply knowledge from this unit to accurately describe some keywords <p style="background-color: #FFD700;">Cognitive – building on views of others, clarifying, self-regulation and reasoning</p>	<ul style="list-style-type: none"> •Demonstrate knowledge of planning techniques by describing the difference between a 'theme' and an 'audience' •Demonstrate knowledge of internet safety by describing how to find appropriate and reliable data from trustworthy online sources •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 •Apply knowledge from this unit to accurately describe some keywords <p style="background-color: #FFD700;">Cognitive – building on views of others, clarifying, self-regulation and reasoning</p>	<ul style="list-style-type: none"> •Demonstrate knowledge of the Kodu tool bar by describing what each button does •Demonstrate knowledge of using Kodu by describing how to accurately use a range of different features •Apply knowledge of creating rules and using tools in Kodu to develop a range of games •Apply knowledge from this unit to accurately describe some keywords <p style="background-color: #90EE90;">Social and Emotional - Working with others & listening and responding</p>	<ul style="list-style-type: none"> •Demonstrate knowledge of the Kodu tool bar by describing what each button does •Demonstrate knowledge of using Kodu by describing how to accurately use a range of different features •Apply knowledge of creating rules and using tools in Kodu to develop a range of games •Apply knowledge from this unit to accurately describe some keywords <p style="background-color: #90EE90;">Social and Emotional - Working with others & listening and responding</p>	<ul style="list-style-type: none"> •Demonstrate knowledge of graphic types by describing the difference between a 'bitmap' graphic and a 'vector' graphic •Demonstrate knowledge of creating superimposed images by describing the steps involved to do this •Apply knowledge of using Adobe Photoshop to create a professionally designed movie poster •Apply knowledge from this unit to accurately describe some keywords <p style="background-color: #FF69B4;">Linguistic – choose appropriate vocabulary</p>	<ul style="list-style-type: none"> •Demonstrate knowledge of graphic types by describing the difference between a 'bitmap' graphic and a 'vector' graphic •Demonstrate knowledge of creating superimposed images by describing the steps involved to do this •Apply knowledge of using Adobe Photoshop to create a professionally designed movie poster •Apply knowledge from this unit to accurately describe some keywords <p style="background-color: #FF69B4;">Linguistic – choose appropriate vocabulary</p>
<p>KEY REPORTING CYCLE</p> <p>These will be reported on at each cycle & will be in student books.</p>	<p><u>DATA CYCLE 1 OUTCOMES:</u></p> <p>Demonstrate knowledge of planning techniques Demonstrate knowledge of internet safety Demonstrate knowledge of digital design Apply knowledge to describe keywords</p>		<p><u>DATA CYCLE 2 OUTCOMES:</u></p> <p>Demonstrate knowledge of Kodu toolbar Demonstrate knowledge of Kodu Apply knowledge to create games Apply knowledge to describe keywords</p>		<p><u>DATA CYCLE 3 OUTCOMES:</u></p> <p>Demonstrate knowledge of graphic types Demonstrate knowledge of creating superimposed images Apply knowledge to design movie poster Apply knowledge to describe keywords</p>	

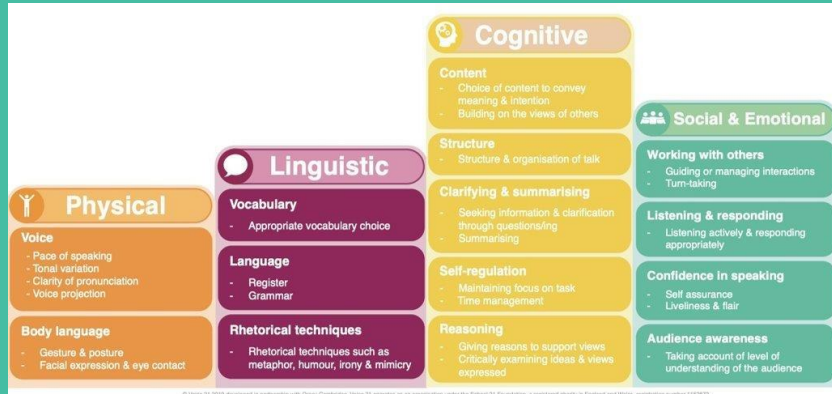
COMPUTING KS3 CURRICULUM & KNOWLEDGE SEQUENCE

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
<p>WIDER OUTCOMES</p> <p>These are the detailed steps/outcomes in each sequence/unit of learning.</p> 	<ul style="list-style-type: none"> •Demonstrate knowledge of planning techniques and financial literacy by developing a plan for a music festival and calculating the estimated profit for the event •Demonstrate knowledge of event planning by developing a logical site-plan for the music festival •Demonstrate knowledge of using Adobe Express by developing a range of professional looking promotional material for the music festival •Apply knowledge from this unit to accurately describe some keywords <p>Physical – Presenting their music festival idea and social media adverts to the class</p>	<ul style="list-style-type: none"> •Demonstrate knowledge of planning techniques and financial literacy by developing a plan for a music festival and calculating the estimated profit for the event •Demonstrate knowledge of event planning by developing a logical site-plan for the music festival •Demonstrate knowledge of using Adobe Express by developing a range of professional looking promotional material for the music festival •Apply knowledge from this unit to accurately describe some keywords <p>Physical – Presenting their music festival idea and social media adverts to the class</p>	<ul style="list-style-type: none"> •Demonstrate knowledge of planning and design techniques by creating a detailed mood board and storyboard •Demonstrate knowledge of using MS PowerPoint by developing a professional looking website •Demonstrate knowledge of testing techniques by completing a testing table document •Apply knowledge from this unit to accurately describe some keywords <p>Cognitive – clarifying, self-regulation and reasoning</p>	<ul style="list-style-type: none"> •Demonstrate knowledge of planning and design techniques by creating a detailed mood board and storyboard •Demonstrate knowledge of using MS PowerPoint by developing a professional looking website •Demonstrate knowledge of testing techniques by completing a testing table document •Apply knowledge from this unit to accurately describe some keywords <p>Cognitive – clarifying, self-regulation and reasoning</p>	<ul style="list-style-type: none"> •Demonstrate knowledge of the MS Excel interface by naming the main sections of the interface •Demonstrate knowledge of using MS Excel by describing the use of a range of different tools, features, formulae and functions •Apply knowledge of using MS Excel through the accurate completion of a range of spreadsheet tasks •Apply knowledge from this unit to accurately describe some keywords <p>Linguistic – choose appropriate vocabulary</p>	<ul style="list-style-type: none"> •Demonstrate knowledge of the MS Excel interface by naming the main sections of the interface •Demonstrate knowledge of using MS Excel by describing the use of a range of different tools, features, formulae and functions •Apply knowledge of using MS Excel through the accurate completion of a range of spreadsheet tasks •Apply knowledge from this unit to accurately describe some keywords <p>Linguistic – choose appropriate vocabulary</p>
<p>KEY REPORTING CYCLE</p> <p>These will be reported on at each cycle & will be in student books.</p>	<p><u>DATA CYCLE 1 OUTCOMES:</u></p> <p>Demonstrate knowledge of planning techniques Demonstrate knowledge of event planning Demonstrate knowledge of using Adobe Express Apply knowledge to describe keywords</p>		<p><u>DATA CYCLE 2 OUTCOMES:</u></p> <p>Demonstrate knowledge of planning and design techniques Demonstrate knowledge of using MS PowerPoint Demonstrate knowledge of testing techniques Apply knowledge to describe keywords</p>		<p><u>DATA CYCLE 3 OUTCOMES:</u></p> <p>Demonstrate knowledge of MS Excel interface Demonstrate knowledge of using MS Excel Apply knowledge to complete spreadsheet tasks Apply knowledge to describe keywords</p>	



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Physical Education Curriculum sequences



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

Y7	HT1	HT2	HT3	HT4	HT5	HT6
<p>STUDY</p>	<p><u>Invasion games</u></p> <p>Netball, Football, Rugby, Basketball</p>	<p><u>Invasion games</u></p> <p>Netball, Football, Rugby, Basketball</p>	<p><u>Fitness</u> <u>Net/wall</u></p> <p>Table Tennis, Badminton</p>	<p><u>Aesthetics</u></p> <p>Dance, Trampoline</p>	<p><u>Athletics</u> <u>OAA</u></p> <p>Team building, Orienteering, Boulder</p>	<p><u>Athletics</u> <u>Strike and Field</u></p> <p>Rounders, Softball, Cricket</p>
<p>WIDER OUTCOMES</p> <p>These are the detailed steps/outcomes in each sequence/unit of learning.</p> 	<p><u>Invasion games</u></p> <ul style="list-style-type: none"> Core skills: passing, throwing, catching, receiving footwork, shooting. Basic rules. Scoring different games. Principles of warming up. <p>SOCIAL & EMOTIONAL - leading a small group of peers</p>	<p><u>Invasion games</u></p> <ul style="list-style-type: none"> Core skills: passing, throwing, catching, receiving footwork, shooting. Basic rules. Scoring different games. Principles of warming up. <p>SOCIAL & EMOTIONAL - leading a small group of peers</p>	<p><u>Net/Wall</u></p> <ul style="list-style-type: none"> Core skills: racket skills, basic strokes. Basic rules. Scoring games. <p><u>Fitness</u></p> <ul style="list-style-type: none"> Fitness tests. Gym induction and etiquette. Components of fitness. Training sessions. Healthy, active lifestyle. <p>PHYSICAL – presenting a fitness test</p>	<p><u>Aesthetics – Dance</u></p> <ul style="list-style-type: none"> Core elements. Core techniques. Physical and performance skills. Evaluation of performance. <p><u>OAA</u></p> <ul style="list-style-type: none"> Teamwork skills. Basic map reading. Problem solving. Leadership. <p>COGNITIVE – evaluation of performance</p>	<p><u>Athletics</u></p> <ul style="list-style-type: none"> Health and safety and etiquette. Disciplines. Technique. Recording and measuring. Comparing data. <p><u>Aesthetics – Trampoline</u></p> <ul style="list-style-type: none"> Core elements. Core techniques. Physical and performance skills. Evaluation of performance. <p>LINGUISTIC - use of key vocabulary</p>	<p><u>Athletics</u></p> <ul style="list-style-type: none"> Health and safety and etiquette. Disciplines. Technique. Recording and measuring. Comparing data. <p><u>Strike and field</u></p> <ul style="list-style-type: none"> Core skills: throwing, catching, batting, bowling, fielding. Scoring. Applying technique. Performance analysis. <p>SOCIAL & EMOTIONAL - working as a team</p>
<p>KEY REPORTING CYCLE (4-6)</p> <p>These will be reported on at each cycle & will be in student books.</p>	<p><u>DATA CYCLE 1 OUTCOMES:</u></p> <p>Identify basic core skills</p> <p>Demonstrate core skills in isolation</p> <p>Demonstrate core skills in a game situation</p> <p>Demonstrate leadership within a small group</p>		<p><u>DATA CYCLE 2 OUTCOMES:</u></p> <p>Identify basic activity elements</p> <p>Identify activity elements in action</p> <p>Demonstrate technique and skill</p> <p>Demonstrate performance and leadership within a group</p>		<p><u>DATA CYCLE 3 OUTCOMES:</u></p> <p>Identify core skills and disciplines</p> <p>Demonstrate core skills/disciplines in isolation</p> <p>Demonstrate core skills/disciplines in competition</p> <p>Demonstrate leadership within a small group</p>	

PE KS3 CURRICULUM & KNOWLEDGE SEQUENCE

Y8	HT1	HT2	HT3	HT4	HT5	HT6
STUDY	<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, Trampolineing	<u>Athletics</u> <u>OAA</u> Team building, Orienteering, Boulderin g	<u>Athletics</u> <u>Strike and Field</u> Rounders, Softball, Cricket
WIDER OUTCOMES These are the detailed steps/outcomes in each sequence/unit of learning. 	Invasion games <ul style="list-style-type: none"> Core skills: passing, throwing, catching, receiving footwork, shooting, defending, attacking. Rules. Scoring and co-umpiring different games. Leading a warm-up. Basic performance analysis. <p style="background-color: #FFD700; color: black; padding: 2px;">COGNITIVE – evaluation of performance</p>	Invasion games <ul style="list-style-type: none"> Core skills: passing, throwing, catching, receiving footwork, shooting, defending, attacking. Rules. Scoring and co-umpiring different games. Leading a warm-up. Basic performance analysis. <p style="background-color: #FFD700; color: black; padding: 2px;">PHYSICAL – presenting to a small group</p>	Net/Wall <ul style="list-style-type: none"> Core skills: racket skills, attacking and defensive strokes. Rules. Scoring and co-umpiring games. Basic performance analysis. Fitness <ul style="list-style-type: none"> Fitness tests. Components of fitness. Applying components of fitness to physical activity. Creating basic training sessions. Healthy, active lifestyle. <p style="background-color: #FFD700; color: black; padding: 2px;">LINGUISTIC - use of key vocabulary</p>	Aesthetics – Dance <ul style="list-style-type: none"> Core elements. Core techniques. Physical and performance skills. Application of physical and performance skills. Routines. Evaluation of performance. OAA <ul style="list-style-type: none"> Teamwork skills and applying to various scenarios. Map reading. Problem solving in large groups. Leadership <p style="background-color: #FFD700; color: black; padding: 2px;">SOCIAL & EMOTIONAL - working as a team</p>	Athletics <ul style="list-style-type: none"> Health and safety and etiquette. Events. Advanced technique. Recording and measuring. Comparing data to English Schools. Aesthetics – Trampolineing <ul style="list-style-type: none"> Core elements. Core techniques. Physical and performance skills. Application of physical and performance skills. Routines. Evaluation of performance. <p style="background-color: #FFD700; color: black; padding: 2px;">LINGUISTIC - use of key vocabulary</p>	Athletics <ul style="list-style-type: none"> Health and safety and etiquette. Events. Advanced technique. Recording and measuring. Comparing data to English Schools. Strike and field <ul style="list-style-type: none"> Core skills: throwing, catching, batting, bowling, fielding, attacking, defending. Scoring with accuracy. Applying technique. Performance analysis of self and others <p style="background-color: #FFD700; color: black; padding: 2px;">SOCIAL & EMOTIONAL - working as a team</p>
KEY REPORTING CYCLE (4-6) These will be reported on at each cycle & will be in student books.	<p style="text-align: center;"><u>DATA CYCLE 1 OUTCOMES:</u></p> Identify core skills Demonstrate core skills in isolation with competence Demonstrate core skills in a game situation with competence Demonstrate leadership within a group		<p style="text-align: center;"><u>DATA CYCLE 2 OUTCOMES:</u></p> 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		<p style="text-align: center;"><u>DATA CYCLE 3 OUTCOMES:</u></p> 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
STUDY	<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>Athletics</u> <u>OAA</u> Team building, Orienteering, Bouldering	<u>Athletics</u> <u>Strike and Field</u> Rounders, Softball, Cricket
<p style="text-align: center;">WIDER OUTCOMES</p> <p>These are the detailed steps/outcomes in each sequence/unit of learning.</p> 	<p>Invasion games</p> <ul style="list-style-type: none"> Core skills: passing, throwing, catching, receiving footwork, shooting, defending, attacking, tactics and strategies. Rules and their application. Scoring and umpiring different games. Leading a warm-up. Performance analysis. <p style="background-color: #90EE90; padding: 2px;">SOCIAL & EMOTIONAL - working as a team</p>	<p>Invasion games</p> <ul style="list-style-type: none"> Core skills: passing, throwing, catching, receiving footwork, shooting, defending, attacking, tactics and strategies. Rules and their application. Scoring and umpiring different games. Leading a warm-up. Performance analysis. <p style="background-color: #FFD700; padding: 2px;">PHYSICAL – presenting to a small group</p>	<p>Net/Wall</p> <ul style="list-style-type: none"> Core skills: racket skills, attacking and defensive strokes, tactics and strategies. Rules and their application. Scoring and umpiring games. Performance analysis. <p>Fitness</p> <ul style="list-style-type: none"> Fitness tests and delivering to peers. Components of fitness. Applying components of fitness to physical activity. Creating training sessions. Healthy, active lifestyle. <p style="background-color: #FFD700; padding: 2px;">LINGUISTIC - use of key vocabulary</p>	<p>Aesthetics – Dance</p> <ul style="list-style-type: none"> Advanced elements. Advanced techniques. Physical and performance skills. Application of physical and performance skills. Routines. Evaluation of performance of self and others. <p>OAA</p> <ul style="list-style-type: none"> Teamwork skills and applying to various scenarios with success. Map reading with competence and confidence. Problem solving in large groups with role delegation. Leadership. <p style="background-color: #90EE90; padding: 2px;">SOCIAL & EMOTIONAL - working as a team</p>	<p>Athletics</p> <ul style="list-style-type: none"> Health and safety and etiquette. Events. Advanced technique and strategy. Recording and measuring multiple events. Comparing data to English Schools. <p>Aesthetics – Trampolining</p> <ul style="list-style-type: none"> Advanced elements. Advanced techniques. Physical and performance skills. Application of physical and performance skills. Routines. Evaluation of performance of self and others. <p style="background-color: #FFD700; padding: 2px;">LINGUISTIC - use of key vocabulary</p>	<p>Athletics</p> <ul style="list-style-type: none"> Health and safety and etiquette. Events. Advanced technique and strategy. Recording and measuring multiple events. Comparing data to English Schools. <p>Strike and field</p> <ul style="list-style-type: none"> Core skills: throwing, catching, batting, bowling, fielding, attacking, defending, tactics and strategies. Scoring with accuracy and confidence. Applying technique and strategy. Performance analysis of self and others. <p style="background-color: #FFD700; padding: 2px;">COGNITIVE – evaluation of performance</p>
KEY REPORTING CYCLE (4-6) These will be reported on at each cycle & will be in student books.	<p><u>DATA CYCLE 1 OUTCOMES:</u> Identify core skills and tactics</p> <p>Demonstrate core skills in isolation with competence and accuracy</p> <p>Demonstrate core skills in a game situation with competence and accuracy</p> <p>Demonstrate effective leadership within a group</p>		<p><u>DATA CYCLE 2 OUTCOMES:</u> Identify activity elements in context</p> <p>Identify at least five activity elements in action</p> <p>Demonstrate technique and skill with accuracy and control</p> <p>Demonstrate performance and leadership within a large group of peers</p>		<p><u>DATA CYCLE 3 OUTCOMES:</u> Identify at least six core skills and disciplines</p> <p>Demonstrate core skills/disciplines in isolation with accuracy and confidence</p> <p>Demonstrate core skills/disciplines in competition with competence and confidence</p> <p>Demonstrate leadership within a large group of peers</p>	



THE Enrichment

OUR ORGANIC CURRICULUM DELIVERY

HOLISTIC EDUCATION

PSHCE

LITERACY

NUMERACY

A golden ribbon graphic with a metallic sheen, curving upwards from the bottom left to the top right. The text "GOLDEN THREAD" is written in a bold, black, sans-serif font, following the curve of the ribbon.

**GOLDEN
THREAD**



QUALITY OF EDUCATION: HOLISTIC CURRICULUM



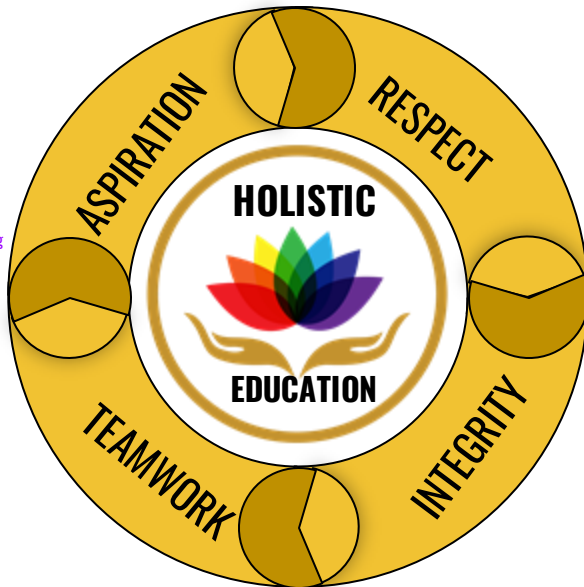
THE Enrichment

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

QUALITY OF EDUCATION: PSHCE

THE Enrichment

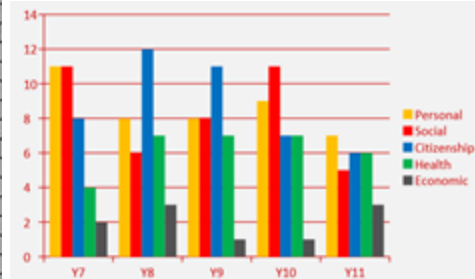
PHSCE @ Enrichment						
Week	Year 7	Year 8	Year 9	Year 10	Year 11	Week commencing
1	Introduction/Welcome	Introduction & Expectations	Introduction & Expectations	Introduction & Expectations	Introduction & Expectations	2.09.19
2	Respect	Road Safety	Road Safety	Road Safety	Road Safety	9.09.19
3	Managing Risk	Tolerance	Tolerance (Art)	Media Literacy	Managing Stress	16.09.19
4	Self and Relationships	Self and Relationships	Self and Relationships	Women in the World	Understanding LGBT	23.09.19
5	Sexual Health	Selfie Safety	Team Before Stars	Teasing	Freedom of Speech	30.09.19
6	Sexual Health	Poverty	Women's Rights	Apparition	Stigma	7.10.19
7	Health Talking	Respect	Bullying	Learning Values	Mental Health	14.10.19
8	Health Talking	Role of Classics	Peer Pressure	Peer Pressure	Peer Pressure	21.10.19
Half Term						
9	Remembrance Day	Remembrance Day	Remembrance Day	Remembrance Day	Remembrance Day	4.11.19
10	Bullying	Bullying	Bullying	Bullying	Bullying	11.11.19
11	Domestic Violence	Domestic Violence	Domestic Violence	Domestic Violence	Domestic Violence	18.11.19
12	World Of Work	History 1	British Values	British Values	British Values	25.11.19
13	Road Safety	History 2	Maths/Statistics	Mathematics	Managing Stress	2.12.19
14	Tolerance	History 1	History	History	History	9.12.19
15	Christmas	Christmas	Christmas	Christmas in the Community	Christmas in the Community	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	Selfie Safety	The Role of Books	Body Image	Traditions of Books	Mental Health - Stress	13.01.20
18	Sexual Health	Consent and Boundaries	Selfie Safety	Stress	Mental Health - Depression	20.01.20
19	Road Safety	Selfie Safety	Selfie Safety	Stigma	First Aid	27.01.20
20	Safety	Sexual Health	Drug Education	Mental Health	2 Safety	3.02.20
21	Selfie Safety	Selfie Safety	Selfie Safety	Selfie Safety	Selfie Safety	10.02.20
Half Term						
22	Personal Identity	Identity	Energy Crisis	Energy	Personal Identity	24.02.20
23	Stigma	History 2	Energy	Energy Literacy	Energy Crisis	2.03.20
24	Global Personal	Global Personal	Global Personal	Global Personal	Global Personal	9.03.20
25	Global Personal	Global Personal	Global Personal	Global Personal	Driving 1	16.03.20
26	Global Personal	Global Personal	Global Personal	Global Personal	Driving 2	23.03.20
27	Hobby	Hobby	Hobby	Hobby	Hobby	30.03.20
Easter Holiday						
28	Problem Solving & Growth Mindset	Rights and Responsibilities	Understanding LGBT	Selfie Safety	Money and Banking	20.04.20
29	Measurement of Stress	Self-awareness	Rights & Responsibilities	Understanding LGBT	N/A	27.04.20
30	Self-awareness	Self-awareness	Self-awareness	Self-awareness	N/A	4.05.20
31	Role of Law	Role of Law	Self-awareness	Self-awareness	N/A	11.05.20
32	Self-awareness	Self-awareness	Self-awareness	Self-awareness	N/A	18.05.20
Half Term						
33	Self-awareness	Body Image	Self-awareness	Genetics	N/A	1.06.20
34	The EU	Public Health	Research Information	Phenomena	N/A	8.06.20
35	Stress Levels	Risk Assessment	Blood Structure	Health	N/A	15.06.20
36	Water Health	Stress Management	N/A	Research Information	N/A	22.06.20
37	Leadership	Leadership	Leadership	Leadership	N/A	29.06.20
38	Research	Research	Research	Research	N/A	6.07.20
39	Self-Reflection and Preparation for Year 11	Self-Reflection and Preparation for Year 11	Self-Reflection and Preparation for Year 11	Self-Reflection and Preparation for Year 11	Self-Reflection and Preparation for Year 11	13.07.20

Assemblies @ Enrichment			
Week	Assembly	Staff	Week commencing
1	TUTOR TIME PREPARATION		2.09.19
2	Welcome back and expectations	DNA	9.09.19
3	Peace	ROO	16.09.19
4	How am I European?	LMD	23.09.19
5	Oxleya	ANA	30.09.19
6	Mental Health	KST	7.10.19
7	Black History Month	ICA	14.10.19
8	Expectations/Review	SMI	21.10.19
Half Term			
9	Remembrance Day	ICA	4.11.19
10	Bullying	SMI	11.11.19
11	Domestic Violence	ROO	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	Expectations/Review	JH	16.12.19
Christmas			
16	Expectations	DNA	6.01.20
17	Positive Thinking	ROO	13.01.20
18	CS2	JH	20.01.20
19	PL Kicks	SMI	27.01.20
20	BDL	HI Dept	3.02.20
21	Epilepsy Awareness	ICA	10.02.20
Half Term			
22	Shrove Tuesday/Pancake Day	KST	24.02.20
23	Careers	LMD	2.03.20
24	Consent of Smoking	ROO	9.03.20
25	Overcoming Adversity	SMI	16.03.20
26	Family Safety	DNA	23.03.20
27	Expectations/Review	JH	30.03.20
Easter Holiday			
28	Hobbies	SMI	20.04.20
29	Exam Preparation	ROO/DNA	27.04.20
30	Local History	ICA	4.05.20
31	Mental Health	JH	11.05.20
32	Domestic	LMD	18.05.20
Half Term			
33	Karaoke & Eid	DNA	1.06.20
34	Men's and Women's Health	ROO	8.06.20
35	Gang / Serious Crime Talk	LMD	15.06.20
36	Refugees	ICA	22.06.20
37	Diversity of Neuroscience	KST	29.06.20
38	NETA	JH/SM	6.07.20
39	Expectations / 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.

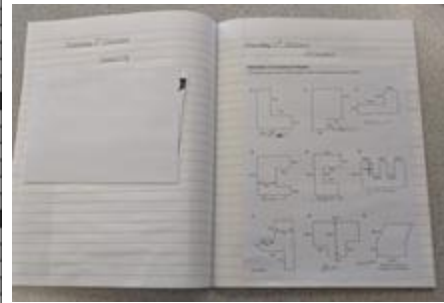
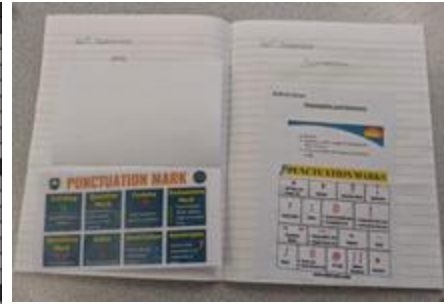


QUALITY OF EDUCATION: LITERACY & NUMERACY

THE Enrichment

Literacy @ Enrichment				
Week	Year 7 + 8	Year 8	Year 9 + 11	Week commencing
1				2.09.19
2	Picture language - secondary to primary	Picture language - self-reflection programme	Picture language - secondary lessons	2.09.19
3	Key Stage 1 - concrete words at school	Word origins - drawing words	Word origins - appropriate and inappropriate - exercises and games	9.09.19
4	Interactions - urban words	Interactions - informal	Interactions - exercises and games	16.09.19
5	SPaG - writing	SPaG - explanation	SPaG - explanation	23.09.19
6	London language - urban	London language - informal	London language - urban	30.09.19
7	Non-fiction - secondary - creative genre text	Non-fiction - secondary - creative genre text	Non-fiction - secondary - creative genre text	07.10.19
8	Book - analysis	Book - analysis	Book - analysis	14.10.19
Half Term				
9	Recent news - creative writing	Recent news - creative writing	Recent news - creative writing	21.10.19
10	Story - secondary - urban and creative	Story - secondary - urban and creative	Story - secondary - urban and creative	28.10.19
11	Work of Shakespeare - urban	Work of Shakespeare - urban	Work of Shakespeare - urban	04.11.19
12	Medical language - urban text	Medical language - urban text	Medical language - urban text	11.11.19
13	Procedures - urban and creative	Procedures - urban and creative	Procedures - urban and creative	18.11.19
14	Power - urban - secondary text	Power - urban - secondary text	Power - urban - secondary text	25.11.19
15	Urban - urban - secondary text	Urban - urban - secondary text	Urban - urban - secondary text	02.12.19
Christmas				
16	British Values - secondary	British Values - secondary	British Values - secondary	09.12.19
17	Separation of - secondary text	Separation of - secondary text	Separation of - secondary text	16.12.19
18	SPaG - secondary - secondary text	SPaG - secondary - secondary text	SPaG - secondary - secondary text	23.12.19
19	Personalised language - secondary text	Personalised language - secondary text	Personalised language - secondary text	30.12.19
20	SPaG - secondary - secondary text	SPaG - secondary - secondary text	SPaG - secondary - secondary text	06.01.20
21	Personalised language - secondary text	Personalised language - secondary text	Personalised language - secondary text	13.01.20
Half Term				
22	Language of Context	Language of Context	Language of Context	20.01.20
23	Book of week	Book of week	Book of week	27.01.20
24	SPaG	SPaG	SPaG	03.02.20
25	SPaG	SPaG	SPaG	10.02.20
26	Language of Context	Language of Context	Language of Context	17.02.20
27	Book of week	Book of week	Book of week	24.02.20
Easter Holiday				
28	Algorithms - secondary	Algorithms - secondary	Algorithms - secondary	03.03.20
29	Diagrammatic - secondary	Diagrammatic - secondary	Diagrammatic - secondary	10.03.20
30	SPaG - secondary	SPaG - secondary	SPaG - secondary	17.03.20
31	SPaG - secondary	SPaG - secondary	SPaG - secondary	24.03.20
32	SPaG - secondary	SPaG - secondary	SPaG - secondary	31.03.20
Half Term				
33	SPaG - secondary	SPaG - secondary	SPaG - secondary	07.04.20
34	SPaG - secondary	SPaG - secondary	SPaG - secondary	14.04.20
35	SPaG - secondary	SPaG - secondary	SPaG - secondary	21.04.20
36	SPaG - secondary	SPaG - secondary	SPaG - secondary	28.04.20
37	SPaG - secondary	SPaG - secondary	SPaG - secondary	05.05.20
38	SPaG - secondary	SPaG - secondary	SPaG - secondary	12.05.20
39	SPaG - secondary	SPaG - secondary	SPaG - secondary	19.05.20

Numeracy @ Enrichment				
Week	KS2	KS3	KS4	Week commencing
1	Reading evidence and digital time card	Reading evidence and digital time card	Reading evidence and digital time card	2.09.19
2	Reading evidence and digital time card	Reading evidence and digital time card	Reading evidence and digital time card	9.09.19
3	Statistics and Drawing graphs	Statistics and Drawing graphs	Statistics and Drawing graphs	16.09.19
4	Reading the area of a parallelogram	Reading the area of a parallelogram	Reading the area of a parallelogram	23.09.19
5	Reading the perimeter of a 2D shape	Reading the perimeter of a 2D shape	Reading the perimeter of a 2D shape	30.09.19
6	Calculating a fraction of an amount	Calculating a fraction of an amount	Calculating a fraction of an amount	07.10.19
7	Using the probability scale	Using the probability scale	Using the probability scale	14.10.19
8	Sharing a quantity into ratios	Sharing a quantity into ratios	Sharing a quantity into ratios	21.10.19
Half term				
9	Using factors and multiples	Using factors and multiples	Using factors and multiples	28.10.19
10	Finding the LCM of a pair of numbers	Finding the LCM of a pair of numbers	Finding the LCM of a pair of numbers	04.11.19
11	Finding the HCF of a pair of numbers	Finding the HCF of a pair of numbers	Finding the HCF of a pair of numbers	11.11.19
12	Using the order of operations	Using the order of operations	Using the order of operations	18.11.19
13	Resolving ratios and fraction word problems	Resolving ratios and fraction word problems	Resolving ratios and fraction word problems	25.11.19
14	Calculating ratios and rates ratios	Calculating ratios and rates ratios	Calculating ratios and rates ratios	02.12.19
15	Evaluating and simplifying powers	Evaluating and simplifying powers	Evaluating and simplifying powers	09.12.19
Christmas				
16	Writing and simplifying ratios	Writing and simplifying ratios	Writing and simplifying ratios	16.12.19
17	Sharing a quantity into a ratio	Sharing a quantity into a ratio	Sharing a quantity into a ratio	23.12.19
18	Understanding direct proportion	Understanding direct proportion	Understanding direct proportion	30.12.19
19				06.01.20
20	Numeracy 10 - maths challenge	KS4 10 - maths challenge	KS4 10 - maths challenge	13.01.20
21				20.01.20
Half term				
22				27.01.20
23				03.02.20
24				10.02.20
25				17.02.20
26				24.02.20
27				03.03.20
Easter Holiday				
28				10.03.20
29				17.03.20
30				24.03.20
31				31.03.20
32				07.04.20
Half term				
33				14.04.20
34				21.04.20
35				28.04.20
36				05.05.20
37				12.05.20
38				19.05.20



- All Literacy Enrichment topics are split into Year groups and are linked to the Assembly and SMSC overview to further embed the key themes. There is also a specific focus on spelling, punctuation and grammar.
- The green boxes indicate the competition weeks for students. An engagement tool used to create friendly competition and build resilience.