

## Years 7 – 9: Content of Curriculum

<a href="#">Art History</a>	<a href="#">Geography</a>	<a href="#">RE</a>
<a href="#">Design</a>	<a href="#">History</a>	<a href="#">Science</a>
<a href="#">Drama</a>	<a href="#">ICT/Computing</a>	<a href="#">Spanish</a>
<a href="#">English</a>	<a href="#">Maths</a>	<a href="#">SPIRIT</a>
<a href="#">French</a>	<a href="#">Music</a>	
<a href="#">German</a>	<a href="#">PE</a>	

## Year 9 Only:

<a href="#">Business Studies</a>	<a href="#">Computer Science</a>	<a href="#">Sports Studies</a>
<a href="#">Child Development</a>	<a href="#">Engineering</a>	

## English:

Year 7	
Autumn 1	Global Mythology – key convention covered in a range of stories – covering local knowledge (The Willow Pattern) to the myths of ancient Greece.
Autumn 2	Tales of War – War literature from Owen, Sasson, Pope. Poetry given its own place. Focus on contextual influences on Literature.
Spring 1	A Monster Calls – A full read and study of a modern novel. Symbolism focus.
Spring 2	Poetry – A study of poetry across time. A wide range of forms and poets studied. Form and structure explored independently to language analysis.
Summer 1	Crime Literature – Sherlock used as a starting point to explore the language and structure of detective fiction.
Summer 2	Twelfth Night – The complete study of a Shakespearian comedy.
Year 8	
Autumn 1	Iridescent Adolescent – Specific study of short story form. Diversity centered.
Autumn 2	Dystopia – Thematic study - environmental ruin, technological control, government oppression, survival, loss of individualism
Spring 1	Animal Farm – Satirical, political, classic novel study.
Spring 2	Gothic - The gothic genre, gothic conventions, the supernatural, a pastiche – coverage of Frankenstein, Wuthering Heights, A Woman in Black
Summer 1	The Brontes – A study of the life and works of canonical, inspirational female writers
Summer 2	Charles Dickens – Oliver Twist, Great Expectations, A Christmas Carol (interleaving influences of/on other authors – Oscar Wilde, Carol Ann Duffy)

Year 9 Language	
Autumn 1	The art of persuasion – Language in the modern world – production, marketing, research etc Key media influences.
Autumn 2	American Texts – Giving space to American Literature and thinking throughout history.
Spring 1	Travel Writing - An exploration of the concept of travel / journeys. Personalised engagement with writing, journals, diaries.
Spring 2	Politics – A close study of the language of political speeches and manifestos.
Summer 1	Linguistics – A close study of the English Language – etymology, grammar, phonology and an overview of the history of English.
Summer 2	Victorian Viewpoints - A thematic approach to Victorian Views. A particular focus on non-fiction e.g., MP speeches and Published articles covering topics from living conditions, knife crime and punishments.
Year 9 Literature	
Autumn 1	Romeo and Juliet – The complete study of a full Shakespeare Tragedy (this is not a text studied in our GCSE course).
Autumn 2	Romeo and Juliet - The complete study of a full Shakespeare Tragedy (this is not a text studied in our GCSE course).
Spring 1	Purple Hibiscus – The complete study of the novel – giving space to global literature on the curriculum.
Spring 2	Purple Hibiscus – The complete study of the novel – giving space to global literature on the curriculum.
Summer 1	Romantic Poetry - The Study of key canonical poets – the life and influences of Wordsworth, Coleridge, Blake, Shelley, and Byron
Summer 2	Dramatic Methods - History of the play as a form of literature from Greek tragedy to modern day.

## Maths:

Year 7 (Mastery 2022)	
Autumn 1	Place value, rounding and estimation Arithmetic procedures and structures
Autumn 2	Equality and Equivalence Simplifying and manipulating algebraic expressions and formulae.
Spring 1	Graphical representations Perimeter and Area
Spring 2	Ordering and Comparing Fractions Arithmetic procedures on fractions

Summer 1	Multiplicative relationships
Summer 2	Transforming shapes
Year 8 (Mastery 2020)	
Autumn 1	Transforming shapes Understanding multiplicative relationships
Autumn 2	Graphical representations – coordinates, equations and graphs Linear relationships Solving linear equations
Spring 1	Further multiplicative relationships (e.g. percentage change, proportion)
Spring 2	Statistical representations – construct and interpret Statistical analysis – interpret and choose statistical measures.
Summer 1	Perimeter, Area and Volume
Summer 2	Angle properties Constructions using properties of shapes.
Year 9	
Autumn 1	Geometrical properties including angles in polygons and parallel lines Similarity of shapes Pythagoras' theorem
Autumn 2	Probability
Spring 1	Statistical analysis – comparing data Perimeter, area and volume – polygons and circles
Spring 2	Transforming shapes Constructions – bisectors of angles and lines
Summer 1	Graphs and Modelling Quadratic Sequences
Summer 2	Plans and elevations Transformations

## Science:

Year 7	
Autumn 1	Introduction to laboratory equipment, techniques and staying safe in the laboratory. Cells as the fundamental unit of living organisms.
Autumn 2	Solids, liquids and gases. Pure and impure substances. Organs and Organ Systems Human Life cycle and reproduction
Spring 1	Changes of state

	<p>Chemical and physical changes</p> <p>Ecosystems</p> <p>Plants: photosynthesis, stomata, energy stores</p>
Spring 2	<p>Dalton Model of a particle</p> <p>Conservation of mass</p>
Summer 1	<p>Compounds and reactions</p> <p>Forces</p>
Summer 2	<p>Combustion and Oxidation</p> <p>Electric circuits (current, potential difference, resistance, circuit components)</p>
<b>Year 8</b>	
Autumn 1	<p>What our food contains, how we digest and absorb nutrients, the role of the nutrients in our bodies.</p> <p>Energy stores and transfers</p> <p>Tissues, organs and adaptation within our digestive system</p> <p>Bacteria in the digestive system</p> <p>Power, fuels and costs of fuels</p> <p>Moments (turning forces)</p>
Autumn 2	<p>Heating and Thermal Equilibrium</p> <p>Heredity and variation</p> <p>Adaptation of species</p> <p>The periodic table</p> <p>Properties of elements</p>
Spring 1	<p>Aerobic and Anaerobic respiration</p> <p>Structure of the Earth</p> <p>Speed distance and time</p>
Spring 2	<p>Plant reproduction</p> <p>Carbon Cycle</p> <p>Pressure</p>
Summer 1	<p>Light (transfer of energy, ray model)</p> <p>Gas exchange systems and breathing in humans</p> <p>Characteristics of sound waves</p>
Summer 2	<p>How the body fights disease</p> <p>Effects of recreational drugs on behaviour and life processes</p> <p>Magnetism and the magnetic effect.</p>
<b>Year 9</b>	
Autumn 1	<p>Reactants and products in photosynthesis</p> <p>Dependance of life on the ability of photosynthetic organisms to build organic compounds.</p> <p>The reactivity series</p> <p>The role of carbon in obtaining metals from metal oxides</p> <p>Gravity</p> <p>Our sun as a star</p> <p>Light year as a measure of distance</p>
Autumn 2	<p>A simple model of chromosomes, genes and DNA</p> <p>Watson, Crick, Wilkins and Francis in the development of the DNA model</p> <p>Earth as a source of limited resources</p>

	Composition of the atmosphere Non contact forces
Spring 1	Biology: Organisation, including the heart and blood vessels, coronary heart disease. Chemistry: How the Earth's atmosphere has changed over time, Carbon dioxide and methane as greenhouse gases. Atmospheric pollutants from fuels. Physics: Conservation and dissipation of energy, efficiency, national and global energy resources, electrical energy.
Spring 2	Biology: the effect of lifestyle on some non-communicable diseases. Cancer. Plant organ systems Chemistry: Obtaining potable water, waste water treatment, alternative methods of extracting metals. Lifestyle assessment and recycling. Physics: standard circuits, domestic electricity uses and safety. Mains electricity, The National Grid, Static Electricity.
Summer 1	Biology: Infection and response, including communicable diseases, viral, bacterial, fungal and protist disease. Human defence systems. Chemistry: corrosion and prevention, alloys as useful materials, ceramics, polymers and composites. The Haber Process and use of NPK Fertilisers. Physics; Internal Energy, specific Heat capacity, specific latent heat, explaining gas pressure with the particle model.
Summer 2	Biology; Monoclonal antibodies, detection and identification of plant disease. Plant defence responses. Plant diseases and responses. Chemistry: Using Chromatography, identification of common gases, identification of ions by spectroscopic means, including flame tests and fuel emission spectroscopy. Physics: Atoms and Isotopes, Radioactivity, nuclear decay, fission and fusion.

## History:

Year 7	
Autumn 1	'History through the microscope and telescope' - exploring history both locally and globally. The impact of migration on Britain. Early settlers and their impact – Celts, Romans, Anglo-Saxons, Vikings, Normans. Local historical sites – Roman Chester and Anglo-Saxon Sandbach. The persecution of different groups within Britain. The Crusades – What were they? Why did people go on crusade? Discoveries on crusades. Discoveries and inventions.
Autumn 2	Anglo-Saxons and Normans - How successful was the Norman conquest of England? Anglo-Saxon society and Anglo-Saxon kings. Contenders for the throne in 1066. Battle of Stamford Bridge and Battle of Hastings. The Norman Conquest, including the importance of castles.

Spring 1	<p>Medieval England – What was life like in Medieval England?</p> <p>Life in a Medieval village and town.</p> <p>Medieval leisure.</p> <p>Medieval law and order.</p> <p>The Black Death – symptoms, cures, consequences.</p>
Spring 2	<p>Medieval England – Who held the power in Medieval England?</p> <p>Crown vs Church</p> <p>King John – interpretations.</p> <p>The significance of the Magna Carta.</p> <p>Peasants Revolt</p>
Summer 1	<p>The Tudors</p> <p>Henry VII – was Henry a successful monarch?</p> <p>Henry VIII and the English Reformation.</p> <p>Tudor religion – Catholicism and Protestantism.</p> <p>Elizabeth I and the Spanish Armada.</p> <p>Tudor life, including the nature of crime and punishment.</p>
Summer 2	<p>The Stuarts – Was the English Civil War a defining moment in British history?</p> <p>James I and the Gunpowder Plot.</p> <p>Witchcraft.</p> <p>Charles I and the causes of the English Civil War.</p> <p>Soldiers of the English Civil War.</p> <p>Battles of the English Civil War.</p> <p>Why was the king executed?</p> <p>Interpretations of Oliver Cromwell.</p> <p>Restoration of the monarchy.</p>
Year 8	
Autumn 1	<p>‘History through the microscope and telescope’ - exploring history both locally and globally.</p> <p>Revolutions – What is a revolution? Causes, events and consequences of American, French and Russian Revolution.</p> <p>The Enlightenment and links to revolutions.</p> <p>Industrial Revolution – causes, inventors.</p> <p>Crewe and the impact of the railway.</p> <p>The significance of Josiah Wedgwood.</p> <p>Liverpool and its role in the slave trade.</p> <p>Medical breakthroughs 1750-1900.</p>
Autumn 2	<p>Slavery – What was Britain’s role in the trans-Atlantic slave trade?</p> <p>Africa before the slave trade.</p> <p>Triangular trade and Britain’s role in this.</p> <p>The Middle Passage.</p> <p>Auctions and plantation life.</p> <p>Resistance and protest.</p> <p>Slavery in Britain.</p> <p>Abolition – Britain and America.</p>
Spring 1	<p>The British Empire – focus on India.</p> <p>What is an empire?</p> <p>Why did Britain want an empire?</p>

	<p>Indian life before British rule.  How did the British take over India?  The significance of the Indian Mutiny?  Why was India the jewel in the crown of the British Empire?  The Amritsar Massacre.  Why was India so important to the British Empire?</p>
Spring 2	<p>Britain in the nineteenth century.  Changes and problems in industrial Britain.  Working conditions during the Industrial Revolution – child labour.  Public health.  Protest – Luddites, Swing Riots, Match Girls Strike, Tolpuddle Martyrs.  Victorian reform.</p>
Summer 1	<p>Britain in the nineteenth century.  Problems with the voting system and political protest.  Peterloo Massacre and the Chartists.  Extending the franchise.  Attitudes to women gaining the vote.  Suffragists and Suffragettes.  The role of women in WWI and gaining the vote.</p>
Summer 2	<p>The world at the war: WWI 1914-1918  Causes of WWI – short term and long term.  Life in the trenches.  Propaganda and Conscientious Objectors.  Soldiers of the British Empire.  Battle of the Somme.  The role of Field Marshal Haig.  Developments on the Eastern Front.  America's involvement in WWI and the Treaty of Versailles.</p>
Year 9	
Autumn 1	<p>'History through the microscope and telescope' - exploring history both locally and globally.  The impact of WWI – cultural, political, technological, social, economic effects.  Ideological differences – Democracy vs Dictatorships, Communism vs Fascism.  The impact of dictatorships on the Arts – Otto Dix and Dmitri Shostakovich  The significance of key individuals – Reginald Mitchell, Alan Turing, Clarice Cliff, L.S. Lowry  The significance of local historical sites during conflict – Hack Green and Jodrell Bank</p>
Autumn 2	<p>The Roaring 20s: USA 1919-1920.  The economic boom in the 1920s.  'The Jazz Age' – the development and impact of Jazz music.  Women in 1920s America.  Prohibition and gangsters.  Immigration and race relations.  The Harlem Renaissance.  The Great Depression.</p>

Spring 1	<p>The Second World War.</p> <p>Causes of WWII.</p> <p>Key events during WWII – Dunkirk, The Battle of Britain, Operation Barbarossa, Pearl Harbour. Which was the most significant turning point?</p> <p>Picasso and Guernica – Spanish Civil War.</p> <p>The role of women in WWII.</p> <p>WWII music ‘We’ll meet again’</p> <p>Colonial troops and the impact on British Empire.</p> <p>The use of atomic bombs on Japan.</p>
Spring 2	<p>The Holocaust – What was the Jewish experience during the Shoah?</p> <p>Pre-war Jewish life.</p> <p>Definitions of the Holocaust.</p> <p>Anti-Jewish laws.</p> <p>Ghettos and the Final Solution.</p> <p>The Final Solution and resistance.</p> <p>Art and music during the Holocaust.</p> <p>Remembering the Holocaust.</p>
Summer 1	<p>The Cold War.</p> <p>Capitalism vs Communism.</p> <p>What happened to Germany post WWII? The Yalta and Potsdam conferences.</p> <p>Soviet influence in Europe and the creation of Soviet satellite states.</p> <p>Truman Doctrine and Marshall Plan vs Cominform and Comecon.</p> <p>The Berlin Blockade and Airlift 1948-49.</p> <p>The Berlin Crisis 1958-61.</p> <p>Cuban Missile Crisis.</p> <p>Cold war in Asia</p> <p>Détente.</p> <p>Art and music during the Cold War, including the significance of propaganda.</p> <p>Fall of Berlin Wall and legacy of the Cold War</p>
Summer 2	<p>Protest and campaigns for change since 1945.</p> <p>USA Civil Rights Movement.</p> <p>Key figures in the Civil Rights Movement.</p> <p>The Windrush.</p> <p>Bristol Bus Boycott.</p> <p>UK Civil Rights protests.</p> <p>Other fights for rights in history.</p> <p>Protest through music.</p> <p>Protest through art.</p>

## Geography:

Year 7	
Autumn 1	<p>Types of geography. Social, environmental and political factors</p> <p>Grid references, using an atlas, OS maps.</p>
Autumn 2	<p>Why is the population rising and how are humans impacting on the environment</p> <p>Fieldwork techniques</p>

Spring 1	Extreme weather, water cycle, river courses. River and coastal processes, such as erosion and deposition
Spring 2	Causes and consequences of flooding Why our water comes from far away
Summer 1	Know what Europe and the European Union are. Changes in Europe over time. Migration
Summer 2	Know what Biomes are and the main Biomes in Russia Physical geography of Russia, changes in the country and the current conflict.
Year 8	
Autumn 1	Weather and microclimates How geographers measure the weather High and low pressure systems
Autumn 2	Climate change and how different countries are affected The greenhouse effect
Spring 1	Know what an ecosystem is and how this is different to a biome Rainforests, including layers of the rainforest Antartic treaty
Spring 2	What is globalization and how does it link to development.
Summer 1	How Fairtrade helps people around the world Impact of globalization on a pandemic
Summer 2	Continent study – Asia Different regions of China Location of India and its connections with the UK Compass points
Year 9	
Autumn 1	Development and why some countries develop faster than others Global inequality and how it can be reduced.
Autumn 2	India: Physical and Human characteristics of India Why India is developing faster than other low income countries.
Spring 1	Know the structure of the Earth Characteristics of tectonic plates
Spring 2	Difference between hazards and disasters Volcanoes
Summer 1	Factfulness: This term is used to describe a fact-based, data-driven worldview that is not overly dramatic, or fear-based. To know there are different perspectives when talking about countries.
Summer 2	Features of UK Coastline Coastal defences Conflict on the UK coast

RE:

Year 7	
Autumn 1	How the Humanities have changed the world: A focus on worldviews:

	<p>Evaluate how RE has influenced the world and fits with other humanities subjects.</p> <p>Evaluate the effect religion and organised worldviews have on someone's personal worldview and lens</p> <p>Understand the difference between an opinion, belief and fact</p>
Autumn 2	<p>Explain the story of Guru Nanak and why he is so important in the Sikhi religion</p> <p>Explain the features of a Gurdwara and a langar</p> <p>Link the Langar to their teachings of equality</p> <p>Explain how Sikhi beliefs influence their lives</p> <p>Explain places of Sikh pilgrimage and why they are important</p>
Spring 1	<p>Explain key terms associated with Buddha Dharma</p> <p>Explain the story of the Buddha by linking it to his teachings such as anicca and anatta</p>
Spring 2	<p>Explain the influence of the Buddha on the lives of Buddhists by explaining the 5 precepts and 4 noble truths.</p> <p>Evaluate the role of the Sangha in the lives of Buddhists, looking at monastic and lay Buddhists</p>
Summer 1	<p>Describe the Hindu view on creation</p> <p>Explain the trimurti</p> <p>Describe the story of Ganesha</p>
Summer 2	<p>Explain the importance of puja</p> <p>Explain the Hindu view on the reverence for animals.</p> <p>Evaluate the Hindu view on reverence for animals</p>
<b>Year 8</b>	
Autumn 1	<p>Origins of Western religion:</p> <p>Explain the Christian and Jewish view of creation from the Bible and the Torah</p> <p>Explain the role of Noah, Abraham and Moses in Christianity, Islam and Judaism, focusing on their narrative</p> <p>Compare and contrast the roles of these within the different worldviews</p>
Autumn 2	<p>Judaism:</p> <p>Explain Jewish beliefs about G_d and be able to use correct terminology</p> <p>Explain kosher food rules and how other mitzvah influence the lives of those who follow them</p>
Spring 1	<p>Explain the festivals of Passover, Hanukkah and Purim and the History behind them.</p> <p>Explain the ways these festivals are celebrated today and reflect on their importance to the Jewish community</p>
Spring 2	<p>Philosophy of Religion</p> <p>Explain the design argument and the first cause argument for the existence of God</p> <p>Describe case studies of religious experiences</p> <p>Explain the difference between general and special revelation</p> <p>Evaluate the arguments for the existence of God</p> <p>Explain the problem of evil and evaluate it, referencing case studies from the modern world</p>
Summer 1	<p>How religion influences modern society:</p>

	Describe the parable of the good Samaritan and the sheep and the goats Explain how these parables influence the lives of Christians, with reference to charity
Summer 2	Explain the role of the Pope in modern society Explain how Martin Luther King Jr and Malala Yousaf influenced the modern world Explain how Martin Luther King Jr and Malala Yousaf's faith influenced their lives
Year 9	
Autumn 1	Christian Beliefs: Explain what is meant by the trinity Explain the meaning of incarnation, resurrection, crucifixion and ascension Explain how these beliefs influence the lives of Christians Evaluate these beliefs through their own lens
Autumn 2	Christian Practices: Explain what happens at Baptism and Eucharist and the beliefs behind these practices Link scripture to these beliefs and practices and explain the meaning of the scripture Explain how Christians help in the local community and how they help in the wider world
Spring 1	Islam - Beliefs: Explain the meaning of Tawhid Explain the roles of Angels and examples of Angels in Islam Explain two Muslim views on Predestination and evaluate them Explain the different beliefs of Sunni and Shi'a Muslims and the roots of the split into different groups Explain the Muslim belief in the afterlife and judgement Explain what is meant by Risalah and prophethood in Islam Explain the history of Muhammad and how he became the final prophet Explain key events from the life of Ibrahim
Spring 2	Islam - Practices: Explain what is meant by the 5 pillars and how they influence the lives of Muslims Explain Muslim practices and the beliefs behind them Explain why Muslims celebrate Id-ul-Adha and Id-ul-Fitr and Ashura and what they do Apply scripture to these practices to explain why they have these practices
Summer 1	Religion, peace and conflict: The meaning of the term Just war and Pacifism and evaluate these views from their lens Apply Christian teachings to Just War and Pacifism Explain case studies of 9/11 and 7/7 bombings and the Ariana Grande concert 2017 as incidences of terrorism. Explain the impact these have on the world Explain the teachings of Quakers and Roman Catholics on the use of war
Summer 2	Explain the role of nuclear weapons in the ending of WW2 Evaluate the views on the use and procession of nuclear weapons

	<p>Explain case studies of the use of protest and violent protest throughout History</p> <p>Explain how individuals have worked for peace</p> <p>Explain the impact of war on victims of war.</p>
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## French:

Year 7	
Autumn 1	<p>Describe a thing or person</p> <p>Say what people have</p> <p>Describe things</p> <p>Distinguish between having and being</p> <p>Talk about a thing or person</p> <p>Talk about doing and making things</p>
Autumn 2	<p>Say what people do</p> <p>Say what we do</p> <p>Say what others do (they)</p> <p>Say 'you' (singular and plural)</p> <p>Work with a challenging text to deepen vocabulary knowledge</p>
Spring 1	<p>Say how many there are,</p> <p>Count in French</p> <p>Describe people (family)</p> <p>Say what people have</p> <p>Say what people do (sports)</p>
Spring 2	<p>Say where people go,</p> <p>Ask questions</p> <p>Talk about yourself and about someone else</p> <p>Intonation questions with question words</p>
Summer 1	<p>Ask questions using inversion</p> <p>Say that people do not do something</p> <p>Describe things and people in more detail.</p>
Summer 2	<p>Express future intentions</p> <p>Say what you want to, can and must do</p> <p>Say what you don't want to, can't and don't have to do</p> <p>Say what you know how to do</p>
Year 8	
Autumn 1	<p>Ask how to say and write new words in French</p> <p>Distinguish between being and having</p> <p>Talk about jobs</p> <p>Talk about what, when, where and why you celebrate</p> <p>Talk about how people celebrate</p> <p>Say what happens and doesn't happen</p>
Autumn 2	<p>Talk about what you are doing today vs what you did yesterday</p> <p>Share past experiences</p> <p>Talk about people and places in the past</p>

	Ask about what happened in the past Talk about what you do in your free time and where you do it
Spring 1	talk about nouns you can't count say what something is like say what you do or did in a typical day talk about what groups of people do talk to people you do and don't know (formal vs informal)
Spring 2	Talk about what you and others do at school Talk about what you are doing this week and what you do every week Describe what things are like Talk about what you can, must, will and want to do
Summer 1	say what things are like by using comparisons talk about how groups of people do things compare how people do things
Summer 2	communicate in other languages talk about the environment ask and answer questions about what people did and have done
Year 9	
Autumn 1	Talk about likes and dislikes in the present tense Talk about after-school clubs and activities Describe friends, appearance and relationships Describe past birthday celebrations Discuss what you are going to wear
Autumn 2	Talk about earning money, using modal verbs Talk about what you want to do when older Talk about what you will do in the future
Spring 1	Talk about musical tastes using direct object pronouns Describe what you used to be like using the imperfect tense Make a comparison of primary and high school Talk about life then and now
Spring 2	Talk about food in French-speaking countries Talk about healthy eating
Summer 1	Talk about healthy eating and resolutions Talk about healthy lifestyles and sport Describe levels of fitness and health, using three tenses
Summer 2	Talk about what you normally do on holiday Talk about a past holiday and what it was like Talk about where you are going on holiday in the summer Talk about an ideal holiday

## German:

Year 7	
Autumn 1	Ask and state where something is (location and existence) Say what something is like and what something is not like Say what people have

	Ask and answer questions about what you have
Autumn 2	Say what people do (in school and at home) Ask and answer questions about activities (at home) Narrate a simple plot/storyline Talk about one or many (Christmas)
Spring 1	Say what you and others have (and give a description) Talk about more than one, numbers Ask and state likes and dislikes Ask for and give views (on school life) Talk about yourself, to and about someone else
Spring 2	Say what we can do Say what I and others can and cannot do Compare lifestyles Talk about life outside school
Summer 1	Say when you and others do things Talk about movement into, and location in, places Ask and answer questions (about family) Describe one day in your life
Summer 2	Talk about where you were and where you went and why Compare the ideal and real Talk about roles, including what you and others will do Write about the things that are important to you
<b>Year 8</b>	
Autumn 1	compare usual and recent summer experiences; asking and answering learn vocab when staying with a German-speaking family to ask the meaning and spelling of unknown words say things I like and things that make me happy describe others explain likes and dislikes
Autumn 2	Use numbers Contrast what you did alone and with others Say where you went, how you got there and what you did Talk about recent journeys Talk about how you do things and how well you enjoy them Prepare for a party
Spring 1	talk about exchanging gifts say what you think about things; asking and answering talk about new experiences compare places and people now and then explain what you did, used to do
Spring 2	say how it is and how it used to be talk about everyday life experiences talk about what you and others prefer to do; asking and answering compare school experiences talk about what you do, since when and for how long
Summer 1	Understand a non-fiction text (social media) Talk about plans for this weekend

	<p>Say what I want vs what I have to do</p> <p>Compare dreams and plans</p> <p>Describe attributes (buildings and places)</p>
Summer 2	<p>Describe location and direction; where you were and where you went</p> <p>Narrate past events; asking and answering</p> <p>Understand a literary text (Erlkönig)</p> <p>Plan an event; talking about roles</p> <p>Say dreams and goals for the future</p> <p>Say things that are important to you</p>
Year 9	
Autumn 1	<p>Talk about childhood, using <b>als</b> to mean 'when' in the past</p> <p>Talk about childhood activities at different ages</p> <p>Compare primary school and secondary schools, using comparative and two tenses</p>
Autumn 2	<p>Recognise and form the superlative</p> <p>Talk about Grimms' fairy tales</p>
Spring 1	<p>Recognise and form the imperfect tense with a range of verbs</p> <p>Talk about ambitions</p>
Spring 2	<p>Talk about future jobs</p> <p>Recognise and form sentences with <b>um...zu</b></p> <p>Recognise and form the conditional tense</p> <p>Talk about what you would like to be or do in the future, using correct word order</p> <p>Talk about what you would like to achieve in the coming year</p>
Summer 1	<p>Talk about different types of music</p> <p>Recognise and use subject and direct object pronouns</p> <p>Talk about playing or singing in a band</p> <p>Recognise and use <b>seit</b></p> <p>Discuss different bands using the present tense</p> <p>Recognise and use the comparative</p> <p>Talk about the <b>for</b> and <b>against</b> of music festivals</p>
Summer 2	<p>Talk about school subjects and uniform</p> <p>Say what you're looking forward to</p> <p>Describe a school day</p> <p>Discuss school rules</p> <p>Talk about school exchanges and trips</p> <p>Use three tenses</p>

## Spanish:

Year 7	
Autumn 1	<p>Describe places and location.</p> <p>Say what someone is like at the moment.</p> <p>Say what someone is like in general.</p> <p>Say what people have.</p>

	Say what people do
Autumn 2	Say what people do and don't do. Recognise the numbers (1 to 12) and talk about more than one thing Say what there is around you and describe it Talk about the location of things Describe a place Talk about giving and receiving gifts (festive season and family)
Spring 1	Describe family Describe some natural wonders of the Spanish-speaking world Ask and answer questions
Spring 2	Talk about what you do with others (rural life) Talk about what people <i>can</i> do Contrast what people <i>must</i> , <i>can</i> and <i>want</i> to do Places and locations Say what people are like today vs in general
Summer 1	Describe activities (travel) Describe what people do Describe what people do (technology)
Summer 2	Discuss what people do and don't do Describe people and possessions Describe when and where people go Describe future plans
Year 8	
Autumn 1	Describe events in the past and present (travel) Compare past events Talk about people and places now vs in general Compare what 'you' and 'we' do (news and media) Describe what different people do at home Ask what people can/must do
Autumn 2	Describe events in the past and present (at school) Describe events in the past and present (free time) Describe how people feel in the present Describe where people go and why
Spring 1	Describe what people do (technology and social networks) Describe events in the past and present (environment) Say what you do for others Talk about daily life and routines
Spring 2	Describe a series of events Talk about giving and receiving Give opinions about school
Summer 1	Describe people's intentions Describe and compare possessions

	Describe the weather at different times Compare where people go and went
Summer 2	Describe what is happening now Describe traditions in Spanish-speaking countries Compare future plans
Year 9	
Autumn 1	Give positive and negative opinions Say what they do and with what frequency. Talking about films. Say what they are going to do. Say what they did. Describe a past birthday.
Autumn 2	Recognise a range of jobs say what you have to do at work Give opinions on jobs and what jobs you would like to do. Talk about other future plans. Use a dictionary
Spring 1	Recognise food and drink Say what you eat and when Distinguish healthy/unhealthy diets. Sports – say what you do and when. Talk about your daily routine –. Use reflexive verbs
Spring 2	Research and discuss fairtrade/human rights in Spain and Latin America. Talk about what you can do to protect the environment at home. Compare your town in the past and present.
Summer 1	Say talk about holidays in 3 tenses,
Summer 2	Book accommodation in Spanish, Complain in Spanish,

## ICT/Computing:

Year 7	
Autumn 1	Introduction to office 365 and “the cloud” Searching and email Internet safety Identifying parts of a computer
Autumn 2	Ethics and digital literacy: Environmental impact, changes to job markets smartphones, social media, social engineering, viruses and malware.
Spring 1	Spreadsheets: why spreadsheets are useful and how they can be changed and updated with minimal effort. Basic formula building up to more advanced functions and formula along with how to create and use graphs correctly.

Spring 2	Networks: Understand the hardware and software components that make up computer systems, and how they communicate with one another and with other systems
Summer 1	Scratch Programming: Pupils will create shapes with the use of angles and variables and learn how a flow chart relates to a program. Pupils will use threads, loops, co-ordinates, if statements and variables to create a game.
Summer 2	
Year 8	
Autumn 1	Being Online: Hacking – What does it mean, who does it and why? Also, how to protect yourself against hacks, including home security.
Autumn 2	Databases: This explains the purpose of databases and what sort of data they can hold. How are relationships put together, how to form filters and enquiries.
Spring 1	Programming: Python Programming language is explicitly taught. Pupils will learn the key skills of selection, iteration, and sequencing. They will know how computers make decisions. They will be taught about the different loops used and know why there are differences - “for” and “while” loops.
Spring 2	Vector Graphics: To know what vector graphics are Know how to draw and manipulate shapes Provide examples where using vector graphics would be appropriate
Summer 1	Representation: Explain what binary digits (bits) are, in terms of familiar symbols such as digits or letters. Describe how natural numbers are represented as sequences of binary digits Provide examples of how different representations are appropriate for different tasks
Summer 2	
Year 9	
Autumn 1	Cybersecurity: To explicitly embed and deepen pupil's understanding of why people and businesses are hacked and by who. And to explore the different types of hackers and how this links to the Computer Misuse Act. This is necessary knowledge for the prevention of teenage cybercrime.
Autumn 2	To retrieve and deepen knowledge about keeping personal information secure and private.

	<p>To understand why data is so valuable to organisations and criminals.</p> <p>Pupils' understanding of key issues such as social engineering is strengthened and deepened.</p> <p>Students will understand how to spot a phishing email and how to reduce their chances of being a victim of this type of attack.</p> <p>Specific deepened knowledge of malware, worms, trojan horses.          Explain the difference between data and information          Identify what happens to data entered online</p> <p>Pupils will know the different types of security threats to businesses and the impact of these threats.</p>
Spring 1	<p>Going AV:</p> <p>Describe how digital images are composed of individual elements          Define key terms such as 'pixels', 'resolution', and 'colour depth'          Describe how an image can be represented as a sequence of bits          Describe how colour can be represented as a mixture of red, green, and blue, with a sequence of bits representing each colour's intensity</p>
Spring 2	<p>Recall that the colour of each picture element is represented using a sequence of binary digits          Describe the trade-off between representation size and perceived quality for digital images          Explain how the manipulation of digital images amounts to arithmetic operations on their digital representation          Describe and assess the creative benefits and ethical drawbacks of digital manipulation          Recall that sound is a wave          Explain the function of microphones and speakers as components that capture and generate sound          Define key terms such as 'sample', 'sampling frequency/rate', 'sample size'          Describe how sounds are represented as sequences of bits          Recall that bitmap images and pulse code sound are not the only binary representations of images and sound available          Define 'compression', and describe why it is necessary</p>
Summer 1	<p>Gaining Support for A Cause:</p> <p>This unit embeds and deepens pupils' understanding of key IT skills needed to thrive in a digital world using digital artefacts.</p>
Summer 2	<p>Knowledge needed is to be able to evaluate sources and identify fake news. This is necessary knowledge to stay IT literate in a digital society.</p>

	<p>Specific knowledge includes:</p> <ul style="list-style-type: none"> <li>Identify the key features of a word processor</li> <li>Evaluate formatting techniques to understand why we format documents</li> <li>Select appropriate images for a given context</li> <li>Critique digital content for credibility</li> <li>Evaluate online sources for use in own work</li> </ul>
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## SPIRIT:

Year 7	
Autumn 1	<ul style="list-style-type: none"> <li>Personal Skills and achievements</li> <li>Achievement</li> <li>Emotional Health</li> <li>Hello Yellow</li> <li>Handling Criticism</li> </ul>
Autumn 2	<ul style="list-style-type: none"> <li>Anti-Bullying</li> <li>Cyber Bullying</li> <li>Stereotypes</li> </ul>
Spring 1	<ul style="list-style-type: none"> <li>Self-regulation</li> <li>Power of words</li> <li>Personal Care</li> <li>Diet</li> </ul>
Spring 2	<ul style="list-style-type: none"> <li>Taking pride in your work</li> <li>Being resilient</li> <li>Growth Mindset</li> <li>Self-assessment</li> </ul>
Summer 1	<ul style="list-style-type: none"> <li>First Aid</li> <li>Railroad safety</li> <li>Road safety</li> <li>Alcohol</li> <li>Smoking</li> </ul>
Summer 2	<ul style="list-style-type: none"> <li>Media Portrayals</li> <li>Relationships</li> </ul>
Year 8	
Autumn 1	Discrimination and Identity: Gender identity, self-esteem, disability, transphobia
Autumn 2	Identity and Relationships: Sexting, Anti-bullying, contraception, consent.
Spring 1	Goals, dreams and options: Making choices, personal qualities and skills, employment
Spring 2	Identity and the community: community cohesion, asylum seekers, the government, law and justice, nationality
Summer 1	Personal Safety: first aid, further railway and road safety, alcohol, peer pressure, well being, smoking
Summer 2	Drugs: energy drinks, types of drugs, e-cigarettes, control.

Year 9	
Autumn 1	Respectful relationships: the family, forming positive relationships, coping with conflict, tackling homelessness
Autumn 2	Diversity: tackling extremism, radicalization, terrorism, inclusion and diversity.
Spring 1	Peer influence: Alcohol choices, smoking and e-cigs, drugs and the law, exploitation.
Spring 2	Intimate relationships: consent and the law on sex, dating abuse, sexual bullying
Summer 1	Healthy lifestyles: body image, testicular and breast cancer, lifestyle choices and health, healthy sleep.
Summer 2	Sexual relationships: avoiding assumptions with consent, contraception, Sexually transmitted infections.

## PE:

Year 7	
Autumn 1	<b>PE routines and behaviour expectations</b> Health and safety in PE Components of a warm up: Pulse Raiser, Stretches, skill rehearsal. Bespoke activity knowledge covered on a carousel of activities.
Autumn 2	<b>Benefits of a warm up</b> Decreased risk of injury, increase body temperature, increase muscle elasticity, increased range of movement psychological preparation. Bespoke activity knowledge covered on a carousel of activities.
Spring 1	<b>The immediate and short term effects of exercise</b> Heart rate increase, oxygen delivery, temperature increase. DOMS, lactic acid, tiredness/ fatigue Bespoke activity knowledge covered on a carousel of activities.
Spring 2	<b>Health &amp; Fitness</b> Physical benefits of exercise Mental Benefits of exercise Social Benefits of exercise Bespoke activity knowledge covered on a carousel of activities.
Summer	<b><u>Athletics events and how they differ</u></b> Endurance events EG 1500m Speed Events EG Sprints Power Events EG Throws, long jump.  <b><u>Strategies to improve performance</u></b> Trajectory – of release in throws, of take off in long jump. Pacing – being able to sustain movements over time. Lane Running Reliability in measuring and timing Explain and adhere to safety rules within athletic events Bespoke activity knowledge covered on a carousel of activities.

Year 8	
Autumn 1	<b>Key long bones</b> Functions – shape and movement Locations Bespoke activity knowledge covered on a carousel of activities.
Autumn 2	<b>Key muscle groups</b> To know how muscles work together to produce movement To know how contractions cause movement Key locations Bespoke activity knowledge covered on a carousel of activities.
Spring 1	<b>Types of movement</b> To know the correct movement terminology – flexion, extension To know how to analyse a movement skill using correct terminology Bespoke activity knowledge covered on a carousel of activities.
Spring 2	<b>Long term effects of exercise</b> To know how regular participation in physical activity can have physical adaptations on the body To the benefits of physical activity on health To know how the long term effects differ from immediate and short term effects Bespoke activity knowledge covered on a carousel of activities.
Summer 1	<b>Components of fitness in order to improve performance in specific events.</b> To know key components of fitness (strength, speed, cardiovascular endurance) To know how components of fitness contribute to improving performance Bespoke activity knowledge covered on a carousel of activities.
Summer 2	
Year 9	
Autumn 1	<b>Competitive performance and lifelong participation</b> Mastery of specific sports performance skills with a focus on how to improve and play in competitive situations. Pupils to know how to lead a healthy active lifelong lifestyle – fitness components, effects of exercise. Bespoke activity knowledge covered on a carousel of activities (Football, Netball, Rugby, Table Tennis, Fitness and Badminton, Athletics, Rounders, Tennis and Cricket).
Autumn 2	
Spring 1	
Spring 2	
Summer 1	
Summer 2	

## Design:

Year 7	
Autumn 1	Health & Safety How are things made?/Scales of production Material selection
Autumn 2	Graphical Communication: Expressive typography, Graphical Communication, Branding Design, Garden tool designing.

Spring 1	Garden tool: Hardwood and softwood, properties of pine and mild steel Use of a pillar drill, use of templates.
Spring 2	Out of the box: Design brief and specification Including learning about David Graas and how historical and contemporary designers influence products
Summer 1	Out of the box: Designing and making, 3D models, CAD/CAM
Summer 2	Out of the box: corrugated card, accurately cutting materials, how to evaluate
Year 8	
Autumn 1	Sustainable Design: Develop knowledge of the environmental impact of product design and manufacture. Develop knowledge of materials and their potential environmental impact Pewter Casting Project
Autumn 2	Pewter casting: Design briefs and specifications, know about alloys and their constituent metals, understand why moulds are used.
Spring 1	Pewter Casting Design and development of a key fob, marketability, limitations of mould design, CAM for laser cutting, polymers and vacuum forming.
Spring 2	Structures: Develop knowledge of structural elements to achieve a functioning solution, for example structures to span a gap.
Summer 1	Designers of the past, including the key terms: Art Nouveau Art Deco Bauhaus Memphis Alessi
Summer 2	Lego Robotics (completed on a rotation so may be done earlier in Year 8). Understand how robots are used in manufacturing Understand the function of electronic components Understand the function of sensors in robotics Know how to create a control program
Year 9	
Autumn 1	Drawing techniques: Communicating ideas, 3D rendering, Single point perspective. Through the investigation of packaging analyse the work of designers and use and properties of materials.
Autumn 2	Design and Make project – use the full design cycle from brief to evaluation on a project relevant to their specialism. Use equipment such as pillar drill, craft knives, vacuum former and software, such as Adobe photoshop.
Spring 1	
Spring 2	
Summer 1	
Summer 2	

## Food/Textiles (Students spend half the year in each):

Year 7	Either Food, then Textiles	Or Textiles, then food
Autumn 1	Health and safety in the kitchen Knowledge and understanding of food safety and hygiene. Weighing and measuring, including making a cookie Balanced diet including making a pasta salad	Health and safety in the textiles room Designing a bag: learning about design briefs and specifications in the textiles industry, researching existing products and knowing about common fibres, man made and synthetic. Links to fibres used by ancient Romans and in religious clothes.
Autumn 2	Food miles and seasonality and the fruit salad make. Baking, including cheese scones and muffins. Enzymic browning and Time-plans.	Past and present designers, including Mary Quant. Making a drawstring bag:. Knowledge of planning out and measuring.
Spring 1	Cross contamination, including making a bolognaise sauce. Provenance , logos on food, food choices. Making of meat and vegetarian dishes.	Learning about seams and sewing techniques Evaluation of the drawstring bag. Know how to compare a finished product to the specification.
Spring 2	Health and safety in the textiles room Designing a bag: learning about design briefs and specifications in the textiles industry, researching existing products and knowing about common fibres, man made and synthetic. Links to fibres used by ancient Romans and in religious clothes.	Health and safety Knowledge and understanding of food safety and hygiene. Weighing and measuring, including making a cookie Balanced diet including making a pasta salad
Summer 1	Past and present designers, including Mary Quant. Making a drawstring bag:. Knowledge of planning out and measuring.	Food miles and seasonality and the fruit salad make. Baking, including cheese scones and muffins. Enzymic browning and Time-plans.
Summer 2	Learning about seams and sewing techniques Evaluation of the drawstring bag. Know how to compare a finished product to the specification.	Cross contamination, including making a bolognaise sauce. Provenance, logos on food, food choices. Making of meat and vegetarian dishes.
Year 8		
Autumn 1	Health and safety and PPE, designing a safe kitchen. Understanding the roles of ingredients in bread. Food labels Thickening a roux sauce	Making a wacky monster. Conducting effective research, planning research questions, and writing a research summary. Know the structure of fabrics such as felts and woven knits. Use knowledge of fabric properties to make

		selections. Know where fibres come from.
Autumn 2	Macro and micro nutrients Role of sugars, making a cheesecake and cupcake experiment. Methods of food provenance. Role of egg in recipes. Staple foods and where they are from.	Carbon footprints and make do and mend. Iterative design. Decorative techniques such as applique and surface decoration. Design a wacky monster.
Spring 1	Food science, methods of cooking, food waste.	Make and evaluate a wacky monster, know how to use paper patterns, measure, including seam allowances, and applique. Evaluate their design and make.
Spring 2	Making a wacky monster. Conducting effective research, planning research questions, and writing a research summary. Know the structure of fabrics such as felts and woven knits. Use knowledge of fabric properties to make selections. Know where fibres come from.	Health and safety and PPE, designing a safe kitchen. Understanding the roles of ingredients in bread. Food labels Thickening a roux sauce
Summer 1	Carbon footprints and make do and mend. Iterative design. Decorative techniques such as applique and surface decoration. Design a wacky monster.	Macro and micro nutrients Role of sugars, making a cheesecake and cupcake experiment. Methods of food provenance. Role of egg in recipes. Staple foods and where they are from.
Summer 2	Make and evaluate a wacky monster, know how to use paper patterns, measure, including seam allowances, and applique. Evaluate their design and make.	Food science, methods of cooking, food waste.

## Art/Art History:

Year 7	
Autumn 1	Students will be introduced to the history of art including periods, styles and major movements from ancient times up to the present day. Knowledge of Wassily Kandinsky Understanding of composition, shape, line and colour. Understanding of the term abstract
Autumn 2	Terminology for colour: Colour mixing, complementary, hue, tint, shade, harmonious, saturation, value Understanding of Synesthesia

	How to respond to music and visually interpret different sounds – flowing, repetition, loud, soft etc.
Spring 1	Knowledge of print-making processes. Introduction to the reduction print-making method. Understanding of composition Blending and rendering colour. Colour theory knowledge
Spring 2	Students will be introduced to different styles of portraiture over a series of lessons, including the work of: Leonardo Da Vinci Albrecht Durer, Donatello Raphael Michelangelo.
Summer 1	Students will be taught the correct proportions and positioning of the facial features. Understand where the features are located on the face. Knowledge of pencil control, adding depth to a create a realistic portrait.
Summer 2	Cubism, including: Pablo Picasso, Georges Braque, analytical and synthetic Cubism Picasso's 'blue period'. Picasso's ceramic experimentation.
Year 8	
Autumn 1	Students will learn more about the French FAUVIST Art Movement and its key influencers. Including: Cultural and Historical context, characteristics of the Fauvist style and links to other movements.
Autumn 2	Understanding of what is of one-point perspective? How it is used to show depth in a 2D drawing / painting. Historical context – invented by Brunelleschi – and how his findings / experiments have influenced artists. Examples of perspective used.
Spring 1	Knowledge of traditional and contemporary artists will be introduced: Including: <ul style="list-style-type: none"> <li>• Reference to art from different points in history, historical events e.g. War Time and Covid.</li> <li>• Characteristics of, Lucinda Rogers, Alberto Giacometti, Henry Moore, Simon Birch and Picasso.</li> </ul>
Spring 2	Be able to translate 3d objects to 2d drawings on paper  Know how to record and work from a still-life using experimental drawing methods: Continuous line Extended arm Blind contour Double line Opposite hand

	Students will know how to record what they actually see rather than what they think something looks like.
Summer 1	Knowledge of Simon Birch and his emotive layered drawings Knowledge of artists' responses to WWII including Giacometti, Moore and Picasso. Knowledge of Alberto Giacometti and why he created his skeletal sculptures. Knowledge of Henry Moore and his shelter drawings.
Summer 2	Knowledge of mono-print and collagraph print making methods. Knowledge - Examples of artists who use this process to increase awareness of art, craft and design. To increase understanding about a variety of print-making methods.
Year 9	
Autumn 1	Introduction to Cubism: Context in the art world timeline 1907 to 1922. The type of artwork created. Characteristic of Juan Gris, Pablo Picasso, Georges Braque. Why many artist's reactions changed due to WWI. The difference between Analytical and Synthetic Cubism
Autumn 2	Knowledge of new media (wax resiste) know about the characteristics of the materials they use. Know how media combine to create different effects.
Spring 1	Student response: Students will know how to apply appropriate media and materials to create a series of outcomes building on prior knowledge of these techniques inspired by Cubism. Monochromatic Pencil rendering Fragmented collage Colour rendering The knowledge will inform their own response (see right) and help make creative decisions about their own composition
Spring 2	Students will be introduced to ABSTRACT EXPRESSIONISM <ul style="list-style-type: none"> <li>• Reference to historical context / timeline</li> <li>• Characteristics of the Abstract Expressionists style and links to other movements.</li> <li>• Action Painting</li> <li>• Robert Motherwell</li> <li>• Franz Kline</li> <li>• Jackson Pollock</li> <li>• Mark Rothko</li> </ul> William de Kooning
Summer 1	Knowledge of acrylic paint application using non-traditional methods e.g. applying with spatulas/card.  To know how to blend, mix and apply primary coloured acrylic paint to create secondary, tertiary, tints and shades.  Knowledge of colour theory.

Summer 2	Know how to set up a still life and use balance and symmetry to draw the viewers eye. Overlap to emphasise volume and depth.
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## Drama:

<b>Year 7</b>	
Autumn 1	<b>Intro to Drama- baseline assessment</b> <b>Wax works</b> Understanding the fundamental acting skills Creating a character using vocal and physical skills through Improvisation influenced by naturalism
Autumn 2	<b>Wax works</b> Understanding the fundamental acting skills Creating a character using vocal and physical skills through Improvisation influenced by naturalism
Spring 1	<b>Greek Theatre-</b> Explore the traditions and history of theatre Greek Style
Spring 2	<b>War Horse</b> Exploration of the play performance
Summer 1	<b>Darkwood Manor</b> Story telling unit exploring ghost stories.
Summer 2	<b>Silent movie-</b> Exploring movement, mime and gesture skills to create your very own silent movie!
<b>Year 8</b>	
Autumn 1	<b>Shakespeare shorts</b> - Explore the greatest works of Shakespeare in a modern way! Know the drama techniques: Hotseating, flashback, split scene and soundscapes.
Autumn 2	<b>Pantomime-</b> Exploring the British Victorian tradition of pantomime To perform in the style of pantomime and to know the 4 main stock characters; Principle Boy, Fairy Godmother, Villain, The Dame.
Spring 1	<b>Physical Theatre-</b> Exploring the style/genre of physical theatre An exploration of the reasons behind the London Riots in 2011 and an exploration of different perspectives and creating a balance of opinion through practical work and research.
Spring 2	<b>TIE- Theatre in Education</b> <b>Issue based drama</b> <b>To both educate and entertain a target audience</b> <b>Bullying</b> <b>Homelessness</b>

	<p><b>BLM</b> To know the style theatre in education medium of drama to educate audiences.</p>
Summer 1	<p><b>A Monster Calls</b> <b>Exploration of the performance</b> To know the story of A Monster Calls. Introduction to evaluating live pieces of theatre, evaluating successful scenes and characters.</p>
Summer 2	
Year 9	
Autumn 1	<p><b>Devising from a Stimuli</b> To know how to use a range of stimuli to use as a starting point for creating drama. Links to year TIE – using a real story as a stimulus. Introduction to the Drama Practitioner Augusto Boal and his style of theatre. Creating a piece of theatre that includes a range of explorative strategies.</p>
Autumn 2	
Spring 1	<p><b>Theatre Studies and Technical Theatre</b> To know and understand elements Theatre and to know the jobs within theatre – Links to careers. To know the role of; A set designer A costume designer A lighting designer A sound designer A stage manager Front of house assistant Director</p>
Spring 2	<p><b>Theatre Studies and Technical Theatre</b> Using knowledge from theatre studies the students will create a performance behind a ‘shadow board’ where they will incorporate lighting, set, costume and sound.</p>
Summer 1	<p><b>‘Teachers’ Play</b> To know how to perform a script and adapt a character. To know the style of a drama practitioner – John Godber and to know the different conventions that are used within his style of theatre</p>
Summer 2	<p><b>Styles of Practioners</b> An exploration of the pioneers of theatre. To know the different conventions of theatre practitioners.</p>

## Music:

Year 7	
Autumn 1	The Elements of Music appraising, notation, keyboard performance and Western classical music
Autumn 2	Keyboard Skills Elements, appraising, notation, keyboard performance and Western classical music
Spring 1	Rhythms of the world Exploring pulse and rhythms from around the world including Brazilian Samba, African music and music of the British Isles.
Spring 2	Form & Structure An introduction to music technology, form & structure.
Summer 1	Theme & Variation – Compositional skills using Sibelius and DAW (Digital Audio Workstations
Summer 2	Programme Music: Exploring Saint Sans carnivals of the Animals through musical expression (Western Classical Tradition
Year 8	
Autumn 1	Traditional Music: The Blues Developing performance skills and notation reading. Developing compositional understanding.
Autumn 2	The Digital Age – Remix Project Students will explore compositional structures, Theme and Variation and music technology. (Remix project).
Spring 1	Keyboard Skills Elements, appraising, notation, keyboard performance and Western classical music
Spring 2	Intervals & Chords - Students will develop their keyboard skills, knowledge of notation and harmony.
Summer 1	Music For Media Film music, video game music and minimalism. Exploring compositional techniques and music sync.
Summer 2	Ukulele Exploring music harmony, triads and effective ensemble skills.
Year 9	
Autumn 1	Traditional Music – Reggae, British Folk and Indian Music
Autumn 2	Ensemble Skills – Instrumental performance skill development. Band Skills - Students will develop their band skills, performing popular music as an ensemble.
Spring 1	Composing Music Film music, video game music and minimalism. Exploring compositional techniques and music syntax
Spring 2	Ukulele & Chords: developing performance skills and notation reading. Developing compositional understanding.
Summer 1	Theme & Variation – Compositional skills using Sibelius and DAW (Digital Audio Workstation
Summer 2	Theme & Variation continued– Compositional skills using Sibelius and DAW (Digital Audio Workstation

## Computer Science

Year 9	
Autumn 1	Data: Know flowchart notation. Operators and variables. Define data types. Know algorithms for sorting,

Autumn 2	
Spring 1	Python 1: Know how to describe Python commands, why loops are needed in code. Different types of loops. Know the basic error types in Python.
Spring 2	Databases: Create database tables, including relationships between tables and forms to enhance usability.
Summer 1	HTML and CSS: know and use basic HTML tags. Know how CSS is used to automate a website.
Summer 2	Python 2: Use commands for selection (IF _ ELSE _ ELSE). Locate and correct syntax errors.

### Business Studies:

Year 9	
Autumn 1	Enterprise & Entrepreneurship: Develop reflective skills to explain why & how new business ideas come about from their own experience e.g., creation of phone Apps.
Autumn 2	Spotting a business opportunity: identifying and understanding customer needs, purpose of market research, market survival.
Spring 1	Know what business aims are, understand market shares, financial security financial and ethical aims.
Spring 2	Quantitative and qualitative analysis of costs and income, including break even level of output.
Summer 1	Making the business effective: liability, types of businesses for start-ups, franchises.
Summer 2	Factors influencing business locations, impact of the internet.

### Child Development:

Year 9	
Autumn 1	Pre-conception Health (diet, exercise, healthy weight). Contraception methods. Male and Female reproductive systems
Autumn 2	Ovulation and menstruation, Conception. Development of the embryo and foetus. Multiple pregnancies, Symptoms of pregnancy
Spring 1	Health professionals providing support during pregnancy, antenatal care, birth.
Spring 2	Postnatal checks and conditions for development, routine baby checks, conditions for development.
Summer 1	Promoting positive behaviour, signs and symptoms of illness, caring for a child.
Summer 2	Safe environments, home and garden, road safety, safety labelling, common childhood accidents.

## Engineering Design:

Year 9	
Autumn 1	<p>What is a risk assessment – identifying and reducing risks.</p> <p>Reviewing the design cycle including primary &amp; secondary research.</p> <p>Recap drawing skills and rendering techniques and apply them to a design challenge. Know the terms oblique, one-point perspective. Know the terms: two-point perspective, isometric, orthographic.</p> <p>Use techniques such as scanning out line, shade and shadows.</p>
Autumn 2	<p>Materials- metals, plastics, cards. An investigation of historical and contemporary designers/design companies. An introduction to user centred design.</p> <p>Mini design project- prototyping and CAD drawing</p>
Spring 1	<p>Writing a design brief and specification. Investigation of existing products to learn about standardised components, manufacturing techniques and materials choices. Justify the choices of materials and components.</p>
Spring 2	<p>Designing- generating design ideas and developing a design for a torch.</p>
Summer 1	<p>Following the design cycle, developing the design for a torch. Presenting designs using 2D &amp; 3D CAD</p> <p>Use analysis of an existing product and knowledge of materials and manufacturing processes.</p> <p>Prototyping the torch.</p>
Summer 2	<p>Evaluate their torch design.</p> <p>Learn about influential engineers and designers. The types of business or work they did, and the materials they used. Including Thomas Heatherwick, ferrous and non-ferrous alloys, Raymond Loewy, Zaha Hadid</p>

## Sports studies:

Year 9	
Autumn 1	<p><b>Health and Fitness</b></p> <p>To know the key definitions for health and fitness</p> <p>To know how to lead an effective warm up</p> <p>To know the effects of exercise on the body</p> <p>To know the difference between aerobic and anaerobic respiration and a range of sports that apply to each</p>
Autumn 2	<p><b>Components of fitness</b></p> <p>To know the definitions of each component</p> <p>To know how different fitness components affect a range of sports</p> <p>To know the fitness tests for each component and the correct protocol for carrying them out</p>
Spring 1	<p><b>Methods of training</b></p> <p>To know the different methods of training</p> <p>To know how to carry out a range of training methods</p>

	To know which training methods are most suitable for sports and fitness components
Spring 2	<b>Principles of training</b> To know the principles of training and why they should be used To know how to apply the principles to a training plan
Summer 1	<b>Musculoskeletal system</b> To know major bones and skeletal muscles of the body To know the key synovial joints To know the functions of the musculoskeletal system
Summer 2	<b>Cardiorespiratory system</b> To know the key components of the cardiovascular system To know the key components of the respiratory system To know the functions of cardiorespiratory system

## Dance

Year 9	
Autumn 1	<b>Physical performance skills and safe dance practice</b> To know the different physical dance skills and how to apply them to a short performance To know how to warm up safely for dance and demonstrate a suitable dance warm up
Autumn 2	<b>Group Choreography</b> To know how to create a motif through improvisation from a stimulus, using action, space, dynamics and relationships To know how to develop a motif using a range of choreographic device
Spring 1	<b>Swansong by Christopher Bruce and expressive skills</b> To know the choreographic intent of Swansong To know how the costume, lighting and aural setting enhances performance To know a short solo phrase of professional work
Spring 2	<b>Sleepyhead solo performance</b> To know how to apply performance skills into a solo performance To know how performance skills can enhance a performance
Summer 1	<b>Message in a Bottle</b> To know the choreographic intent of Message in a Bottle To know how dance features can enhance a performance To know a short group phrase of professional work
Summer 2	<b>Solo Choreography from a Kandinsky art stimulus</b> To know the choreographic process To know how to use ASDR and structure to create a one minute solo dance To know how different aural settings can enhance a performance