

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
TOPIC/UNIT	Cryptography	Textual programming - python Introduction	How Computers work: part 1	App Development	How Computers work: part 2	Image Editing	
CURRICULUM - Big ideas/ core knowledge.	Students learn about the different methods of encryption, from César Cipher, public and private keys to PigPen and substitution ciphers. They have a go at breaking codes and making codes along the way to make this a really fun topic. They learn about the need of encryption to keep data secure.	Students learn textual programming for the first time, they are reminded what concepts they learnt in block programming: sequence, selection and iteration before moving on to Python. Sequence and selection concepts are covered. Students investigate how to think logically and solve a number of problems.	Developing flowcharts - as algorithms is such a key understanding point for Computer Science and ICT we make sure that we return to the flow chart symbols again, this time at a higher level, with some students discovering subroutines. We also explore hexadecimal and binary addition. Students are also introduced to some of the important components inside a PC, such as CPU, ROM & storage devices	App development and design - students will design and create a number of functions in their app to solve real world problems, they will be able to view their app on their own phone and spend time designing an app for a real world scenario.	Once students are confident in how a computer works - we look at how they are networked together. Students learn the difference between a wired and wireless network, star and mesh topology.	Students end the year by editing images. They use industry standard software with the adobe suite. They also explore the differences between vector and bitmap images and how images are saved in file formats and file sizes. They also have some class debates about the ethics behind edited images	
ASSESSMENT - how we find out what students have learnt and use it to inform planning and curriculum.	The assessment across key stage 3 for the subject is divided into ICT and Computer Science for the summative assessments. Students will sit an online test before each tracking point report home in both ICT and Computer Science, this gives students a very clear indication of their strengths in the two subjects that are taught together at key stage 3. Live marking occurs during lessons - where the teacher gives students instant feedback on their work and teachers also look at students work between lessons in their online books.						
HOMEWORK - how we will provide the opportunity to practise, embed, extend upon or apply the knowledge from lessons.	Students across the whole of key stage 3 are set relevant and challenging homeworks via the idea award. The Inspiring Digital Enterprise Award, known as iDEA, is an international programme that helps you develop and demonstrate your digital, enterprise and employability skills. Every two weeks students are set a badge that best fits their current programme of study, this is anything from Python quiz to Cyber Security to Team Work. iDEA badges themselves are short interactive online modules, created in consultation with industry experts. The students are tracked by teachers through the award and can gain a bronze or silver award, the aim is by the end of year 9 the students will have all achieved bronze award and a certificate from Buckingham Palace. Many students find the badges engaging and relevant and choose to go ahead and complete more in their spare time.						

<p>CURRICULUM ENHANCEMENT- how parents can support the learning that is happening in lessons.</p>		<p>Any visit to an escape room would link to this topic well (students do get a chance to visit some of the local ones as part of the departmental trips during the year). A trip to Bletchely Park would also be a great experience for students.</p>	<p>Python 3 and Thonny are both free, ask your child to teach someone at home how to program!</p>				
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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
TOPIC/UNIT	Fauve Landscapes - Painting project		Expressionism - Printing project		Aztec Masks - 3D relief/casting	
CURRICULUM - Big ideas/ core knowledge.	Development of graphic logo design skills. Develop skills in observational drawing, perspective, colour theory, exploring a range of media and techniques in Landscape Art through paint, collage, colour, line, tone and textural mark making. Research and analytical skills will be developed through looking at relevant artists and students will use this knowledge to influence their design ideas. In the second half of the term students will develop their painting skills by painting their own landscape in the style of The Fauves.		To gain knowledge and understanding of Expressionism. To explore the social and contextual issues of the time conveyed through the art to inspire their own work. Students will develop and explore cross hatching, distortion, printing collage, directional lines, markmaking, ink, positive and negative techniques whilst developing an understanding of how emotions are shown through art. In the second half of the term students will develop a polyprint design and will explore print making.		To gain knowledge and understanding of the Aztec art, its symbolism and adornment. Students will develop their drawing and presentation skills in sketchbooks and 3D skills using techniques such as burnishing, peeling, pattern, relief, casting. In the second part of the term students will learn how to create a 3D mask focusing on shape, form and surface texture/appearance.	
ASSESSMENT - how we find out what students have learnt and use it to inform planning and curriculum.	Assessment is done through verbal formative feedback and questioning every lesson, teachers reflect and respond accordingly, addressing any misconceptions. Self / peer assessment activities are also incorporated into the lessons at certain points in the project. Homework is marked using 1*- 4 for achievement and effort along with strategies of how to improve. DIRT time is built into lessons once a half term to give students the opportunity to reflect and improve. At the end of each project students will be assessed on A01,2,3,4 this will be recorded on the assessment sheet in their sketchbook.					
HOMEWORK - how we will provide the opportunity to practise, embed, extend upon or apply the knowledge from lessons.	Homework for KS3 is sketchbook based and is set fortnightly. Tasks will include artist research, observational drawings, collage activities, design idea development or responding to feedback by improving or refining current work. Activities are set alongside class work to enhance and develop the students experience.					

<p>CURRICULUM ENHANCEMENT - how parents can support the learning that is happening in lessons.</p>	<p>Having access to computer software for research purposes, having a range of drawing equipment at home (variety of shading pencils, pens, watercolour paints, glue etc) to enhance the quality of student outcomes. Any visits to local, national or international galleries or exhibitions to help broaden the students mind and appreciation of art and the world around them.</p>
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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
TOPIC/UNIT	Food Preparation and Nutrition		Textiles		Design and Technology	
CURRICULUM - Big ideas/ core knowledge.	<p>Technical knowledge: -Develop practical cooking skills using a wide range of preparation and cooking techniques - Develop knowledge and understanding of ingredients & Healthy Eating. -Develop knowledge of consumer food and drink choices. -To begin applying food science to practical cooking situations -Understand and explore a range of ingredients and processes from different culinary traditions - Understand and apply the principles of nutrition and health in relation to the eatwell guide. -Understand and explore a range of ingredients and processes from the British tradition</p> <p>Make: -Fruit salad -Upsidedown cake -Sausage roll -Pasta bake -Scones -Scone based pizza -Cottage pie</p> <p>Evaluate: Students self evaluate their food dishes using Ranking and Rating methods against sensory analysis discriptors.</p>		<p>Students will gain knowledge and understanding of paper textiles looking at the work of Michael Cephess and Jennifer Collier. Research skills are developed through personal analysis and reflections. Students will develop design ideas for a paper collar taking inspiration from the artist styles. Students will explore collage and paper manipulation techniques along with a range of stitching techniques to add embellishments to the work. Students will learn how to independently work with a range of materials and equipment safely and effectively.</p>		<p>Technical Knowledge: Students revisit material types and properties (focus on Polymers and Timbers). Students develop knowledge of the functions of packaging. Design: Students develop their drawing skills and generate a creative design of a mirror/photo frame, drawn in 3D accurately. Designs are annotated fully using tier 3 vocabulary with the use of opinions. Make: Students select from and use specialist tools, techniques, processes, equipment and machinery precisely and independently. Evaluate: Final product is evaluated at each manufacturing stage with consistent use of technical language.</p>	
ASSESSMENT - how we find out what students have learnt and use it to inform planning and curriculum.	<p>Assessment is completed through regular questioning and verbal feedback during practical lessons. Written work/evaluation is often live marked and questions added to further students knowledge and use of tier 3 vocabulary. All homework is marked and feedback given for students to reflect and improve on. All tasks are based on retrieval of what has been covered in lessons, additionally allowing them to extend their learning further.</p>		<p>Assessment is done through verbal formative feedback and questioning every lesson, teachers reflect and respond accordingly, addressing any misconceptions. Self, peer assessment activities are also incorporated into the lessons at certain points in the project. Homework is marked using 1*- 4 for achievement and effort along with strategies of how to improve. DIRT time is built into lessons once a half term to give students the opportunity to reflect and improve. At the end of each project students will be assessed on A01,2,3,4 this will be recorded on the assessment sheet in their workbook.</p>		<p>Students are assessed through regular questioning and verbal feedback during practical lessons. Written work/evaluation is often live marked and questions added to further students knowledge and use of tier 3 vocabulary. At the end of the project students will be assessed with a test and their practical outcome.</p>	
HOMEWORK - how we will provide the opportunity to practise, embed, extend upon or apply the knowledge from lessons.	<p>Homework is set on a fortnightly basis. The homework sheet builds upon the knowledge acquired during the theory lesson. The homework sheet also includes a list of ingredients which will be needed for the following practical lesson.</p>		<p>Homework for KS3 is workbook based and is set fortnightly. Tasks will include artist/designer research, observational drawings, collage activities, design idea development or responding to feedback by improving or refining current work. Activities are set alongside class work to enhance and develop the students experience.</p>		<p>Homework for KS3 is workbook based and is set fortnightly. Tasks include manufacturing diary (lesson reflection), mood board, designer research, product analysis.</p>	
CURRICULUM ENHANCEMENT - how parents can support the learning that is happening in lessons.	<p>Computer access for research purposes. Allowing the student to help prepare meals at home. Allowing students to help wash up at home. Visits to supermarkets, specialist food retailers, farms.</p>		<p>Having access to computer software for research purposes, having a range of drawing equipment at home (variety of shading pencils, pens, watercolour paints, glue, needle, threads etc) to enhance the quality of student outcomes. Any visits to local, national or international galleries or exhibitions to help broaden the students mind and appreciation of art and the world around them.</p>		<p>Computer access for research purposes. Visit design exhibitions. Allow students to develop their practical skills around the house eg: assembling furniture, decorating, modelling kits etc.</p>	

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
TOPIC/UNIT						
CURRICULUM - Big ideas/ core knowledge.	Linear Equations = Balancing Solving up to unknowns both sides Solving with brackets and simplifying Worded. Angles = Basic angle rules Problem solving Algebra application Parallel lines (H). Averages = Averages & Range inc from diagrams Comparisons Frequency Tables	"Integers, powers and roots" = Factors & HCF Multiples & LCM Primes Squares, Cubes & Roots Product of primes. Percentages = Calculating Increase & Decrease (calc and non-calc) Worded Expressing numbers as a % of another Percentage change	Sequences = Generating Find nth term Problem solve. Linear graphs = Vertical and horizontal lines Generating coordinates in tables Plotting linear graphs Gradients. Calculating with fractions = Equivalence Four operations Fractions of amounts	Expressions = Simplifying Expressions Expanding Brackets Factorising Substitution Forming Expressions. Properties of 2d shapes = Line and Rotational Symmetry Properties of triangles and Quadrilaterals Interior and Exterior angles Plans and Elevations. Rounding: Decimal Places Significant Figures Estimation	Area and perimeter = Perimeter Area of rectangles, parallelograms, triangles Trapeziums Compound shapes Area and Perimeter with algebra. Ratio and proportion = Simplifying ratio Comparing ratio Sharing in a ratio Scale drawings Direct and Inverse proportion. Formulae = Substitution Worded Formulae Writing Formulae	Probability = Understanding probability Two way tables Sample space Relative frequency. Reflections and translations = Reflecting vertically, horizontally and vertically Describing reflections Understanding and calculating with vectors Translations with vectors. Pie charts = Constructing pie charts Interpreting pie charts.
ASSESSMENT - how we find out what students have learnt and use it to inform planning and curriculum.	Pre and post topic tests, live marking in lessons, DIRT lessons following homework, end of term assessments.					

<p>HOMEWORK - how we will provide the opportunity to practise, embed, extend upon or apply the knowledge from lessons.</p>	<p>Fortnightly worksheet consolidating skills learnt in lessons. Fortnightly homework specific to skills that have been shown to be areas of weakness.</p>
<p>CURRICULUM ENHANCEMENT - how parents can support the learning that is happening in lessons.</p>	<p>Use of online platforms, Hegarty maths and Maths Pad to support with homework and extra revision. Parents can also support by using the knowledge organisers to test students knowledge of key words within a topic.</p>

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
TOPIC/UNIT						

<p>CURRICULUM - Big ideas/ core knowledge.</p>	<p>Atoms and bonding - Re-cap atomic structure and electron configuration. Elements mixtures and compounds. Re-cap separating techniques. Draw dot/cross diagrams for ionic bonds. Covalent bonding. Health and disease Pathogens-structure and function of virus and bacteria. Symptoms and treatment of the following diseases common cold, salmonella, chicken pox. Identify non-specific body defences. Describe how pathogens are transmitted. Specific immune response of phagocytes and lymphocytes. Describe how to streak an agar plate in microbiology. Drugs- stimulants and depressants. Forces and motion Identify types of forces. Define contact and non contact force. State the units of force and describe the term resultant force. Define the terms</p>	<p>Cells and tissues - Re-cap animal and plant cell structure. Compare eukaryotic and prokaryotic cells. Describe and explain adaptations of specialised cells. Re-cap microscopes. Describe the factors that affect diffusion. Waves - Compare transverse and longitudinal waves. Colours of the spectrum and how shadows are formed. Sound waves. The law of reflection and ray diagrams. Recall the equation ($V=f\lambda$) and use in calculations. Uses of the electromagnetic spectrum. Periodic table - Organisation of the periodic table. Explain why Group 0 are unreactive. Describe trends in group 1. Describe trends in group 7.</p>	<p>Energy and states- Recap particle model. Draw and interpret heating and cooling curves. Convection. Use $\rho=m/V$ to calculate density. Use $P=E/t$ to calculate power. Efficiency and using the equation $\text{eff} = \text{useful output/ total input}$. Reactivity - Atomic structure re-cap. Reactions between metals and water. Reactions between metals and acid. The reactivity series and its uses, metal ores and how to extract carbon. Predict outcomes of displacement reactions. Organ systems - The role of the digestive system and introduction of enzymes. The role of the nervous system and how it responds to the environment. Label the respiratory system and describe the process of ventilation. Describe the role of blood and the role of the circulatory system.</p>	<p>Electricity Describe the structure and function of a UK plug. How renewable energy sources are used to generate electricity. Evaluate the use of nuclear power and renewable power compared to fossil fuels. Structure of the national grid. Define potential differences and use the equation $V=E/Q$. Series and parallel circuits how current and potential difference changes. Salts - What is a pH the measure of? Define the terms acid base and alkali and name 3 common acids in the lab. Define the term neutralisation explain a use i.e. antacid tablets.</p>	<p>Reactions- Explain the conservation of mass and write word and symbol equations. Introduction to rate of reaction and catalysts. Describe the differences between an exothermic and endothermic reaction. Materials and calculations - Identify the differences in properties between metals and non metals, insulators and conductors. Calculate the relative molecular mass of compounds. Define the term polymer and give advantages and disadvantages of plastics. Reproduction and genetics - Re-cap variation. Define the term fertility and identify different methods of contraception. Describe the basic structure of DNA. Define the following terms, chromosome, gene, allele. Use the terms dominant and recessive and construct basic</p>	<p>Bioenergetics - Re-cap photosynthesis and identify the limiting factors. Write word and balanced equations for aerobic respiration then compare to anaerobic respiration. Link aerobic respiration and exercise and describe the effect on heart rate Ecosystems Draw food chains/webs, define the trophic level and identify them in the food chain. Define the terms habitat, community ecosystem and interdependence. Describe and explain animal and plant adaptations. Describe the role of carbon dioxide in global warming and explain the impact of climate change. Describe the effect of pollution on the environment and explain the importance of reduce, reuse, recycle. Space and radiation Describe the structure of the Earth. Describe the</p>
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<p>ASSESSMENT - how we find out what students have learnt and use it to inform planning and curriculum.</p>	<p>Live marking during each lesson, self marked quick questions, end of topic tests, termly hour long cumulative assessment.</p>
<p>HOMEWORK - how we will provide the opportunity to practise, embed, extend upon or apply the knowledge from lessons.</p>	<p>Homework consists of practice exam style questions (short answer, multiple choice, long answer, calculation) based on current topic and link back retrieval questions from previous topics.</p>
<p>CURRICULUM ENHANCEMENT - how parents can support the learning that is happening in lessons.</p>	<p>Use knowledge organisers to help students learn keywords and definitions by quizzing at home. Read around the topic and read about science in the news. Watch science documentaries to deepen understanding of context of school science in real world applications.</p>

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
TOPIC/UNIT	Dystopian Fiction and start <i>Lord of the Flies</i>	<i>Lord of the Flies</i>	<i>Lord of the Flies</i> (continued) & An Introduction to Shakespeare	The Gothic (and creative writing)	Poetry from different cultures	<i>Blood Brothers</i> by Willy Russell
CURRICULUM - Big ideas/ core knowledge.	<p>Students read a range of texts in the dystopian genre, including sections from <i>1984</i> and <i>The Maze Runner</i>.</p> <p>Declarative/Procedural Knowledge:</p> <ul style="list-style-type: none"> -The key conventions of dystopian fiction - Why dystopian fiction is written - Key dystopian themes - How to create a mood in a piece of creative writing - How to use ellipsis and semicolons to increase the sophistication of their writing - How to structure the opening of a story - How some writers create tension by withholding information - Sophisticated vocabulary to use in their own writing - How to start sentences with adverbs/prepositions/similes - Annotate extracts from dystopian fiction, labeling key conventions. - Use key dystopian conventions in their own creative writing. - Use some techniques to create a 'mood' in a piece of writing. - Plan a piece of creative writing in detail. - Structure the opening of a story. 	<p>Students read all of William Golding's dystopian novel <i>Lord of the Flies</i>.</p> <p>Declarative/Procedural Knowledge</p> <ul style="list-style-type: none"> - The plot of the story. - Main themes of the novel - civilisation, savagery, the evil within, childhood, democracy, violence. - Golding's characterisation of the main characters - i.e. Jack, Ralph, Piggy, Simon. - Contextual influences - i.e. WW2, The Holocaust, traditional ideas around boyhood, Golding's life - How to annotate and analyse a text - Analytical writing with an emphasis on writing organised paragraphs. - How to write an essay that tracks a character across a story. - A range of Tier 2/Tier 3 vocabulary connected to the novel. 	<p>Declarative/Procedural Knowledge</p> <ul style="list-style-type: none"> - Plot and characters from <i>Hamlet</i> and <i>Much Ado About Nothing</i> - Shakespeare's life and times - Strategies for reading Shakespeare - Conventions of Shakespearean tragedy and comedy - Shakespeare's methods - e.g. soliloquy, aside, monologue, extended metaphor, iambic pentameter, etc - How to read Shakespeare aloud - Analysing Shakespeare's language - A range of Tier 2/Tier 3 vocabulary. 	<p>Please note: the exact details of this unit are still to be decided. What follows is a rough outline.</p> <p>Declarative/Procedural Knowledge</p> <ul style="list-style-type: none"> - A range of Gothic extracts and short stories, including Edgar Allan Poe's <i>A Tell-Tale Heart</i> and Mary Shelley's <i>Frankenstein</i> - Gothic conventions such as the liminal and fear of the outsider. - Creative writing strategies - developing setting and character. 	<p>Please note: the exact details of this unit are still to be decided. What follows is a rough outline.</p> <p>Declarative/Procedural Knowledge</p> <ul style="list-style-type: none"> - A range of poetry from a diverse range of contemporary British and global voices and perspectives. - A range of themes such as belonging, conflict, poverty. - Poetic form, including regular and irregular structures. - An introduction to poetic devices (linguistic and structural) including but not exclusive to: caesura, enjambment, end-stopped lines, alliteration, metaphor, semantic field ... - How to read a poem independently - How to write analytically about poetry. - How to write an essay response to a poem 	<p>Declarative/Procedural Knowledge</p> <ul style="list-style-type: none"> - The plot sequence and main events. - Characterisation – Mickey, Edward, Mrs Johnstone, Mrs Lyons, Linda, Eva Smith. - Russell's dramatic methods – dramatic irony, tension, high emotion, stage directions, cyclical narrative etc - Themes – Fate, superstition, class, nature vs nurture, violence, poverty - Contextual background: Politics in '80s Liverpool and Britain during a recession - Successfully annotate an extract from the text. - Use the What? How? Why? paragraph structure - develop this further from the Lord of the Flies unit. - Analyse the impact of Russell's methods on the audience using tentative analytical language and play terminology
ASSESSMENT - how we find out what students have learnt and use it to inform planning and curriculum.	<ul style="list-style-type: none"> - Write the first page of a dystopian novel - to include: dystopian conventions; sentence variety and accurate tenses; a range of language devices; a range of vocabulary; accurate and ambitious punctuation. - A 25 question quiz based on vocabulary and SPAG from the year so far. - A range of formative assessment during the lesson - e.g. teacher questioning of all students, regular low-stakes quizzes, looking at student work/homework under visualiser in front of the class. 	<p>Write an essay that analyses how Golding Jack's character development across the novel. Students will be assessed on the structure of their essay, their ability to analyse Golding's methods and their use of technical vocabulary.</p> <ul style="list-style-type: none"> - A 25 question quiz based on vocabulary and SPAG from the year so far. - A range of formative assessment during the lesson - e.g. teacher questioning of all students, regular low-stakes quizzes, looking at student work/homework under visualiser in front of the class. 	<ul style="list-style-type: none"> - A range of formative assessment during the lesson - e.g. teacher questioning of all students, regular low-stakes quizzes, looking at student work/homework under visualiser in front of the class. 	<ul style="list-style-type: none"> - All students will complete a Gothic-themed short story in which they attempt to emulate the main conventions of the Gothic genre. - A range of formative assessment during the lesson - e.g. teacher questioning of all students, regular low-stakes quizzes, looking at student work/homework under visualiser in front of the class. 	<ul style="list-style-type: none"> - Poetry assessment. Students will write about the themes, language and structure used in one poem (poem to be conformed). - A range of formative assessment during the lesson - e.g. teacher questioning of all students, regular low-stakes quizzes, looking at student work/homework under visualiser in front of the class. 	<ul style="list-style-type: none"> - A range of formative assessment during the lesson - e.g. teacher questioning of all students, regular low-stakes quizzes, looking at student work/homework under visualiser in front of the class.
HOMEWORK - how we will provide the opportunity to practise, embed, extend upon or	A weekly homework sheet which covers common SPAG misconceptions. vocabulary consolidation, plot consolidation, short and focused writing activities.	A weekly homework sheet which covers common SPAG misconceptions. vocabulary consolidation, plot consolidation, short and focused writing activities.	A weekly homework sheet which covers common SPAG misconceptions. vocabulary consolidation, plot consolidation, short and focused writing activities.	A weekly homework sheet which covers common SPAG misconceptions. vocabulary consolidation, plot consolidation, short and focused writing activities.	A weekly homework sheet which covers common SPAG misconceptions. vocabulary consolidation, plot consolidation, short and focused writing activities.	A weekly homework sheet which covers common SPAG misconceptions. vocabulary consolidation, plot consolidation, short and focused writing activities.
CURRICULUM ENHANCEMENT - how parents can support the learning that is happening in lessons.	Parents can support their children by providing opportunities to read/watch/discuss the news and opinions about government. Parents can also support by checking weekly homework before it is returned to class and helping with vocab and SPAG.	Parents can support their children by providing opportunities to read/watch/discuss the news and opinions about government. Parents can also support by checking weekly homework before it is returned to class and helping with vocab and SPAG.	Parents can support their children by providing opportunities to watch film versions of Shakespeare plays or even take children to the theatre to watch a Shakespeare play. Parents can also support by checking weekly homework before it is returned to class and helping with vocab and SPAG.	Parents can support their children by providing opportunities to read other Gothic texts such as <i>Dracula</i> and <i>Wuthering Heights</i> . Parents can also support by checking weekly homework before it is returned to class and helping with vocab and SPAG.	Parents can support their children by providing opportunities to read and discuss poetry at home. Parents can also support by checking weekly homework before it is returned to class and helping with vocab and SPAG.	Parents can support by checking weekly homework before it is returned to class and helping with vocab and SPAG.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
TOPIC/UNIT	Blood Brothers	Theatre in Education	Commedia Dell'Arte	Macbeth	DNA	Game Over
CURRICULUM - Big ideas/ core knowledge.	Students explore and develop their knowledge of key themes within a production which supports their wider understanding of social issues such as class and gender. Students rehearse different extracts from the play and look at voice and movement to create naturalistic characters in conjunction with physical theatre and movement scenes. There are more lines within this piece which adds to the challenge.	Students look at target audience and what intentions they have when creating a piece of theatre, the target audience is a younger group so students explore how to keep an audience's attention through direct address and audience participation. They turn an existing story into a piece of theatre and must focus on the message this performance is trying to convey. It draws on prior work through year 7 and 8 eg: slapstick and exaggeration, still images and ensemble from year 7.	This unit looks at the history of theatre as this was a key influence on Shakespeare. Students explore slapstick and physical comedy, this large, exaggerated style is an opportunity to relate to comedy they may see on TV. Students are taught improvisation and are regularly assessed through a series of mini practical tasks and with a variety of different people.	Students explore the text Macbeth in a practical way, looking at characters and themes in an attempt to move from page to stage. The unit is to support the work of the English department in a practical way with a focus on interpretation of text.	This is a set text at GCSE level and students have an initial introduction to the character development and performance in preparation for KS4 written exam and component 2 performance exam.	Continuing with wider social issues, this unit deals with the impact of technology within society whilst looking at a modern script by Mark Wheeler. Students are subtly introduced to a variety of practitioners whose work will be explored in KS4 including Frantic Assembly. This unit is a blend of scripted and devised work and students build their piece lesson by lesson, they then decide which order to structure the performance with a focus on their dramatic aims.

<p>ASSESSMENT - how we find out what students have learnt and use it to inform planning and curriculum.</p>	<p>Assessment is done through verbal formative feedback and questioning every lesson, teachers reflect and respond accordingly, addressing any gaps in knowledge and areas to develop in terms of basic stage craft. Self, peer assessment activities are also incorporated into the lessons at certain points in the term. Students follow the idea of www.ebi (what went well, even better if) when looking at their own work and the work of others. Students are expected to perform in front of their peers at various points throughout the term - the focus of this is often on the structure of work and understanding of style and not necessarily the performance aspect.</p>
<p>HOMEWORK - how we will provide the opportunity to practise, embed, extend upon or apply the knowledge from lessons.</p>	<p>Due to the collaborative nature of the subject, homework is set minimally with a focus on learning key terminology and lines.</p>
<p>CURRICULUM ENHANCEMENT - how parents can support the learning that is happening in lessons.</p>	<p>Support students in learning any scripts that come home, encourage students to participate in extra curricular activities within the department, take students to see any live local theatre that may be taking place.</p>

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
TOPIC/UNIT	Moi et ma famille (Who am I?)		Mes passe-temps (My hobbies)	Ma vie quotidienne (My daily life)	Où j'habite (Where I live)	
CURRICULUM - Big ideas/ core knowledge.	<p>This unit revisits previous learning from Year 7 and builds on it in greater depth. Students use a wider range of grammatical structures and vocabulary to describe themselves, others and their relationships. Students also continue to describe past and future events in greater depth and build on their skills in reading and listening. There is further opportunity for cultural development in this module, with lessons dedicated to discussing Francophone festivals and celebrations.</p>		<p>This unit builds on the Media unit in Year 7 and students discuss their preferences and opinions on internet activities and sports. They learn how to make comparisons between activities and how to say how long they have been doing something. They also practise using the past tense to describe what they did at the weekend.</p>	<p>Students learn how to discuss the details of their daily lives: what they wear, how they help at home and what they eat and drink. They develop their grammatical skills through the use of various negative phrases and modal verbs, as well as continuing to practise past, present and future tenses. Exploration of Francophone cuisine and recipes also allows for cultural development.</p>	<p>In this module, students describe their home and local area using a variety of vocabulary and grammatical structures. Our goal is to allow students to use the newly-acquired language in realistic situations, and students will have the opportunity to give directions and ask for information in the tourist office. As well as using present and future tenses to describe their town currently, students will be able to use the imperfect tense to describe what their town used to be like. At the end of the unit, students watch a French film in the original language to further develop their listening comprehension skills and their cultural knowledge.</p>	
ASSESSMENT - how we find out what students have learnt and use it to inform planning and curriculum.	<p>Live marking and verbal feedback are used in every lesson to allow students to make immediate corrections. Students will complete three summative assessments throughout the year. DIRT tasks will be completed after each assessment. Homework and classwork will be peer/self-assessed, with regular book checks allowing teachers to adapt future planning.</p>					

<p>HOMEWORK - how we will provide the opportunity to practise, embed, extend upon or apply the knowledge from lessons.</p>	<p>Homework is set fortnightly and follows the same structure. Task 1 - vocabulary learning, followed by a test in lesson to check progress. Students are encouraged to use Quizlet to help them practise this vocabulary. Task 2 - "look back" reading/translation tasks which focus on a previously learnt grammar or vocabulary point.</p>
<p>CURRICULUM ENHANCEMENT - how parents can support the learning that is happening in lessons.</p>	<p>Supporting the use of our online learning platforms, such as Quizlet and DuoLingo. These are both available for free as desktop sites or as mobile apps. Access to a bilingual dictionary would support students learning at home, which could be an online dictionary such as wordreference.com. Talking to students about the importance of learning a language for future career/travel opportunities would also be helpful. Exploring cultural aspects of Francophone countries would also support the learning in class - this could be looking at or cooking a traditional recipe from a French country, finding information on a French-speaking celebration or researching a French-speaking country.</p>

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
TOPIC/UNIT	Age of expansion- Early Empire	Age of expansion- Victorian Empire	Changes in Britain- The Industrial revolution	Chages in Britain- Crime and Punishment	World War One- The cause of the war	World War One- The nature of conflict

<p>CURRICULUM - Big ideas/ core knowledge.</p>	<p>Britain's journey to become a global superpower has its routes in its early expansion. This includes the setting up of colonies in America, Africa and India. These links will be explored as well as the role that Britain played in the establishment of the slave trade and arguments surrounding its existence. These emotive and important topics will be analysed in detail from all points of view.</p>	<p>After Britain established its economic power, it then set about expanding its influence over the rest of the world. This brought Britain into conflict with other expanding European countries and also resulted in the 'scramble for Africa'. Britain then went on to further develop links with India and to rule India in a controversial manner. Students will explore the nature of British rule in India and Africa and come to a decision about its legacy.</p>	<p>As Britains imperial strength grew so did the wealth of the country. This led to new opportunities for people at home in the UK. This unit of study will explore in detail the new inventions and manufacturing techniques that led to Britain becoming known as the 'workshop of the world'. Alongside this, new social issues developed due to an increase in the population and the development of a larger working class. Students will investigate the developement of new laws to protect the wealthy and how the power of the working classes developed further.</p>	<p>Within the increasing divide between rich and poor the period 1700-1900 saw major changes in the nature of crimes being committed. Not only was there an increase in the amount of crime but there was also a change in attitudes as to what should be considered a crime. Alongside this, there was an increase in capital punishment and also the development of the prison system. This period also saw the development of the first professional police force designed to enforce the law. The reasons for these changes and outcomes will be examined in depth over the course of this unit.</p>	<p>World War One was an event that altered the world. It brought the most powerful countries in Europe into a conflict that cost millions of lives and altered the landscape forever. During this first section of study, the long term causes of empire, alliances and arms race will be investigated, as well as the short term cause of Franz Ferdinand's assassination. Students will be asked to come to a decision about the most important reason for the war starting.</p>	<p>The nature of the fighting during the First World War will be explored in depth during the final half term of the year. World War One was a turning point in the nature of fighting as conflict moved to become more mechanised. As well as investigating these changes students will also investigate what trench warfare was like as well as what it was like for soldiers to live in trenches. The battle of the Somme will also be investigated as a case study to highlight the reason why the war cost so many lives.</p>
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<p>ASSESSMENT - how we find out what students have learnt and use it to inform planning and curriculum.</p>	<p>Weekly formative assessment takes place every week in lessons. Alongside this students are also quizzed through homework testing. A summative assessment will take place during Autumn 1, where this information will be tested.</p>	<p>Weekly formative assessment takes place every week in lessons. Alongside this students are also quizzed through homework testing. A summative assessment will take place during Autumn 1, where this information will be tested.</p>	<p>Weekly formative assessment takes place every week in lessons. Alongside this students are also quizzed through homework testing. A summative assessment will take place during Spring 1, where this information will be tested.</p>	<p>Weekly formative assessment takes place every week in lessons. Alongside this students are also quizzed through homework testing. A summative assessment will take place during Spring 1, where this information will be tested.</p>	<p>Weekly formative assessment takes place every week in lessons. Alongside this students are also quizzed through homework testing. A summative assessment will take place during Summer 2, where this information will be tested.</p>	<p>Weekly formative assessment takes place every week in lessons. Alongside this students are also quizzed through homework testing. A summative assessment will take place during Summer 2, where this information will be tested.</p>
<p>HOMEWORK - how we will provide the opportunity to practise, embed, extend upon or apply the knowledge from lessons.</p>	<p>Homework 1- Key terms. Homework 2- test sentences. Homework 3- Explanation.</p>	<p>Homework 1- Key terms. Homework 2- test sentences. Homework 3- Explanation.</p>	<p>Homework 1- Key terms. Homework 2- test sentences. Homework 3- Explanation.</p>	<p>Homework 1- Key terms. Homework 2- test sentences. Homework 3- Explanation.</p>	<p>Homework 1- Key terms. Homework 2- test sentences. Homework 3- Explanation.</p>	<p>Homework 1- Key terms. Homework 2- test sentences. Homework 3- Explanation.</p>

<p>CURRICULUM ENHANCEMENT - how parents can support the learning that is happening in lessons.</p>	<p>The BBC bitesize website provides a wealth of resources about the British Empire and this information can be used to support students' studies. As well as this, parents can help with testing and the creation of flashcards to help support the process of embedding new information and vocabulary.</p>	<p>The BBC bitesize website provides a wealth of resources about the British Empire and this information can be used to support students' studies. As well as this, parents can help with testing and the creation of flashcards to help support the process of embedding new information and vocabulary.</p>	<p>The BBC bitesize website provides a wealth of resources about Britain between 1700 and 1900 and this information can be used to support students' studies. As well as this parents can help with testing and the creation of flashcards to help support the process of embedding new information and vocabulary.</p>	<p>The BBC bitesize website provides a wealth of resources about Britain between 1700 and 1900 and this information can be used to support students' studies. As well as this parents can help with testing and the creation of flashcards to help support the process of embedding new information and vocabulary.</p>	<p>The BBC bitesize website provide a wealth of resources about the First World War and this information can be used to support students' studies. As well as this, parents can help with testing and the creation of flashcards to help support the process of embedding new information and vocabulary.</p>	<p>The BBC bitesize website provide a wealth of resources about the First World War and this information can be used to support students' studies. As well as this, parents can help with testing and the creation of flashcards to help support the process of embedding new information and vocabulary.</p>
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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
TOPIC/UNIT	Reading Music - Folk Music of the British Isles	Music Technology - Hip Hop	Blues - Improvisation and Syncopation	Expression and Articulation - The Romantic Period	Video Game Music	Music Technology
CURRICULUM - Big ideas/ core knowledge.	Through the context of Folk Music of the British Isles , students revisit how to read music using the Treble Clef . Students learn and learn one piece in its entirety and develop essential Keyboard Skills . They also understand key characteristics and instrumentation of Folk Music embedded in the music they are learning.	Within this topic, students develop Songwriting skills, writing a full set of lyrics , growing to understand the importance of song structure in contemporary music. Pupils then create an accompaniment using sequencing skills from last year to support their lyrics, finally putting a performance together rapping their lyrics over the top of their accompaniment.	The topic covers African American Blues music and studies the Slave Trade in conjunction with the students' History topic. The music itself focuses on applying accidentals in music, seen as Blue Notes , but also develops two hand playing , introducing the bass clef into their reading and keyboard knowledge. In the final few weeks students are introduced to Syncopated rhythms and improvisation in music.	Students begin to understand articulation markings (Staccato and Legato), dynamic markings (Piano, Forte, Crescendo and Diminuendo) and the concept of chromaticism through accidentals (Sharps and Flats). This is done through a piece a week scheme of work where students learn a new piece on keyboard focusing on one of the above skills. Students then have 2 weeks to learn a final piece that combines all of the above for a performance assessment. (In the Hall of the Mountain King).	Students will begin to understand the importance of music within video games. As well as this, they begin to learn an array of pieces that not only test their knowledge of music notation and reading, but their ability to play keyboard two handed. As well as learning the pieces, we begin to understand how video game music is composed and the ways in which we can use music to convey mood and atmosphere, through the use of Texture, Dynamics, Tempo and Harmony.	Within this unit, students start to learn the basics of Digital audio workstations. The unit begins with the process of setting up a new project and controlling loops in garage band. As the unit progresses, the students are introduced to different types of compositional forms such as Ternary, Binary and Through composed. As well as basic control of the software and compositional awareness, we begin to look at more complex controls within the programme such as Automation, to allow the students to create a high-quality music production. The students are then assessed upon their piece and how successfully they can control a DAW.
ASSESSMENT - how we find out what students have learnt and use it to inform planning and curriculum.	Assessment is done through verbal formative feedback and questioning every lesson, teachers reflect and respond accordingly, addressing any gaps in knowledge and areas to develop in terms of basic music skills. Self, peer assessment activities are also incorporated into the lessons at certain points in the term. In this year there are also two written assessments, recalling key contextual knowledge on Musical Theatre and African American Blues Music. Students are expected to perform in front of their peers at various points throughout the term - the focus of this is often on the skills learned and understanding of style and not necessarily the performance aspect. Students also complete a vocabulary assessment at the end of each half term.					
HOMEWORK - how we will provide the opportunity to practise, embed, extend upon or apply the knowledge from lessons.	Students will be given key musical vocabulary which will be set on connect, they will receive a vocabulary test at the end of each half term. This vocabulary enhances not only how students discuss and verbalise what they hear, but it will improve how they listen to unfamiliar music, focusing on the elements and how they work in composition and performances. In Year 8 students are also given the opportunity to take their work books home and review key concepts and lettering of pieces, all marked at the end of each half term.					
CURRICULUM ENHANCEMENT - how parents can support the learning that is happening in lessons.	Students can revise all key vocabulary set at home, the vocabulary that is listed as homework, but also key learning concepts from the various concepts studied throughout the year. Parental engagement often takes the form of revision of the homework vocabulary, but it is encouraged that key ideas such as, accidentals, dynamics, bass clef reading and articulation are revisited at home. Although not feasible for all, a large sum of students take it into their own hands to practice either acoustically on an instrument, or virtually using software, to show those at home. This can be supported further by keeping a rehearsal journal or video diary at home of performances.					

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
TOPIC/UNIT	Rotation of activities	Rotation of activities	Rotation of activities	Rotation of activities	Rotation of activities	Rotation of activities
CURRICULUM - Big ideas/ core knowledge.	<p>Students will focus on developing team attacking and defending strategies and techniques.</p> <p>Students will select and apply their skills so that they can carry out tactics with the intention of outwitting their opponents.</p> <p>Students will work on a rotation of activities across the Autumn and Spring Terms.</p> <p>Developing Skills and Techniques Modifying and refining skills to improve performances.</p> <p>Activities within rotatations - football, basketball, badminton, rugby, netball, handball, OAA, hockey, fitness, gymnastics, dance, table tennis, volleyball.</p>	<p>Students will focus on developing team attacking and defending strategies and techniques.</p> <p>Students will select and apply their skills so that they can carry out tactics with the intention of outwitting their opponents.</p> <p>Students will work on a rotation of activities across the Autumn and Spring Terms.</p> <p>Developing Skills and Techniques Modifying and refining skills to improve performances.</p> <p>Activities within rotatations - football, basketball, badminton, rugby, netball, handball, OAA, hockey, fitness, gymnastics, dance, table tennis, volleyball.</p>	<p>Students will focus on developing team attacking and defending strategies and techniques.</p> <p>Students will select and apply their skills so that they can carry out tactics with the intention of outwitting their opponents.</p> <p>Students will work on a rotation of activities across the Autumn and Spring Terms.</p> <p>Developing Skills and Techniques Modifying and refining skills to improve performances.</p> <p>Activities within rotatations - football, basketball, badminton, rugby, netball, handball, OAA, hockey, fitness, gymnastics, dance, table tennis, volleyball.</p>	<p>Students will focus on developing team attacking and defending strategies and techniques.</p> <p>Students will select and apply their skills so that they can carry out tactics with the intention of outwitting their opponents.</p> <p>Students will work on a rotation of activities across the Autumn and Spring Terms.</p> <p>Developing Skills and Techniques Modifying and refining skills to improve performances.</p> <p>Activities within rotatations - football, basketball, badminton, rugby, netball, handball, OAA, hockey, fitness, gymnastics, dance, table tennis, volleyball.</p>	<p>Students will focus on developing team attacking and defending strategies and techniques.</p> <p>Students will select and apply their skills so that they can carry out tactics with the intention of outwitting their opponents.</p> <p>Students will work on a rotation of activities throughout the Summer term.</p> <p>Developing Skills and Techniques Modifying and refining skills to improve performances.</p> <p>Activities within rotatations - cricket, athletics, rounders, softball, tennis, stoolball, alternative striking and fielding games.</p>	<p>Students will focus on developing team attacking and defending strategies and techniques.</p> <p>Students will select and apply their skills so that they can carry out tactics with the intention of outwitting their opponents.</p> <p>Students will work on a rotation of activities throughout the Summer term.</p> <p>Developing Skills and Techniques Modifying and refining skills to improve performances.</p> <p>Activities within rotatations - cricket, athletics, rounders, softball, tennis, stoolball, alternative striking and fielding games.</p>
ASSESSMENT - how we find out what students have learnt and use it to inform planning and curriculum.						
HOMEWORK - how we will provide the opportunity to practise, embed, extend upon or apply the knowledge from lessons.						

<p>CURRICULUM ENHANCEMENT - how parents can support the learning that is happening in lessons.</p>	<p>Out of lessons, at home and in the community, pupils could be encouraged to:</p> <ul style="list-style-type: none"> •practice skills at home •take part in school sport, either competitively or socially •join clubs in the community and/or use local facilities •watch live and recorded matches, to appreciate high-quality performance •make up games that focus on improving technique and fitness •read rule books and sports reports in newspapers and magazines 	<p>Out of lessons, at home and in the community, pupils could be encouraged to:</p> <ul style="list-style-type: none"> •practice skills at home •take part in school sport, either competitively or socially •join clubs in the community and/or use local facilities •watch live and recorded matches, to appreciate high-quality performance •make up games that focus on improving technique and fitness •read rule books and sports reports in newspapers and magazines 	<p>Out of lessons, at home and in the community, pupils could be encouraged to:</p> <ul style="list-style-type: none"> •practice skills at home •take part in school sport, either competitively or socially •join clubs in the community and/or use local facilities •watch live and recorded matches, to appreciate high-quality performance •make up games that focus on improving technique and fitness •read rule books and sports reports in newspapers and magazines 	<p>Out of lessons, at home and in the community, pupils could be encouraged to:</p> <ul style="list-style-type: none"> •practice skills at home •take part in school sport, either competitively or socially •join clubs in the community and/or use local facilities •watch live and recorded matches, to appreciate high-quality performance •make up games that focus on improving technique and fitness •read rule books and sports reports in newspapers and magazines 	<p>Out of lessons, at home and in the community, pupils could be encouraged to:</p> <ul style="list-style-type: none"> •practice skills at home •take part in school sport, either competitively or socially •join clubs in the community and/or use local facilities •watch live and recorded matches, to appreciate high-quality performance •make up games that focus on improving technique and fitness •read rule books and sports reports in newspapers and magazines 	<p>Out of lessons, at home and in the community, pupils could be encouraged to:</p> <ul style="list-style-type: none"> •practice skills at home •take part in school sport, either competitively or socially •join clubs in the community and/or use local facilities •watch live and recorded matches, to appreciate high-quality performance •make up games that focus on improving technique and fitness •read rule books and sports reports in newspapers and magazines
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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2							
TOPIC/UNIT	Climate Change and Energy	Geography of Disease	Kenya	Settlements	Landscapes - Fluvial	Landscapes - Coasts							
CURRICULUM - Big ideas/ core knowledge.	This unit of work will focus on the significant geographical issue that is climate change. Students will explore historical climate change using past data to examine the natural and anthropogenic drivers of our climate, before studying the predicted future implications of climate change on a global scale. Having studied the role of fossil fuels in driving climate change, students will then study a variety of alternative energy production options including nuclear, solar and wind. Students will assess the viability of these alternatives, by considering the positives and negatives of each.	This unit will look at the geographical spread and impact of diseases. By using a variety of case studies, including COVID-19, students will explore how globalisation has increased the likelihood of disease spread and how diseases can have economic and environmental impacts, beyond just their social reach. Students will also explore how the type of disease is linked to the level of development of the country and how international aid is being used to control and eradicate diseases.	Being a successful geographer involves having an understanding of place and space. This unit is designed to give students an understanding of somewhere (Kenya) that is different in many ways to the UK. Students will gain an understanding of the social, economic and environmental characteristics of Kenya, and how this compares to the UK. Students will examine some of the major geographical issues affecting Kenya including the impacts of mass tourism, economic inequality and water shortages due to intensive agriculture to provide products for the UK.	This unit of work initially starts by exploring the historical development of settlements, examining the characteristics that would have made sites suitable to start a settlement. Having established this understanding the unit of work moves on to consider the concept of changing settlements in the UK, using Brighton as a case study, to study how urban change is creating social, economic and environmental opportunities and challenges such as social deprivation and urban regeneration.	This unit of work will introduce students to the concept of the water cycle, before taking an in depth look into the characteristics of a river drainage basin and the landforms found along a river's course. Students will learn how to explain the formation of these landforms using geographical processes and terminology. The unit of work will end by looking into the human and physical causes of flooding, a flooding case study and discussion of the hard and soft engineering strategies that can be used to reduce the risk of flooding.	This unit of work follows on directly from the previous unit on rivers. Students will examine the physical processes shaping our coastline and use this knowledge to explain the formation of different coastal landforms such as headlands and bays. Students will then look at the impacts of coastal erosion around the UK, focusing on a local case study of Barton on Sea, before evaluating strategies to reduce coastal erosion.							
ASSESSMENT - how we find out what students have learnt and use it to inform planning and curriculum.	Students will be assessed throughout the unit via live marking, regular low stake quizzing and their homeworks. They will also receive formative assessment on a piece of extended writing concerning the advantages/disadvantages of a form of alternative energy (either nuclear or solar). Students will complete a summative assessment that will assess content from this unit and the previous unit on Kenya.	Students will be assessed throughout the unit via live marking, regular low stake quizzing and their homeworks. Students will be formatively assessed on one piece of extended writing looking at the impacts of one particular outbreak, before completing a summative end of year assessment that will assess content from all topics taught in year 8.	Students will be assessed throughout the unit via live marking, regular low stake quizzing and their homeworks. While there is no summative/end of unit assessment students will be formatively assessed on an extended piece of work which involves them practising the key skill of creating a choropleth map to show population distribution and then using geographical reasoning to explain the pattern observed.	Students will be assessed throughout the unit via live marking, regular low stake quizzing and their homeworks. Students will be formatively assessed on one piece of extended writing looking at the levels of social inequality in Brighton and reasons for this.	Students will be assessed throughout the unit via live marking, regular low stake quizzing and their homeworks. One piece of extended writing will be formatively assessed based on student explanation of how at least one fluvial landform (i. e. waterfall) is formed.	Students will be assessed throughout the unit via live marking, regular low stake quizzing and their homeworks. One piece of extended writing will be formatively assessed based on student explanation of how at least one coastal landform is formed. Students will complete the unit by undertaking a summative assessment that will consist of questions from the coasts and fluvial landscapes unit, as well as some questions from the autumn term topics.							

<p>HOMEWORK - how we will provide the opportunity to practise, embed, extend upon or apply the knowledge from lessons.</p>	<p>Homework will be set on a fortnightly schedule, and consist of 3 pieces per unit of work. The first will involve students learning the spellings and definitions of key words linked to the unit of work. Secondly students will be given a contemporary geographical text linked to the unit study, from which they will have to respond to a series of questions to demonstrate their comprehension. The final homework will consist of a series of assessment style questions that will require students to review the content that they have been taught in the unit. This will be formatively assessed to guide revision prior to later summative assessments.</p>	<p>Homework will be set on fortnightly schedule, and consist of 3 pieces per unit of work. The first will involve students learning the spellings and definitions of key words linked to the unit of work and applying these to test sentences and sentence stems. Secondly students will be given a contemporary geographical text linked to the unit study, from which they will have to respond to a series of questions to demonstrate their comprehension. The final homework will consist of a series of assessment style questions that will require students to review the content that they have been taught in the unit. This will be formatively assessed to guide revision prior to later summative assessments.</p>	<p>Homework will be set on a fortnightly schedule, and consist of 3 pieces per unit of work. The first will involve students learning the spellings and definitions of key words linked to the unit of work. Secondly students will be given a contemporary geographical text linked to the unit study, from which they will have to respond to a series of questions to demonstrate their comprehension. The final homework will consist of a series of assessment style questions that will require students to review the content that they have been taught in the unit. This will be formatively assessed to guide revision prior to later summative assessments.</p>	<p>Homework will be set on fortnightly schedule, and consist of 3 pieces per unit of work. The first will involve students learning the spellings and definitions of key words linked to the unit of work. Secondly students will have the opportunity to complete a small scale research project looking into how Worthing (or a settlement of their choice) has changed over time. The final homework will consist of a series of assessment style questions that will require students to review the content that they have been taught in the unit. This will be formatively assessed to guide revision prior to later summative assessments.</p>	<p>Homework will be set on fortnightly schedule, and consist of 3 pieces per unit of work. The first will involve students learning the spellings and definitions of key words linked to the unit of work. Secondly students will be given a contemporary geographical text linked to the unit study, from which they will have to respond to a series of questions to demonstrate their comprehension. The final homework will consist of a series of assessment style questions that will require students to review the content that they have been taught in the unit. This will be formatively assessed to guide revision prior to later summative assessments.</p>	<p>Homework will be set on fortnightly schedule, and consist of 3 pieces per unit of work. The first will involve students learning the spellings and definitions of key words linked to the unit of work. Secondly students will be given a contemporary geographical text linked to the unit study, from which they will have to respond to a series of questions to demonstrate their comprehension. The final homework will consist of a series of assessment style questions that will require students to review the content that they have been taught in the unit. This will be formatively assessed to guide revision prior to later summative assessments.</p>							
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<p>CURRICULUM ENHANCEMENT - how parents can support the learning that is happening in lessons.</p>	<p>Parents can support their child with their homework, especially by encouraging and supporting the use of flash cards as a revision tool for learning vocabulary. In addition they can encourage their children or their whole household to consider ways that they could reduce their carbon footprint. Furthermore, we now have one of the worlds largest wind farms off our coastline, discussing the positive and negatives of this from a local view point with your child may be invaluable. Also as of April 2020 the Rampian Wind Farm Visitor Centre will be opening at the base of the i360 in Brighton, with the aim of offering education of the operation of the wind farm.</p>	<p>Parents can support their child with their homework, especially by encouraging and supporting the use of flash cards as a revision tool for learning vocabulary. In addition to this parents can engage in rich and appropriate discussion with their child about the ongoing impact of the global pandemic we have all been affected by since early 2020. In addition we suggest parents watch the six o'clock news where possible with their child in order to follow the ongoing response to COVID-19 around the world, comparing the effectiveness of responses between countries and regions at different levels of development.</p>	<p>Parents can support their child with their homework, especially by encouraging and supporting the use of flash cards as a revision tool for learning vocabulary. In addition they can encourage students to research the potential holiday types available in Kenya and the reasons why people visit. YouTube also has great clips from a Stacey Dooley BBC documentary examining the impacts of tourism in the country.</p>	<p>Parents can support their child with their homework, especially by encouraging and supporting the use of flash cards as a revision tool for learning vocabulary. In addition, as much of the unit focuses on the social, economic and environmental challenges facing Brighton, visiting the city and reviewing the impacts/success of strategies such as congestion management and urban regeneration down at the Marina would be great opportunities to contextualise the in-class learning</p>	<p>Parents can support their child with their homework, especially by encouraging and supporting the use of flash cards as a revision tool for learning vocabulary. In addition to this Google Earth provides virtual tours of some of the worlds major rivers, allowing students to visit rivers without even leaving their house! Furthermore, we have some great examples of fluvial landscapes in our local area which you can visit with your child. Places like the New Forest have shallow rivers that students can conduct mini investigations in, and the River Stor in Storrington can be accessed by a public park and again would allow for investigation of how a rivers characteristics change downstream. Finally, the Severn Sisters National Park and Cuckmere Haven have some excellent examples of lower course landforms such as meander bends and oxbow lakes.</p>	<p>Parents can support their child with their homework, especially by encouraging and supporting the use of flash cards as a revision tool for learning vocabulary. In addition to this Google Earth provides virtual tours of some of the UKs best coastlines, allowing students to visit places like the Jurassic Coast without even leaving home. Furthermore, we have some great examples of coastal landscapes in our local area which you can visit with your child. Even just going down to Worthing beach and seeing how the beach height differs from the east side of the groyne to the west indicates which way longshore drift is moving material along our coast. In addition to this and a bit further afield, the Dorset coastline offers some of the world's most spectacular coastal landscapes while Barton On Sea is a staple case study location located on the edge of the New Forest where the impacts of coastal erosion are clearly evident. Littlehampton West Beach is also an excellent example of a sand dune ecosystem and how it is being managed.</p>							
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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
TOPIC/UNIT	Identity and Community and special one off Anti-bullying lessons	Risky Behaviour and Islam	Animal Rights	Leaders in our community and Sexual and Relationship Education	Democracy, Parliament and Justice	Online safety and Careers	
CURRICULUM - Big ideas/ core knowledge.	Students start the year by looking at what it means to have an identity, how we identify ourselves and then how that identity fits into larger communities of people in our local, national and international worlds. We explore people who are excluded from those communities, and ways that we can aid excluded people who are in need. Including learning about their rights supported by the Equality Act 2010.	Risky Behaviour: Students will look at the idea of risky behaviours, and learn about the risks of drinking and smoking. They will also refresh themselves on road safety and explore county lines and the risks associated with it. Students will understand how to deal with these risks if the ever encounter them in their own lives. Islam: Students will look at the core beliefs and stories of Islam, focussing on the five pillars and the life of the Prophet Muhammad (PBUH).	Students will begin to explore different issues to do with animal rights, including hunting, animal experimentation, animals for entertainment, eating meat and veganism.	Leaders in our community: Students will explore important role models in our community. Learning about the importance of British Values and how these are spread by individuals and groups in our community. Students will look at religious leaders to political leaders in our community and the work they do. Relationship Education: Students will look at what is safe and 'unsafe' behaviours in relationship, specifically learning about the importance of equality and respect in our relationships.	Students will learn about the UK's political system, they will explore how voting and elections work. They will then explore Parliament, looking at what it does in making laws and representing people, before finally looking at the government itself and the different roles in government.	Online safety: Students will learn what cyber bullying is and how to deal with cyber bullying. They will also look at the importance of resilience and where to go when they need support Careers: Students will learn what university life is like and how they can access university courses. They will learn the variety of people who attend university and explore the routes they can take to get to university. Online lessons will be provided from the University of Sussex to support student learning.	
ASSESSMENT - how we find out what students have learnt and use it to inform planning and curriculum.	Retrieval quizzes at the start of lessons. Pause lesson to assess knowledge and fill in gaps. Summative assessment to track student progress of the unit.	Retrieval quizzes at the start of lessons. Pause lesson to assess knowledge and fill in gaps. Summative assessment to track student progress of the unit and previous unit.	Retrieval quizzes at the start of lessons. Pause lesson to assess knowledge and fill in gaps. Summative assessment to track student progress of the unit and previous unit.	Retrieval quizzes at the start of lessons. Pause lesson to assess knowledge and fill in gaps.	Retrieval quizzes at the start of lessons. Pause lesson to assess knowledge and fill in gaps.	End of year examination - cumulative based on knowledge throughout the year	
HOMEWORK - how we will provide the opportunity to practise, embed, extend upon or apply the knowledge from lessons.	1 x Homework consisting of retrieval practice, test sentences, key word definitions.	1 x Homework consisting of retrieval practice, test sentences, key word definitions.	1 x Homework consisting of retrieval practice, test sentences, key word definitions.	1 x Homework consisting of retrieval practice, test sentences, key word definitions.	1 x Homework consisting of retrieval practice, test sentences, key word definitions.	1 x Homework consisting of retrieval practice, test sentences, key word definitions.	
CURRICULUM ENHANCEMENT- how parents can support the learning that is happening in lessons.	BBC Bitesize outlines many of our Human Rights and teaches lessons based on community and identity: Below is a link to thier lesson on the Equality Act 2010 which students will learn in class: https://www.bbc.co.uk/bitesize/guides/zcs4ng8/revision/2	Below are a list of useful websites for your reference covering the main topics we look at in this unit: https://www.nationalcrimeagency.gov.uk/what-we-do/crime-threats/drug-trafficking/county-lines https://www.drinkaware.co.uk/ https://www.nhs.uk/smokefree http://www.brake.org.uk/project24	Below is a link outlining the arguments for and against animal rights for your reference to support your childs learning in class: https://www.bbc.co.uk/ethics/animals/rights/rights_1.shtml	Below are some resources to support your children in the above topic: Healthy relationships information: https://www.bbc.co.uk/bitesize/topics/zhyvt39/articles/zfn7vk7 Contraception: https://www.nhs.uk/conditions/contraception/ Sexual Health West Sussex: https://www.sexualhealthwestsussex.nhs.uk/	Visits to your local Town Hall and researching the workings of your local councils are great visual ways for students to understand local government. For ideas about Parliament the following Parliament website is very educational and has options for visits too: https://www.parliament.uk/about/how/role/relations-with-other-institutions/parliament-government/		

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
TOPIC/UNIT	Los medios (Media)		La comida y la salud (Food and Health)		En la ciudad (In Town)	
CURRICULUM - Big ideas/ core knowledge.	<p>In this unit, students use various grammatical structures to give their opinions on different aspects of the media, including TV, film, music and online activities. Cultural knowledge is strengthened by lessons on traditional Spanish/Latin American music and film. Students use past, present and future tenses to describe their activities, as well as using complex structures such as comparatives.</p>		<p>In this unit, students discuss their food likes and dislikes using a broad range of vocabulary. Students use authentic materials, such as restaurant menus and supermarket brochures, to support their reading comprehension. It also provides the opportunity to use the language in a real-life context, such as ordering and complaining in a restaurant, buying food at the market, and a visit to the doctors. Students are also asked to design their own restaurant menus, with detailed descriptions of each dish. Lessons on food in Spanish-speaking countries also develops students' cultural understanding.</p>		<p>This unit builds on the Town module from Year 7. Students are required to use broader vocabulary and more complex grammatical structures to describe their town. This unit also provides opportunities for students to use the language in real-life situations such as shopping for clothes, returning items, describing the weather and asking for/giving directions. For cultural development, students explore cities in Spanish-speaking countries, as well as describing the unique geographical features of some of these countries. At the end of this unit students watch a South American film (Voces Inocentes) which explores the impact of the civil war in El Salvador on young people. Students watch this in the original language to further develop their listening comprehension skills.</p>	
ASSESSMENT - how we find out what students have learnt and use it to inform planning and curriculum.	<p>Live marking and verbal feedback are used in every lesson to allow students to make immediate corrections. Students will complete three summative assessments throughout the year. DIRT tasks will be completed after each assessment. Homework and classwork will be peer/self-assessed, with regular book checks allowing teachers to adapt future planning.</p>					

<p>HOMEWORK - how we will provide the opportunity to practise, embed, extend upon or apply the knowledge from lessons.</p>	<p>Homework is set fortnightly and follows the same structure. Task 1 - vocabulary learning, followed by a test in lesson to check progress. Students are encouraged to use Quizlet to help them practise this vocabulary. Task 2 - "look back" reading/translation tasks which focus on a previously learnt grammar or vocabulary point.</p>
<p>CURRICULUM ENHANCEMENT - how parents can support the learning that is happening in lessons.</p>	<p>Supporting the use of our online learning platforms, such as Quizlet and DuoLingo. These are both available for free as desktop sites or as mobile apps. Access to a bilingual dictionary would support students learning at home, which could be an online dictionary such as wordreference.com. Talking to students about the importance of learning a language for future career/travel opportunities would also be helpful. Exploring cultural aspects of Spanish-speaking countries would also support the learning in class - this could be looking at or cooking a traditional recipe from a Spanish-speaking country, finding information on a Spanish-speaking celebration or researching a Spanish-speaking country.</p>