

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2			
<b>TOPIC/UNIT</b>	<b>Cyber security</b>	<b>Textual programming - python intermediate</b>	<b>Webdesign</b>	<b>Images - part 2</b>	<b>Handling data - user interface and excel</b>	<b>3D design and user interface</b>			
<b>CURRICULUM - Big ideas/ core knowledge.</b>	This unit explores how and why computer systems are attacked. Students look at fraudsters, hackers, viruses and scammers and how and why they operate. There is time in class looking at software such as firewalls and the laws to protect people against such attacks.	This course develops the students understanding of textual programming and they use some of the key concepts such as selection and iteration both in count and conditional settings. They start to explore validation, arrays and code efficiency before making their own textual adventure game.	Students are given a task from a business to make a website for them - they explore how websites are key for businesses and the process of setting up a business website is looked into, from domain names to HTTPS. This is a design led unit and allows students to be very creative. They will learn about colour schemes and use of fonts - this is a good set up for the work covered in BTEC IT and also Business GCSE.	Students further their knowledge of images in this unit that looks at how images are formed on the PC, they investigate the binary behind the images, the metadata and image bit depth. They look at how colours are created using RGB where python code will be used to help. The students use hex colours and also see how images are sent as packets across the internet.	Students will investigate real life data, they will explore how to interpret data using spreadsheet software. Students will create graphs and tables to represent the data in an easier to understand format. They will then learn what a dashboard is before making their own one using the data.	3D design and user interface - sketch up and user interface. Students are faced with a brief of designing a building using the 3D software. They will build it , then add in 3D items to simulate what the building would look like once built (like you see on grand designs). Students will then create an interface for the client to use to discover the building. The links on the interface will take the client to different parts of the building, files about the build, location maps and a video tour.			
<b>ASSESSMENT - how we find out what students have learnt and use it to inform planning and curriculum.</b>	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.								
<b>HOMEWORK - how we will provide the opportunity to practise, embed, extend upon or</b>	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.								
<b>CURRICULUM ENHANCEMENT - how parents can support the learning that is happening in lessons.</b>	Show your teen how you protect yourself online at home, home anti virus checks, good passwords. Talk about identity fraud and any victims of online crime you know about.	Again all the software for this is free, can you ask your child to teach you programming language! This is a great way for them to consolidate their learning.	Ask your teen to show you their website via the cloud at home. Share websites you like to visit with them, talk about design and usability with them.	BBC Click has lots of relevant programmes for students to watch at home that will support their learning through lots of the topics this year		Any episode of grand designs would be helpful to be watched.			

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>TOPIC/UNIT</b>	<b>Germany and the third Reich- How did Hitler take control of Germany?</b>	<b>Germany and the Third Reich- The Holocaust</b>	<b>Global conflict- World War Two</b>	<b>Global conflict- the Cold War</b>	<b>USA- Conflict at home and abroad- The Civil Rights Movement</b>	<b>USA- Conflict at home and abroad- The Vietnam War</b>
<b>CURRICULUM - Big ideas/ core knowledge.</b>	One of the defining moments of the twentieth century was the rise to power of Adolf Hitler. During this unit of study, students will investigate the circumstances in Germany that led to Hitler being elected to power and why exactly he was able to achieve this. Students will also investigate the methods that Hitler used to control the German people such as propaganda, terror and the positives which he offered many people. These methods of control will be examined in detail and students will be expected to reach a judgment about how life changed for ordinary Germans.	Once in power Hitler took the world into a new global conflict. It was under this event that he stepped up his programme of genocide against the Jewish people. This event is still incredibly emotive and students studies will require them to be aware of the mature themes and issues surrounding this. Students will investigate the origins of the Holocaust and that will begin with looking into the History of anti-semitism. These ideas will then be applied to the process of genocide undertaken by the Nazis. This will include an in depth look at the Nuremberg laws, Ghettoisation and the eventual development of death camps.	It was under the shroud of World War Two that Hitler was able put in place the systematic destruction of Jews and this unit investigates the steps to war and the events that took place leading to Hitlers eventual suicide in 1945. Students will begin by investigating the policy of appeasement and trying to come to a decision about how much blame this policy and Neville Chamberlain the British Prime Minister deserve. Students will then investigate important events from during the war such as the evacuation of Dunkirk, the Battle of Britain, operation Barbarossa and the Battle of the Bulge. Students will be expected to reach conclusions about the significance of these events and come to strong decisions about where mistakes were made and successes should be celebrated.	With the end of World War Two the world may have hoped that there would be no more major conflict in the world. However this was not to be the case. Without a break after the surrender of Germany, the USA dropped two nuclear weapons on Hiroshima and Nagasaki and the Cold War began. The Cold War was an ideological conflict between Communism and Capitalism. Students will investigate and discover what is meant by these two terms, before then moving on to look more closely at some of the key events from the conflict. These include the Berlin blockade and airlift, the building of the Berlin Wall and the Cuban missile crisis. Students will be expected to look into these events and analyse the key aspects.	During the period of the Cold War the USA spent time dealing with domestic issues surrounding race. The legacy of slavery and the following emancipation of black people in America led to many further issues surrounding race and society. This unit of study will help students understand the roots of segregation and the legal battle for equality in all areas of the USA. Alongside this, students will also examine the black power movement and the 'waking up' of the black consciousness.	One of the major events of the Cold War was the Vietnam conflict. Involvement in Vietnam began under president Eisenhower and ended under Lyndon Bains Johnson. The conflict is often described as a failure for the USA and the reasons for this will be examined over the course of the unit. Students will also look at the conflict in the wider context of the Cold War and asked to explain why the USA got involved, were they right to get involved and how were a gorilla army capable of achieving victory over the most powerful military force in the world.
<b>ASSESSMENT - how we find out what students have learnt and use it to inform planning and curriculum.</b>	Students will be assessed on a weekly basis through questions at the start of lessons. Homeworks will also be included in class tests, based on the work that has been set. Students, over the course of the year, will also take part in 3 summative assessments which will be cumulative in terms of the subject knowledge and skills that is required of them.					
<b>HOMEWORK - how we will provide the opportunity to practise, embed, extend upon or apply the knowledge from lessons.</b>	3 homeworks a half term will be set. Homework 1- Key terms, Homework 2- Test sentences, Homework 3- Explanation homework.					
<b>CURRICULUM ENHANCEMENT- how parents can support the learning that is happening in lessons.</b>	Parents can help support students in the production of their flashcards for homeworks. They can also help with the process of revision by testing their students. The BBC bitesize website also offers a number of useful articles and videos to help with the study of all of the topics. The Cold War and USA at home and abroad are also topics that are looked at during GCSE History, so students who are wanting to get a head start on this can purchase revision guides and text books.					

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<b>TOPIC/UNIT</b>						
CURRICULUM - Big ideas/ core knowledge.	<p><b>1. Solving equations =</b> Identifying expressions, eqns etc Solving linear equations Forming and solving Simultaneous equations (H). <b>2. Representing data =</b> Recap bar &amp; pictograms (F) Recap pie charts Scatter graphs Frequency trees (F) Box plots and CF (H) <b>3. Formulae =</b> Rearranging Using in context. <b>4. Percentages =</b> Finding % (calc and non) Increase &amp; decrease Percentage change Application Interest Reverse (H)</p>	<p><b>5. Pythagoras =</b> Understanding Find missing side Application. <b>6. Indices &amp; Standard Form =</b> Index rules SF conversion to and from ordinary Calculating (H) <b>7. Transformations =</b> Rotation Enlargement Describing Combining (H)</p>	<p><b>8. 3D Shapes =</b> Naming 3D shapes &amp; nets Properties of 3D shapes Volume of prisms Surface area of prism Volume of cones/spheres/pyramids (H) <b>9. Quadratics =</b> Graphing &amp; solving Expanding/factorising recap Factorising &amp; solving quads <b>10. Fractions =</b> 4 operations Converting FDP Ordering FDP Recurring decimals &amp; fractions</p>	<p><b>11. Sequences &amp; Graphs =</b> nth term &amp; generating Graphing sequences Solving sim eqns Equations of linear graphs <b>12. Estimation =</b> Rounding Error intervals Estimation <b>13. Understanding Data =</b> Types of data Mean/mode from freq tables Interpreting charts &amp; averages Recap CF &amp; BP (H) Recap scatter (F)</p>	<p><b>14. Area =</b> Recap Compound Converting lengths Problem solving <b>15. Probability =</b> Product rule for counting Probability recap (F) Listing/Sample space Venns</p>	<p><b>16. Ratio, Proportion, Rates of change =</b> Ratio recap &amp; application Metric conversion Conversion graphs Exchange Rates SDT/DMV/PFA Inverse Proportion <b>17 Triangles =</b> Angles on parallel lines (F) Congruence Similar triangles Pythagoras recap &amp; Trig intro (F) Trigonometry (H) <b>18. Constructions =</b> Using equipment (F) Angle bisector Perpendicular bisector Perpendicular line to a point Constructing triangles</p>

<p><b>ASSESSMENT</b> - how we find out what students have learnt and use it to inform planning and curriculum.</p>	<p>Pre and post topic tests, live marking in lessons, DIRT lessons following homework, end of term assessments.</p>
<p><b>HOMEWORK</b> - 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 every other week mixed with Hegarty maths tasks targetted at each individual student.</p>
<p><b>CURRICULUM ENHANCEMENT</b> - 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 knowlegde of key words within a topic</p>

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
TOPIC/UNIT	Atoms & bondng	Health & disease	Organ systems	Bioenergetics	Waves	Ecosystems

<p>Re-cap atomic and electronic configuration. Describe the Rutherford scattering experiment and compare and contrast the plum pudding and nuclear model of the atom. Define ionic bond draw dot and cross diagrams and write ionic formula. Properties of ionic compounds and how they conduct electricity. Describe what a covalent bond is, draw dot and cross diagrams and describe the properties of small molecules. Describe the structure of metals and explain how they conduct electricity <b>Cells and tissues</b> re-cap plant and animal cell structure and introduce specialised cells and order of magnitude. Write a method for how to use a light microscope. Introduce the equation <math>I=AM</math> and how to use to calculate magnification. Re-</p>	<p>Define the term pathogen and describe the causes symptoms and treatment of HIV, Measles and Gonorrhoea. Describe and explain the specific immune response of phagocytes and lymphocytes. Describe how a vaccine works and what herd immunity is. Define the term non communicable disease and the cause and effects of CHD and diabetes. Describe the methods and positive results for the food tests of starch fats protein and sugar. <b>Salts</b> Define what an acid is and write word and symbol equations for the reactions between a metal and an acid. Describe the difference between an acid and a base and write word and symbol equations for the reactions of sulfuric acid and hydrochloric acid with alkalis. Describe the method for how to make a salt and describe what a neutralisation reaction is, describe the reaction between acid + base and acid + carbonate write empirical formulas of</p>	<p>Describe the function of the digestive system and introduce enzymes. Describe the structure and function of the CNS and describe the reflex pathway, label the respiratory system and describe the function, label the respiratory system and describe its function, explain gas exchange in the alveoli, describe the role of the circulatory system and re-cap the basic structure of the heart and components of blood. <b>Reactivity</b> Re-cap atomic structure, recall the reactivity series and predict the outcome of displacement reactions, link reactivity series to methods of extraction and describe what a displacement reaction is, define the term electrolysis and describe what happens to ions at the electrodes during electrolysis. <b>Electricity</b> Re-cap what series and parallel circuits are</p>	<p>Re-cap photosynthesis and describe. Explain the limiting factors and why greenhouses are useful. Re-cap aerobic respiration describe and explain the effects of exercise on breathing rate and heart rate, write word equations for anaerobic respiration in plants and yeast. Explain the use of fermentation and compare to anaerobic respiration in humans. <b>Materials and calculations</b> Re-cap atomic mass and electronic configuration, define element and compound molecule and mixture, describe what mole is and identify Avogadro's number, use the equation <math>\text{mole} = \frac{\text{mass}}{\text{Mr}}</math>. Research new materials and making bioplastics.</p>	<p>Re-cap transverse and longitudinal waves, label waveform diagrams and describe the effect of frequency and amplitude. State the law of reflection, describe the difference between diffuse and specular reflection and draw and label ray diagrams. Describe and explain refraction and draw a ray diagram to show refraction. <b>Periodic table</b> Describe the history of the periodic table and how it was developed by Newlands and Mendeleev, describe the trends in group 1, describe and explain the displacement reactions of the halogens and write word and symbol equations for them. <b>Reproduction and genetics.</b> Re-cap inherited and environmental variation, describe fertilisation and identify different methods of contraception, define DNA</p>	<p>Food chains and food webs Describe and explain animal and plant adaptations. Define the term extremophile and identify factors that organisms compete for, describe the use of a quadrat, describe the term evolution and the process of natural selection, identify contributing factors for extinction and explain how fossils are formed. Describe composition of gases in the earth's atmosphere and explain the impact of carbon dioxide and methane levels on global warming. <b>Reactions</b> Re-cap on chemical and physical reactions, describe and explain combustion and compare complete and incomplete Inc. equations, describe different ways to measure and calculate rates and identify factors affecting rates of reaction, describe and explain the effect of temperature</p>
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<p><b>ASSESSMENT</b> - 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 assessments.</p>
<p><b>HOMEWORK</b> - 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><b>CURRICULUM ENHANCEMENT</b> - 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>

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<b>TOPIC/UNIT</b>	<b>Two</b>	<b>Craig and Bentley</b>	<b>Curious Incident of the Dog in the Night-time</b>	<b>Romeo and Juliet</b>	<b>Too Much Punch For Judy</b>	<b>100</b>
<b>CURRICULUM - Big ideas/ core knowledge.</b>	Students explore the use of voice and movement to successfully multi-role using the text 'Two' by Jim Cartwright. They explore rapport and communication to an audience.	Students explore the style of documentary theatre using real life events and accounts to create a performance. They are asked to decide whether capital punishment is a suitable sanction for crime which relates to the work of the history department at GCSE. They use a fusion of naturalistic acting and physical theatre techniques such as puppetry to explore two contrasting arguments.	Students explore empathy towards the central character who is on the autistic spectrum. They develop their knowledge and understanding of a current theatre practitioner through the work of Frantic Assembly deepening their use of physical theatre such as people as props and layering of sound. They also look at fiction and using a novel in performance.	We explore classical texts through a contemporary context. Students are exposed to sections of Baz Luhrman's adaptation and look at how to add a modern contemporary setting to a traditional story.	Students look in more depth at devising, using skills they have learnt and focussing on Dramatic intentions. They look at a text about a social issue and how we go from initial idea to performance through a series of workshops, this relates to component 1 at GCSE and component 3 at BTEC.	Students look in more depth at scripted performances using vocal and movement skills they have learnt and focussing on Dramatic intentions. They use a set text for GCSE of 100. It looks at a variety of scripts and how we go from initial idea to performance through a series of workshops, this ties in with component 2 and 3 at GCSE.
<b>ASSESSMENT - how we find out what students have learnt and use it to inform planning and curriculum.</b>	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 <a href="http://www.ebi">www.ebi</a> (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><b>HOMEWORK</b> - 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><b>CURRICULUM ENHANCEMENT</b> - 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	<b>Food Preparation and Nutrition</b>		<b>Textiles</b>		<b>Design and Technology</b>	
CURRICULUM - Big ideas/ core knowledge.	<p>Technical Knowledge: Food safety and storage. Recap Eatwell and age ranges. What is cultural food and why is it made up of those ingredients. Ready meals - Standard components, production line, storage. Dietary requirements - Vegan, vegetarian, gluten free, lactose, celiac. Food Science - heat transfer. Food nutritional values - protein bars, marketing, nutritional label.</p> <p>Make:</p> <ul style="list-style-type: none"> <li>-chocolate chip cookies</li> <li>-vegetable curry</li> <li>-Potato bake</li> <li>-Spaghetti Bolognese</li> <li>-Fish Cakes</li> <li>- Spring rolls</li> <li>- Risotto</li> </ul> <p>Evaluate: Students self evaluate their food dishes using Ranking and Rating methods against sensory analysis discriptors.</p>		<p>To develop knowledge and understanding of stitched textiles, referring to the work of Maurizio Anzeri, Jose Romussi and Alana Dee Haynes. To explore hand and machine embroidery techniques through a range of practical activities. To explore and develop ICT skills through photographic manipulation and photoshop. To develop skills in cardboard construction and relief in the development of their frame. To develop observational drawing through stitching, mark making and collage work.</p>		<p><b>Technical Knowledge:</b> Material properties and modelling materials. Students learn about the design process including the types of research, designing and prototyping. Maths content is introduced: scale, proportions, measuring/units.</p> <p><b>Design:</b> Students develop their drawing skills and generate a range of creative designs, drawn in 3D accurately. Designs are annotated fully using tier 3 vocabulary with the use of their own and peers opinions. The first project is a pet toy design project that explores the use of prototyping with modelling clay with references to jobs such as toy design, product design and automotive design. The second project requires students to work in pairs as architects/interior designers to convert shipping containers into housing that suits a specific design brief and specification set by clients.</p> <p><b>Make:</b> Students select from and use specialist tools, techniques, processes, equipment and machinery precisely and independently evidenced with photographs in their workbooks.</p>	

<p><b>ASSESSMENT</b> - how we find out what students have learnt and use it to inform planning and curriculum.</p>	<p>Assessment is done 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 an assessment booklet which is completed by hand with several tasks requiring online access. 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. At the end of the project students will be assessed with a test and their practical skills.</p>
<p><b>HOMEWORK</b> - how we will provide the opportunity to practise, embed, extend upon or apply the knowledge from lessons.</p>	<p>Homework for KS3 is workbook based and is set fortnightly. Tasks will include Health and Hygiene Sheet Heat Transfer Methods, Food Diary. 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 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 drawing activities, rendering activities, packaging design, development write up, product analysis.</p>
<p><b>CURRICULUM ENHANCEMENT</b> - how parents can support the learning that is happening in lessons.</p>	<p>Having access to a computer to assist with research purposes. Support students to buy their ingredients. Encourage Students to cook at home and to wash up properly.</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	Au collège (At school)		Mon travail (Work)		Les vacances (Holidays)	
CURRICULUM - Big ideas/ core knowledge.	<p>This unit focuses on the vocabulary and grammar students need to describe their life at school. Time is spent developing students' ability to give opinions about subjects, teachers, uniform and school rules including giving reasons for their opinions and making comparisons. They also develop their understanding of correct adjective use when describing teachers and school uniform. Their confidence with using the past tense is increased through speaking and writing about what they did at school yesterday. As a point of cultural understanding, students also research and discuss the key differences between life at school in England and France.</p>		<p>In this unit students learn to describe the household chores that they do, their part time jobs, the jobs their family do and their own future plans, including career aims. There is a focus throughout the unit on giving opinions and reasons for these. The future and conditional tenses are used to describe future plans and ambitions. We also spend some time considering the value of learning languages and the benefits of language skills.</p>		<p>This unit focuses on allowing students to combine their knowledge of different tenses to describe typical holidays, past holidays and future holiday plans. It is an important opportunity for consolidating grammatical awareness prior to the start of the GCSE syllabus in Y10. During the module, students also use authentic materials (restaurant menus, websites) to improve their reading comprehension skills. At the end of the unit, students produce an extended piece of writing in the form of a trip advisor review to describe a disastrous holiday experience.</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. Homework and classwork will be peer/self-assessed, with regular book checks allowing teachers to adapt future planning. Summative assessment on the topic of holidays focuses on listening/reading skills, which is peer-marked. Students also complete a foundation GCSE written assessment by describing a photo on the topic of holiday. This will be marked by the class teacher and DIRT task completed in lesson.</p>		<p>Live marking and verbal feedback are used in every lesson to allow students to make immediate corrections. Homework and classwork will be peer/self-assessed, with regular book checks allowing teachers to adapt future planning. Summative assessment on the topic of school/work focuses on listening/reading skills, which is peer-marked. Students also complete a foundation GCSE written assessment on the topic of school. This will be marked by the class teacher and DIRT task completed in lesson.</p>		<p>Live marking and verbal feedback are used in every lesson to allow students to make immediate corrections. Homework and classwork will be peer/self-assessed, with regular book checks allowing teachers to adapt future planning. Summative assessment on the topic of environment focuses on listening/reading skills, which is peer-marked. Students also complete a foundation GCSE written assessment on the topic of environment. This will be marked by the class teacher and DIRT task completed in lesson.</p>	

<p><b>HOMEWORK</b> - 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><b>CURRICULUM ENHANCEMENT</b> - 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 <a href="http://wordreference.com">wordreference.com</a>. 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	<b>African Art</b>		<b>Chiaroscuro/Vanitas</b>		<b>Contemporary Architecture</b>	<b>Post Painterly Abstraction</b>
CURRICULUM - Big ideas/ core knowledge.	<p>To develop knowledge and understanding of African Art and cultural history through researching Adinkra symbols and African power figures. Develop skills in observational drawing exploring a range of media and techniques that include oil pastel, painting, tonal pencil sketching and lino printing. Research and analytical skills will be developed through looking at the work of contemporary African artist John Muafangejo. Students will use this knowledge to influence and design their final outcome to construct a hanging banner inspired by African culture.</p>		<p>To develop knowledge and understanding of Chiaroscuro, the use of strong contrasts between light and dark in art. Developing skills in observational drawing exploring a range of media and materials that include watercolour, tonal pencil sketching and photography. Research and analytical skills will be developed through looking at the work of artists Kathe Kolwitz, Alison Lambert and researching Chiaroscuro effects in cinema and photography. This will lead into the second half of the term exploring Vanitas Art and the symbolism of objects within Vanitas still life. Knowledge and understanding of historical context will be explored through the work of 17th century Dutch artist Paul Cezanne and Damien Hirst. Drawing and technical skills will be developed through using paint, collage and stenciling.</p>		<p>To develop knowledge and understanding of contemporary architecture with a focus on exploring the work of architect Frank Gehry. Best known works include the Guggenheim Museum in Bilbao, Spain and Louis Vuitton Foundation in Paris, France. Observational drawing skills and use of materials will be developed through tonal pencil sketching and cardboard construction. Biomorphic design will be explored through balance, form, function and shape within building design.</p>	<p>To develop knowledge and understanding of the historical context of minimalism and post-painterly abstraction through looking at the work of Frank Stella Polk Smith. Technical skills will be developed through different media and techniques that include papercraft, layering, sculptural relief, folding and slotting with card. Playing with line, form, shape, colour composition students will use the knowledge and technical skills to design a final outcome in the form of a relief sculpture or series of abstract compositions.</p>

<p><b>ASSESSMENT</b> - 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 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.</p>
<p><b>HOMEWORK</b> - how we will provide the opportunity to practise, embed, extend upon or apply the knowledge from lessons.</p>	<p>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>
<p><b>CURRICULUM ENHANCEMENT</b> - 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>



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>TOPIC/UNIT</b>	<b>Drugs</b>	<b>Law &amp; Justice</b>	<b>Mental Health and Bereavement and Life after Death</b>	<b>Sex Education</b>	<b>Medical Ethics</b>	<b>Identity and sexuality and Media, Liberty &amp; Freedom</b>
CURRICULUM - Big ideas/ core knowledge.	The effects and dangers of illegal drugs including: - Looking at the law surrounding the possession and supply of drugs. - Understading where to get help with addiction -The short and long term consequences of drug use	Students will explore the structure of our justice system in the UK. They will explore the idea of Human Rights and how these are protected by our police and legal systems. Using the Equality Act 2010 and Human Rights Act 1998 students will evaluate how law and order is maintained in the UK. Students will also explore the efficiency of the prison system in the UK.	<b>Mental Health:</b> Looking into the importance of mental health and looking after our mental health. Concentrating on ways to support our mental health and where to go if help is needed. This unit includes looking at ways to cope with bereavement. <b>Life after Death</b> A comparison of different views on what happens when we die.	The importance of consent and how to have positive healthy relationships. This unit will teach how to recognise when something in a relationship is unhealthy or abusive. The unit will also introduce how to have safe sex and the different types of contraception available.	Students compare Christian and Muslim responses to medical ethical dilemmas: - Abortion - IVF - Human cloning - Blood transfusions - Organ donation Students will use scriptures to identify key concepts and interpret beliefs regarding medical ethical issues.	<b>Identity and Sexuality:</b> How the UK is a diverse community with a mixture of identities. The unit will explore identity on a larger scale and then narrow in on sexualities as a case study. Looking at different types of sexuality in the UK. The Law and how it protects all identities in the UK. The inequality that can occur if not all identities are respected in our communities.
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.	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. 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.	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.
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.	<a href="https://www.talktofrank.com/">https://www.talktofrank.com/</a>					



<p><b>CURRICULUM - Big ideas/ core knowledge.</b></p>	<p>Pupils will focus on developing, implementing and refining team and individual game plans to outwit opponents.</p> <p>Teams will be expected to plan strategies and implement them in different situations.</p> <p>In invasion games the main intention is to invade your opponents' territory and to outwit them so that you can score points.</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>Pupils will focus on developing, implementing and refining team and individual game plans to outwit opponents.</p> <p>Teams will be expected to plan strategies and implement them in different situations.</p> <p>In invasion games the main intention is to invade your opponents' territory and to outwit them so that you can score points.</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>Pupils will focus on developing, implementing and refining team and individual game plans to outwit opponents.</p> <p>Teams will be expected to plan strategies and implement them in different situations.</p> <p>In invasion games the main intention is to invade your opponents' territory and to outwit them so that you can score points.</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>Pupils will focus on developing, implementing and refining team and individual game plans to outwit opponents.</p> <p>Teams will be expected to plan strategies and implement them in different situations.</p> <p>In invasion games the main intention is to invade your opponents' territory and to outwit them so that you can score points.</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>Pupils will focus on developing, implementing and refining team and individual game plans to outwit opponents.</p> <p>Teams will be expected to plan strategies and implement them in different situations.</p> <p>In invasion games the main intention is to invade your opponents' territory and to outwit them so that you can score points.</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>Pupils will focus on developing, implementing and refining team and individual game plans to outwit opponents.</p> <p>Teams will be expected to plan strategies and implement them in different situations.</p> <p>In invasion games the main intention is to invade your opponents' territory and to outwit them so that you can score points.</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>
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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><b>CURRICULUM ENHANCEMENT</b> - 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"> <li>•practice skills at home</li> <li>•take part in school sport, either competitively or socially</li> <li>•join clubs in the community and/or use local facilities</li> <li>•watch live and recorded matches, to appreciate high-quality performance</li> <li>•make up games that focus on improving technique and fitness</li> <li>•read rule books and sports reports in newspapers and magazines</li> </ul>	<p>Out of lessons, at home and in the community, pupils could be encouraged to:</p> <ul style="list-style-type: none"> <li>•practice skills at home</li> <li>•take part in school sport, either competitively or socially</li> <li>•join clubs in the community and/or use local facilities</li> <li>•watch live and recorded matches, to appreciate high-quality performance</li> <li>•make up games that focus on improving technique and fitness</li> <li>•read rule books and sports reports in newspapers and magazines</li> </ul>	<p>Out of lessons, at home and in the community, pupils could be encouraged to:</p> <ul style="list-style-type: none"> <li>•practice skills at home</li> <li>•take part in school sport, either competitively or socially</li> <li>•join clubs in the community and/or use local facilities</li> <li>•watch live and recorded matches, to appreciate high-quality performance</li> <li>•make up games that focus on improving technique and fitness</li> <li>•read rule books and sports reports in newspapers and magazines</li> </ul>	<p>Out of lessons, at home and in the community, pupils could be encouraged to:</p> <ul style="list-style-type: none"> <li>•practice skills at home</li> <li>•take part in school sport, either competitively or socially</li> <li>•join clubs in the community and/or use local facilities</li> <li>•watch live and recorded matches, to appreciate high-quality performance</li> <li>•make up games that focus on improving technique and fitness</li> <li>•read rule books and sports reports in newspapers and magazines</li> </ul>	<p>Out of lessons, at home and in the community, pupils could be encouraged to:</p> <ul style="list-style-type: none"> <li>•practice skills at home</li> <li>•take part in school sport, either competitively or socially</li> <li>•join clubs in the community and/or use local facilities</li> <li>•watch live and recorded matches, to appreciate high-quality performance</li> <li>•make up games that focus on improving technique and fitness</li> <li>•read rule books and sports reports in newspapers and magazines</li> </ul>	<p>Out of lessons, at home and in the community, pupils could be encouraged to:</p> <ul style="list-style-type: none"> <li>•practice skills at home</li> <li>•take part in school sport, either competitively or socially</li> <li>•join clubs in the community and/or use local facilities</li> <li>•watch live and recorded matches, to appreciate high-quality performance</li> <li>•make up games that focus on improving technique and fitness</li> <li>•read rule books and sports reports in newspapers and magazines</li> </ul>
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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2				
TOPIC/UNIT	Natural Hazards - Tectonics	Natural Hazards - Atmospheric	Ecosystems	Development - Factfulness	China	The challenges of living in a LIC: India and Mumbai case study				
CURRICULUM - Big ideas/ core knowledge.	<p>Students will study some of the most significant and core elements of Geography in this unit, developing an understanding of the earth's structure and the theory of continental drift. From this understanding they will begin to study the theory behind a variety of tectonic hazards such as volcanic eruptions, earthquakes and tsunamis. Students will also study example case studies of each type of hazard, learning how to differentiate between primary vs secondary effects, and short vs long term responses. Students will be given the opportunity to develop their comparative writing skills, comparing case studies and exploring reasons for differences in destruction etc such as wealth.</p>	<p>Students will study a range of atmospheric and other non-tectonic hazards. Examples will include tropical storms, tornadoes, forest fires and avalanches. Students will study the formation of these hazards and case studies of real life examples to gain an understanding of the devastation they can cause. The unit of work will also begin to look at the impact of climate change (linking back to work in year 8) on our atmosphere and the implications for events such as extreme weather in the UK and the frequency/severity of tropical storms.</p>	<p>All KS3 groups will begin the year with a series of "Benchmark of Excellence" lessons, which will allow them to explore a topical geographical issue before completing an extended piece of writing on this. The purpose of this is to clearly establish the level of challenge and expectations within Geography from the beginning. In this unit of work students will explore the main components of an ecosystem and the factors that affect ecosystem distribution. This will allow us to focus on the core concepts of interdependence and the global atmospheric circulation. After this, students will explore a variety of global ecosystems such as the tropical rainforests, hot deserts and coral reefs. In doing so they will study how plants and animals have adapted to their environment and how human exploit can threaten these ecosystems.</p>	<p>This unit of work is based on the book "Factfulness" written by Ola Rosling and Hans Rosling. The aim of the book and therefore this unit, is to address students' misconceptions of the world we live in, with a particular focus on the differences in economic and social development between countries around the world. Students will study how we can measure development, reasons for varying levels of economic development and how countries are attempting to close the gap between our highest and lowest income countries. This unit of work has large overlaps with previous units allowing students to revisit previously taught content.</p>	<p>This unit of work will aim to give students an understanding of the human and physical geography of China, and how this compares and contrasts to the UK. Students will study the distribution of China's population, practising key skills such as creating choropleth maps, and the implications of such an uneven distribution. They will also look at core concepts such as economic growth and environmental impacts, through the context of China's rapid industrialisation, before considering the changing political and global context of China.</p>	<p>This unit of work looks at what life is like in a low income urban area through a case study of Mumbai. In this unit of work students will examine the reasons for rapid urban growth in LIC's around the world, and the challenges and opportunities cities within these countries provide to their inhabitants. Students will be given the opportunity to evaluate the positive and negative aspects of city life in Mumbai, from the increased employment and education opportunities to living in squatter settlements such as Dharavi.</p>				

<p>ASSESSMENT - how we find out what students have learnt and use it to inform planning and curriculum.</p>	<p>Students will be formatively assessed on one piece of extended writing in this unit that will compare an earthquake case study in a HIC vs an earthquake in an LIC. Students will be judged on their comparative writing on the impacts and then their explanation of the differences observed. At the end of the unit students will complete a summative assessment. This will be cumulative and will assess content from the most recent hazards unit, but also topics from the China and Ecosystems units of work.</p>	<p>Students will be formatively assessed on one piece of extended writing, in this unit it will be piece of work examining the social, economic and environmental impacts of an extreme weather event. Summative assessment will not occur until the end of the next unit of work.</p>	<p>The Benchmark of Excellence will be formatively assessed, with a focus on structure and use of vocabulary. This formative assessment will allow us to judge student strengths in extended geographical writing. Formative assessment will form a significant part of our curriculum with regular low stake quizzing being integral to many lessons. At the end of the unit students will be assessed on a closed book assessment paper that will include a mixture of short and longer answer questions. All assessment will be followed by a feedback lesson, identify areas of weakness and demonstrating to students how they can improve.</p>	<p>Students will be formatively assessed on one piece of extended writing, in which they will compare the economic and social development of the UK to a country of their choice. Students will then undertake a summative assessment at the end of the unit that will assess parts of the curriculum from all units completed in year 9.</p>	<p>Students will be formatively assessed on one piece of extended writing, in which they will compare the economic and social development of the UK to a country of their choice. Students will then undertake a summative assessment at the end of the unit that will assess parts of the curriculum from all units completed in year 9.</p>	<p>Students will be formatively assessed on piece of extended writing comparing the socio-economic opportunities and challenges Mumbai offers its residents. There will be a final summative assessment at the end of the year that will cover all content taught in year 9.</p>		
<p>HOMEWORK - how we will provide the opportunity to practise, embed, extend upon or apply the knowledge from lessons.</p>	<p>Homework will take the form of 3 separate pieces of work. The initial homework will expect students to learn and apply a selection of topic relevant vocabulary; the second piece will involve students reading a geographical article (provided by their teacher) relevant to the topic of study and answering a series of questions to demonstrate their comprehension. The third homework will review the unit, with a series of assessment style questions given to students covering any of the content covered in the unit.</p>	<p>Homework will take the form of 3 separate pieces of work. The first piece and final piece will be the same as all other topics of study, however the second piece of work will allow students to explore and investigate a geographical issue related to the topic of study. For this scheme of work students will be asked to pick a tropical storm of their choice, researching information on the impacts and evaluating the responses undertaken.</p>	<p>Homework will take the form of 3 separate pieces of work. The initial homework will expect students to learn and apply a selection of topic relevant vocabulary; the second piece will involve students reading a geographical article (provided by their teacher) relevant to the topic of study and answering a series of questions to demonstrate their comprehension. The third homework will review the unit, with a series of assessment style questions given to students covering any of the content covered in the unit.</p>	<p>Homework will take the form of 3 separate pieces of work. The initial homework will expect students to learn and apply a selection of topic relevant vocabulary; the second piece will involve students reading a geographical article (provided by their teacher) relevant to the topic of study and answering a series of questions to demonstrate their comprehension. The third homework will review the unit, with a series of assessment style questions given to students covering any of the content covered in the unit.</p>	<p>Homework will take the form of 3 separate pieces of work. The initial homework will expect students to learn and apply a selection of topic relevant vocabulary; the second piece will involve students reading a geographical article (provided by their teacher) relevant to the topic of study and answering a series of questions to demonstrate their comprehension. The third homework will review the unit, with a series of assessment style questions given to students covering any of the content covered in the unit.</p>	<p>Homework will be designed to prepare students for the challenge of KS4. Students will be given a fortnightly homework that combines a series of short answer/MCQ to test knowledge recall followed by an extended answer task based on the content they have studied that fortnight.</p>		

<p><b>CURRICULUM ENHANCEMENT</b> - how parents can support the learning that is happening in lessons.</p>	<p>Parents can support their child with all homework, however the vocabulary acquisition can benefit significantly from help in creating and using flashcards. In addition to this prompting students to read news articles or watch reports on contemporary natural disasters, while also watching longer documentaries on historical events such as the Boxing Day Tsunami or Haiti earthquake which are available online can be really useful. Finally the Natural History Museum in London has an excellent volcano and earthquake section - admission is free.</p>	<p>Parents can support their child with all homework, however the vocabulary acquisition can benefit significantly from help in creating and using flashcards. Other activities that can support students' understanding is to again look for online or in print articles concerning China and its development. Also auditing the number of items in your house labelled as "made in China" can help students gain a greater understanding of China's global reach. Having discussions with students about the advantages and disadvantages of sourcing products from China is also a great topic of debate.</p>	<p>Parents can support their child with all homework, however the vocabulary acquisition can benefit significantly from help in creating and using flashcards. The local environment also offers many opportunities for enhancement with places like the South Downs National Park and rock pools on the beach, offering a wide variety of undisturbed ecosystems that students can visit and study. In addition the unit covers many contemporary issues such as deforestation in the Amazon and coral bleaching due to rising sea temperatures - encouraging your son/daughter to read any news articles on these topics is highly beneficial.</p>	<p>Parents can support their child with all homework, however the vocabulary acquisition can benefit significantly from help in creating and using flashcards. When studying the UKs development we will consider how the UK has changed, opportunities to speak to elderly relatives who will have seen how the UKs attitude towards family size and female status will clearly demonstrate these recent changes. Parents may also direct their children to online resources for global organisations such as Oxfam to examine the countries these charities are working in and the strategies they are using. The book "Factfulness", on which the topic is based, can also be purchased online. The www.gapminder.org website is also an excellent resource which allows students to see visually see how countries have developed over time.</p>	<p>Parents can support their child with all homework, however the vocabulary acquisition can benefit significantly from help in creating and using flashcards. When studying the UKs development we will consider how the UK has changed, opportunities to speak to elderly relatives who will have seen how the UKs attitude towards family size and female status will clearly demonstrate these recent changes. Parents may also direct their children to online resources for global organisations such as Oxfam to examine the countries these charities are working in and the strategies they are using. The book "Factfulness", on which the topic is based, can also be purchased online. The www.gapminder.org website is also an excellent resource which allows students to see visually see how countries have developed over time.</p>					
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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>TOPIC/UNIT</b>	<b>Module 2 En el insti (At school)</b>		<b>Module 3 Mi gente (My people)</b>		<b>Module 1 Las vacaciones (Holidays)</b>	
<b>CURRICULUM - Big ideas/ core knowledge.</b>	This unit focuses on the vocabulary and grammar students need to describe their life at school and their future educational plans. Students use a range of tenses (near future, preterite, imperfect and present) to describe various aspects such as their school uniform, what primary school was like for them and what they would like to do in the future. Students also produce a piece of writing in the form of a letter to the headteacher to discuss school rules.		In this unit, students use a variety of grammatical structures and vocabulary to describe themselves, others and relationships. Speaking practice is a key component of this module, particularly focusing on the use of the present continuous tense to describe what people are doing. Students also have the opportunity to apply language to real-life situations, such as accepting/declining invitations and making future plans.		This unit focuses on allowing students to use their language in real life situations in the context of going on holiday. This includes booking a hotel room and making complaints. During the module, students also use authentic materials (posters, websites, brochures) to improve their reading comprehension skills. At the end of the unit, students produce an extended piece of writing in the form of a trip advisor review to describe a disastrous holiday experience.	
<b>ASSESSMENT - how we find out what students have learnt and use it to inform planning and curriculum.</b>	Live marking and verbal feedback are used in every lesson to allow students to make immediate corrections. Homework and classwork will be peer/self-assessed, with regular book checks allowing teachers to adapt future planning. Summative assessment on the topic of school focuses on listening/reading skills, which is peer-marked. Students also complete a foundation GCSE written assessment by describing a photo on the topic of school. This will be marked by the class teacher and DIRT task completed in lesson.		Live marking and verbal feedback are used in every lesson to allow students to make immediate corrections. Homework and classwork will be peer/self-assessed, with regular book checks allowing teachers to adapt future planning. Summative assessment on the topic of family/friends focuses on listening/reading, which is peer-marked. Students also complete a foundation GCSE written assessment on the topic of family and friends. This will be marked by the class teacher and DIRT task completed in lesson.		Live marking and verbal feedback are used in every lesson to allow students to make immediate corrections. Homework and classwork will be peer/self-assessed, with regular book checks allowing teachers to adapt future planning. Summative assessment on the topic of holidays focuses on listening/reading skills, which is peer-marked. Students also complete a foundation GCSE written assessment on the topic of holidays. This will be marked by the class teacher and DIRT task completed in lesson.	

<p><b>HOMEWORK</b> - 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><b>CURRICULUM ENHANCEMENT</b> - 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>