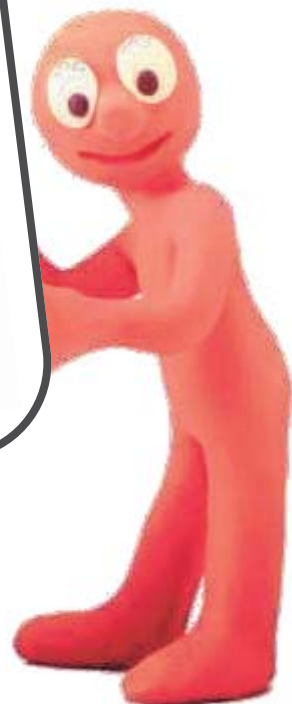


Ecclesfield  
**SCHOOL.**

---

Y7  
Curriculum  
Guide



# Contents

1. The Discover Curriculum.....	3
1.1 The Discover Curriculum entitlement.....	3
1.2 Frequency of subjects.....	4
1.3 Interventions.....	4
1.4 End of year exams.....	5
2 Subject overviews.....	6
2.1 Art.....	6
2.2 Computer Studies.....	7
2.3 Drama.....	8
2.4 Design & Technology.....	9
2.5 English.....	10
2.6 Geography.....	11
2.7 History.....	12
2.8 Maths Higher.....	13
2.9 Maths Foundation.....	15
2.10 French.....	17
2.11 German.....	18
2.12 Spanish.....	19
2.13 Music.....	20
2.14 PE.....	21
2.15 Science: Biology.....	22
2.16 Science: Chemistry.....	23
2.17 Science: Physics.....	24
2.18 SMSC.....	25



## Your Child's Curriculum Entitlement

The **Discover Curriculum** entitles students to:

- Access a broad and balanced curriculum which allows them to explore some of the subjects they encountered at primary school in more depth.
- Be taught in different types of teaching group (with students of similar ability and in mixed ability class) promoting and developing literacy and numeracy skills.
- Personalised provision to address the individual needs in Maths and/ or English (extra support to get back 'on track' with students of a similar age).
- Follow a SMSC (Spiritual, Moral, Social and Cultural) programme.
- Learn a Modern Foreign Language.
- Experience the separate art forms of Music, Art and Drama and access to the extra-curricular opportunities they provide.
- Participate in 3 periods of physical education each fortnight.
- Study a range of subjects within Design and Technology, including programmes in food and nutrition.
- Acquire new skills in computing and develop ICT skills that can be transferred to other subjects.
- Receive careers education, information advice and guidance through specific lessons and access to impartial careers advice.
- Spend a significant number of periods each fortnight studying Ebacc subjects.
- Develop their skills, knowledge and understanding in Maths and English.
- Develop attitudes to learning, GRIT behaviours and leadership skills in a range of contexts including lessons, form time, extra-curricular participation, home learning activities and as members of the student or department leadership teams.
- Represent their school in cultural and sporting events and/ or be a volunteer ambassador at whole school and community events.

There are 50 periods a fortnight. The table below shows the number of periods per fortnight each subject is studied.

English	9	Drama	2	MFL	4
Maths	9	Music	2	SMSC	1
Science	9	Art	2	D&T	3
PE/ Games	3	History	3		
Computer Studies	2	Geography	3		

For further details about what is covered in each subject, please see the subject overviews from page 6 onwards. Please note, we are going through a period of curriculum review and so these overviews are subject to change over the course of the academic year. You will be notified of any changes. If you require further details about any subject, please contact your child’s subject teacher.

Further personalisation of some students’ timetables includes intervention and/ or withdrawal programmes as appropriate. Parents and Carers of students following intervention programmes will receive detailed information.

**Interventions** include:

- Read Write Inc—Phonics based reading programme
- Lexia –Individual ICT based support which develops reading, phonics and comprehension, particularly for students with dyslexia
- Breakfast Booster and Maths Leaders Catch Up Intervention —Numeracy intervention for students in Year 7 who are working below age-related expectations
- Mighty Minds
- Lego Therapy
- In class support
- Personalised 1:1 interventions
- One-to-one mentoring
- Reciprocal Reading—a reading comprehension programme
- Alternative Learning Pathway
- Reading Leaders—peer coaching
- Premiership Reading Stars
- Vocabulary and Narrative Speech, Language and Communication groups
- After-school Study Support

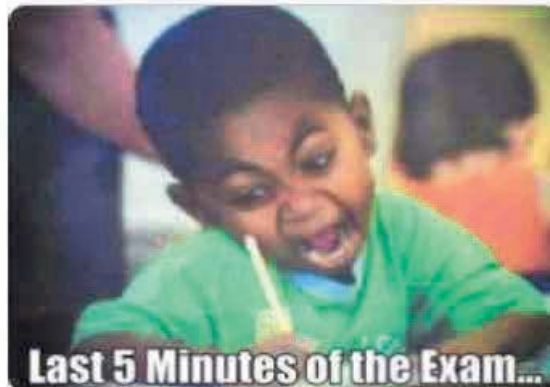
## End of Year Exams:

In light of the demands of GCSEs, it is essential that students feel confident going in to the exam hall to sit tests in a range of subjects. End of year exams from Year 7 onwards are designed to ensure students are familiar with the expectations of them in the exam hall. Additionally, we want students to be equipped with a range of revision techniques from as early on as possible. Essentially, we want students to be fully prepared for their GCSE exams and we know that the earlier we start in that preparation, the better.

A few weeks before the exams are due to take place, you can expect your child to receive an Exams booklet – this contains information on when the exams will take place, provides a range of strategies and advice as well as topic lists from each subject so your child knows exactly what to revise.

You can support your child by reading through the booklet and helping them construct a revision timetable in the run up to their exams. Again, this is essential practice before they reach GCSEs.

### ***Top Tips for Revision and Exam Success Year 7 Exams***



**"By failing to prepare, you are preparing to fail."**

- Benjamin Franklin

**"Preparation is the key to success."**

- Alexander Graham Bell

**"Never, never, never give up."**

- Winston Churchill

**"There is no secret to success. It is the result of preparation, hard work and learning from failure."**

Colin Powell

## Art

Unit of Learning	1	2	3	3	4	4
<b>Topic</b>	<b>Getting to know Art and design. Formal Elements.</b>	<b>Formal Elements</b>	<b>Book Art</b>	<b>Book Art</b>	<b>Fauvism</b>	<b>Fauvism</b>
<b>Skills</b>	Drawing, tone, shading, colour theory, colour techniques.	Drawing, designing, applying colour skills, tone, Paint techniques.	Artist research and analysis, drawing techniques, exploration of different media.	Linking with Artists, designing, reflection, creating a final outcome.	Research ( mind mapping) Media use (photography) Photoshop ( layers and effects) Understanding the themes and artists of this art movement. Understanding the styles and media best suited to it.	Collage skills, media techniques. Creating a final outcome. Composition, scale and media use. ( Scaling up methods)
<b>Knowledge</b>	Drawing techniques, shading, Artists linking to Key Skills, analysis of Artist/Artwork.	Undersea colours, Artist links, drawing, shading and paint techniques.	Jungle research, Artists that use Jungles in their Artwork, tonal techniques.	Linking research and Artists together to create a final outcome, designing, layout, using different materials.	. Understanding the themes and artists of this art movement.  Understanding the styles and media best suited to it.	A clear understanding of design for purpose to create a personal piece in the style of this movement.
<b>Assessment</b>	Starters, base line test, teacher feedback, peer, self-assessment. Booklets	Starters, plenaries, teacher feedback, peer, self-assessment. Booklets	Starters, plenaries, teacher feedback, base line test, peer, self-assessment. Booklets	Starters, plenaries, teacher feedback, peer, self-assessment. Booklets	Student understanding and reflection of AOs, Starters, teacher feedback, peer, self assessment. Booklets.	Starters, plenaries, teacher feedback peer, self-assessment Booklets
<b>Ecco Values / SMSC / Cultural Capital Links-</b>	Base of all round art skills, knowledge for life, preparation for all Art and Photography projects, GRIT, sharing, supporting.	Knowledge of key drawing and shading skills, looking at Artists and designing. Sharing, be kind, high expectations and GRIT.	Knowledge of key drawing and shading skills, colour skills, using different media, looking at Artists and designing. Sharing, be kind, high expectations and GRIT.	Linking knowledge learnt together. Artists and Designing. Sharing, be kind, high expectations and GRIT.	Knowledge of key drawing and shading skills, colour skills, using different media, looking at Artists and designing . Be kind- discuss ideas thoughtfully. Aim high- Truly understand the art style. Show grit- learn new photography skills and be happy to Sharing, be kind, high expectations and GRIT.	Linking knowledge learnt together. Artists and designing. Sharing, be kind, high expectations and GRIT.
<b>Literacy / Numeracy Links</b>	Key Vocab, displays, modelling, repetition, decode key vocab, scaffolded annotation activities -Links to shape, measuring, symmetry					

## Computer Studies

Unit of Learning	1	2	3	4	5	6
<b>Topic</b>	Online Safety	ICT within Society	Photo Editing	Problem Solving	Programming (Scratch)	Website Development
<b>Skills</b>	Research Essay Writing Critical thinking	Research Essay Writing	Cropping Colouring Editing Pasting Contouring	Research Critical thinking	Research Essay Writing Critical thinking	Research Essay Writing Critical thinking
<b>Knowledge</b>	Health and safety Using social media E-safety	New Technology Environment E-commerce Cyber Crime	Photoshop techniques Use of images Correction of images	Python Python GUI Geometry	Functions Lists Variables Arrays	Adding pages Linking pages Adding hyperlinks Adding images
<b>Assessment</b>	Forms Peer Assessment	Forms Peer Assessment	Forms Peer Assessment In class competition Displays	Forms Peer Assessment In class competition	Forms Peer Assessment In class competition	Forms Peer Assessment In class competition Displays
<b>Ecco Values / SMSC / Cultural Capital Links</b>	Work Hard Be Kind Aim High Show GRIT	Work Hard Aim High Show GRIT	Work Hard, Aim High Show GRIT, Effect of photo editing	Work Hard, Aim High Show GRIT, Look at world problems	Work Hard, Aim High Show GRIT, gaming industry jobs	Work Hard Aim High Show GRIT, web development jobs
<b>Literacy / Numeracy Links</b>	Reading Starters, Writing tasks	Reading Starters, Writing tasks	Reading Starters, X, Y coordinates	Reading Starters, math problems	Reading Starters, X, Y coordinates, math problems	Reading Starters, pixel sizes

## Drama

Unit of Learning	1	2	3	4	5	6
<b>Topic</b>	Intro to Drama	Intro to Drama	Advanced Skills	Physical Theatre	Ernie's Incredible Illucinations	Time Travel
<b>Skills</b>	Mime Still Image Improvisation Facial expressions	Tone of voice Narration Flashback Plot Structure	Cross cut Voice of Conscience Hotseating	Movement Basic actions Physicality of movement	Interpreting themes and issues and character exploration Performing as a character	Physical theatre All previous performance skills Devising
<b>Knowledge</b>	What makes good performance skills	What makes good performance skills	How to add variety to drama performances	Labans 8 basic actions	Following stage directions	How to create drama from a starting point
<b>Assessment</b>	Performance of Nursery Rhyme Skills Tracker Self assessment tracker	Performance of Ghost story Skills Tracker Self assessment tracker	Weekly performances based on each new Drama technique Skills Tracker Self assessment tracker	Performance of primary school challenge Skills Tracker Self assessment tracker	Written task completing journal in logbook Skills Tracker Self assessment tracker	Final performance responding to a brief Skills Tracker Self assessment tracker
<b>Ecco Values / SMSC / Cultural Capital Links</b>	Learning to understand the different characters and personalities in today's world	Considering issues from another person's perspective	The dangers of smoking Consequences of actions	Resilience when things do not go your way Moving out of your comfort zone		Researching an event and considering what happened from different perspectives
<b>Literacy / Numeracy Links</b>	Students have to create their own ghost story. In order to be prepared for this they will research different ghost stories before making their own.	Different groupings. Organisational techniques need to be used within groups and the ability to think logically around a problem. Problem solving skills.	Students will complete a section of their logbook in which they will need to articulate what they did in class and why they used the drama skill's they chose.	Students will read the 8 basic actions of physical theatre and apply them to their work	A play script will be read as a class and studied. Students will consider the play and character and also look into the way it is written  They will perform parts of it	Students are issued a brief and will need to write out a plot based on the themes and issues in the brief. They will use this to form the basis of their practical work



## Design and Technology

Unit of Learning	<b>Food</b>	<b>Drawer Alarm</b>	<b>Bot &amp; key fob</b>
Topic	Introduction to Food technology & Healthy Eating	Developing knowledge of electronic systems and components	Workshop introduction and hand tool basics
Skills	<ul style="list-style-type: none"> <li>select from and use kitchen equipment to produce a range of different products</li> <li>Use the rubbing in, melting method and kneading techniques</li> <li>Know when and how to use simmer, boil, grill and roast methods.</li> </ul>	<ul style="list-style-type: none"> <li>Use a soldering iron to connect different components to a circuit board</li> <li>Be able to produce circuit diagrams using circuit modelling software</li> <li>Use rendering and drawing techniques to present design ideas.</li> </ul>	<ul style="list-style-type: none"> <li>Use basic workshop equipment to shape different materials</li> <li>Using 2D cad to create simple drawings</li> <li>Use 3<sup>rd</sup> angle orthographic projection to draw simple objects.</li> </ul>
Knowledge	<ul style="list-style-type: none"> <li>To develop students understanding of what makes a healthy diet.</li> <li>Students should be able to explain the difference between Macro and Micro nutrients</li> <li>Student should know the functions of ingredients e.g.yeast</li> <li>Students should know basic food hygiene and cross contamination control procedures.</li> </ul>	<ul style="list-style-type: none"> <li>Know how a circuit work and what a range of simple components do in a circuit</li> <li>Understand how to use circuit modelling software in order to plan simple circuits</li> <li>Be able to explain the purpose of a design/manufacturing specification</li> <li>Know how to use drawing conventions and rendering skills to present ideas effectively.</li> </ul>	<ul style="list-style-type: none"> <li>Know how to work safely in a workshop environment</li> <li>Learn about different sawing and filing techniques</li> <li>Know about a range of simple workshop materials and their working properties</li> <li>Learn about quality control checks and how these can be applied.</li> </ul>
Assessment	<ul style="list-style-type: none"> <li>End of unit assessment – Written test</li> <li>In class questioning</li> <li>Peer assessment of design and practical work</li> <li>Dot marking of folder work including setting of targets.</li> </ul>		
Ecco Values / SMSC / Cultural Capital Links	<ul style="list-style-type: none"> <li>Work Hard</li> <li>Show GRIT</li> <li>Aim High</li> <li>Be Kind</li> </ul>	<ul style="list-style-type: none"> <li>Work Hard</li> <li>Show GRIT</li> <li>Aim High</li> <li>Be Kind</li> </ul>	<ul style="list-style-type: none"> <li>Work Hard</li> <li>Show GRIT</li> <li>Aim High</li> <li>Be Kind</li> </ul>
Literacy / Numeracy Links	<p><b>Literacy</b></p> <ul style="list-style-type: none"> <li>Reading recipes</li> <li>Demonstration of practical skills to peers.</li> <li>Use of tier 2 words within specification and practical. evaluations.</li> <li>Use of tier 3. words throughout practical skills and theory lessons.</li> </ul> <p><b>Numeracy</b></p> <ul style="list-style-type: none"> <li>Using weighing. Scales.</li> <li>Ratios.</li> <li>Temperatures.</li> </ul>	<p><b>Literacy</b></p> <ul style="list-style-type: none"> <li>Reading technical drawing.</li> <li>Demonstration of practical skills to peers.</li> <li>Use of subject tier 2 words within specification and evaluations of products.</li> <li>Use of tier 3 words through the project.</li> <li>Interpreting technical drawing symbols.</li> <li>PEEAD with evaluation.</li> </ul> <p><b>Numeracy</b></p> <ul style="list-style-type: none"> <li>Measurement and converting measurement</li> <li>Interpreting dimensions from technical drawings.</li> </ul>	<p><b>Literacy</b></p> <ul style="list-style-type: none"> <li>Use of written text/ diagrams research tools and equipment.</li> <li>Reading risk assessments.</li> <li>Demonstration of practical skills to peers</li> <li>Use of subject tier 2 words within specification and evaluations of products.</li> <li>Use of tier 3 words through the project.</li> <li>PEEAD with evaluations.</li> </ul> <p><b>Numeracy</b></p> <ul style="list-style-type: none"> <li>Measurement and converting measurement</li> <li>Interpreting dimensions from technical drawings.</li> <li>Measuring.</li> <li>Dimensions within CAD.</li> </ul>

## English

Unit of Learning	1	2	3	4	5
<b>Topic</b>	History of English (6 weeks)	Novel and Creative Writing (9 weeks)	Heroes and Villains (12 weeks)	Introduction to Shakespeare (2 weeks)	The Tempest (10 weeks)
<b>Skills</b>	R – Engage with a range of texts and give an opinion R – Purpose and development of language R – Identify language W - : ; " " –	R – Inference supported with the text R – Identify language R - Use of PEE W - : ; " " – W – Show don't tell W – How to plan and proof-read for SPaG and coherence.	R – Engage with a range of texts and give an opinion R – Inference supported with the text R – Identify language R - Use of PEE W – Writing extended responses	R – Identify and comment on language R – Engage with a range of texts and give an opinion R – Use of PEE	R – Inference supported with the text R – Identify language R - Use of PEE W – Writing extended responses
<b>Knowledge</b>	Morals/Aesops fables Identity through language How the English language has been shaped (Shakespeare link)	Whole text structure and narrative. Foreshadowing Vocab choices Character development	Biblical / pagan references Symbolism Definition of hero Definition of villain Fiction and Non-Fiction	Supernatural Divine Right of Kings Monarchy Shakespeare's life and influences The Globe	Shakespearean Language Supernatural Witchcraft Hierarchy Usurper View of women Shakespeare's legacy
<b>Assessment</b>	Re-call PiXI Base line	P1 Q5 Lit	Re-call P1 Q2 P2 Q2 P2 Q5	P1 Q2	Re-call Lit
<b>Ecco Values / SMSC / Cultural Capital Links</b>	SMSC: Migration, Morals and ethics. Cultural Capital: Fables, morals, Mythology, link to other languages. GRIT & AIM HIGH	SMSC: Empathy with characters, how to handle problems and confrontation. Cultural Capital: links to other narrative and stories, exploration of different cultures. AIM HIGH & BE KIND	SMSC: Definition of a hero, how do we view others. Cultural Capital: Exploration of Gods from Roman and Greek stories, what is a hero and how did we view them in society. AIM HIGH & WORK HARD	SMSC: Life in a different time, understanding of how others lives. Cultural Capital: The impact that Shakespeare has had on modern culture AIM HIGH & WORK HARD	SMSC: Morality of Prospero, hierarchy in societies. Cultural Capital: Shakespeare's swan song, staging, The Globe. AIM HIGH & GRIT
<b>Literacy / Numeracy Links</b>	Vocabulary checks SPaG starters Thunk starters Quality Texts from a range of cultures. Timeline (BC/AD)	Vocabulary checks SPaG starters Thunk starters Reciprocal reading	Vocabulary checks SPaG starters Thunk starters	Vocabulary checks SPaG starters Thunk starters	Vocabulary checks SPaG starters Thunk starters

## Geography

Unit of Learning	1	2	3	4	5	6
Topic	<b>Fantastic Places</b>	<b>Africa</b>	<b>Map skills</b>	<b>Population</b>	<b>Coasts</b>	<b>Geography of the UK</b>
Skills	Map the continents Latitude + longitude Describe Begin to explain	Map the countries of Africa Describe Begin to explain	OS M0ap skills (4+6 fig) Plans + scale Map symbols Distance and direction Contours	Map the countries, cities and towns Describe Explain	Annotating diagrams Describe Explain	Map the countries, cities and towns Map the physical geography
Knowledge	Location of continents and one country from each. Positives and negatives of tourism. How tourism can be managed.	Location of continent and countries within. Characteristics of the desert including plant and animal adaptations. How the Berber tribe survive in the desert	Different types of maps. Why maps are useful.	Why populations increase and decrease. How the UK's population is distributed? Ageing population and the challenges it creates	Location of UK coastlines Different types of waves Processes of erosion Headlands and bays Coastal Management strategies.	Location of towns and cities Physical and Human geography Sheffield as a UK City National Parks
Assessment	<b>DC1 assessment</b> Baseline test  (Week 2 of HT1)	<b>Self assessment</b> Fantastic Places + Africa  (Week 14 of HT2)	<b>DC2 assessment</b> Fantastic Places, Africa and Map skills.  (Week 18 of HT3)	<b>Self assessment</b> Fantastic Places, Africa, Map skills + population.  (Week 26 of HT4)	<b>Self assessment</b> Fantastic Places, Africa, Map skills, population + coasts.  (Week 32 of HT4)	<b>DC3 assessment</b> Fantastic Places, Africa, Map skills, population, coasts and UK Geography  (Week 36 HT6)
Ecco Values / SMSC / Cultural Capital Links	Learning about other cultures Respecting the environment	Learning about other cultures Addressing stereotypes	Team work Local geography	Local and national geography Population problems facing the UK	Empathy for people who experience coastal erosion. Developing opinion	- Importance of Sheffield nationally and globally.
Literacy / Numeracy Links	<b>Literacy:</b> Reading, skim + scan and close read, tier 3 subject specific language, PROUD, exam technique (baseline) + respond to feedback  <b>Numeracy:</b> Graph skills (pie charts, bar charts). Basic map skills e.g. longitude & latitude, atlas work.	<b>Literacy:</b> Reading, skim + scan and close read, tier 3 subject specific language, PROUD, exam technique (baseline) + respond to feedback  <b>Numeracy:</b> Basic map skills e.g. longitude & latitude, atlas work.	<b>Literacy:</b> Tier 3 subject specific language, PROUD and reading maps skills questions.  <b>Numeracy:</b> Map skills e.g. 4/6 fig, contours, scale and distance.	<b>Literacy:</b> Reading, skim + scan and close read, tier 3 subject specific language, PROUD, exam technique (baseline) + respond to feedback  <b>Numeracy:</b> Reading and interpreting graph skills and maps (pie charts, bar charts). Comparison of population data.	<b>Literacy:</b> Reading, skim + scan and close read, tier 3 subject specific language, PROUD, exam technique (baseline) + respond to feedback  <b>Numeracy:</b> Distance of erosion, intelligent guesswork and coastal map skills (4/6 fig).	<b>Literacy:</b> Reading, skim + scan and close read, tier 3 subject specific language, PROUD, exam technique (baseline) + respond to feedback  <b>Numeracy:</b> Map skills

## History

Unit of Learning	1	2	3	4	5	6
<b>Topic</b>	Battle of Hastings	Norman conquest: Conisbrough Castle	Significance of the Black Death Freddie's Mum	Religion in Tudor England	Empire and Slavery	Civil Rights In America
<b>Skills</b>	<ul style="list-style-type: none"> <li>• Knowledge</li> <li>• Causation</li> <li>• Explain</li> </ul>	<ul style="list-style-type: none"> <li>• Knowledge</li> <li>• Source skills</li> <li>• Interpretation skills</li> </ul>	<ul style="list-style-type: none"> <li>• Significance</li> </ul>	<ul style="list-style-type: none"> <li>• Knowledge</li> <li>• Judgement</li> <li>• Narrative account</li> </ul>	<ul style="list-style-type: none"> <li>• Knowledge</li> <li>• Source skills</li> <li>• Interpretation</li> </ul>	<ul style="list-style-type: none"> <li>• Knowledge</li> <li>• Source skills</li> <li>• Interpretation skills</li> </ul>
<b>Knowledge</b>	Contenders for the throne. The events of the Norman invasion. Reasons for William's victory.	Castle building. Features of Conisbrough Castle. How castles were defended and attacked.	Reasons for the significance of the Black Death.	Life in Tudor England. Catholicism and Protestantism. Henry VIII break with Rome. Religious change: Edward, Mary, Elizabeth	Why did the British want an Empire? Was it a force for good? The trade triangle. The Middle Passage. Life on the slave plantations.	Segregation Emmett Till Rosa Parkes Civil Rights Movement Civil Rights Act
<b>Assessment</b>	Week 2: Baseline assessment	Week 15: Norman Conquest Assessment 1 Question types (AW): Q1) Explain Why William won the BoH Q2) Suggest one reason why...give different views – Conisbrough Castle Content focus: Claims to the throne; build up to the Battle and tactics used during the battle; reasons to build castles Recall: N/A	Write a letter to Freddie's mum to explain the significance of the Black Death.	Write a narrative account explaining how religion changed in the Tudor period	Week 34: Black Death/Reformation Assessment 2 Question types: Q1) How far do you agree...significance of the Black Death Q2) Narrative account on the Reformation Content focus: Causes & consequences of the BD. Causes and consequences of religious changes during the Reformation Recall: BoH & CC	Write a narrative account explaining how far the Black Peoples of America achieved freedom in the twentieth century
<b>Ecco Values/ SMSC / Cultural Capital Links</b>	Students are able to justify their opinion.	Students are able to work in groups and take on a role within a team.	Students are able to write a persuasive letter. Students understand the wider significance of a historical event and its impact on our world today.	Students are able to explain how events link together. Understanding of diversity and religious development.	Students are able to explain how events link together. Understanding of human rights and the impact of racism.	Students develop investigation and explanation skills.  Understanding of human rights and the impact of racism.
<b>Literacy / Numeracy Links</b>	Literacy: Extended writing, reading techniques, development of PEEL paragraphs, source analysis and use of tier 2 subject-specific vocabulary. Numeracy: Chronology, dates (BC and AD)	Literacy: Extended writing, reading techniques, development of PEEL paragraphs, source analysis and use of tier 2 subject-specific vocabulary. Numeracy: Analysis of statistics	Literacy: Extended writing, reading techniques, development of PEEL paragraphs, source analysis and use of tier 2 subject-specific vocabulary. Numeracy: Population statistics	Literacy: Extended writing, reading techniques, development of PEEL paragraphs, source analysis and use of tier 2 subject-specific vocabulary. Numeracy: Population statistics, graphs	Literacy: Extended writing, reading techniques, development of PEEL paragraphs, source analysis and use of tier 2 subject-specific vocabulary. Numeracy: Sources of evidence used to analyse statistics	Literacy: Extended writing, reading techniques, development of PEEL paragraphs, source analysis and use of tier 2 subject-specific vocabulary. Numeracy: Graphs

## Maths Higher

Unit of Learning	1	2	3	4	5	6
<b>Topic</b>	<ul style="list-style-type: none"> <li>Number calculations</li> </ul>	<ul style="list-style-type: none"> <li>Directed Numbers</li> <li>Equivalent Fractions</li> <li>BIDMAS</li> <li>Algebraic expressions</li> <li>Data</li> </ul>	<ul style="list-style-type: none"> <li>Area and Perimeter</li> <li>Formulae</li> <li>Fractions, decimals and Percentages</li> </ul>	<ul style="list-style-type: none"> <li>Properties of 2D Shapes</li> <li>Solving equations</li> </ul>	<ul style="list-style-type: none"> <li>Percentages</li> <li>Co ordinates</li> <li>Square and cube numbers</li> <li>Linear and non-linear sequences</li> <li>Rounding</li> </ul>	<ul style="list-style-type: none"> <li>Converting measurements</li> <li>Angles</li> <li>Properties of 3D shapes</li> <li>Constructions</li> </ul>
<b>Skills</b>	<ul style="list-style-type: none"> <li>To break down problems into a series of simpler steps.</li> <li>To develop a rich and accurate mathematical vocabulary.</li> <li>Present a mathematical justification, argument or proof, making their thinking clear to themselves and others.</li> <li>To develop connections between knowledge from different topics.</li> <li>Check their answers are sensible.</li> <li>Apply knowledge to both routine and non-routine problems.</li> <li>Fluent application of arithmetic.</li> <li>The ability to work alone or to collaborate with others.</li> <li>Written and oral communication skills.</li> </ul>	<ul style="list-style-type: none"> <li>To break down problems into a series of simpler steps.</li> <li>To develop a rich and accurate mathematical vocabulary.</li> <li>Present a mathematical justification, argument or proof, making their thinking clear to themselves and others.</li> <li>To develop connections between knowledge from different topics.</li> <li>Check their answers are sensible.</li> <li>Apply knowledge to both routine and non-routine problems.</li> <li>Fluent application of arithmetic.</li> <li>The ability to work alone or to collaborate with others.</li> <li>Written and oral communication skills.</li> </ul>	<ul style="list-style-type: none"> <li>To break down problems into a series of simpler steps.</li> <li>To develop a rich and accurate mathematical vocabulary.</li> <li>Present a mathematical justification, argument or proof, making their thinking clear to themselves and others.</li> <li>To develop connections between knowledge from different topics.</li> <li>Check their answers are sensible.</li> <li>Apply knowledge to both routine and non-routine problems.</li> <li>Fluent application of arithmetic.</li> <li>The ability to work alone or to collaborate with others.</li> <li>Written and oral communication skills.</li> </ul>	<ul style="list-style-type: none"> <li>To break down problems into a series of simpler steps.</li> <li>To develop a rich and accurate mathematical vocabulary.</li> <li>Present a mathematical justification, argument or proof, making their thinking clear to themselves and others.</li> <li>To develop connections between knowledge from different topics.</li> <li>Check their answers are sensible.</li> <li>Apply knowledge to both routine and non-routine problems.</li> <li>Fluent application of arithmetic.</li> <li>The ability to work alone or to collaborate with others.</li> <li>Written and oral communication skills.</li> </ul>	<ul style="list-style-type: none"> <li>To break down problems into a series of simpler steps.</li> <li>To develop a rich and accurate mathematical vocabulary.</li> <li>Present a mathematical justification, argument or proof, making their thinking clear to themselves and others.</li> <li>To develop connections between knowledge from different topics.</li> <li>Check their answers are sensible.</li> <li>Apply knowledge to both routine and non-routine problems.</li> <li>Fluent application of arithmetic.</li> <li>The ability to work alone or to collaborate with others.</li> <li>Written and oral communication skills.</li> </ul>	<ul style="list-style-type: none"> <li>To break down problems into a series of simpler steps.</li> <li>To develop a rich and accurate mathematical vocabulary.</li> <li>Present a mathematical justification, argument or proof, making their thinking clear to themselves and others.</li> <li>To develop connections between knowledge from different topics.</li> <li>Check their answers are sensible.</li> <li>Apply knowledge to both routine and non-routine problems.</li> <li>Fluent application of arithmetic.</li> <li>The ability to work alone or to collaborate with others.</li> <li>Written and oral communication skills.</li> </ul>
<b>Knowledge</b>	<ul style="list-style-type: none"> <li>Written methods for multiplying, dividing, adding and subtracting.</li> <li>Calculate using integers and decimals.</li> <li>Use estimates to check whether an answer is reasonable.</li> </ul>	<ul style="list-style-type: none"> <li>Use a number line to introduce directed numbers.</li> <li>Order negative numbers.</li> <li>Calculate using negative numbers.</li> <li>Find equivalent Fractions.</li> <li>Write fractions in their simplest form.</li> </ul>	<ul style="list-style-type: none"> <li>Find the perimeter of any shape.</li> <li>Find the area of rectangles, triangles, parallelograms and trapezium.</li> <li>Find the area of simple compound shapes.</li> <li>Find a missing length when given an area.</li> </ul>	<ul style="list-style-type: none"> <li>Identify the order of rotational symmetry of any given shape.</li> <li>Classify all types of triangles.</li> <li>Describe the properties of 2D shapes.</li> <li>Angles facts.</li> </ul>	<ul style="list-style-type: none"> <li>Find any percentage of a given quantity with and without a calculator.</li> <li>Express one quantity as a percentage of another.</li> <li>Increase or decrease a quantity by a given percentage.</li> <li>Read coordinates from a set of axes.</li> </ul>	<ul style="list-style-type: none"> <li>Choose the appropriate unit for measuring length, weight and volume.</li> <li>Read and interpret scales.</li> <li>Convert from one metric measure to another.</li> <li>Convert between metric and imperial units.</li> </ul>

	<ul style="list-style-type: none"> <li>Use calculations to find the answers to other calculations.</li> <li>Tell the time on an analogue and digital clock.</li> <li>Solve problems involving time including reading timetables.</li> <li>Identify which product would be better value for money.</li> </ul>	<ul style="list-style-type: none"> <li>Order fractions and decimals on a number line.</li> <li>Convert between fractions decimals and percentages.</li> <li>Represent an inequality on a number line.</li> <li>Use correct algebraic notation.</li> <li>Write and simplify expressions.</li> <li>Expand and factorise brackets.</li> <li>Process information into a tally chart and table.</li> <li>Design a questionnaire.</li> <li>Use Venn diagrams.</li> <li>Design and use two way tables.</li> <li>Group data into class intervals using inequalities.</li> <li>Identify possible sources of bias.</li> </ul>	<ul style="list-style-type: none"> <li>Introduce the idea of algebraic expressions for perimeter and area.</li> <li>Substitute numbers into different formulae.</li> <li>Rearranging formulae</li> <li>Convert between fractions, decimals and percentages.</li> <li>Convert between mixed numbers and improper fractions.</li> <li>Find a fraction on an amount</li> <li>Add and subtract fractions with different denominators.</li> <li>Multiply and divide fractions.</li> <li>Convert fractions to recurring decimals.</li> </ul>	<ul style="list-style-type: none"> <li>Work out the size of each exterior and interior angle in a polygon.</li> <li>Solve a one a two-step linear equation.</li> <li>Solve an equation involving brackets.</li> <li>Solve an equation with an unknown on both sides.</li> <li>Write an equations from a given problem.</li> </ul>	<ul style="list-style-type: none"> <li>Recognise square numbers up to <math>12 \times 12</math>.</li> <li>Recognise cube numbers up to <math>5 \times 5 \times 5</math>.</li> <li>Continue any given sequence of numbers.</li> <li>Use and find the nth term rule.</li> <li>Prove or disprove if a number is in a sequence.</li> <li>Round to the nearest 10, 100 and 1000.</li> <li>Round to any given number of decimal places.</li> <li>Round to any given number of significant figures.</li> <li>Use estimations.</li> <li>Express error intervals using inequalities.</li> </ul>	<ul style="list-style-type: none"> <li>Measure and draw angles.</li> <li>Draw and interpret scale drawings.</li> <li>Construct triangles using ruler, protractor and compasses.</li> <li>Know the definitions of vertices, edges and faces.</li> <li>Draw the net of 3D shapes.</li> <li>Draw 3D shapes.</li> <li>Draw plans and elevations.</li> <li>Find the volume of cuboids.</li> </ul>
<b>Assessment</b>	AP1, starters, AfL, progress checkers, self and peer feedback, home works, questioning, live marking	AP2, QLA, starters, AfL, progress checkers, self and peer feedback, home works, questioning, live marking	Starters, AfL, progress checkers, self and peer feedback, home works, questioning, live marking	Starters, AfL, progress checkers, self and peer feedback, home works, questioning, live marking	Starters, AfL, self-assessment, home works, questioning, live marking	AP3, QLA, starters, AfL, self-assessment, home works, questioning, live marking
<b>Ecco Values / SMSC / Cultural Capital Links</b>	<ul style="list-style-type: none"> <li>Develop team working and leadership skills</li> <li>Identify and access appropriate advice and support</li> <li>Empathy</li> <li>Resilience</li> </ul>					
<b>Literacy / Numeracy Links</b>	<ul style="list-style-type: none"> <li>To develop a rich and accurate mathematical vocabulary.</li> <li>Reading questions for understanding</li> <li>High-lighting key words</li> <li>Written and oral communication skills.</li> </ul>					

## Maths Foundation

Unit of Learning	1	2	3	4	5	6
<b>Topic</b>	<ul style="list-style-type: none"> <li>Number calculations</li> </ul>	<ul style="list-style-type: none"> <li>Directed Numbers</li> <li>Equivalent Fractions</li> <li>BIDMAS</li> <li>Algebraic expressions</li> <li>Formulae</li> </ul>	<ul style="list-style-type: none"> <li>Data</li> <li>Venn diagrams</li> <li>Perimeter and area</li> </ul>	<ul style="list-style-type: none"> <li>Fractions, decimals and percentages</li> <li>Properties of 2D Shapes</li> </ul>	<ul style="list-style-type: none"> <li>Percentages</li> <li>Co ordinates</li> <li>Square and cube numbers</li> <li>Linear and non-linear sequences</li> <li>Rounding</li> </ul>	<ul style="list-style-type: none"> <li>Converting measurements</li> <li>Angles</li> <li>Properties of 3D shapes</li> </ul>
<b>Skills</b>	<ul style="list-style-type: none"> <li>To break down problems into a series of simpler steps.</li> <li>To develop a rich and accurate mathematical vocabulary.</li> <li>Present a mathematical justification, argument or proof, making their thinking clear to themselves and others.</li> <li>To develop connections between knowledge from different topics.</li> <li>Check their answers are sensible.</li> <li>Apply knowledge to both routine and non-routine problems.</li> <li>Fluent application of arithmetic.</li> <li>The ability to work alone or to collaborate with others.</li> <li>Written and oral communication skills.</li> </ul>	<ul style="list-style-type: none"> <li>To break down problems into a series of simpler steps.</li> <li>To develop a rich and accurate mathematical vocabulary.</li> <li>Present a mathematical justification, argument or proof, making their thinking clear to themselves and others.</li> <li>To develop connections between knowledge from different topics.</li> <li>Check their answers are sensible.</li> <li>Apply knowledge to both routine and non-routine problems.</li> <li>Fluent application of arithmetic.</li> <li>The ability to work alone or to collaborate with others.</li> <li>Written and oral communication skills.</li> </ul>	<ul style="list-style-type: none"> <li>To break down problems into a series of simpler steps.</li> <li>To develop a rich and accurate mathematical vocabulary.</li> <li>Present a mathematical justification, argument or proof, making their thinking clear to themselves and others.</li> <li>To develop connections between knowledge from different topics.</li> <li>Check their answers are sensible.</li> <li>Apply knowledge to both routine and non-routine problems.</li> <li>Fluent application of arithmetic.</li> <li>The ability to work alone or to collaborate with others.</li> <li>Written and oral communication skills.</li> </ul>	<ul style="list-style-type: none"> <li>To break down problems into a series of simpler steps.</li> <li>To develop a rich and accurate mathematical vocabulary.</li> <li>Present a mathematical justification, argument or proof, making their thinking clear to themselves and others.</li> <li>To develop connections between knowledge from different topics.</li> <li>Check their answers are sensible.</li> <li>Apply knowledge to both routine and non-routine problems.</li> <li>Fluent application of arithmetic.</li> <li>The ability to work alone or to collaborate with others.</li> <li>Written and oral communication skills.</li> </ul>	<ul style="list-style-type: none"> <li>To break down problems into a series of simpler steps.</li> <li>To develop a rich and accurate mathematical vocabulary.</li> <li>Present a mathematical justification, argument or proof, making their thinking clear to themselves and others.</li> <li>To develop connections between knowledge from different topics.</li> <li>Check their answers are sensible.</li> <li>Apply knowledge to both routine and non-routine problems.</li> <li>Fluent application of arithmetic.</li> <li>The ability to work alone or to collaborate with others.</li> <li>Written and oral communication skills.</li> </ul>	<ul style="list-style-type: none"> <li>To break down problems into a series of simpler steps.</li> <li>To develop a rich and accurate mathematical vocabulary.</li> <li>Present a mathematical justification, argument or proof, making their thinking clear to themselves and others.</li> <li>To develop connections between knowledge from different topics.</li> <li>Check their answers are sensible.</li> <li>Apply knowledge to both routine and non-routine problems.</li> <li>Fluent application of arithmetic.</li> <li>The ability to work alone or to collaborate with others.</li> <li>Written and oral communication skills.</li> </ul>

<b>Knowledge</b>	<ul style="list-style-type: none"> <li>Written methods for multiplying, dividing, adding and subtracting.</li> <li>Calculate using integers and decimals.</li> <li>Use estimates to check whether an answer is reasonable.</li> <li>Use calculations to find the answers to other calculations.</li> <li>Tell the time on an analogue and digital clock.</li> <li>Solve problems involving time including reading timetables.</li> <li>Identify which product would be better value for money.</li> </ul>	<ul style="list-style-type: none"> <li>Use a number line to introduce directed numbers.</li> <li>Order negative numbers.</li> <li>Calculate using negative numbers.</li> <li>Find equivalent Fractions.</li> <li>Write fractions in their simplest form.</li> <li>Order fractions and decimals on a number line.</li> <li>Use correct algebraic notation.</li> <li>Write and simplify expressions.</li> <li>Expand and factorise brackets.</li> </ul>	<ul style="list-style-type: none"> <li>Process information into a tally chart and table.</li> <li>Design a questionnaire.</li> <li>Use Venn diagrams.</li> <li>Design and use two way tables.</li> <li>Find the perimeter of any shape.</li> <li>Find the area of rectangles, triangles and parallelograms.</li> <li>Find the area of simple compound shapes.</li> <li>Introduce the idea of algebraic expressions for perimeter and area.</li> <li>Substitute numbers into different formulae.</li> </ul>	<ul style="list-style-type: none"> <li>Convert between fractions, decimals and percentages.</li> <li>Convert between mixed numbers and improper fractions.</li> <li>Find a fraction on an amount</li> <li>Add and subtract fractions with different denominators.</li> <li>Identify the order of rotational symmetry of any given shape.</li> <li>Classify all types of triangles.</li> <li>Describe the properties of 2D shapes.</li> <li>Angles facts.</li> </ul>	<ul style="list-style-type: none"> <li>Find any percentage of a given quantity with and without a calculator.</li> <li>Express one quantity as a percentage of another.</li> <li>Increase or decrease a quantity by a given percentage.</li> <li>Read coordinates from a set of axes.</li> <li>Recognise square numbers up to <math>12 \times 12</math>.</li> <li>Recognise cube numbers up to <math>5 \times 5 \times 5</math>.</li> <li>Continue any given sequence of numbers.</li> <li>Round to the nearest 10, 100 and 1000.</li> <li>Round to any given number of decimal places.</li> <li>Round to any given number of significant figures.</li> <li>Use estimations.</li> </ul>	<ul style="list-style-type: none"> <li>Choose the appropriate unit for measuring length, weight and volume.</li> <li>Read and interpret scales.</li> <li>Convert from one metric measure to another.</li> <li>Convert between metric and imperial units.</li> <li>Measure and draw angles.</li> <li>Draw and interpret scale drawings.</li> <li>Know the definitions of vertices, edges and faces.</li> <li>Draw the net of 3D shapes.</li> <li>Draw 3D shapes.</li> <li>Draw plans and elevations.</li> <li>Find the volume of cuboids.</li> </ul>
<b>Assessment</b>	AP1, starters, AfL, progress checkers, self and peer feedback, home works, questioning, live marking	AP2, QLA, starters, AfL, progress checkers, self and peer feedback, home works, questioning, live marking	Starters, AfL, progress checkers, self and peer feedback, home works, questioning, live marking	Starters, AfL, progress checkers, self and peer feedback, home works, questioning, live marking	Starters, AfL, self-assessment, home works, questioning, live marking	AP3, QLA, starters, AfL, self-assessment, home works, questioning, live marking
<b>Ecco Values / SMSC / Cultural Capital Links</b>	<ul style="list-style-type: none"> <li>Develop team working and leadership skills</li> <li>Identify and access appropriate advice and support</li> <li>Empathy</li> <li>Resilience</li> </ul>					
<b>Literacy / Numeracy Links</b>	<ul style="list-style-type: none"> <li>To develop a rich and accurate mathematical vocabulary.</li> <li>Reading questions for understanding</li> <li>High-lighting key words</li> <li>Written and oral communication skills</li> </ul>					



## French

Unit of Learning	1	2	3	4
<b>Topic</b>	Basics and Family	School	House and Home	Healthy Living (food)
<b>Skills</b>	<ul style="list-style-type: none"> <li>avoir and être conjugation</li> <li>gender of nouns</li> <li>plurals of nouns</li> <li>Phonics</li> <li>adjectival agreement</li> <li>possessive adjs</li> <li>je voudrais</li> </ul>	<ul style="list-style-type: none"> <li>present tense of –er regular verbs</li> <li>using negatives</li> <li>comparative</li> <li>connectives</li> </ul>	<ul style="list-style-type: none"> <li>Conditional phrases</li> <li>Imperfect phrases</li> <li>Depuis +present</li> <li>Il y a + negative</li> <li>Il n'y a pas de</li> <li>Pour+infinitive</li> <li>Photo-card strategies</li> </ul>	<ul style="list-style-type: none"> <li>formal and informal role-play language</li> <li>Partitive</li> <li>Role-play strategies</li> </ul>
<b>Knowledge</b>	<ul style="list-style-type: none"> <li>Greetings</li> <li>Numbers</li> <li>family members</li> <li>Colours</li> <li>appearance adjectives</li> <li>question words</li> <li>intensifiers</li> <li>key connectives</li> </ul>	<ul style="list-style-type: none"> <li>opinion phrases</li> <li>school subjects</li> <li>Teachers</li> <li>Activities</li> <li>Uniform</li> <li>Time</li> <li>Facilities</li> <li>more adjectives</li> <li>reasons for opinions</li> </ul>	<ul style="list-style-type: none"> <li>types of house</li> <li>Locations</li> <li>Rooms</li> <li>Prepositions</li> <li>opinions and reasons recap – new adjectives</li> </ul>	<ul style="list-style-type: none"> <li>food and drink items</li> <li>restaurant role-play phrases</li> <li>adjectives to describe food</li> <li>adverbs of frequency</li> </ul>
<b>Assessment</b>	All 4 skills – grammar ( conjugation, transcription) S (questions)	L, R, W (sentence translation), S (Photocard)	L, R, W (40 word), S (role-play)	
<b>Ecco Values</b>	GRIT, different types of families from French speaking countries	comparing school systems, uniform debate	understanding of types of homes and family life in French speaking countries	Food pyramids linked to healthy diet

## German

Unit of Learning	1	2	3	4
Topic	Basics and Family	School	House and Home	Healthy Living (food)
Skills	<ul style="list-style-type: none"> <li>• haben and sein</li> <li>• Conjugation</li> <li>• gender of nouns</li> <li>• plurals of nouns</li> <li>• phonics</li> </ul>	<ul style="list-style-type: none"> <li>• present tense of regular verbs</li> <li>• using simple negatives</li> <li>• Using weil/da/obwohl/auch wenn</li> <li>• comparative</li> </ul>	<ul style="list-style-type: none"> <li>• dative case with prepositions</li> <li>• möchte/ hätte/gäbe</li> <li>• using wo clauses</li> </ul>	<ul style="list-style-type: none"> <li>• formal and informal role-play language</li> <li>• recap present tense</li> <li>• Comparative</li> <li>• Negatives</li> <li>• recap weil/da/obwohl/auch wenn</li> </ul>
Knowledge	<ul style="list-style-type: none"> <li>• Greetings</li> <li>• Numbers</li> <li>• family members</li> <li>• Colours</li> <li>• appearance adjectives</li> <li>• possessive adjectives</li> <li>• ich möchte</li> </ul>	<ul style="list-style-type: none"> <li>• opinion phrases</li> <li>• school subjects</li> <li>• Teachers</li> <li>• Time</li> <li>• Facilities</li> <li>• more adjectives</li> <li>• reasons for opinions</li> </ul>	<ul style="list-style-type: none"> <li>• types of house</li> <li>• Locations</li> <li>• Rooms</li> <li>• Prepositions</li> <li>• opinions and reasons recap – new adjectives</li> </ul>	<ul style="list-style-type: none"> <li>• food and drink items</li> <li>• restaurant role-play phrases</li> <li>• adjectives to describe food</li> <li>• adverbs of frequency</li> </ul>
Assessment	BASELINE		L, R, W (sentence translation), S (3 Qs)	L, R, W (40 word), S (role-play)
Ecco Values	GRIT, Be Kind (cultural understanding), different types of family	describing schools different to our own, showing an understanding of other cultures	understanding of home life in German speaking country	Food pyramids linked to healthy diet

## Spanish

Unit of Learning	1	2	3	4
Topic	Basics and Family	School	House and Home	Healthy Living (food, not smoking etc.)
Skills	<ul style="list-style-type: none"> <li>• Describing a photo</li> <li>• Writing a 40 word answer</li> <li>• Basic conversation and role play</li> <li>• Present tense</li> <li>• Basic 3 tenses</li> <li>• Translation both ways</li> <li>• Adjectival agreement</li> </ul>	<ul style="list-style-type: none"> <li>• The comparative and superlative</li> <li>• Conjugation of 'ir'</li> <li>• Using 'gustar'</li> <li>• Present tense</li> <li>• Basic 3 tenses</li> </ul>	<ul style="list-style-type: none"> <li>• Conditional tense</li> <li>• Adjectival agreement</li> <li>• Hay and describing a photo</li> </ul>	<ul style="list-style-type: none"> <li>• Positive and negative opinions</li> <li>• Variety of adjectives and avoiding 'me gusta'</li> <li>• Basic tense blending</li> <li>• Role-plays and using transactional language</li> </ul>
Knowledge	<ul style="list-style-type: none"> <li>• Numbers, birthday, age</li> <li>• Phonics and alphabet</li> <li>• Physical description – hair, colours, eyes, size, personality</li> <li>• Family members and description</li> </ul>	<ul style="list-style-type: none"> <li>• The time</li> <li>• School subjects</li> <li>• Rooms in a school</li> <li>• Uniform</li> </ul>	<ul style="list-style-type: none"> <li>• My house</li> <li>• My bedroom</li> <li>• Time phrases</li> </ul>	<ul style="list-style-type: none"> <li>• Food and drink</li> <li>• Culturally different foods and drinks</li> <li>• Shops and transactional language</li> </ul>
Assessment	<ul style="list-style-type: none"> <li>• Baseline assessment</li> <li>• Rules and Ecco values/PROUD</li> </ul>	<ul style="list-style-type: none"> <li>• Speaking (photo card)</li> <li>• Reading (positive and negative)</li> <li>• Writing (40 word writing)</li> <li>• Listening</li> </ul>	<ul style="list-style-type: none"> <li>• Speaking (photo card)</li> <li>• Reading (positive and negative)</li> <li>• Writing (40 word writing)</li> <li>• Listening</li> </ul>	
Ecco Values	<ul style="list-style-type: none"> <li>• GRIT – encouraging students to not mind getting things wrong.</li> <li>• Be Kind – cultural understanding and differences</li> </ul>	Aim high – education aspirations	Work hard	Healthy living Be kind – transactional language and manners

## Music

Unit of Learning	1	2	3	4	5	6
<b>Topic</b>	<b><u>Bridging the Gap</u></b>	<b><u>Instruments of the Orchestra</u></b>	<b><u>Musical Cycles</u></b>	<b><u>Stomp</u></b>	<b><u>Early Music</u></b>	<b><u>Rock Band</u></b>
<b>Skills</b>	Musical Notation and Transcription Keyboard Expertise Performance Skills Compositional Skills	Musical Notation and Transcription Keyboard Expertise Compositional Skills and Theory Historical Context	Musical Notation and Transcription Performance and Compositional Skills and Theory, Various Instrumental expertise.	Musical Notation Instrumental Expertise Ensemble Skills Rhythmic Expertise	Musical Notation and Transcription Ensemble Performance and Compositional Skills Historical Context & Theory	Musical Notation Arranging Various Instrumental/Vocal Expertise Ensemble Skills
<b>Knowledge</b>	The Elements of Music Pitch, Tempo, Texture, Timbre, Rhythm, Duration & Dynamics. Staff Notation Graphic Scores	Exploring Timbre Pitch, Texture, Timbre & Dynamics, Melody & Harmony, Orchestral families, Musical Stave notation.	Musical Structures Pitch, Texture, Melody & Harmony, Structure & Form, Binary, Ternary, Rondo.	Exploring rhythm through junk instruments  Texture, timbre, Rhythm, ensemble skills, Polyrhythm, unison, call and response.	Exploring Modes and Drones  Texture, melody, accompaniment, scales, modes, drones, chords.	Exploring Songs & Arrangements  Texture, Melody & Harmony, Structure & Form. Ensemble skills.
<b>Assessment</b>	Recorded Performance, Self and Peer Assessment, Notation Transcription, Listening Tests, Compositional written musical score.	Recorded Performance, Self and Peer Assessment, Notation Transcription, Listening Tests, Compositional written musical scores.	Recorded Performance, Self and Peer Assessment, Notation Transcription, Listening Tests. Historical Context	Recorded Performance, Self and Peer Assessment, Notation Transcription, Listening Tests, Compositional Arrangement	Recorded Performance, Self and Peer Assessment, Notation Transcription, Listening Tests.	Recorded Performance, Self and Peer Assessment, Notation Transcription, Listening Tests, Arrangement/score
<b>Ecco Values / SMSC / Cultural Capital Links</b>	GRIT, Resilience, Rehearsal Technique, Basic Routines in Music, Performance confidence. .	GRIT, Resilience, The Music Industry and Musical careers.	GRIT, Resilience, Rehearsal Technique, Music from other countries/cultures	GRIT, Resilience, Rehearsal Technique and Ensemble Skill. Instrumental Creation.	GRIT, Resilience, Historical Context.	GRIT, Resilience, Rehearsal Technique, The Music Industry, Ensemble Skill
<b>Literacy / Numeracy Links</b>	Musical Vocabulary (Latin Terminology), Notation, Counting Beats, Subdivision of rhythm, Use of word rhythm association, Staff notation.	Musical Vocabulary (Latin Terminology), Name of instruments.	Musical Vocabulary (Latin Terminology), Notation, Counting Beats, Subdivision of rhythm.	Musical Vocabulary (Latin Terminology), Notation, Counting Beats, Subdivision of rhythm.	Musical Vocabulary (Latin Terminology), Notation, Names of Medieval Instrumentation	Musical Vocabulary (Latin Terminology), Notation, Counting Beats, Subdivision of rhythm. Lyric writing and interpretation.

## PE

Unit of Learning	1	2	3	4	5	6
<b>Topic</b>	Football + Netball / Rugby	Badminton + Hockey	Gymnastics + Table Tennis	Dance + Handball	Rounders + Tennis	Cricket + Athletics
<b>Skills</b>	<b>Core skills</b> (see schemes of learning for more detail)	<b>Core skills</b> (see schemes of learning for more detail)	<b>Core skills</b> (see schemes of learning for more detail)	<b>Core skills</b> (see schemes of learning for more detail)	<b>Core skills</b> (see schemes of learning for more detail)	<b>Core skills</b> (see schemes of learning for more detail)
<b>Knowledge</b>	<b>Practical</b> Identify key skills. Explain basic rules. <b>Theory</b> <i>WU + CD</i>	<b>Practical</b> Identify key skills. Explain basic rules. <b>Theory</b> Names and locations of bones	<b>Practical</b> Identify key skills. Explain basic rules. <b>Theory</b> Names and locations of muscles	<b>Practical</b> Identify key skills. Explain basic rules. <b>Theory</b> Short term effects	<b>Practical</b> Identify key skills. Explain basic rules. <b>Theory</b> Long term effects	<b>Practical</b> Identify key skills. Explain basic rules. <b>Theory</b> Sportsmanship
<b>Assessment</b>	Performance + Q&A	Performance + Q&A	Performance + Q&A	Performance + Q&A	Performance + Q&A	Performance + Q&A
<b>Ecco Values / SMSC / Cultural Capital Links</b>	<b>Work hard</b>  Working independently and engaged in learning new skills.	<b>Be Kind</b>  Support one another, leaning how to praise and give constructive feedback.	<b>Show GRIT</b>  Building confidence to learn new skills and tackle challenges.	<b>Aim High</b>  Developing the right attitudes to succeed when a skill may be challenging.	<b>Be Kind</b>  Developing teamwork skills. Looking at different roles i.e. Captain, vice-captain.	<b>Aim High</b>  Competitive element. Pushing one's self to achieve the best they can be.
<b>Literacy / Numeracy Links</b>	Key terminology of the components of a Warm-Up and Cool-Down.  Key words used in football and netball i.e. attach and defence.  Scoring your own games.	Names of the bones.  Key words used in Badminton and Hockey i.e. names of skills.  Scoring your own games / Odds and Evens in Badminton.	Names of the muscles.  Correct terminology used in gymnastics and table tennis.  Scoring in table tennis and counting in gymnastics to support timing.	Key terminology used to identify the short term effects on the 4 body systems.  Correct terminology of skills used in Dance and Handball.  Scoring in Handball and counting in dance to support timing.	Key terminology used to identify the long term effects on the 4 body systems.  Correct terminology used to identify skills in Rounders and Tennis i.e. Long barrier.  Scoring in Rounders and Tennis.	The terminology of sportsmanship and the importance of sportsmanship.  Correct terminology used in Athletics and Cricket.  Scoring in Cricket and measuring distances and times in athletics.

## Science: Biology

Unit of Learning	B1 CELLS AND TRANSPORT	B2 ORGANISATION	B3 INFECTION AND RESPONSE	B4 BIOENERGETICS
Topic	4.1.1 Cell structure	4.2.1 Principles of organisation 4.2.2 Animal tissues, organs and organ systems 4.2.3 Plant tissues, organs and systems	4.3.1 Communicable diseases	4.4.2 Respiration 4.4.1 Photosynthesis
Skills	Microscopes MS 1d, 3a Culturing Microbes WS 2.1, WS 2.2, WS 2.4, MS 5c	Food Tests WS 2.4		Producing graphs to show results Photosynthesis WS 2.1, WS 2.2, WS 2.5, WS 2.6, WS 3.1, WS 3.2, MS 1a, 1c, MS 4a, 4c, MS 3a, 3d (HT)
Knowledge	4.1.1.2 Animal and plant cells 4.1.1.3 Cell specialisation 4.1.1.5 Microscopy 4.1.1.6 Culturing microorganisms (biology only) 4.1.3.1 Diffusion	4.2.2.1 The human digestive system 4.2.2.2 The heart and blood vessels 4.2.2.3 Blood 4.2.3.2 Plant organ system	4.3.1.1 Communicable (infectious) diseases 4.3.1.2 Viral diseases Content 4.3.1.3 Bacterial diseases 4.3.1.4 Fungal diseases 4.3.1.5 Protist diseases 4.3.1.6 Human defence systems	4.4.2.1 Aerobic and anaerobic respiration 4.4.2.2 Response to exercise 4.4.2.3 Metabolism 4.4.1.1 Photosynthetic reaction 4.4.1.2 Rate of photosynthesis
Assessment	Microscopes Required Practical Task Book. Culturing Microorganisms Required Practical Task Book	Food Tests Required Practical Task Book		Photosynthesis Required Practical Task Book
	Self assessed differentiated plenary every lesson Assessment weeks – recall test based on y7 content			
Eco Values	Through our teaching of investigations and use of CLEAPSS how to recognise and follow health and safety procedures Through our departmental feedback and marking policy to make effective use of constructive feedback to evaluate their own personal strengths and areas for development and to use this to inform goal setting <a href="https://www.pshe-association.org.uk/">https://www.pshe-association.org.uk/</a>			
Literacy and Numeracy	Choose correct answers Complete diagrams and descriptions Write / Give short answers using key words Measure volumes, masses and temperatures Name processes and organs Sketch accurate diagrams			

## Science: Chemistry

Unit of Learning	C1A ATOMIC STRUCTURE AND THE PERIODIC TABLE COMBINED PHYSICS AND CHEMISTRY UNIT	C2A BONDING STRUCTURES AND PROPERTIES OF MATTER	C3A QUANTITATIVE CHEMISTRY	C4A CHEMICAL CHANGES
<b>Topic</b>	4.1.1 A simple model of the atom, symbols, relative atomic mass, electronic charge and isotopes 4.4.1 Atoms and isotopes 4.1.2 The periodic table	4.2.1 Chemical bonds, ionic, covalent and metallic 4.2.2 How bonding and structure are related to the properties of substances 4.2.2 How bonding and structure are related to the properties of substances	4.3.1 Chemical measurements, conservation of mass and the quantitative interpretation of chemical equations	4.4.1 Reactivity of metals
<b>Skills</b>				Making Salts WS 2.3, WS 2.4
<b>Knowledge</b>	4.1.1.1 Atoms, elements and compounds 4.1.1.2 Mixtures 4.1.1.3 The development of the model of the atom 4.1.1.4 Relative electrical charges of subatomic particles 4.1.1.5 Size and mass of atoms 4.1.1.6 Relative atomic mass 4.1.1.7 Electronic structure 4.4.1.2 Mass number, atomic number and isotopes 4.1.2.1 The periodic table 4.1.2.2 Development of the periodic table	4.2.2.1 The three states of matter 4.2.2.2 State symbols 4.2.1.1 Chemical bonds 4.2.1.2 Ionic bonding 4.2.1.3 Ionic compounds 4.2.1.4 Covalent bonding 4.2.1.5 Metallic bonding 4.2.2.7 Properties of metals and alloys 4.2.2.8 Metals as conductors	4.3.1.1 Conservation of mass and balanced chemical equations 4.3.1.2 Relative formula mass 4.3.1.3 Mass changes when a reactant or product is a gas 4.3.1.4 Chemical measurements	4.4.1.2 The reactivity series 4.4.2.1 Reactions of acids with metals 4.4.2.2 Neutralisation of acids and salt production 4.4.2.3 Soluble salts 4.4.2.4 The pH scale and neutralisation
<b>Assessment</b>	Self assessed differentiated plenary every lesson Assessment weeks – recall test based on prior knowledge and exam questions			
<b>Ecco Values</b>	Through contextual learning and links with Universities and 6th Forms. To research, secure and take full advantage of any opportunities for work experience that are available - opportunities available to them for career progression, including in education, training and employment Through our teaching of investigations and use of CLEAPSS How to recognise and follow health and safety procedures Through our departmental feedback and marking policy, including making effective use of constructive feedback. To evaluate their own personal strengths and areas for development and to use this to inform goal setting . <a href="https://www.pshe-association.org.uk/">https://www.pshe-association.org.uk/</a>			
<b>Literacy and Numeracy</b>	Choose correct answers Complete diagrams and descriptions Write / Give short answers using key words Measure volumes, masses and temperatures Name processes and organs			

## Science: Physics

Unit of Learning	P1 ENERGY	P2 ELECTRICITY	P3 PARTICLE MODEL OF MATTER	P8 SPACE PHYSICS
Topic	4.1.1 Energy changes in a system, and the ways energy is stored before and after such changes 4.1.2 Conservation and dissipation of energy	4.2.5 Static electricity 4.2.1 Current, potential difference and resistance	4.3.1 Changes of state and the particle model	4.8 Space physics (physics only) 4.8.1 Solar system; stability of orbital motions; satellites (physics only)
Skills	Investigating Insulation WS 2.1 WS 3.1 WS 3.3 WS 3.4 WS 3.5 WS 3.6	Investigating Resistance WS 2.3 WS 2.4 WS 3.2 WS 3.5 WS 3.6 MS 4b MS 4c	WS 1.2 2.1 WS 2.2 WS 2.3 WS 2.4	
Knowledge	4.1.1.1 Energy stores and systems 4.1.1.2 Changes in energy 4.1.1.3 Energy changes in systems 4.1.1.4 Power 4.1.2.1 Energy transfers in a system 4.1.2.2 Efficiency	4.2.5.1 Static charge 4.2.5.2 Electric fields 4.2.1.1 Standard circuit diagram symbols 4.2.1.2 Electrical charge and current 4.2.1.3 Current, resistance and potential difference 4.2.2 Series and parallel circuits	4.3.1.1 Density of materials	4.8.1.1 Our solar system 4.8.1.2 The life cycle of a star 4.8.1.3 Orbital motion, natural and artificial satellites
Assessment	Investigate the effectiveness of different materials as thermal insulators and the factors that may affect the thermal insulation properties of a material.	Use circuit diagrams to set up and check appropriate circuits to investigate the factors affecting the resistance of electrical circuits. This should include: <ul style="list-style-type: none"> <li>• the length of a wire at constant temperature</li> <li>• combinations of resistors in series and parallel.</li> </ul>	Use appropriate apparatus to make and record the measurements needed to determine the densities of regular and irregular solid objects and liquids.	
Self assessed plenaries and retrieval tests for each data collection.				
Ecco Values	Through our teaching of investigations and use of CLEAPSS how to recognise and follow health and safety procedures Through our departmental feedback and marking policy to make effective use of constructive feedback to evaluate their own personal strengths and areas for development and to use this to inform goal setting <a href="https://www.pshe-association.org.uk/">https://www.pshe-association.org.uk/</a>			
Literacy and Numeracy	Choose correct answers Complete/ sketch diagrams and descriptions Write / Give short answers using key words Measure volumes, masses and temperatures Name processes and organs			



## SMSC

Unit of Learning	1	2	3	4	5	6
Topic	<b>Healthy Body and Mind</b>	<b>Healthy Relationships</b>	<b>Personal Wellbeing</b>	<b>Rights and responsibilities</b>	<b>Spirituality &amp; Philosophy</b>	<b>Citizenship &amp; Challenging Prejudice</b>
Skills	Describe, identify, explore, self-reflection, debate, evidence, oracy, literacy, empathy, argue to persuade	Empathy, reflection, analyse, tolerance, respect, application of key vocab, oracy, write to persuade	Resilience, oracy, literacy, describe, identify, argue, analyse	Identify, describe, give reasons, recall spiritual vocabulary, give examples, explain, use evidence, argue...	Identify, describe, give reasons, recall spiritual vocabulary, give examples, explain, use evidence, argue, presenting	Identify, describe, give reasons, recall spiritual vocabulary, give examples, explain, use evidence, argue
Knowledge	<ul style="list-style-type: none"> <li>• Importance of self-care</li> <li>• Consequences of poor hygiene</li> <li>• How to tackle problems in a sensitive way.</li> <li>• Healthy diet</li> <li>• Addiction</li> <li>• Consequences of smoking. sugar and poor diet.</li> </ul>	<ul style="list-style-type: none"> <li>• Different types of relationship</li> <li>• What makes a family</li> <li>• Aspects of a positive relationship</li> <li>• When is a relationship negative?</li> <li>• Stereotypes</li> <li>• Puberty</li> </ul>	<ul style="list-style-type: none"> <li>• Positive mental health</li> <li>• GRIT and how to build resilience</li> <li>• Managing change and coping with loss</li> </ul>	<ul style="list-style-type: none"> <li>• What is being British?</li> <li>• Democracy</li> <li>• Rule of law</li> </ul>	<ul style="list-style-type: none"> <li>• Spiritual me</li> <li>• Life after death/soul</li> <li>• Philosophical Questions</li> <li>• Environment</li> <li>• Plato's cave</li> <li>• Atheism vs Theism</li> </ul>	Extremism/islamophobia Multi faith Diversity British Islam
Assessment					TA and presentation H/L art work and explanation using structure strip	
Ecco Values / SMSC / Cultural Capital Links					<i>All Ecco Values Spirituality</i>	
Literacy / Numeracy Links	SPAG	SPAG	SPAG	SPAG	SPAG	SPAG

