



Ecclesfield
SCHOOL

Y8

Curriculum
Guide

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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 4 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	8	Music	2	SMSC	1
Science	6	Art	2	D&T	3
PE	4	History	3		
Computer Studies	3	Geography	3		

For further details about what is covered in each subject, please see the subject overviews from page 6 onwards. Please note, under the circumstances we currently find ourselves in, i.e. adapting the curriculum to account for the impact which Covid 19 has had on learning, these overviews may need to change over the course of the academic year to accommodate the ever-changing situation. 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 Catch Up Intervention
- 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

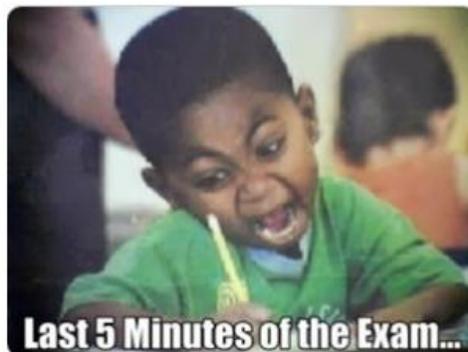
End of Year Exams:

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 8 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

English

Unit of Learning	1	2	3	4	5	6
Topic	Novel Study	Novel Study	Genre based topic study	Poetry from other Cultures	Non-fiction topic based study	Romeo and Juliet
Skills	R – Inference and interpretation R – Identify and explore language R – Developed analytical writing W – Viewpoint and perspective	R – Inference and interpretation R – Identify and explore language R – Developed analytical writing W – Viewpoint and perspective	R – Engage with a range of texts and give an opinion R – Inference R – Language devices and effect R – Analytical writing W – Writing extended responses	R – Poetic devices and effect R – Writer’s intentions R – Comparison by theme or idea W – Craft and structure W – Plan, edit, draft W – Methods for effect	R – Conventions of non-fiction forms R – Purpose, Audience, Form R – Analyse the effect of methods W – Plan, draft, craft in line with P.A.F	R – Dramatic devices and analysing effect R – Character development R – Contextual influences W – Point of view texts W – Analytical writing W – Script and structure
Knowledge	Whole text structure and narrative. Foreshadowing Ambitious vocabulary Character development Narrative arc	Whole text structure and narrative. Foreshadowing Ambitious vocabulary Character development Narrative arc	Exploration of genre through time Comparison of modern and contemporary texts	Poetic devices and terms Form and structure Comparison Interpretation	Conventions of forms Writing to purpose Reading for meaning	Precise contextual knowledge – Jacobean Foil/contrast Dramatic Devices Role of women Religious symbolism Fate and Destiny
Assessment	Know, Revise, Learn checkpoint	DC2 – Full assessment	Know, Revise, Learn checkpoint	Know, Revise, Learn checkpoint	Know, Revise, Learn checkpoint	DC3 – Full assessment
Ecco Values / SMSC / Cultural Capital Links	SMSC: Ethical issues Cultural traditions Creativity and imagination Social responsibility and care	SMSC: Ethical issues Cultural traditions Creativity and imagination Social responsibility and care	SMSC: Appreciation of viewpoints, opinions and diversity Respect and tolerance	SMSC: Cultural appreciation and knowledge Creativity and imagination Social contribution	SMSC: Understanding cause and effect Offering reasoned views and opinions	SMSC: Protected characteristics Relationships Tolerance Kindness Communication War and Conflict
Literacy / Numeracy Links	Reading comprehension and fluency Subject terminology and tier 2 + 3 vocabulary	Reading comprehension and fluency Subject terminology and tier 2 + 3 vocabulary	Reading comprehension Subject terminology and tier 2 + 3 vocabulary	Subject terminology and tier 2 + 3 vocabulary Structural numeracy (stanzas, lines, metre, rhythm, pace)	Reading comprehension Subject terminology and tier 2 + 3 vocabulary Logistical numeracy	Reading comprehension Subject terminology and tier 2 + 3 vocabulary Play script numeracy

Foundation Maths

Unit of Learning	1	2	3	4	5	6
Topic	<ul style="list-style-type: none"> • Calculations • Types of Number • Laws of Indices • Standard Form 	<ul style="list-style-type: none"> • Algebraic Manipulation • Angles • Construction • Bearings 	<ul style="list-style-type: none"> • Fractions • Percentages • FDP • Linear Graphs 	<ul style="list-style-type: none"> • Circles • Pythagoras • Volume and Surface Area • Graphs 	<ul style="list-style-type: none"> • Ratio and Proportion • Similar Shapes • Congruent Shapes • Transformations 	<ul style="list-style-type: none"> • Equations and Inequalities • Simultaneous equations • Speed and Density
To lay the fundamental building blocks for the following skills	<ul style="list-style-type: none"> • To break down problems into a series of simpler steps. • To develop a rich and accurate mathematical vocabulary. • Present a mathematical justification, argument or proof, making their thinking clear to themselves and others. • To develop connections between knowledge from different topics. • Check their answers are sensible. • Apply knowledge to both routine and non-routine problems. • Fluent application of arithmetic. • The ability to work alone or to collaborate with others. • Written and oral communication skills. 	<ul style="list-style-type: none"> • To break down problems into a series of simpler steps. • To develop a rich and accurate mathematical vocabulary. • Present a mathematical justification, argument or proof, making their thinking clear to themselves and others. • To develop connections between knowledge from different topics. • Check their answers are sensible. • Apply knowledge to both routine and non-routine problems. • Fluent application of arithmetic. • The ability to work alone or to collaborate with others • Written and oral communication skills. 	<ul style="list-style-type: none"> • To break down problems into a series of simpler steps. • To develop a rich and accurate mathematical vocabulary. • Present a mathematical justification, argument or proof, making their thinking clear to themselves and others. • To develop connections between knowledge from different topics. • Check their answers are sensible. • Apply knowledge to both routine and non-routine problems. • Fluent application of arithmetic. • The ability to work alone or to collaborate with others • Written and oral communication skills. 	<ul style="list-style-type: none"> • To break down problems into a series of simpler steps. • To develop a rich and accurate mathematical vocabulary. • Present a mathematical justification, argument or proof, making their thinking clear to themselves and others. • To develop connections between knowledge from different topics. • Check their answers are sensible. • Apply knowledge to both routine and non-routine problems. • Fluent application of arithmetic. • The ability to work alone or to collaborate with others. • Written and oral communication skills. 	<ul style="list-style-type: none"> • To break down problems into a series of simpler steps. • To develop a rich and accurate mathematical vocabulary. • Present a mathematical justification, argument or proof, making their thinking clear to themselves and others. • To develop connections between knowledge from different topics. • Check their answers are sensible. • Apply knowledge to both routine and non-routine problems. • Fluent application of arithmetic. • The ability to work alone or to collaborate with others. • Written and oral communication skills. 	<ul style="list-style-type: none"> • To break down problems into a series of simpler steps. • To develop a rich and accurate mathematical vocabulary. • Present a mathematical justification, argument or proof, making their thinking clear to themselves and others. • To develop connections between knowledge from different topics. • Check their answers are sensible. • Apply knowledge to both routine and non-routine problems. • Fluent application of arithmetic. • The ability to work alone or to collaborate with others. • Written and oral communication skills.
Knowledge	<ul style="list-style-type: none"> • Problem solve with directed numbers. • Use written methods for the four operations on decimals. • Use BIDMAS to complete complex calculations. • Problem solve with squares, cubes and primes. 	<ul style="list-style-type: none"> • Write a formula or equation for a given situation. • Substitute values into linear and quadratic expressions. • Expand singles brackets and add or subtract the resulting expressions. • Expand double brackets. • Rearrange formulae. 	<ul style="list-style-type: none"> • Write fractions in order of size. • Write a mix of fractions, decimals and percentages in order of size. • Perform the four operations with mixed numbers. • Use multipliers to calculate percentages. 	<ul style="list-style-type: none"> • Label parts of a circle. • Calculate the area or circumference of a circle given the length of the radius or diameter. • Gives answers both numerically and in terms of π. • Calculate the radius or diameter given the area or circumference. 	<ul style="list-style-type: none"> • Simplify a ratio using decimals, fractions or different units. • Convert currencies. • Use ratio to convert measures of length, mass and capacity. • Use a ratio to find a missing quantity when given one of the amounts and the ratio 	<ul style="list-style-type: none"> • Substitute values into expressions and formulae. • Solve multistep equations. • Solve quadratics in the form of $x^2 + a = b$. • Solve equations involving an algebraic fraction. • Solve a linear inequality.

	<ul style="list-style-type: none"> • Use the very basic rules of surds. • Perform calculations involving factors, multiples and primes. • Use Venn diagrams to calculate the HCF and LCM of 2 or 3 numbers. • Calculate the reciprocal of any given number. • Understand and use index notation. • Use the basic laws of indices. • Begin to make the link between reciprocals and negative indices. • Write numbers in standard form and vice versa. • Compare the size of numbers written in standard form. 	<ul style="list-style-type: none"> • Solve equations with unknowns on both sides. • Factorise algebraic expressions. • Identify alternate, corresponding and co-interior angles. • Solve complex angle problems using angles made with parallel lines. • Calculate interior and exterior angles of a polygon. • Construct triangles using a ruler, a compass and a protractor. • Construct the perpendicular and angle bisectors. • Draw and measure bearings. • Draw plans and elevations. • Form and solve equations using angle rules. 	<ul style="list-style-type: none"> • Increase or decrease an amount by a given percent. • Calculate a change in quantities as a percentage change. • Plot coordinates in all 4 quadrants. • Use a table to draw the graph of a linear function. • Understand the definition of gradient and y-intercept. • State the gradient and y-intercept for a linear function from its equation. • Rearrange a linear equation into the form $y = mx + c$ • State the equation of a given line. • Use the gradient and y-intercept to draw the graph of a linear function. 	<ul style="list-style-type: none"> • Use Pythagoras' theorem to calculate the length of the hypotenuse. • Use Pythagoras' theorem to calculate the length of a shorter side. • Calculate the volume and surface area of prisms. • Calculate the volume and surface area of a cylinder. • Create a two-way table for a worded problem. • Discuss the advantages and disadvantages of each type of average. • Draw and interpret scatter diagrams. • Draw and interpret pie charts. • Discuss how diagrams can be used to mislead. 	<ul style="list-style-type: none"> • Use ratio to calculate missing amounts when given the differences in quantities. • Solve problems with ratio that include fractions. • Use a unit ratio with recipe problems. • Solve best buy problems. • Identify graphs of direct proportion. • Perform calculations with similar shapes. • Identify congruent shapes. • Perform and describe the four types of transformation: translation, rotation, reflection and enlargement. 	<ul style="list-style-type: none"> • Represent an inequality on a number line. • List the integers satisfied by an inequality. • Explain what happens when an inequality is multiplied or divided by a negative. • Solve simple simultaneous equations. • Calculate speed given distance and time. • Calculate the distance travelled given speed and time. • Calculate the time taken given speed and distance. • Draw and interpret a distance time graph. • Convert units of speed, e.g. m/min to km/hour. • Calculate the density of an object. • Use density to calculate mass or volume. • Plot and use conversion graphs.
Assessment	Starters, AfL, progress checkers, self and peer feedback, home works, questioning, live marking	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	QLA, starters, AfL, progress checkers, self and peer feedback, home works, questioning, live marking	AP3, starters, AfL, self-assessment, home works, questioning, live marking	QLA, starters, AfL, self-assessment, home works, questioning, live marking
Ecco Values / SMSC / Cultural Capital Links	<ul style="list-style-type: none"> • Develop team working and leadership skills • Identify and access appropriate advice and support • Empathy • Resilience 	<ul style="list-style-type: none"> • Develop team working and leadership skills • Identify and access appropriate advice and support • Empathy • Resilience 	<ul style="list-style-type: none"> • Develop team working and leadership skills • Identify and access appropriate advice and support • Empathy • Resilience 	<ul style="list-style-type: none"> • Develop team working and leadership skills • Identify and access appropriate advice and support • Empathy • Resilience 	<ul style="list-style-type: none"> • Develop team working and leadership skills • Identify and access appropriate advice and support • Empathy • Resilience 	<ul style="list-style-type: none"> • Develop team working and leadership skills • Identify and access appropriate advice and support • Empathy • Resilience
Literacy / Numeracy Links	<ul style="list-style-type: none"> • To develop a rich and accurate mathematical vocabulary. • Reading questions for understanding • High-lighting key words • Written and oral communication skills 					

Higher Maths

Unit of Learning	1	2	3	4	5	6
Topic	<ul style="list-style-type: none"> Number skills and Accuracy Fractions, decimals and percentages 	<ul style="list-style-type: none"> Linear and non-linear graphs 2D and 3D shapes 	<ul style="list-style-type: none"> Standard Form Quadratic Equations 	<ul style="list-style-type: none"> Constructions and loci Collecting and Analysing Data 	<ul style="list-style-type: none"> Ratio and Proportion Similarity and Congruence 	<ul style="list-style-type: none"> Compound Measure Pythagoras and Trigonometry
To lay the fundamental building blocks for the following skills	<ul style="list-style-type: none"> To break down problems into a series of simpler steps. To develop a rich and accurate mathematical vocabulary. Present a mathematical justification, argument or proof, making their thinking clear to themselves and others. To develop connections between knowledge from different topics. Check their answers are sensible. Apply knowledge to both routine and non-routine problems. Fluent application of arithmetic. The ability to work alone or to collaborate with others. Written and oral communication skills. 	<ul style="list-style-type: none"> To break down problems into a series of simpler steps. To develop a rich and accurate mathematical vocabulary. Present a mathematical justification, argument or proof, making their thinking clear to themselves and others. To develop connections between knowledge from different topics. Check their answers are sensible. Apply knowledge to both routine and non-routine problems. Fluent application of arithmetic. The ability to work alone or to collaborate with others Written and oral communication skills. 	<ul style="list-style-type: none"> To break down problems into a series of simpler steps. To develop a rich and accurate mathematical vocabulary. Present a mathematical justification, argument or proof, making their thinking clear to themselves and others. To develop connections between knowledge from different topics. Check their answers are sensible. Apply knowledge to both routine and non-routine problems. Fluent application of arithmetic. The ability to work alone or to collaborate with others Written and oral communication skills. 	<ul style="list-style-type: none"> To break down problems into a series of simpler steps. To develop a rich and accurate mathematical vocabulary. Present a mathematical justification, argument or proof, making their thinking clear to themselves and others. To develop connections between knowledge from different topics. Check their answers are sensible. Apply knowledge to both routine and non-routine problems. Fluent application of arithmetic. The ability to work alone or to collaborate with others. Written and oral communication skills. 	<ul style="list-style-type: none"> To break down problems into a series of simpler steps. To develop a rich and accurate mathematical vocabulary. Present a mathematical justification, argument or proof, making their thinking clear to themselves and others. To develop connections between knowledge from different topics. Check their answers are sensible. Apply knowledge to both routine and non-routine problems. Fluent application of arithmetic. The ability to work alone or to collaborate with others. Written and oral communication skills. 	<ul style="list-style-type: none"> To break down problems into a series of simpler steps. To develop a rich and accurate mathematical vocabulary. Present a mathematical justification, argument or proof, making their thinking clear to themselves and others. To develop connections between knowledge from different topics. Check their answers are sensible. Apply knowledge to both routine and non-routine problems. Fluent application of arithmetic. The ability to work alone or to collaborate with others. Written and oral communication skills.
Knowledge	<ul style="list-style-type: none"> Use mental and written methods for calculating with all operations Identify and use square and cube numbers Simplify surds Simplify indices including negative and fractional Continue to work on rounding and estimation 	<ul style="list-style-type: none"> Identify vertical, horizontal lines and the line $y=x$, $y=-x$ Generate coordinates for and plot linear and quadratic graphs Find the midpoint of any given line 	<ul style="list-style-type: none"> Recap index rules Continue to work with negative and fractional indices Write both large and small numbers in standard form Convert standard form back into ordinary numbers 	<ul style="list-style-type: none"> Draw plan and elevations of 3D shapes Draw a 3D shape from its plan and elevations Use ruler and compass to construct line and angle bisectors Accurately construct triangles using mathematical equipment 	<ul style="list-style-type: none"> .Continue to work on writing and simplifying ratio Continue work on using ratio to solve problems Write a ratio as a unit ratio and use it to solve proportion problems 	<ul style="list-style-type: none"> Convert time between hours and minutes Calculate speed, distance and time Interpret distance time graphs Convert compound units Calculate density, mass and volume

	<ul style="list-style-type: none"> • Calculate with upper and lower bounds • Find HCF and LCM using prime factors • Convert between fractions, decimals and percentages • Calculate with mixed numbers • Increase and decrease an amount by a given percentage using multipliers • Solve problems involving reverse percentages • Calculate simple interest • Convert recurring decimals to fractions 	<ul style="list-style-type: none"> • Identify the gradient and y intercept of a straight line • Find the equation of a straight line • Find the equation of lines parallel and perpendicular to a given line • Identify reciprocal and cubic graphs • Continue work on area and perimeter of 2D shapes • Continue to work on volume and surface area of 3D shapes • Calculate the volume of a pyramid, cone and sphere • Calculate areas and volumes involving different units 	<ul style="list-style-type: none"> • Calculate using numbers written in standard form • Compare numbers written in standard form • Solve linear equations • Expand single and double brackets • Factorise quadratic expressions into double brackets • Solve quadratic equations by factorising • Find the n^{th} term rule for quadratic expressions 	<ul style="list-style-type: none"> • Use constructions to solve loci problems • Draw and measure bearings • Draw and interpret scale drawings • Calculate averages and range from a set of data and frequency tables • Use averages and range to compare two data sets • Draw and interpret statistical diagrams • Use statistical diagrams to compare sets of data • Identify a sample from a population 	<ul style="list-style-type: none"> • Use ratio equivalence to solve more complicated problems • Identify when something is directly or inversely proportional • Set up and solve algebraic equations to solve proportion problems • Define and identify when a shape similar or congruent • Prove congruence • Use similarity to find length, area and volume of any similar shape 	<ul style="list-style-type: none"> • Calculate pressure, force and area • Plot and interpret a conversion graph • Know and use Pythagoras' theorem to calculate missing lengths • Identify trigonometric ratios • Use trigonometric ratios to calculate missing lengths and angles in right angled triangles
Assessment	Starters, AfL, progress checkers, self and peer feedback, home works, questioning, live marking	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	QLA, starters, AfL, progress checkers, self and peer feedback, home works, questioning, live marking	AP3, starters, AfL, self-assessment, home works, questioning, live marking	QLA, starters, AfL, self-assessment, home works, questioning, live marking
Ecco Values / SMSC / Cultural Capital Links	<ul style="list-style-type: none"> • Develop team working and leadership skills • Identify and access appropriate advice and support • Empathy • Resilience 	<ul style="list-style-type: none"> • Develop team working and leadership skills • Identify and access appropriate advice and support • Empathy • Resilience 	<ul style="list-style-type: none"> • Develop team working and leadership skills • Identify and access appropriate advice and support • Empathy • Resilience 	<ul style="list-style-type: none"> • Develop team working and leadership skills • Identify and access appropriate advice and support • Empathy • Resilience 	<ul style="list-style-type: none"> • Develop team working and leadership skills • Identify and access appropriate advice and support • Empathy • Resilience 	<ul style="list-style-type: none"> • Develop team working and leadership skills • Identify and access appropriate advice and support • Empathy • Resilience
Literacy / Numeracy Links	<ul style="list-style-type: none"> • To develop a rich and accurate mathematical vocabulary. • Reading questions for understanding • High-lighting key words • Written and oral communication skills 					

Science - Biology

Unit of Learning (Y7-8 from 2020)	Structure and Function of Living Things	Structure and Function of Living Things	Material Cycles and Energy	Infection and Response	Structure and Function of Living Organisms	Genetics and Evolution
Topic	Exercise and Health	Diet and Digestion	Ecology and Photosynthesis	Communicable Diseases	Cells and Microscopes	Inheritance and Selection
Skills	Name and use a wide range of scientific apparatus. Follow simple risk assessments. Can plan an investigation that will answer a question. Know what the word "variables" means. Can take measurements using a range of scientific equipment.	Can take measurements using a range of scientific equipment. Understand potential causes of random and systematic errors when collecting data. Can record data in tables. Can record data in bar charts.	Take measurements using a range of scientific equipment. Record data in tables and bar charts. Record data as a line graph on axis. Describe patterns shown by data. Spot anomalies Calculate averages and differences	Select measuring equipment based on precision and resolution. Evaluate the risks that are linked to different experiments. Identify dependent and independent variables. Understand the purpose of a "control" experiment. Make predictions that are supported by scientific facts.	Write and follow a simple risk assessment. Use continuous sampling techniques. Understand why repeat readings can improve accuracy	Correctly construct line graphs. Link anomalies to specific random and systematic errors Calculate percentages. Present explanations for patterns in data Suggest how the accuracy and precision of data can be improved.
Knowledge	The structure and functions of the human <u>skeleton</u> The interaction between <u>skeleton</u> and <u>muscles</u> . The function of muscles and examples of <u>antagonistic muscles</u> . The structure and functions of <u>the gas exchange system</u> in humans. The mechanism of breathing to move air in and out of the <u>lungs</u> .	The content of a healthy human <u>diet</u> , and why each component is needed. The consequences of <u>imbalances</u> in the <u>diet</u> . The tissues and organs of the human <u>digestive system</u> . The importance of <u>bacteria</u> in the human <u>digestive system</u>	The reactants in, and products of, <u>photosynthesis</u> , and a word summary for <u>photosynthesis</u> The adaptations of leaves for <u>photosynthesis</u> . The <u>interdependence of organisms</u> in an <u>ecosystem</u> . The importance of <u>plant reproduction</u> through insect <u>pollination</u> . How <u>organisms</u> affect, and are affected by, their <u>environments</u> .	<u>Pathogens</u> are <u>microorganisms</u> such as <u>viruses</u> and <u>bacteria</u> that cause <u>infectious diseases</u> They frequently produce <u>toxins</u> that damage <u>tissues</u> and make us feel ill. <u>Antibiotics</u> , such as <u>penicillin</u> , are <u>medicines</u> that help to cure <u>bacterial disease</u> by killing <u>infective bacteria</u> inside the body New <u>medical drugs</u> have to be tested and trialled before being used to	Cells as the fundamental unit of living <u>organisms</u> , including how to observe, interpret and record cell structure using a <u>light microscope</u> The functions of the <u>cell wall</u> , <u>cell membrane</u> , <u>cytoplasm</u> , <u>nucleus</u> , <u>vacuole</u> , <u>mitochondria</u> and <u>chloroplasts</u> The similarities and differences between <u>plant</u> and <u>animal cells</u> The role of <u>diffusion</u> and <u>osmosis</u> in the movement	The process by which <u>genetic</u> information is transmitted from one <u>generation</u> to the next <u>Chromosomes</u> , <u>genes</u> and <u>DNA</u> , and the role played by Watson, Crick, Wilkins and Franklin in the development of the <u>DNA</u> model Differences between <u>species</u> <u>Variation</u> between individuals within a <u>species</u> can be <u>continuous</u> or <u>discontinuous</u> .

	The impact of <u>exercise</u> , <u>asthma</u> and <u>smoking</u> on the human <u>gas exchange system</u>			check that they are safe and effective.	of materials in and between <u>cells</u>	How <u>variation</u> between <u>species</u> and between individuals of the same <u>species</u> drives <u>natural selection</u> How changes in the <u>environment</u> affects <u>species</u> and may lead to <u>extinction</u> <u>Biodiversity</u> and the use of <u>gene banks</u> .
	From Y6 human circulatory system functions of the heart, blood vessels and blood	From Y6 Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function	From Y5 Life process of reproduction in some plants and animals.	From Y7 Exercise and Health	From Y7 Diet and Digestion	From Y6 recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents □ identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution
Assessment	RECALL TESTS LUNGS	RECALL TESTS BALANCED DIET DIGESTIVE SYSTEM	RECALL TESTS PHOTOSYNTHESIS ADAPTATIONS OF PLANTS INTERDEPENDENCE	RECALL TESTS LUNGS (Y7)	RECALL TESTS OBSERVING CELLS PLANT CELLS ANIMAL CELLS DIFFUSION IN CELLS	RECALL TESTS HUMAN REPRODUCTION VARIATION NATURAL SELECTION
Ecco Values	<p>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 https://www.pshe-association.org.uk/</p>					

Science – Chemistry

Unit of Learning	Pure and Impure Substances	The Particulate Nature of Matter	Chemical Reactions	Atoms, Elements and Compounds	Chemical Reactions	The Periodic Table	Materials	Earth and Atmosphere
Topic	Pure and Impure Substances	Physical Changes	Acids and Alkalis	Atoms	Reactions of Metals	The Periodic Table	Materials	The Earth and Sustainability
Skills	Name and use a wide range of scientific apparatus. Follow simple risk assessments. Can plan an investigation that will answer a question. Know what the word "variables" means. Can take measurements using a range of scientific equipment.	Can take measurements using a range of scientific equipment. Understand potential causes of random and systematic errors when collecting data. Can record data in tables. Can record data in bar charts.		Take measurements using a range of scientific equipment. Record data in tables and bar charts. Record data as a line graph on axis. Describe patterns shown by data. Spot anomalies Calculate averages and differences	Select measuring equipment based on precision and resolution. Evaluate the risks that are linked to different experiments. Identify dependent and independent variables. Understand the purpose of a "control" experiment. Make predictions that are supported by scientific facts.		Write and follow a simple risk assessment. Use continuous sampling techniques. Understand why repeat readings can improve accuracy	Correctly construct line graphs. Link anomalies to specific random and systematic errors Calculate percentages. Present explanations for patterns in data Suggest how the accuracy and precision of data can be improved.
Knowledge	Understand the concept of a <u>pure substance</u> Understand what is meant by a <u>mixture</u> , including <u>dissolving</u> to form a <u>mixture</u> . Explain <u>diffusion</u> in terms of the <u>particle model</u> Carry out and describe simple techniques for separating <u>mixtures</u> : <u>filtration</u> , <u>evaporation</u> , <u>distillation</u> and <u>chromatography</u> Be able to identify a <u>pure substance</u> .	The properties of the different states of matter (<u>solid</u> , <u>liquid</u> and <u>gas</u>) in terms of the <u>particle model</u> , including <u>gas pressure</u> Changes of state in terms of the <u>particle model</u> , including the <u>energy changes</u> .	Defining <u>acids</u> and <u>alkalis</u> , carrying out <u>neutralisation</u> reactions Using the <u>pH scale</u> for measuring <u>acidity/alkalinity</u> ; and <u>indicators</u> . Investigating the <u>reactions</u> of <u>acids</u> with <u>metals</u> and <u>alkalis</u> , including <u>energy changes</u> . (<u>Exothermic</u>) The chemical properties of <u>metal</u> and <u>non-metal oxides</u> with respect to <u>acidity</u>	A simple (Dalton) <u>atomic model</u> Differences between <u>atoms</u> , <u>elements</u> and <u>compounds</u> <u>Chemical symbols</u> and <u>formulae</u> for <u>elements</u> and <u>compounds</u> Conservation of mass changes of state and chemical <u>reactions</u>	Chemical <u>reactions</u> as the rearrangement of <u>atoms</u> Representing chemical reactions using <u>formulae</u> and using equations <u>Combustion</u> , <u>thermal decomposition</u> (<u>endothermic</u>), <u>oxidation</u> and <u>displacement reactions</u> (<u>exothermic</u>)	The varying physical and chemical properties of different <u>elements</u> The principles underpinning the Mendeleev <u>periodic table</u> The periodic table: <u>periods</u> and <u>groups</u> ; <u>metals</u> and <u>non-metals</u> How patterns in reactions can be predicted	The order of <u>metals</u> and carbon in the <u>reactivity series</u> The use of carbon in obtaining <u>metals</u> from <u>metal oxides</u> The properties of <u>ceramics</u> , <u>polymers</u> and <u>composites</u> .	The Earth as a source of limited resources and the importance of <u>recycling</u> The composition of the <u>atmosphere</u> The production of carbon dioxide by human activity and the impact on <u>climate</u>

						The <u>properties</u> of <u>metals</u> and <u>non-metals</u>		
	From Y5 Some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating Demonstrate that dissolving, mixing and changes of state are reversible changes Link to Biology Diffusion	From Y5 Use knowledge of solids, liquids and gases to decide how mixtures might be separated Demonstrate that dissolving, mixing and changes of state are reversible changes From Y6 The particle model Link to Physics Changes of state and the particle model	From Y5 Explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible	From Y5 Explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible From Y7 Reactions of acids and alkalis	From Y7 Reactions of acids and alkalis – (exothermic reactions) The Dalton model of the atom	From Y7 The particle model Atoms and elements	From Y8 The properties of metals	From Y7 and Y8 Examples of exothermic reactions (combustion) Links to Geography Sustainability Link to Biology Sustainability
Assessment	RECALL TESTS PURE SUBSTANCES AND MIXTURES SEPARATING MIXTURES THE IDENTIFICATION OF SUBSTANCES	RECALL TESTS PARTICLE MODEL AND STATES OF MATTER CHANGES OF STATE	RECALL TESTS ACIDS AND ALKALIS	RECALL TESTS ATOMS, ELEMENTS AND COMPOUNDS CHEMICAL SYMBOLS AND FORMULAE CONSERVATION OF MASS IN REACTIONS	RECALL TESTS ACIDS AND ALKALIS (Y7) ENDOTHERMIC AND EXOTHERMIC REACTIONS	RECALL TESTS ATOMS, ELEMENTS AND COMPOUNDS (Y7) PHYSICAL PROPERTIES OF ELEMENTS CHEMICAL PROPERTIES OF ELEMENTS ARRANGING ELEMENTS	RECALL TESTS REACTIVITY SERIES CERAMICS, POLYMERS AND COMPOSITES	RECALL TESTS LIMITED RESOURCES CARBON CYCLE ATMOSPHERE
Ecco Values	<p>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 https://www.pshe-association.org.uk/</p>							

Science – Physics

Unit of Learning (Y7-8 from 2020)	ENERGY	FORCES	ELECTRICITY	WAVES	MAGNETISM	MOTION	FORCES
Topic	ENERGY AND TEMPERATURE	THE EFFECTS OF FORCES	ELECTRIC CHARGES AND ELECTRIC CURRENT	WAVES	MAGNETISM	FORCES ENERGY AND MOTION	FORCES AND SPACE
Skills	Name and use a wide range of scientific apparatus. Follow simple risk assessments. Can plan an investigation that will answer a question. Know what the word "variables" means. Can take measurements using a range of scientific equipment.	Y6 - Can take measurements using a range of scientific equipment. Understand potential causes of random and systematic errors when collecting data. Can record data in tables. Can record data in bar charts.	Take measurements using a range of scientific equipment. Record data in tables and bar charts. Record data as a line graph on axis. Describe patterns shown by data. Spot anomalies Calculate averages and differences	Select measuring equipment based on precision and resolution. Evaluate the risks that are linked to different experiments. Identify dependent and independent variables. Understand the purpose of a "control" experiment. Make predictions that are supported by scientific facts.	Write and follow a simple risk assessment. Use continuous sampling techniques. Understand why repeat readings can improve accuracy		Correctly construct line graphs. Link anomalies to specific random and systematic errors Calculate percentages. Present explanations for patterns in data Suggest how the accuracy and precision of data can be improved.
Knowledge	Heating and thermal equilibrium, energy transfer by conduction or radiation; use of insulators Energy as a quantity Describing increases and decreases in the amounts of energy associated with temperatures	Forces as pushes or pulls, Using force arrows in diagrams Forces associated with deforming objects; stretching and squashing – springs; with rubbing and friction between surfaces, with pushing things out of	Separation of positive or negative charges The idea of electric field. Electric current, potential difference and resistance. Differences in resistance between conducting and insulating components	Waves on water, Light waves, Sound waves Transverse and longitudinal waves. Reflection, absorption, superposition. - transverse motion; Sound creation (by vibrations) and detection, including the ear drum. Lenses and the eye.	Magnetic poles, attraction and repulsion Magnetic fields by plotting with compass, representation by field lines Earth's magnetism, compass and navigation	Calculating speed and average speed. Speed time graphs. The effect of unbalanced forces on motion. The turning effects of a force (moments) Work done.	Gravity as an example of a non-contact force. $weight = mass \times gravitational\ field\ strength$ Our sun as a star, other stars in our galaxy, other galaxies The seasons and the Earth's tilt, day length at different times of

	Comparing energy values of different foods (from labels) (kJ) Fuels and energy resources	the way; resistance to motion of air and water forces measured in Newtons, Hooke's Law Non-contact forces			the magnetic effect of a current, electromagnets, DC motors (principles only)		year, in different hemispheres The light year as a unit of astronomical distance
	Y6 – some coverage of energy in food. Y5 – thermal conductivity	Y5 – forces as pushes and pulls, gears, levers, pulleys, air resistance, water resistance.	Y4 – circuits, conductors, insulators, circuit symbols for common components.	Y4 – sound, vibrations, volume, pitch, detection by the ear Y6 – light, related to how we see objects. Y7 – Energy and temperature Biology – the eye and ear (nervous responses)	Y4 – magnets and poles, repel and attract Y7 – different forces	Y5 – forces that act between moving objects. Y7 and Y8 – energy and forces	Y5 – Earth and space Y7 and Y8 – Forces (balanced and unbalanced).
Assessment	RECALL TESTS FORCES STRETCHING CONTACT AND NON CONTACT FORCES	RECALL TESTS ENERGY COSTS ENERGY STORES AND TRANSFERS HEATING AND COOLING	RECALL TESTS CIRCUIT SYMBOLS POTENTIAL DIFFERENCE	RECALL TESTS SOUND WAVES WAVE DIAGRAMS LIGHT	RECALL TESTS POLES AND MAGNETISM EARTHS MAGNETISM ELECTROMAGNETS AND MOTORS	RECALL TESTS FORCES (Y7) SPEED BALANCED AND UNBALANCED FORCES	RECALL TESTS GRAVITY SCALE OF THE GALAXY
Ecco Values	<p>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 https://www.pshe-association.org.uk/</p>						

PE

Unit of Learning	1	2	3	4	5	6
Topic	Football + Netball / Rugby	Badminton + Hockey	Cheerleading / Gymnastics + Table Tennis	Basketball / Dance + Handball	Rounders + Tennis	Cricket + Athletics
Skills	Core skills + introduction of advanced skills.	Core skills + introduction of advanced skills.	Core skills + introduction of advanced skills.	Core skills + introduction of advanced skills.	Core skills + introduction of advanced skills.	Core skills + introduction of advanced skills.
Knowledge	Practical Identify key skills. Explain rules. Perform tactics. Theory Joints	Practical Identify key skills. Explain rules. Perform tactics. Theory Movement	Practical Identify key skills. Explain rules. Perform tactics. Theory Antagonistic pairs	Practical Identify key skills. Explain rules. Perform tactics. Theory Com-Fitness	Practical Identify key skills. Explain rules. Perform tactics. Theory Methods of training	Practical Identify key skills. Explain basic rules. Perform tactics. Theory Movement analysis
Assessment	Performance + Q&A	Performance + Q&A	Performance + Q&A	Performance + Q&A	Performance + Q&A	Performance + Q&A
Ecco Values / SMSC / Cultural Capital Links	Work hard Working independently and engaged in learning new skills.	Be Kind Support one another, leaning how to praise and give constructive feedback.	Show GRIT Building confidence to learn new skills and tackle challenges.	Aim High Developing the right attitudes to succeed when a skill may be challenging.	Be Kind Developing teamwork skills. Looking at different roles i.e. Captain, vice-captain.	Aim High Competitive element. Pushing one's self to achieve the best they can be.
Literacy / Numeracy Links	Key terminology of the components of a Warm-Up and Cool-Down. Key words used in football and netball i.e. man to man marking / zone defence. Scoring your own games.	Key terminology used for movement i.e. flexion / extension / circumduction etc. Key words used in Badminton and Hockey i.e. names of skills. Scoring your own games / Odds and Evens in Badminton. Learning how to score in both singles and doubles.	Terminology of muscles movement – agonist / antagonist. Correct terminology used in gymnastics / cheerleading and table tennis. Scoring in table tennis and counting in gymnastics/cheerleading for the development of lifts.	Key terminology used to identify the components of fitness. Correct terminology of skills used in Dance and Basketball/Handball. Scoring in Basketball/Handball and counting in dance to support timing.	Key terminology used to identify the different training methods used to improve fitness and skills. Correct terminology used to identify skills in Rounders and Tennis i.e. Long barrier. Scoring in Rounders and Tennis. Differences in singles and doubles	The terminology of movement analysis i.e. Levers, planes of movement, axis of rotation. Correct terminology used in Athletics and Cricket. Scoring in Cricket and measuring distances and times in athletics.

Computer Studies

Unit of Learning	1	2	3
Topic	Impact of Technology	Algorithms	Programming
Skills	Pupils will create & edit MS Office documents (Word, PowerPoint, Publisher, Excel), as well as file management skills, selecting & interpreting key content, converting content for an audience, presenting to an audience, learn visual design concepts and about staying safe & staying legal online.	Pupils will create & edit MS Office documents (Word, PowerPoint, Publisher, Excel), as well as file management skills, selecting & interpreting key content, converting content for an audience, presenting to an audience, learn visual design concepts, creating graphical representations, reading notation & flowcharts.	Pupils will be able to create, interpret, debug/edit programs which include: Input, Output, Variables, Mathematical Operators, Casting, Data Types, Selection, Iteration (Condition-controlled & Count controlled), Lists, Modules (Random, Turtle), Geometric Shapes, and how to code solutions to simple problems.
Knowledge	Pupils will learn about many environmental & societal impacts: eWaste & Data Centres, Screen addiction, eCommerce, Employment, Evolution, GDPR, Big Data, Copyright, Designs & Patents Act, Computer Misuse Act, Phishing and Encryption.	Pupils will be able to identify & explain: Pseudocode, universal programming principles (sequence, selection, iteration), understanding flowchart shapes & utilising flowcharts, methods of sorting & searching.	Pupils will be able to identify & explain: Input, Output, Variables, Maths, Casting, Data Types, Selection, Iteration (Condition-controlled & Count controlled), Lists, Modules (Random, Turtle), Geometric Shapes.
Assessment	Formative: ClassNote plug-ins: MS Forms, Wizer, Quizlet, Kahoot, Quizizz, Homework, Peer & self-review, Plenary, Class debate/discussion, Presentation. Summative: Formal Assessment.	Formative: ClassNote plug-ins: MS Forms, Wizer, Quizlet, Kahoot, Quizizz, Homework, Peer & self-review of flowchart diagrams, Class debate/discussion, Plenary. Summative: Formal Assessment.	Formative: ClassNote plug-ins: MS Forms, Wizer, Quizlet, Kahoot, Quizizz, General knowledge & Maths quiz, Homework, Peer & self-review of flowchart diagrams, Class debate/discussion, Plenary. Summative: Formal Assessment.
Ecco Values / SMSC / Cultural Capital Links	Criminality, Mental Health, Consumerism, Addiction, Environmental responsibility, eSafety, Developing countries. Employability.	Problem solving, Abstract thinking, Decomposition, Employability: Work-flow, Processes, Software skills.	Problem solving, Abstraction, Decomposition, Employability (Links to Programmers, Software Developers).
Literacy / Numeracy Links	Solo/class reading starters, in-depth/skim reading tasks, informative/persuasive writing tasks. T2 & T3 Vocab: Sustainable, Fossil Fuels, Sensitive, Obsolete, Consumer, Regulation, Encryption, Misuse, Automation, Redundant, Advancement, Patent, Landfill, Evolution, Brownfield, Greenfield.	Solo/class reading starters, informative/instructional writing tasks. Maths: +, -, *, /, =, <, >, >=, <=, T2 & T3 Vocab: Process, Flow, Iteration, Array, Unordered, Ordered, Sequence, Selection.	Solo/class reading starters, informative/instructional writing tasks. Maths: +, -, *, /, =, <, >, >=, <=, T2 & T3 Vocab: Debug, Variable. Iteration, Calling, Assignment, Assign, String, Integer, Float, Boolean, Append, Geo-Metric, Casting, Declare.

Unit of Learning	4	5
Topic	Hardware	Software
Skills	Pupils will learn how to carry out maths conversions: Binary<>Denary, Denary<>Hexadecimal, Binary<>Hexadecimal. Pupils will be also be able to apply image compression in Adobe Fireworks and learn how to identify and handle delicate internal components safely.	Pupils will become more proficient using Microsoft Excel, particularly: Formulas, Functions, Conditional Formatting, Pivot Tables, Charts. MS Word: Report writing, Cover pages, Auto Headings, Auto Contents. Pupils will adopt good advice on maintaining operating systems and choosing software products (Anti-Malware) to help keep personal data safe.
Knowledge	Pupils will be able to describe each of the areas a computer represents data: Bitmap & vector images, Colour depth, Resolution, Character Maps, ASCII, Unicode, Emoji's, Digital audio, Sampling, Compression. Pupil will also be able to identify and explain what each hardware component does, covering Primary & Secondary storage, Peripherals, Internal devices and Adaptive technology.	Pupils will be able to identify software types and explain the relationship between: System software (Utilities & Operating Systems), Application software, 'Apps', Files, folders, extensions, file management, user interfaces.
Assessment	Formative: ClassNote plug-ins: MS Forms, Wizer, Quizlet, Kahoot, Quizizz, Homework, Peer & self-review, Plenary, Class debate/discussion, PowerPoint guide. Summative: Formal Assessment.	Formative: ClassNote plug-ins: MS Forms, Wizer, Quizlet, Kahoot, Quizizz, Homework, Peer & self-review, PowerPoint, Class debate/discussion, Plenary. Summative: Formal Assessment.
Ecco Values / SMSC / Cultural Capital Links	Employability: Exposure to electronics/technology (Links to Sound Production, Graphic Design, IT/Network Technicians) Disabilities & diversity.	Employability: Software Skills (Links to Administration, Academia, Finance, Legal & Scientific work)
Literacy / Numeracy Links	Maths: Data representation, Binary, Place value, Hertz, T2 & T3 vocab: Component, Representation, Resolution, Unicode, Compression, Sample, Peripheral, Adaptive, Assistive, Vector	Formal writing for specific audiences, Maths: Formulas & Functions, Money matters; interest, loans, budgeting. T2 & T3 vocab: Application, Utility, Interface, Extension, Suite, Control, Maintain, Defragment.

Drama

Unit of Learning	1	2	3	4	5	6
Topic	Melodrama	Our Day Out	Our Day Out	Respond to a Brief	Shakespeare	Soaps
Skills	Emphasis Exaggeration Volume Posture	Interpreting themes and issues and character exploration All previously learnt practical drama skills	Interpreting themes and issues and character exploration All previously learnt practical drama skills	Research, collaboration, development and analysing creative decisions Devising from a starting point	Interpretation of script Language off Shakespeare Performance styles	Climax Cliff Hangers Tone Volume Facial expressions
Knowledge	Characters and plot form traditional melodramas and the importance of style	Learning lines and developing the character	Learning lines and developing the character	Performance skills needed to realise an idea	How Elizabethan theatre was created Characterisation	All previously learnt drama skills and how to include them in performance
Assessment	Final performance on chosen style Skills Tracker Self assessment tracker	Written task based on character development Self assessment tracker	Final performance on chosen style Skills Tracker Self assessment tracker	Final performance on chosen style Skills Tracker Self assessment tracker	Final performance on chosen style Skills Tracker Self assessment tracker	Final performance on chosen style Skills Tracker Self assessment tracker
Ecco Values / SMSC / Cultural Capital Links	Standing up for what you believe in Moving out of your comfort zone	Friendships The importance of role models	Does your background affect how you think	Considering issues from another person's perspective	Moving out of your comfort zone	The dangers of drug abuse Bullying
Literacy / Numeracy Links	Students will work with short pieces of Melodramatic text and have to interpret the meaning and devise characters from it	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	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	Students will have to create an Elizabethan script and perform it on stage	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.

Music

Unit of Learning	1	2	3	4	5	6
Topic	Structure and Variations	Programme Music	The Blues	4 chord songs	Dance Music	Decades 1
Skills	musical notation and transcription performance and compositional skills and theory	musical notation and transcription keyboard expertise compositional skills and theory historical context	musical notation and transcription keyboard expertise performance skills historical context	musical notation arranging various instrumental/vocal expertise ensemble skills	musical notation and transcription instrumental expertise ensemble performance and compositional skills historical context	musical notation arranging various instrumental/vocal expertise ensemble skills
Knowledge	the elements of music varying melodies major/minor sequence ornamentation, augmentation, diminution, retrograde, inversion	programme music storyboard leitmotif timbre / instrumentation dynamics structure tonality & chord inversions and types (major, minor, diminished)	chords & triads root, third, fifth bass lines/walking bass line chords & chord progressions twelve-bar blues scat singing lyrics	chords repetition song tonality composition arrangement	improvisation structure repetition riff ostinato 4 to the floor texture mix in chords	musical arrangements cover songs popular songs song structure textures & layers recording a song music technology digital effects
Assessment	recorded performance, self and peer assessment, notation transcription, listening tests, compositional written musical scores	recorded performance, self and peer assessment, notation transcription, listening tests, compositional written musical scores	recorded performance, self and peer assessment, notation transcription, listening tests.	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
Ecco Values / SMSC / Cultural Capital Links	grit, resilience, rehearsal technique,	grit, resilience, the music industry and musical careers.	grit, resilience, rehearsal technique, historical context of music from other countries/cultures,	grit, resilience, rehearsal technique and ensemble skill	grit, resilience, music industry and development and application of technology.	grit, resilience, rehearsal technique, the music industry,
Literacy / Numeracy Links	musical vocabulary (latin terminology), notation, counting beats, subdivision of rhythm.	musical vocabulary (latin terminology), notation, counting beat/rhythms, subdivision of rhythm. time signatures. construction of chords (intervals),	musical vocabulary (latin terminology), notation, counting beats, subdivision of rhythm, use of lyrics.	musical vocabulary (latin terminology), notation, counting beats, subdivision of rhythm.	musical vocabulary (latin terminology), notation, counting beats, subdivision of rhythm. lyric writing and interpretation.	musical vocabulary (latin terminology), notation, counting beats, subdivision of rhythm. lyric writing and interpretation.

Art

Unit of Learning	1		2		3	
Topic	Masks/ portrait	Masks/ portrait	Contemporary art	Contemporary art	Places	Places
Skills	Photography (composition, focus, lighting), sketching(shape and proportion), painting (colour mixing), drawing, mind mapping	3D building / relief work in clay or card (texture, shape, form)	Written analysis using thinking hats. Drawing(shape, tone, line)	Letter forms (grid method to draw and IT skills) Painting skills. Printing skills Design and composition	Research (mind mapping) Media use photography, Drawing, Paint. Oil pastel	Creating a style of art. Drawing, composition, creating a style of art like Jo Peel.
Knowledge	Asking the following questions whilst researching : What are masks for? What are the differences/ similarities in different cultures ? How have different artists been influenced by masks?	Understanding the design process and learning new ways of building 3D structures.	Asking the following whilst researching in writing and drawing: What is contemporary art? What messages are there in art? What are my own opinions and ideas?	Understanding the power of art to change minds when designing a card to send to a special someone showing appreciation. PHSCE themes looking at gender, social issues and politics.	Understanding the themes and artists of this subject 'Places' 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 places and the artist Jo Peel.
Assessment	Student understanding and reflection of AOs Starters, base line test, teacher feedback, peer, self-assessment. Booklets.	Student understanding and reflection of AOs, Starters, teacher feedback, peer, self-assessment. Booklets.	Student understanding and reflection of AOs, Starters, teacher feedback, peer, self-assessment. Booklets.	Student understanding and reflection of AOs, Starters, teacher feedback, peer, self-assessment. Booklets.	Student understanding and reflection of AOs, Starters, teacher feedback, peer, self-assessment. Booklets.	Student understanding and reflection of AOs, Starters, teacher feedback, peer, self-assessment. Booklets.
Ecco Values / SMSC / Cultural Capital Links	Show grit- good questioning and research. Aim high with portrait as it is a challenging theme.	Be kind- working collaboratively with materials. Work hard- Learning new skills and being patient with skills.	Be kind- Listening to others opinions and debating ideas. Aim high- High level of critical understanding.	Work hard- Put real effort into a design to be given to a chosen person. Aim high- excellence needed as it is to be celebrated and given to someone.	Be kind- discuss ideas thoughtfully. Aim high- understanding local area and how art links with it. Show grit- learn new photography skills and be happy to make mistakes and improve on them.	Work hard- develop the best final pieces through hard work on skills and ideas. Use grid method to create complex compositions.
Literacy / Numeracy Links	-Key Vocab, modelling, repetition, decode key vocab, scaffolded annotation activities. Literacy mats. -Links to shape, measuring, proportions, grid method, and symmetry.		--Key Vocab, modelling, repetition, decode key vocab, scaffolded, literacy mats, annotation activities. -Links to shape, measuring, letters, symmetry, and perspective.		- -Key Vocab, modelling, repetition, decode key vocab, scaffolded, literacy mats, annotation activities. - Links to shape, measuring, angles, compositions, proportions, grid method, and symmetry.	

History

Unit of Learning	1	2	3	4	5	6	7	8
Topic	Causes of WWI	Soldier's Motivation (WWI)	Suffragettes	Hitler's Rise to Power	Nazi Methods of Control	Was appeasement justified?	Was the atomic bomb justified?	The Holocaust
Skills	Knowledge Causation	Knowledge Source skills Causation	Knowledge Source skills Causation	Knowledge Significance	Knowledge Source skills Interpretation skills	Knowledge Causation	Knowledge Source skills	Knowledge Interpretation skills
Knowledge	Long term causes. Short term causes. The assassination of Franz Ferdinand.	Life in the trenches. Trench conditions and problems. Trench warfare. Reasons for soldier motivation to continue fighting.	Methods of protest	The Treaty of Versailles. What is a dictatorship? What is a democracy? Reasons why people voted for Hitler. Reasons for rise to power- outside events and Hitler's actions.	Life in Nazi Germany – for young people. Nazi methods of control: propaganda, rallies, Gestapo, SA, concentration camps, control of courts.	Anschluss, Sudetenland Munich Invasion of Czechoslovakia and Poland.	Why did the USA drop the atomic bomb? Consequences of dropping the atomic bomb.	Holocaust overview. Who were the perpetrators? Background to anti-Semitism. Loss of Jewish rights. Life in the ghettos.
Assessment	<u>Week 12:</u> WW1 Assessment 1 Question types: <i>Q1) Main cause of WW1...how far do you agree?</i> <i>Q2) Suggest one reason why they give different views...slavery/plantation</i> <u>Content focus:</u> Alliance system; militarism; assassination of Ferdinand.	'The main reason soldiers continued fighting was because they were well cared for' How far do you agree?	<u>Week 20:</u> WW1 & Suffrage Assessment 2 Question types: <i>Q1) How useful (sources)...why men stayed in the trenches</i> <i>Q2) Inference & interpretation suffrage movement</i> <u>Content focus:</u> Trench life – hazards and benefits. Suffrage movement: split;	'Hitler got into power because of things out of his control' How far do you agree?	<u>Week 35:</u> Nazi Germany Assessment 3 Question types: <i>Q1) How the importance of propaganda and terror for Nazi control...</i> <i>Q2) Describe two features of Hitler Youth</i> <u>Content focus:</u> SS; concentration camps, rallies, courts, radio, Berlin	Was appeasement a cowardly policy?	Source based assessment (using source and interpretation exam questions)	Narrative account explaining how the Holocaust happened

	Causes of slavery and life on the plantations <u>Recall:</u> BoH & CC		campaigns and impact <u>Recall:</u> Slave Trade & Black Death		Olympics...purpose, organisation and role of the HY <u>Recall:</u> WW1 causes/motivation & suffragettes			
Ecco Values / SMSC / Cultural Capital Links	Students are able to justify their opinion.	Students are able to use evidence to support their judgement. Students consider emotions and what motivates people.	Students are developing as citizens – they understand the role of voting in a democracy. Consider human rights and gender inequality.	Students are developing as citizens – they understand the role of voting in a democracy. Consider stereotypes and discrimination.	Students are able to use evidence to support their judgement. Consider stereotypes and discrimination.	Students are able to evaluate the morality of appeasement	Students are able to justify their viewpoint on a controversial moral issue.	Students are able to explain key information about a significant historical issue. Consider stereotypes and discrimination.
Literacy / Numeracy Links	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: Graphs, voting statistics	Literacy: Extended writing, reading techniques, development of PEEL paragraphs, source analysis and use of tier 2 subject-specific vocabulary. Numeracy: Graphs, voting statistics	Literacy: Extended writing, reading techniques, development of PEEL paragraphs, source analysis and use of tier 2 subject-specific vocabulary. Numeracy: Graphs, voting statistics	Literacy: Extended writing, reading techniques, development of PEEL paragraphs, source analysis and use of tier 2 subject-specific vocabulary. Numeracy: Chronology, dates	Literacy: Extended writing, reading techniques, development of PEEL paragraphs, source analysis and use of tier 2 subject-specific vocabulary. Numeracy: Chronology, dates	Literacy: Extended writing, reading techniques, development of PEEL paragraphs, source analysis and use of tier 2 subject-specific vocabulary. Numeracy: Graphs, statistics

Geography

Unit of Learning	1	2	3	4	5	6
Topic	<u>Is the physical geography of the Himalayas a blessing or a curse?</u>	<u>How is China changing?</u>	<u>How does water, waves and ice change the landscape?</u>	<u>Why is Russia globally important?</u>	<u>Is our weather becoming more extreme?</u>	<u>What happens when the oil runs dry?</u>
Skills	Satellite, ground and aerial photographs. Atlas maps, political maps, topographical maps. Understand and use numerical data. River profile. Longitude and latitude.	Bar charts choropleth maps, topographic maps and political maps. Dot maps / proportional symbols (population) and pie charts (Urbanisation)	histograms Identifying features on OS maps (symbols, contours, land use) and describing the location of them (grid references, distance, scale). Describing landscapes and annotating pictures / field sketches.	Atlas maps showing relief, population density, biomes, resources, and climate. Climate graphs Isoline graphs (climate of Russia) Understand and use numerical data. Interpret and complete flow line graphs	Ground photos Collect and analyse fieldwork data Isoline and choropleth maps. Climate graphs. Understand and use numerical data and mean. Divided bar charts (amount of rainfall).	Pie charts, bar graphs and line graphs Political maps Dot maps (population density) Proportional symbols maps
Knowledge	Asia's physical geography including biomes and physical features. How mountains and volcanoes are formed. The importance of natural resources such as rivers. Conflict between India and China in Tibet.	The human and physical geog of south west of China and how it compares with other regions of China and UK. How China is changing. Rural to urban migration. How these changes will affect people, the economy and the environment.	Fluvial landforms created by erosion and deposition. Coastal landforms created by erosion and deposition. Glacial landforms created by erosion and deposition. How the landscape is changed overtime Geological timescales.	Russia's human geography (population density, culture and history) and physical geography (climate, biomes and physical landscape). Russia's physical geography has influenced its human geography. Russia's global importance.	Weather and climate + examples of each. Changes in climate of UK. How different types of weather are created in the UK. The cause and effects of an extreme weather event.	Describe the human (population, culture and conflict) and physical geography (desert, climate, landscape) of the Middle East. Why the Middle East is a major economic region. Links to natural resources + tourism. Why inequalities exist in the Middle East and how these have led to conflict.

Assessment	Extended writing task In class questioning Self and Peer assessment	Extended writing task In class questioning Self and Peer assessment DC1 Assessment	Extended writing task In class questioning Self and Peer assessment	Extended writing task In class questioning Self and Peer assessment	Extended writing task In class questioning Self and Peer assessment	Extended writing task In class questioning Self and Peer assessment DC2 Assessment
Ecco Values / SMSC / Cultural Capital Links	Understanding of the physical world around us + how it changing.	Learning about different cultures. Empathy.	Understanding of the physical world around us + how it changing.	Culture Global Issues	Local, national and global issues.	Links to sustainability + the future.
Literacy / Numeracy Links	Literacy: Write/speak descriptively and to explain. New command word – suggest. Reading texts about places and processes. <u>Subject specific language</u> . Numeracy: Understand numerical data. Central tendency. Interpret and complete line charts and bar charts.	Literacy: Write/speak to describe, explain, compare and suggest. New command word: Discuss. <u>Subject specific language</u> . Read texts about people and places e.g. diaries, news articles. Numeracy: Understand numerical data. Interpret and complete range of graphs.	Literacy: Write/ speak to describe and explain. New command word: Outline. <u>Subject specific language</u> . Read explanation texts e.g. waterfalls. Numeracy: Map skills + graphs (e.g. histogram).	Literacy: Write/speak to describe, explain and assess. <u>Subject specific language</u> . Read various texts (fiction and nonfiction) about Russia. Numeracy: Range of graphs. Numerical understanding (e.g. size of country, population, area).	Literacy: Write/speak to describe and explain. <u>Subject specific language</u> . Read explanation texts and texts such as news articles. Numeracy: Use, interpret and complete range of graphs. Collect data.	Literacy: Write/speak to describe, explain and compare. <u>Subject specific language</u> . Read factual and fiction texts about the Middle East. Numeracy: Use and interpret data e.g. proportional symbols maps.

French

Unit of Learning	1	2	3	4
Topic	Hobbies	Town	Jobs	Holidays
Skills	<ul style="list-style-type: none"> • present tense • perfect tense • er regular verbs • si clauses • adjectival agreement • adjectival position • opinions, reasons and qualifiers • photo cards • translation • 40 word writing 	<ul style="list-style-type: none"> • on peut/on doit/ il faut • conditional tense • adjectival agreement • adjectival position • opinions, reasons and qualifiers • basic 3 tenses • role-play • translation • 40 word writing 	<ul style="list-style-type: none"> • future tense and alternatives • modal verbs • opinions, reasons and qualifiers • adjectival agreement • adjectival position • role-play • translation • 40 word writing 	<ul style="list-style-type: none"> • perfect tense • tense blend • imperfect set phrases • comparative • superlative • adjectival agreement • adjectival position • opinions, reasons and qualifiers • photo cards • role-play • 90 word writing
Knowledge	<ul style="list-style-type: none"> • sports/hobbies • film and TV • weather • adverbs of frequency • past time indicators • opinions and reasons 	<ul style="list-style-type: none"> • facilities • prepositions • directions • activities in your town • ideal town 	<ul style="list-style-type: none"> • jobs • places of work • adjectives to describe personality • part-time jobs 	<ul style="list-style-type: none"> • countries • transport • accommodation • activities • opinions and reasons • weather • adverbs of frequency • tense indicators
Assessment	L, R, W (Translation), S (questions)		L, R, W (90 word), S (role-play)	L, R, W (90/150 word), S (Photo-card)
Ecco Values	consider new sports less common in the UK (handball)	Environmental issues –different areas – co-voiturage	linked to careers	understanding of different countries cultures.

Spanish

Unit of Learning	1	2	3	4
Topic	Hobbies	Town	Jobs	Holidays
Skills	<ul style="list-style-type: none"> opinions, reasons and qualifiers jugar and hacer present tense adjectival agreement adjectival position immediate future tense preterite recognition translation 40+ word writing 	<ul style="list-style-type: none"> Hay/no hay/tiene se puede/n conditional tense adjectival agreement adjectival position opinions, reasons and qualifiers basic 3 tenses Role-play style translation 40 word writing 	<ul style="list-style-type: none"> future tense and alternatives modal verbs opinions, reasons and qualifiers adjectival agreement adjectival position role-play translation 40 word writing 	<ul style="list-style-type: none"> preterite tense future tense tense blend comparative adjectival agreement adjectival position opinions, reasons and qualifiers superlative photo cards role-play 90 word writing
Knowledge	<ul style="list-style-type: none"> sports/hobbies film and TV music reading adverbs of frequency time indicators opinions and reasons 	<ul style="list-style-type: none"> facilities compass points directions activities in your town ideal town 	<ul style="list-style-type: none"> jobs places of work adjectives to describe personality part-time jobs technology 	<ul style="list-style-type: none"> countries Transport accommodation activities opinions and reasons weather adverbs of frequency tense indicators
Assessment	<ul style="list-style-type: none"> Speaking (photo card) Reading (positive and negative) Writing (40 word writing) Listening 	<ul style="list-style-type: none"> Speaking (photo card) Reading (positive and negative) Writing (40 word writing) Listening 	<ul style="list-style-type: none"> Speaking (photo card) Reading (positive and negative) Writing (40 word writing) Listening 	
Ecco Values		<ul style="list-style-type: none"> Be kind – basic environment vocabulary 	<ul style="list-style-type: none"> Work hard – future jobs and aspirations Show GRIT – perseverance through difficult tasks or things you don't want to do 	<ul style="list-style-type: none"> Aim high – future holiday plans and aspirations for travel and new experiences. Be kind – being respectful abroad and accepting/adapting to new cultures.

German

Unit of Learning	1	2	3	4
Topic	Hobbies	Town	Jobs	Holidays
Skills	<ul style="list-style-type: none"> • present tense • wenn clauses • subordinating conjunctions • opinions, reasons and qualifiers • perfect tense • future tense • photo cards • translation • 40 word writing 	<ul style="list-style-type: none"> • conditional tense • modals • man kann • subordinating conjunctions • opinions, reasons and qualifiers • perfect tense • role-play • translation • 40 word writing 	<ul style="list-style-type: none"> • um...zu • future tense and alternatives • man muss/sollte • subordinating conjunctions • opinions, reasons and qualifiers • role-play • translation • 40 word writing 	<ul style="list-style-type: none"> • perfect tense • future tense • tense blend • comparative • superlative • um...zu • subordinating conjunctions • opinions, reasons and qualifiers • photo cards • role-play • 90 word writing
Knowledge	<ul style="list-style-type: none"> • sports/hobbies • film and TV • weather • adverbs of frequency • past time indicators • opinions and reasons 	<ul style="list-style-type: none"> • facilities • prepositions • directions • activities in your town • ideal town 	<ul style="list-style-type: none"> • jobs • places of work • adjectives to describe personality • part-time jobs 	<ul style="list-style-type: none"> • countries • transport • accommodation • activities • opinions and reasons • weather • adverbs of frequency tense indicators
Assessment	L, R, W (40 word), S (photo card)	L, R, W (translation), S (role-play)	L, R, W (90 word), S (4Qs)	
Ecco Values	Consider new sports less common in the UK (handball)	Could direct someone blindfolded "be kind"	Linked to careers	Understanding of different countries cultures.

Design and Technology

Unit of Learning	1	2	3
Topic	Healthy Eating & Nutrition	Working with precision using engineering materials	Electronic & mechanical systems
Skills	<ul style="list-style-type: none"> • Knife techniques, Roasting, Blending (hand blender/liquidiser). • Grater, Oven and Creaming method. • Vegetable knife and rolling out/shaping. • Whisking and melting method. • Flash frying. • Weighing out skills. • Cake decoration/presentation techniques. 	<ul style="list-style-type: none"> • Be able to create a range of different wood joints including a finger joint. • Will be able to follow an engineering drawing in order to produce a precise product. • Will be able to use a range of finishing techniques. • Will be able to use templates to improve the accuracy of components. 	<ul style="list-style-type: none"> • Will be able to create a simple electronic system. • Will be able to create a simple mechanical system. • Can use simple metalworking processes to recycle and repurpose existing products. • Use a tap and die set in order to correctly create a thread.
Knowledge	<ul style="list-style-type: none"> • Students will be able to identify food groups and nutrient functions. • Pupils will know what the government guidelines are for healthy eating. • Students will be able to explain how they can improve their own diet in order to eat more healthily. • Students will know how to present food in a tasteful way. • Students will know how to work in a safe and hygienic way. 	<ul style="list-style-type: none"> • Will be able to explain the benefits of using FSC sourced softwoods and the impact this has on the environment. • Be able to describe a range of different wood jointing methods and the strengths and weaknesses of these. • Will understand the need to apply finishes to materials and will be able to describe a range of suitable finishes. • Will know a range of different fixing methods. 	<ul style="list-style-type: none"> • Will be able to explain the different types of motions. • Will know the 4 main types of levers and how these work. • Know the difference between an anode and a cathode. • Can describe the 6R's and how these link to sustainability. • Can explain the difference between additive and wasting manufacturing techniques.
Assessment	<ul style="list-style-type: none"> • End of unit assessment – Written test. • In class questioning. • Peer assessment of design and practical work. • Dot marking of folder work including setting of targets. 	<ul style="list-style-type: none"> • End of unit assessment – Written test. • In class questioning. • Peer assessment of design and practical work. • Dot marking of folder work including setting of targets. 	<ul style="list-style-type: none"> • End of unit assessment – Written test. • In class questioning. • Peer assessment of design and practical work. • Dot marking of folder work including setting of targets.
Ecco Values / SMSC / Cultural Capital Links	<ul style="list-style-type: none"> • Work Hard • Show GRIT • Aim High • Be Kind 	<ul style="list-style-type: none"> • Work Hard • Show GRIT • Aim High • Be Kind 	<ul style="list-style-type: none"> • Work Hard • Show GRIT • Aim High • Be Kind

SMSC

Unit of Learning	1	2	3	4
Topic	Healthy Body and Mind	Healthy Relationships	Ethics and Morality	Citizenship and Challenging Prejudice
Skills	Describe, identify, explore, self-reflection, debate, evidence, oracy, literacy, empathy	Describe, identify, explore, self-reflection, debate, evidence, oracy, literacy,	Identify, describe, give reasons, recall spiritual vocabulary, give examples, explain, use evidence, argue, use evidence to argue, think critically	Identify, describe, give reasons, recall spiritual vocabulary, give examples, explain, use evidence, argue,
Knowledge	<p>Body image and the impact of the media</p> <p>Attitudes and values towards sex</p> <p>Influencing factors on attitudes – empathising with others</p> <p>Cancer awareness – knowing about breast and testicular cancer</p>	<p>Sex and the law</p> <p>STIs and how to stay safe</p> <p>Indicators of an unhealthy relationship</p>	<p>Good and evil</p> <p>Forgiveness</p> <p>Moral Dilemmas</p> <p>Philosophical Questions</p>	<p>Religious Extremism</p> <p>British Islam</p> <p>Islamophobia</p> <p>Living in a diverse and multi-faith society</p>
Assessment	Students receive AtL grades at three times during the year.			
Ecco Values / SMSC / Cultural Capital Links			Be kind	Be kind British Values
Literacy / Numeracy Links	SPAG	SPAG	SPAG	SPAG