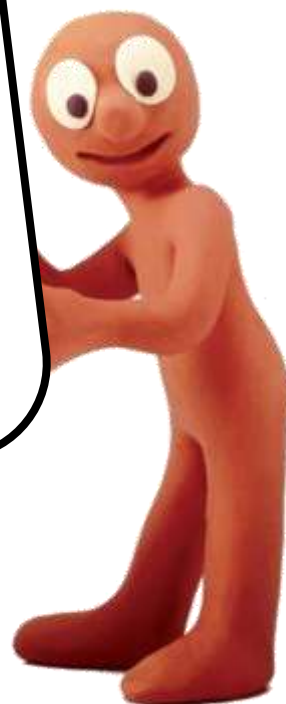




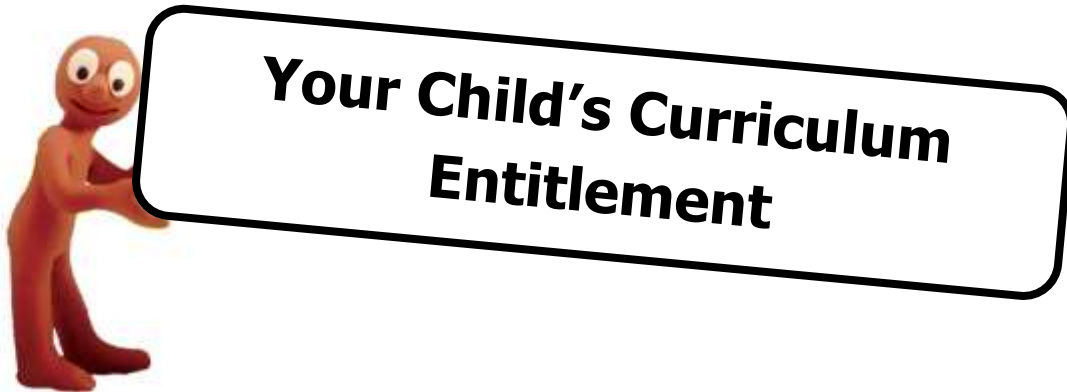
Ecclesfield
SCHOOL.

Y8
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
a. English.....	6
b. Foundation Maths.....	7
c. Higher Maths.....	9
d. Science.....	11
e. PE/ Games.....	14
f. Computer Studies.....	15
g. Drama.....	16
h. Music.....	17
i. Art.....	18
j. History.....	19
k. Geography.....	21
l. Languages.....	23
m. D&T.....	25
n. SMSC.....	26



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 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

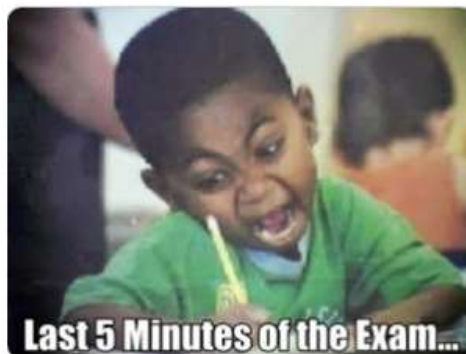
End of Year Exams:

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
Topic	Utopian vs. Dystopian Literature (15 weeks)	The Gothic (12 weeks)	Introduction to Shakespeare (2 weeks)	Romeo and Juliet (10 weeks)
Skills	R – Inference and evidence in seen and unseen texts R – Justification of opinion 'because' R – How – DRILL W – Paragraphs for purpose W – How to plan and proof-read for SPAG and coherence.	R – Inference and evidence in seen and unseen texts R – Justification of opinion 'because' R – How – DRILL W – Sentence length for purpose W – Paragraphs for purpose W – How to plan and proof-read for SPAG and coherence.	R – Inference and evidence R – Justification of opinion R – Recall and development	R – Inference and evidence in seen and unseen texts R – Justification of opinion 'because' R – How – DRILL W – Writing extended responses W – Writing for a range of purposes (P1 Q5 and P2 Q5)
Knowledge	Romantic movement (Blake, Wordsworth) poetry, Contemporary literature, Non-fiction contemporary texts.	Scientific developments Religion Victorian society: poverty, childhood, crime Fiction texts: Frankenstein, Dracula, Jekyll and Hyde, Poetry: The Raven, Porphyria's lover. NF extracts.	Fate and Destiny Religion Staging and stage craft War Gender	Shakespearean Language Foil/contrast Themes Dramatic Devices Role of women Religious symbolism Fate and Destiny
Assessment	P1 Q2 P2 Q5 P1 Q4	Lit P1 Q5	P2 Q3	Lit 1A P1 Q5
Ecco Values / SMSC / Cultural Capital Links	SMSC: Morality of science, role of religion, responsibility. Cultural Capital: The impact of the Gothic on modern culture, exposure to a range of quality texts from 19th century, context on life in 19th century. AIM HIGH Show GRIT	SMSC: Gender roles, Conflict, religion. Cultural Capital: How Shakespeare presented gender. Staging of the plays. AIM HIGH Work Hard	SMSC: Morality of the play, relationship with parents, role of religion. Cultural Capital: impact of the play on modern culture, religious symbolism. Show GRIT	SMSC: Dystopian worlds, sharing ideas, discussion. Cultural Capital: How the view of dystopia has changed over time, the rise of dystopian fictions. AIM HIGH
Literacy / Numeracy Links	Vocabulary checks SPaG starters Thunk starters	Vocabulary checks SPaG starters Thunk starters	Vocabulary checks SPaG starters Thunk starters	Vocabulary checks SPaG starters Thunk starters

Foundation Maths

Unit of Learning	1	2	3	4	5	6
Topic	<ul style="list-style-type: none"> • Number • Factors and Multiples • Rounding and estimations. • Algebraic notation. • Algebraic manipulation. • Index Laws 	<ul style="list-style-type: none"> • Transformations • Fractions, decimals and percentages • Probability 	<ul style="list-style-type: none"> • BIDMAS • Formulae • Ratio 	<ul style="list-style-type: none"> • Averages and Range • Writing and solving equations 	<ul style="list-style-type: none"> • Proportion • Conversions • Compound Units • Angles 	<ul style="list-style-type: none"> • Surface Area and volume • Circles • Problem Solving
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"> • Understand place value. • Rounding. 	<ul style="list-style-type: none"> • Equation of a line which is $x =$ or $y =$ 	<ul style="list-style-type: none"> • Understand and use BIDMAS in all calculations including algebra. 	<ul style="list-style-type: none"> • Calculate mean, median, mode and range. 	<ul style="list-style-type: none"> • Use comparisons to identify best value. 	<ul style="list-style-type: none"> • Find the area of a trapezium.

	<ul style="list-style-type: none"> Estimate answers to calculations. Written strategies for calculating using all operations. Know all times tables up to 12 x 12. Know square and cube numbers. Use and understand BIDMAS. Recognise prime numbers. Understand what factors and multiples are. Find the lowest common multiple. Find the highest common factor. Understand algebraic terminology. Write and simplify expressions. Multiplying single brackets. Factorising linear expressions. Know and use the laws of indices. 	<ul style="list-style-type: none"> To rotate a shape and describe a shapes rotation. To translate a shape and use vectors to describe its translation. To reflect a shape and describe a shapes reflection. Convert between fractions, decimals and percentages. Find fractions of an amount. Write one quantity as a fraction of another. All operations with fractions. Find percentages of an amount. Increase and decrease by given percentages. Place the probability of events on a number line. Find the probability of events occurring. Listing outcomes. Two way tables. Sample space diagrams. 	<ul style="list-style-type: none"> Write formulae from a description. Substitute numbers into formulae. Rearranging formulae. Understand ratio notation Understand how ratio and fractions link. Simplify ratio Divide a quantity into a given ratio. Use ratio to find a quantity when other quantities are known. 	<ul style="list-style-type: none"> Calculate mean, median, mode and range from a frequency table. Compare two groups' averages and ranges in context. Know which average to choose and why. Expand and simplify expressions Solve 1 and 2 step equations. Write equations to solve a problem. 	<ul style="list-style-type: none"> To recognise when two values are in proportion. To find a multiplier to use in a proportion problem. Convert between metric units. Convert between metric and imperial units. Convert currencies. Interpret distance time graphs. Use compound units to solve problems. Classify 2D shapes. Draw and measure angles. Calculate missing angles in triangles and quadrilaterals. Find missing angles using basic angle rules. Identify interior and exterior angles. 	<ul style="list-style-type: none"> Find the area and circumference of a circle. Find the volume of a cuboid. Find the volume of any given prism. Find the surface area of a prism. Find a missing length when given the volume. To interpret a problem. Use different methods to solve a problem. Write up a given problem.
Assessment	Starters, Question Level Analysis, Assessment Point 1-3, AfL, progress checkers, self and peer feedback, 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 					
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 <p>Written and oral communication skills</p>					

Higher Maths

Unit of Learning	1	2	3	4	5	6
Topic	<ul style="list-style-type: none"> • Number • Factors and Multiples • Rounding and estimations. • Standard Form • Algebraic notation. • Algebraic manipulation. • Index Laws 	<ul style="list-style-type: none"> • Transformations • Fractions, decimals and percentages • Probability 	<ul style="list-style-type: none"> • BIDMAS • Formulae • Ratio 	<ul style="list-style-type: none"> • Averages and Range • Writing and solving equations 	<ul style="list-style-type: none"> • Proportion • Conversions • Compound Units • Angles 	<ul style="list-style-type: none"> • Surface Area and volume • Circles • Problem Solving
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"> Understand place value. Rounding. Estimate answers to calculations. Written strategies for calculating using all operations. Know all times tables up to 12 x 12. Know square and cube numbers. Use and understand BIDMAS. Recognise prime numbers. Understand what factors and multiples are. Find the lowest common multiple. Find the highest common factor. Interpret standard form Calculate using standard form. Laws of indices including negative and fractional. Understand algebraic terminology. Write and simplify expressions. Multiplying single brackets. Factorising linear expressions. Expanding quadratics. 	<ul style="list-style-type: none"> Equation of a line which is $x =$ or $y =$ To rotate a shape and describe a shapes rotation. To translate a shape and use vectors to describe its translation. To reflect a shape and describe a shapes reflection. Convert between fractions, decimals and percentages. Find fractions of an amount. Write one quantity as a fraction of another. All operations with fractions. All operations with mixed numbers. Find percentages of an amount. Increase and decrease by given percentages. Place the probability of events on a number line. Find the probability of events occurring. Listing outcomes. Two way tables. Sample space diagrams Use a probability to estimate the frequency. Calculate the total number of possible outcomes. 	<ul style="list-style-type: none"> Understand and use BIDMAS in all calculations including algebra. Write formulae from a description. Substitute numbers into formulae. Rearranging formulae. Rearrange a formula with unknowns on both sides. Understand ratio notation Understand how ratio and fractions link. Simplify ratio Divide a quantity into a given ratio. Use ratio to find a quantity when other quantities are known. Solve more complex ratio problems. 	<ul style="list-style-type: none"> Calculate mean, median, mode and range. Calculate mean, median, mode and range from a frequency table. Compare two groups' averages and ranges in context. Know which average to choose and why. Expand and simplify expressions Solve 1 and 2 step equations. Solve equations involving brackets. Solve equations with unknowns on both sides. Write equations to solve a problem. 	<ul style="list-style-type: none"> Use comparisons to identify best value. To recognise when two values are in proportion. To find a multiplier to use in a proportion problem. Convert between metric units. Convert between metric and imperial units. Convert currencies. Interpret distance time graphs. Find average speed from a distance time graph. Use compound units to solve problems. Classify 2D shapes. Draw and measure angles. Calculate missing angles in triangles and quadrilaterals. Find missing angles using basic angle rules. Identify interior and exterior angles. Angles in parallel lines. Solve angle problems involving algebra. 	<ul style="list-style-type: none"> Find the area of a trapezium. Find the area and circumference of a circle. Find the volume of a cuboid. Find the volume of any given prism. Find the surface area of a prism. Find a missing length when given the volume. To interpret a problem. Use different methods to solve a problem. Write up a given problem. Solve algebraic problems involving volume and surface area.
Assessment	Starters, Question Level Analysis, Assessment Point 1-4, AfL, progress checkers, self and peer feedback, 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 					
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	HOMEOSTASIS AND RESPONSE	INHERITANCE, VARIATION AND EVOLUTION	ECOLOGY
Topic	4.5.1 Homeostasis	4.6.1 Reproduction 4.6.2 Variation and evolution	4.7.2.2 How materials are cycled 4.7.3 Biodiversity and the effect of human interaction on ecosystems 4.7.1 Adaptations, interdependence and competition
Skills	Reaction Time MS 4a Extract and interpret data from graphs, charts and tables, about the functioning of the nervous system.		Estimating Population Sizes WS 2.1, WS 2.2, WS 2.3, MS 1d, 3a, MS 2b, MS 2d, MS 2f MS 4c
Knowledge	4.5.1 Homeostasis 4.5.2 The human nervous system 4.5.2.1 Structure and function	4.6.1.1 Sexual and asexual reproduction 4.6.1.4 DNA and the genome 4.6.2.1 Variation 4.6.2.2 Evolution 4.6.1.7 Inherited disorders 4.6.3.5 Fossils 4.6.3.6 Extinction 4.6.4 Classification of living organisms	4.7.2 Organisation of an ecosystem 4.7.1.1 Communities 4.7.1.2 Abiotic factors 4.7.1.3 Biotic factors 4.7.1.4 Adaptations 4.7.2.2 How materials are cycled 4.7.3.3 Land use 4.7.3.4 Deforestation 4.7.3.5 Global warming
Assessment	Reaction Time Required Practical Task Book		Estimating Population Sizes Required Practical Task Book
	Self assessed differentiated plenary every lesson Assessment weeks – recall tests based on prior knowledge and exam current topic.		
Ecco Values / SMSC / Cultural Capital Links	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/		
Literacy / Numeracy Links	Calculating mean averages and percentages. Describing biological processes. Accurately defining key biological terms. Plotting scatter graphs and bar charts.		

Science – Chemistry

Unit of Learning	ENERGY CHANGES	THE RATE AND EXTENT OF CHAMICAL CHANGE	C8B CHEMICAL ANALYSIS
Topic	4.5.1 Exothermic and endothermic reactions	4.6.1 Rate of reaction	4.8.2 Identification of common gases 4.8.1 Purity, formulations and chromatography
Skills	Energy Changes WS 2.1 WS 2.2 WS 2.3 WS 2.4 WS 2.6 WS 2.7 MS 1a . MS 2a MS 2b. MS 4a MS 4c	Concentration and Rates WS 2.1. WS 2.2. WS 2.3 WS 2.4 WS 2.6. WS 2.7 . MS 1a MS 1c . MS 1d . MS 2a . MS 2b MS 4a MS 4b. MS 4c . MS 4	Chromatography WS 2.4 WS 2.6
Knowledge	4.5.1.1 Energy transfer during exothermic and endothermic reactions 4.5.1.2 Reaction profiles	4.6.1.1 Calculating rates of reactions 4.6.1.2 Factors which affect the rates of chemical reactions 4.6.1.3 Collision theory and activation energy 4.6.1.4 Catalysts	4.8.1.1 Pure substances 4.8.1.2 Formulations 4.8.1.3 Chromatography 8.2.1 Test for hydrogen 4.8.2.2 Test for oxygen 4.8.2.3 Test for carbon dioxide 4.8.2.4 Test for chlorine
Assessment	Energy Changes Required Practical Task Book	Concentration and Rates Required Practical Task Book	Chromatography Required Practical Task Book
	Self assessed differentiated plenary every lesson Assessment weeks – recall test based on prior knowledge and exam questions		
Ecco Values / SMSC / Cultural Capital Links	<p>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 about the range of opportunities available to them for career progression, including in education, training and employment</p> <p>Through our teaching of investigations and use of CLEAPSS how to recognise and follow health and safety procedures</p> <p>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>		
Literacy / Numeracy Links	Calculating mean averages and percentages. Describing biological processes. Accurately defining key biological terms. Plotting scatter graphs and bar charts.		

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"> • the length of a wire at constant temperature • combinations of resistors in series and parallel. 	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 / SMSC / Cultural Capital Links	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/			
Literacy / Numeracy Links	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			

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	4	5	6
Topic	Hardware	Software	Data Representation	Textual Programming (Python)	System Security	Networking
Skills	Locating & installing components	Navigating OS Maintaining Upgrading	Denary/Binary/Hex conversion Compressing media Recognising compression	Problem-solving Decompression/ Abstraction Application Design	Morse Code, Deciphering Protecting your data Authenticating data(checksums)	Building a closed network Network testing (IP ping) Finding/changing IP Addresses
Knowledge	I/O devices Recognising devices & components. Memory, CPU, Storage, Cooling, Energy use.	Interfaces; operating systems, utility, apps, open source, proprietary.	Denary/Binary/Hex/A SCII. Image/Audio/Video compression.	Programming; SSI, Operators, Variables, Lists, Dictionaries, Functions.	Encryption, Cyber Security, Hashing	Network topology, addressing (IPv4/v6/MAC), DNS,
Assessment	MS Forms, Summative Assessment, Homework, Solo & Peer Competitions	MS Forms, Summative Assessment, Homework Solo & Peer Competitions	MS Forms, Summative Assessment, Homework Solo & Peer Competitions	MS Forms, Summative Assessment, Homework Solo & Peer Competitions	MS Forms, Summative Assessment, Homework Solo & Peer Competitions	MS Forms, Summative Assessment, Homework Solo & Peer Competitions
Ecco Values / SMSC / Cultural Capital Links	Work Hard Aim High	Work Hard Be Kind, open source Aim High, ethical issues.	Work Hard Aim High Show GRIT	Work Hard Be Kind Aim High Show GRIT	Work Hard, Be Kind, Aim High, Show GRIT. Turing	Work Hard Be Kind Aim High
Literacy / Numeracy Links	Reading Starters, Writing tasks, Storage sizes	Reading Starters, writing tasks, working with cost	Reading Starters, Writing tasks, binary, graphs, hexadecimal	Reading Starters, number problems	Reading Starters, Writing tasks, cypher maths	Reading Starters, Writing tasks, costs, speeds

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 pot 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	The Blues	Programme Music	Structure and Variations	4 chord songs	Dance Music	Decades 1
Skills	Musical Notation and Transcription Keyboard Expertise Performance Skills Historical Context	Musical Notation and Transcription Keyboard Expertise Compositional Skills and Theory Historical Context	Musical Notation and Transcription Keyboard Expertise Performance and Compositional Skills and Theory	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	Chords & Triads Root, Third, Fifth Bass Lines/Walking Bass Line Chords & Chord Progressions Twelve-bar Blues Scat Singing Lyrics	Programme Music Storyboard Leitmotif Timbre / Instrumentation Dynamics Structure Tonality & Chord Inversions and Types (Major, Minor, Diminished)	The Elements of Music Varying Melodies Major/Minor Sequence Ornamentation, Augmentation, Diminution, Retrograde, Inversion	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.	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, 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, Historical context of music from other countries/cultures,	GRIT, Resilience, The Music Industry and Musical careers.	GRIT, Resilience, Rehearsal Technique,	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, Use of lyrics.	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.	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>Tectonic hazards</u>	<u>Rainforests</u>	<u>Middle East</u>	<u>Environmental issues</u>	<u>Urban World</u>	<u>Rivers (case study of the River Yangtze)</u>
Skills	Annotating and labelling diagrams. Describe, explain and begin to make some judgements	Map the location of the worlds biomes Climate graphs Describe, explain and begin to make some judgements	Map the physical and human geography of the Middle East Numerical skills. Distance matrix Describe, explain and begin to make some judgements	Map the locations our food travels from Describe, explain and begin to make some judgements	Comparing cities Describe, explain and begin to make some judgements	Field sketches and landforms drawn in the rivers topic Describe, explain and begin to make some judgements
Knowledge	Layers of earth and characteristics. Destructive plate margin and how these lead to earthquakes and volcanoes. A case study of a tectonic hazard, including the effects, the responses and why people live near tectonic hazard areas.	World biomes, their location and characteristics Characteristics of the rainforest including plant and animal adaptations Borneo Penan rainforest tribe	Physical and human geography Causes and effects of conflict in the Middle East	Where our food comes from? Advantages and disadvantages of buying local and imported food Urban farming	How the UK towns and cities have grown with a focus on Sheffield Urbanisation in a LIC	Basic long profile of a river including features from upper, middle and lower. Three Gorges Dam (why it has been developed, how it has been developed and the advantages/disadvantages for China and the World
Assessment	DC1 assessment Tectonic Hazards + recall Y7 (Week 7 of HT1)	Self assessment TH + Rainforests (Week 14 of HT2)	DC2 assessment Tectonic Hazards, rainforests, Middle East and Y7 (Week 21 of HT3)	Self assessment TH, Rainforests, ME + Environmental issues. (Week 26 of HT4)	Self assessment TH, Rainforests, ME, Environmental issues + urban world. (Week 32 of HT4)	DC3 assessment Tectonic Hazards, rainforests, Middle East, environmental issues, urban world and Rivers. (Week 35 of HT6)
Ecco Values / SMSC / Cultural Capital Links	- Empathise with people who experience natural hazards and their effects	Understand tribal cultures Understand how the rainforest is a global resource	- To have an understanding of world religions, culture and way of life of Middle Eastern people.	An understanding of where food comes from Food sustainability Developing opinions	Understanding problems people face in rapidly growing LICs Local and global importance of Sheffield	Understanding different cultures Empathising with all stakeholders for the three gorges dam.
Literacy / Numeracy Links	Literacy: Reading, skim + scan and close read, tier 3 subject specific language, PROUD, exam technique (baseline) + respond to feedback Numeracy: Richter scale & interpreting data	Literacy: Reading, skim + scan and close read, tier 3 subject specific language, PROUD, exam technique (baseline) + respond to feedback Numeracy: Climate graphs & deforestation rates	Literacy: Reading, skim + scan and close read, tier 3 subject specific language, PROUD, exam technique (baseline) + respond to feedback Numeracy: Distance matrix & population of countries.	Literacy: Reading, skim + scan and close read, tier 3 subject specific language, PROUD, exam technique (baseline) + respond to feedback Numeracy: Food miles	Literacy: Reading, skim + scan and close read, tier 3 subject specific language, PROUD, exam technique (baseline) + respond to feedback Numeracy: Population of countries	Literacy: Reading, skim + scan and close read, tier 3 subject specific language, PROUD, exam technique (baseline) + respond to feedback Numeracy: Facts & figures for Yangtze river and surrounding areas.

French

Unit of Learning	1	2	3	4
Topic	Hobbies	Town	Jobs	Holidays
Skills	<ul style="list-style-type: none"> • Si clauses • perfect tense –er regular • Verbs + prepositions 	<ul style="list-style-type: none"> • On peut/on doit/il faut • Conditional tense 	<ul style="list-style-type: none"> • modal verbs • future tense • near-future tense alternatives 	<ul style="list-style-type: none"> • Irregular perfect tense • blended tenses (all), imperfect set phrases • comparative and superlative,
Knowledge	<ul style="list-style-type: none"> • sports/hobbies • Music • Film • technology • 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 • environment 	<ul style="list-style-type: none"> • Jobs • places of work • adjectives to describe personality • CV 	<ul style="list-style-type: none"> • Countries • Transport • accommodation, activities • justified opinions • weather recap • adverbs of frequency • tense indicators • problems
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"> • Conjugation of jugar and hacer + differences • Immediate future • Near future • Recognising different tenses • Basic tense blending 	<ul style="list-style-type: none"> • Soler • Se puede • Adjectival agreement 	<ul style="list-style-type: none"> • Se debe • Future tenses recall 	<ul style="list-style-type: none"> • Tense blending • Prepositions
Knowledge	<ul style="list-style-type: none"> • Sports and hobbies • Frequency and time phrases 	<ul style="list-style-type: none"> • Description of where you live • Basic environment • What you can do in your town • Giving directions • Weather 	<ul style="list-style-type: none"> • Jobs • Workplace • Aspirations 	<ul style="list-style-type: none"> • Holiday preferences • Past holiday • Future holiday • What you do in the summer • Weather recall • Transport • countries
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 recap • wo clauses recap • wenn clauses • perfect tense 	<ul style="list-style-type: none"> • conditional tense • Modals • man kann • recap of wo clauses • recap perfect tense 	<ul style="list-style-type: none"> • modal verbs • um...zu • future tense • alternatives 	<ul style="list-style-type: none"> • blended tenses (all) • comparative and superlative • recap um...zu • Wenn • wo clauses
Knowledge	<ul style="list-style-type: none"> • sports/hobbies • music • film • weather • adverbs of frequency • past time indicators • opinions and reasons 	<ul style="list-style-type: none"> • Facilities • prepositions recap • Directions • activities in your town • ideal town 	<ul style="list-style-type: none"> • Jobs • places of work • adjectives to describe personality, 	<ul style="list-style-type: none"> • Countries • Transport • Accommodation • Activities • justified opinions • weather recap • 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.

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	5	6
Topic	Healthy Body and Mind	Healthy Relationships	Ethics and Morality	Careers	Economic Wellbeing	Citizenships & Challenging Prejudice
Skills			Identify, describe, explain, give reasons, give examples, use evidence, evaluate, discuss, conclude, argue...			
Knowledge	<ul style="list-style-type: none"> • Body image and the impact of the media • Attitudes and values towards sex • Influencing factors on attitudes – empathising with others 	<ul style="list-style-type: none"> • Sex and the law • STIs and how to stay safe • Indicators of an unhealthy relationship. 	Good and evil Forgiveness Moral Dilemmas Philosophical Questions	Employability skills How to make a good first impression How to write a personal statement	Budgeting Cost of living Wants and needs in life What is tax Reading a bill and payslip	Democracy Life in modern Britain
Assessment			GCSE style question- PEEL x 2 paragraphs			
Ecco Values / SMSC / Cultural Capital Links	All Ecco Values Morality					
Literacy / Numeracy Links	SPAG				SPAG Managing a budget	SPAG