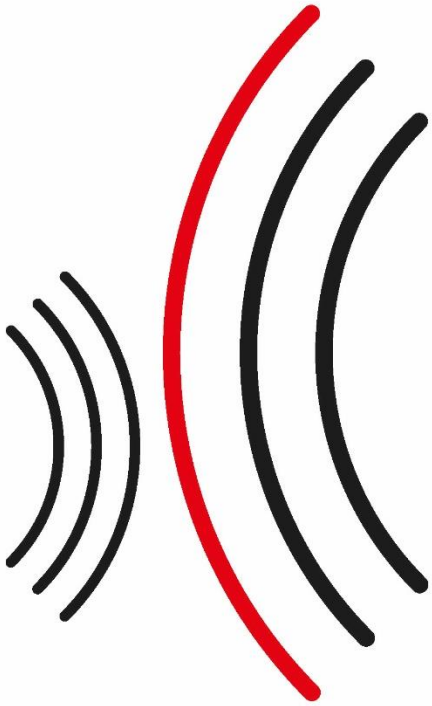


Ecclesfield
SCHOOL

Y8 ALP Curriculum Guide

Contents

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 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.
- Study 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.

The Alternative Learning Pathway (ALP)

What is the ALP?

The Alternative Learning Pathway is a curriculum pathway designed to provide additional literacy and numeracy support to students who are significantly behind the 'Expected Standard' when coming to us from primary school. This is done whilst maintaining a broad and balanced curriculum – students in the ALP continue to study all the subjects we have on offer at Ecclesfield School, so they don't miss out on anything, but still get the additional support they need in literacy and numeracy. They are taught the majority of literacy and numeracy lessons by a primary trained specialist whilst having some lessons with secondary school subject specialists. The aim is for all students to catch up as quickly as possible.

Why is my child in the ALP?

Your child is in the ALP because they met the following criteria:

- The didn't **yet** meet the Expected Standard at the end of Y6 (SATS) in Reading and Maths.
- They might have additional needs which mean they would benefit from being taught in this way.
- The ALP curriculum is designed to lay the foundations for learning needed to be successful at KS4.

What is the ALP designed to do?

- Accelerate literacy and numeracy progress to ensure better access to mainstream curriculum.
- Still ensure access to a broad and balanced curriculum (as detailed in this guide).
- Provide plenty of opportunities for students to make friends and continue developing important social skills.
- Be taught in a more intensive and supportive environment (i.e. a higher student to staff ratio).
- Support transition from Primary.
- Ensure students still have all the options available to them at GCSE.
- Provide a base and an additional supportive adult for students in a big school!

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

English	9	Drama	2	Languages	2
Maths	8	Music	2	SMSC	1
Science	6	Art	2	D&T	3
ALP Literacy	4	Humanities	2	PE	4
ALP Numeracy	3	Computer Studies	2		

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:

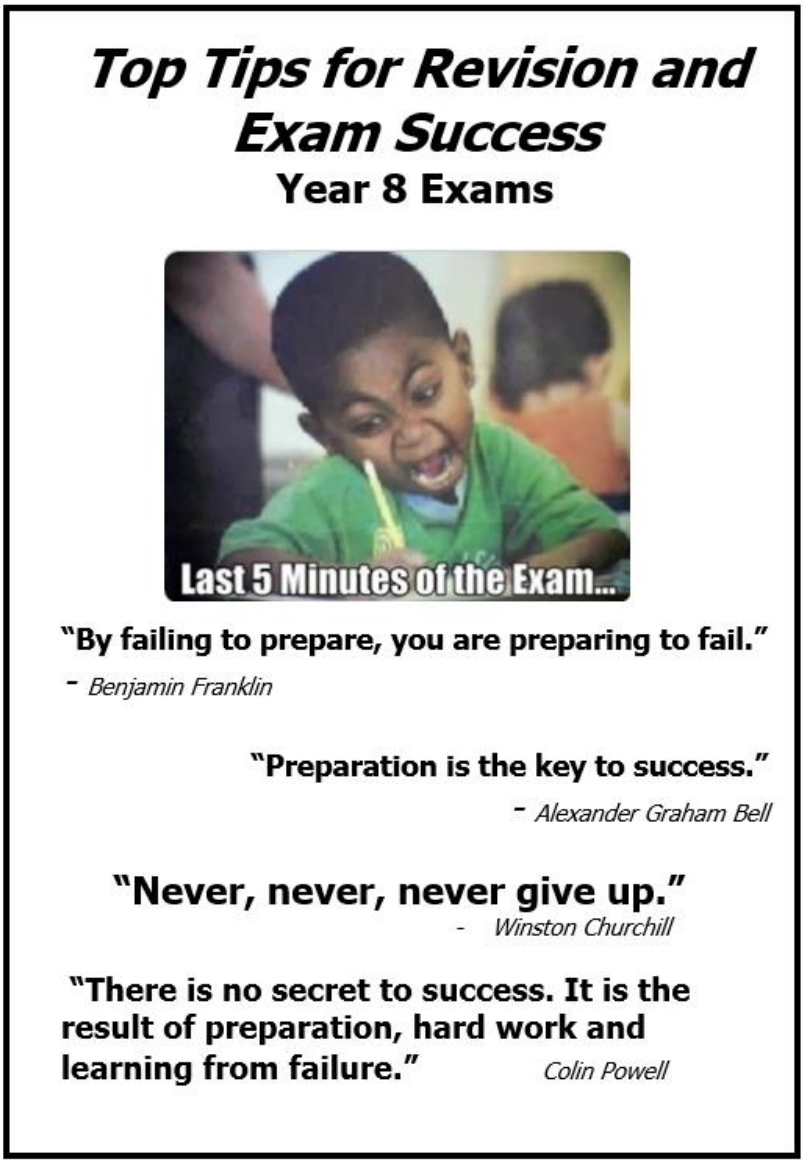
- Read Write Inc—Phonics based reading programme
- Lexia –Individual ICT based support which develops reading, phonics and comprehension, particularly for students with dyslexia
- Breakfast Booster and Catch Up Intervention
- Mighty Minds
- Lego Therapy
- In class support
- Personalised 1:1 interventions
- 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.



ALP Literacy/ English

Due to lockdown, students were unable to complete the Read Write Inc synthetics phonics programme before the end of Year 7, and so this has continued for some of the ALP group in Year 8. Students who had completed all the modules in Year 7 will continue with a reading comprehension programme, in a small group, so as to consolidate their phonics knowledge and maintain the progress they made last year. For the remainder of their ALP Literacy time, they will be studying the following.

Unit	1	2	3	4
Topic	'Conquering A Country'. This project will involve studying a significant episode in the history of England. The project will require the ALP group to use persuasive language to encourage visitors to a historical building of worth. Stimuli for the project will use appropriate non – fiction texts to research aspects of the writing genre. Examples will be used, allowing students to use these as a basis to write their own documents. These will then go through a cycle of qualitative assessment and improvement. A final draft will be completed. Culture Capital will involve visiting a local building with historical note.	'Animal Adaptation'. This project will make curricular links between science (animal adaptation / food chains), geography (comparing and contrasting 2 different physical environments. The writing focus for the project will be a report on an animal in each of the two geographical regions. The report will concentrate of comparing and contrasting the animals, along with how these particular animals are adapted to survive in their environment. Culture Capital will involve visiting a local animal/ wild life park.	Black History Month – 'Life as a Slave'. This project will form links with both PCHE, social studies and history. The writing stimulus for this project will involve the writing of a diary entry, portraying the experiences of a slave. The project will look at various aspects of abject misery caused by slavery, along with the social ramifications of modern day slavery. Culture Capital will involve a visit to Liverpool docklands and the slavery exhibition.	'Finding A Way''. This project will involve cross curricular links between mathematics / geography / photography and literacy. By using Ordinance Survey maps and compasses, we will use taught skills to investigate geographical features in a land scape (Peak District). By using PP to present the data and images provided, an audience of other teachers and professional involved, will be invite to watch group presentations of findings and images. Culture capital will involve educational visits to the Peak District, where map and compass skills will be practised.
Literacy Skills	Although cross – curricular links are made throughout the project, there is a strong focus on literacy. Skills will be introduced or extended on an individual learning pathway, with personalised targets being used to great effect to enhance learning and show clear progress. Reading elements of the projects will include; • Engage with a range of non - fiction text to gain a better understanding of historical/ geographical/ scientific/ artistic context. • Engage with fiction texts to gain a greater understanding of the historical context of the period being studied. • To continue to use skills introduced and honed during RWI interventions to great effect. • Improve writing skills by attempting a variety of writing genres. • Use of precise, appropriate language to convey meaning • Use of punctuation to show an awareness of the reader • Presentation skills to aid clarity and understanding of the written product • Checking for sense / Editing and improving skills to show clear progress within the cycle of work Speaking and listening is an integral part of the curriculum. Regular opportunities for the children to present work will be offered and an appropriate audience invited to assess and provide feedback.			

Knowledge	The student will gain a better understanding of the historical context of the period of history being taught. They will know the importance of defensive structures to the safety of the population and how these spaces became important to the social and economic structure of a developing country.	By using non – fiction texts, linked to the scientific and geographical aspect of the project, the student will gain knowledge in adaptation and different environments around the world. They will also gain a greater knowledge of key geographical terms and use and apply them in context.	By using a culture capital trip to launch the project, the students will improve knowledge of this contentious issue. The student will make links between fundamental human rights and economic gain. Using this knowledge, the student will be able give an opinion about slavery. Links to modern day human trafficking and slavery will be made, allowing the student to gain knowledge in present social difficulties.	Using geographical map skills, compass reading and studying the physical features of a local environment, knowledge about a local environment will be gained. Regular culture capital trips will involve map work and walking, allowing the student the opportunity to experience geographical features from map to real life. Using previously taught photographic techniques, the student will bring all this knowledge together and create a presentation, showing speaking and listening skills and knowledge.
Assessment Objectives:	The assessment for the ALP group will mainly focus on qualitative information gathering. This will involve the use and assessment of individualised targets, which focus on the gaps in learning and how these can be filled. By regular marking and feedback, it will be possible to show where clear progress has been made. Any quantitative assessment will involve assessment of skills and knowledge.			
Possible links to other departments / interventions.	Art – Using photographic/ art techniques to gather images form the cultural capital trip Computer Science - Coding the building of a castle. Maths – using measuring techniques/ recording information on tables	Science – Adaptation of animals to different environments. Geography – Comparing and contrasting 2 different environments. How humans have adapted to survive in these different environments.	PSHE – Human rights and responsibilities. PSHE – Modern human trafficking / refugee status History – The 18th century slave trade.	Art – Using photographic / art techniques to gather images form the cultural capital trip Maths – using co-ordinates and compass bearings to plan and execute a route Geography – Map and compass skills Computer Science – Creating a presentation.

English

In order to support students' transition to mainstream English lessons in Year 9, when they will no longer be in the ALP, some of the allocated English lessons are with a secondary English specialist who covers a differentiated version of the mainstream curriculum plan as outlined below. For example, the first novel study is Oliver Twist and they will be using an abridged version which is better suited to their reading profiles, and which allows them to access mainstream English lessons.

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

ALP Numeracy/ Maths

As much of the Foundation Maths curriculum plan as possible is covered in the ALP Numeracy and Maths time. Topics are prioritised and differentiated to suit the individual needs of the students in the class.

Unit of Learning	**1**	**2**	**3**	**4**	**5**	**6**
Topic	• Calculations • Types of Number • Laws of Indices • Standard Form	• Algebraic Manipulation • Angles • Construction • Bearings	• Fractions • Percentages • FDP • Linear Graphs	• Circles • Pythagoras • Volume and Surface Area • Graphs	• Ratio and Proportion • Similar Shapes • Congruent Shapes • Transformations	• Equations and Inequalities • Simultaneous equations • Speed and Density
To lay the fundamental building blocks for the following skills	• 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.	• 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.	• 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.	• 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.	• 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.	• 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.	• The ability to work alone or to collaborate with others • Written and oral communication skills.	• The ability to work alone or to collaborate with others • Written and oral communication skills.	• The ability to work alone or to collaborate with others. • Written and oral communication skills.	• The ability to work alone or to collaborate with others. • Written and oral communication skills.	• The ability to work alone or to collaborate with others. • Written and oral communication skills.
Knowledge	• 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. • 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 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. • 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.	• 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. • 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	• 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. • 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	• 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 • 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:	• 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. • 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.

	• Write numbers in standard form and vice versa. • Compare the size of numbers written in standard form.	• Construct the perpendicular and angle bisectors. • Draw and measure bearings. • Draw plans and elevations. • Form and solve equations using angle rules.	• State the equation of a given line. • Use the gradient and y-intercept to draw the graph of a linear function.	disadvantages of each type of average. • Draw and interpret scatter diagrams. • Draw and interpret pie charts. • Discuss how diagrams can be used to mislead.	translation, rotation, reflection and enlargement.	• 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	• Develop team working and leadership skills • Identify and access appropriate advice and support • Empathy • Resilience	• Develop team working and leadership skills • Identify and access appropriate advice and support • Empathy • Resilience	• Develop team working and leadership skills • Identify and access appropriate advice and support • Empathy • Resilience	• Develop team working and leadership skills • Identify and access appropriate advice and support • Empathy • Resilience	• Develop team working and leadership skills • Identify and access appropriate advice and support • Empathy • Resilience	• Develop team working and leadership skills • Identify and access appropriate advice and support • Empathy • Resilience
Literacy / Numeracy Links	• 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 skeleton The interaction between skeleton and muscles. The function of muscles and examples of antagonistic muscles. The structure and functions of the gas exchange system in humans. The mechanism of breathing to move air in and out of the lungs.	The content of a healthy human diet, and why each component is needed. The consequences of imbalances in the diet. The tissues and organs of the human digestive system. The importance of bacteria in the human digestive system	The reactants in, and products of, photosynthesis, and a word summary for photosynthesis The adaptations of leaves for photosynthesis. The interdependence of organisms in an ecosystem. The importance of plant reproduction through insect pollination. How organisms affect, and are affected by, their environments.	Pathogens are microorganisms such as viruses and bacteria that cause infectious diseases They frequently produce toxins that damage tissues and make us feel ill. Antibiotics, such as penicillin, are medicines that help to cure bacterial disease by killing infective bacteria inside the body New medical drugs have to be tested and trialled before being used to	Cells as the fundamental unit of living organisms, including how to observe, interpret and record cell structure using a light microscope The functions of the cell wall, cell membrane, cytoplasm, nucleus, vacuole, mitochondria and chloroplasts The similarities and differences between plant and animal cells The role of diffusion and osmosis in the movement	The process by which genetic information is transmitted from one generation to the next Chromosomes, genes and DNA, and the role played by Watson, Crick, Wilkins and Franklin in the development of the DNA model Differences between species Variation between individuals within a species can be continuous or discontinuous.

	The impact of exercise, asthma and smoking on the human gas exchange system			check that they are safe and effective.	of materials in and between cells	How variation between species and between individuals of the same species drives natural selection How changes in the environment affects species and may lead to extinction Biodiversity and the use of gene banks.
	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	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/					

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 pure substance Understand what is meant by a mixture, including dissolving to form a mixture. Explain diffusion in terms of the particle model Carry out and describe simple techniques for separating mixtures: filtration, evaporation, distillation and chromatography Be able to identify a pure substance.	The properties of the different states of matter (solid, liquid and gas) in terms of the particle model, including gas pressure Changes of state in terms of the particle model, including the energy changes.	Defining acids and alkalis, carrying out neutralisation reactions Using the pH scale for measuring acidity/alkalinity; and indicators. Investigating the reactions of acids with metals and alkalis, including energy changes. (Exothermic) The chemical properties of metal and non-metal oxides with respect to acidity	A simple (Dalton) atomic model Differences between atoms, elements and compounds Chemical symbols and formulae for elements and compounds Conservation of mass changes of state and chemical reactions	Chemical reactions as the rearrangement of atoms Representing chemical reactions using formulae and using equations Combustion, thermal decomposition (endothermic), oxidation and displacement reactions (exothermic)	The varying physical and chemical properties of different elements The principles underpinning the Mendeleev periodic table The periodic table: periods and groups; metals and non-metals How patterns in reactions can be predicted	The order of metals and carbon in the reactivity series The use of carbon in obtaining metals from metal oxides The properties of ceramics, polymers and composites.	The Earth as a source of limited resources and the importance of recycling The composition of the atmosphere The production of carbon dioxide by human activity and the impact on climate

						The properties of metals and non-metals		
	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	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/							

Science – Physics

Unit of Learning (Y7-8 from 2020)	ENERGY	FORCES	ELECTRICITY	WAVES	MAGNETISM	MOTION	FORCES
Topic	ENERGYAND 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 x 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	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/						

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.. 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	1	2	3
Topic	Computer Basics	Algorithms & Programming	Hardware & Software
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.	Basic binary conversion with a focus on reiterating place value from maths lessons. Able to compare computers to each other and analyse the important key components Excel average, sum formulas and creating charts. Using that information to make decisions
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.	Describe the use of RAM, External storage and explain their impact on performance. Input / output / peripherals. 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. Able to format a spreadsheet conditionally.
Assessment	Formative: ClassNote plug-ins: MS Forms, Wizer, Quizlet, Kahoot, Quizizz, Homework, Peer & self-review, Plenary, Class debate/discussion, Presentation. DART assessment	Formative: ClassNote plug-ins: MS Forms, Wizer, Quizlet, Kahoot, Quizizz, Homework, Peer & self-review of flowchart diagrams, Class debate/discussion, Plenary. DART assessment, project	Formative: ClassNote plug-ins: MS Forms, Wizer, Quizlet, Kahoot, Quizizz, Homework, Peer & self-review, PowerPoint, Class debate/discussion, Plenary. DART assessment, project
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.	Linking Excel to employability and jobs, showing GRIT through perseverance to solve the problem.
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.	CPU Performance maths Reading tasks. Presenting tasks Key Vocab: Formulas, functions, average, Sum, IF, conditional formatting

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	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, compostition, 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 fe edback, 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.	

Humanities

Unit of Learning	1. History	2. History	3. Geography	4. Geography	5. History
Topic	Causes of WWI	Soldier's Motivation (WWI)	How places are different to the UK: Rainforests & Deserts	Urban v Rural	WW2 and Nazi Germany
Skills	Knowledge Causation	Knowledge Source skills Causation	Map the location of the world's biomes Climate graphs Describe and explain.	Comparing cities Describe, explain and begin to make some judgements	Knowledge Source skills 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.	World biomes, their location and characteristics Characteristics of the rainforests and deserts including plant and animal adaptations Borneo Penan rainforest tribe	How the UK towns and cities have grown with a focus on Sheffield Urbanisation in a LIC	Life in Nazi Germany – for young people. Nazi methods of control: propaganda, rallies, Gestapo, SA, concentration camps, control of courts.
Assessment	Low stakes, in class assessment, knowledge recall.	WW1 Assessment – knowledge recall – trench warfare, propaganda, causes of WW1 etc.	Self assessment Rainforests	Self assessment TH, Rainforests, ME, Environmental issues + urban world.	Source skills – teacher assessment. Knowledge recall, to include WW1 recall. (TA)
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.	Understand tribal cultures Understand how the rainforest is a global resource	Understanding problems people face in rapidly growing LICs Local and global importance of Sheffield	Students are able to use evidence to support their judgement. Consider stereotypes and discrimination.
Literacy/ Numeracy Links	**Literacy**: personalised literacy targets, reading techniques, development of PEEL paragraphs, source analysis and use of subject-specific vocabulary. **Numeracy**: Statistics	**Literacy**: personalised literacy targets, reading techniques, development of PEEL paragraphs, source analysis and use of subject-specific vocabulary. **Numeracy**: Statistics	**Literacy**: Personalised reading targets, Reading, subject specific language, PROUD. **Numeracy**: Climate graphs & deforestation rates	**Literacy**: Personalised reading targets, Reading, subject specific language, PROUD. **Numeracy**: Population statistics	**Literacy:** personalised literacy targets, reading techniques, development of PEEL paragraphs, source analysis and use of subject-specific vocabulary. **Numeracy:** Graphs

Languages

The MFL ALP curriculum is a course that combines both language and culture. Students will learn key vocabulary and structures through studying a variety of Spanish speaking countries. This allows them to not only develop their cultural awareness and understanding, but also to improve their literacy skills. Students will be expected to listen, speak, read and write about a variety of Hispanic customs and festivals, both in English and the target language.

Lesson No. (week)	Lesson Title	Lesson Outcomes	Lesson Activities (knowledge/skills)	Knowledge (retrieval and misconceptions)	Assessment of Learning	Home Learning
Year 8 (1-3)	***Welcome to Spanish***	• To have an understanding of Spanish culture and where Spanish is spoken in the world • To have an understanding of the importance of languages	• World map • Cultural activities • EDOL		S/A – quiz P/A - WP	Finish Welcome page
8 (4-7)	***Colombia***	• To have a greater understanding of Colombia and Colombian culture	• Festival of Salsa video • Map of Colombia • Information sheet about Spanish Culture	**Knowledge retrieval:** **Predicted misconceptions**	P/A – quiz	Linguascope practice
		• To be able to use key HFW and adverbs of frequency in Spanish	• LCSWC • Speaking exercise • Game to reinforce vocabulary		S/A - LSCWC	
		• To be able to explain what the festival is about	• Say it in a sentence • Justified opinions		T/A - literacy	
9 (8-11)	***Ecuador***	• To have a greater understanding of Ecuador and Ecuadorian culture	• Festival of anos viejos video • Map of Ecuador • Information sheet about Spanish Culture	**Knowledge retrieval:** **Predicted misconceptions**	P/A – quiz	Linguascope practice
		• To be able to use key HFW and comparatives in Spanish	• LCSWC • Speaking exercise • Game to reinforce vocabulary		S/A - LSCWC	
		• To be able to explain what the festival is about	• Say it in a sentence • Justified opinions		T/A - literacy	

10 (12-15)	***Bolivia***	• To have a greater understanding of Bolivia and Bolivian culture	• Festival of Tinku video • Map of Bolivia • Information sheet about Spanish Culture	**Knowledge retrieval:** **Predicted misconceptions**	P/A – quiz	Linguascope practice
		• To be able to use key HFW and conditional phraes in Spanish	• LCSWC • Speaking exercise • Game to reinforce vocabulary		S/A - LSCWC	
		• To be able to explain what the festival is about	• Say it in a sentence • Justified opinions		T/A - literacy	
(16-17)	***Navidad***	• To have an understanding of the festival • To be able to explain what it is about	• Videos • Food tasting • Creative task		P/A - quiz	
11 (18-21)	***Peru***	• To have a greater understanding of Peru and Peruvian culture	• Festival of la candelaria video • Map of Peru • Information sheet about Spanish Culture	**Knowledge retrieval:** **Predicted misconceptions**	P/A – quiz	Linguascope practice
		• To be able to use key HFW and verbs in Spanish	• LCSWC • Speaking exercise • Game to reinforce vocabulary		S/A - LSCWC	
		• To be able to explain what the festival is about	• Say it in a sentence • Justified opinions		T/A - literacy	
12 (22-25)	***Costa Rica***	• To have a greater understanding of Costa Rica and Costa Rican culture	• Festival of dance of the little devils video • Map of Costa Rica • Information sheet about Spanish Culture	**Knowledge retrieval:** **Predicted misconceptions**	P/A – quiz	Linguascope practice
		• To be able to use key HFW and verbs in Spanish	• LCSWC • Speaking exercise • Game to reinforce vocabulary		S/A - LSCWC	
		• To be able to explain what the festival is about	• Say it in a sentence • Justified opinions		T/A - literacy	

13 (26-29)	***Panama***	• To have a greater understanding of Panama and Panamanian culture	• Festival of Mejorana video • Map of Panama • Information sheet about Spanish Culture	**Knowledge retrieval:** **Predicted misconceptions**	P/A – quiz	Linguascope practice
		• To be able to use key HFW and verbs in Spanish	• LCSWC • Speaking exercise • Game to reinforce vocabulary		S/A - LSCWC	
		• To be able to explain what the festival is about	• Say it in a sentence • Justified opinions		T/A - literacy	
14 (30-33)	***Cuba***	• To have a greater understanding of Cuba and Cuban culture	• Festival of jazz video • Map of Cuba • Information sheet about Spanish Culture	**Knowledge retrieval:** **Predicted misconceptions**	P/A – quiz	Linguascope practice
		• To be able to use key HFW and future tense in Spanish	• LCSWC • Speaking exercise • Game to reinforce vocabulary		S/A - LSCWC	
		• To be able to explain what the festival is about	• Say it in a sentence • Justified opinions		T/A - literacy	
(34-38)	***Valentine***	• To be able to experience an authentic Spanish film • To explore characters • To heave a greater understanding of life in Argentina	• Film and task pack		T/A -literacy	
15 (bonus module if needed)	***USA***	• To have a greater understanding of the USA and Spanish/American culture	• Festival of cinco de mayo video • Map of USA • Information sheet about Spanish/American Culture	**Knowledge retrieval:** **Predicted misconceptions**	P/A – quiz	Linguascope practice
		• To be able to use key HFW and past tense in Spanish	• LCSWC • Speaking exercise • Game to reinforce vocabulary		S/A - LSCWC	
		• To be able to explain what the festival is about	• Say it in a sentence • Justified opinions		T/A - literacy	

Design and Technology

Unit of Learning	1	2	3
Topic	Healthy Eating & Nutrition	Working with precision using engineering materials	Electronic & mechanical systems
Skills	• 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.	• 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.	• 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	• 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.	• 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.	• 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	• 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.	• 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.	• 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	• Work Hard • Show GRIT • Aim High • Be Kind	• Work Hard • Show GRIT • Aim High • Be Kind	• 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	Body image and the impact of the media Attitudes and values towards sex Influencing factors on attitudes – empathising with others Cancer awareness – knowing about breast and testicular cancer	Sex and the law STIs and how to stay safe Indicators of an unhealthy relationship	Good and evil Forgiveness Moral Dilemmas Philosophical Questions	Religious Extremism British Islam Islamophobia Living in a diverse and multi-faith society
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