



# Curriculum Overview



<b>SUBJECT:</b>	<b>MATHS</b>	<b>YEAR:</b>	<b>8</b>
<b>INTENT:</b>	To begin to equip students with the numeracy and problem-solving skills they will need in to succeed in KS3, build on in KS4 and take beyond school.		

## UNITS OF WORK

Number	Area & Volume	Statistics, Graphs & Charts	Expressions & Equations	Real Life Graphs
Decimals & Ratio	Lines & Angles	Calculating with Fractions	Straight Line Graphs	Fractions, Decimals & Percentages

Main Fluency Development	Key Skills Development	Assessment
<ul style="list-style-type: none"> <li>Use the concepts and vocabulary of factor, multiple, prime, HCF, LCM, negative numbers, powers and roots.</li> <li>Calculate area, surface area and volume, convert between metric and imperial measures.</li> <li>Calculate averages from tables, interpret and construct pie charts, scatter graphs, stem and leaf diagrams.</li> <li>Understand and use concepts of vocabulary and expressions, use and interpret algebraic notations. Solve equations.</li> <li>Model situations using graphs, interpret relationships, find approximate solutions to contextual problems using graphs.</li> <li>Use 4 operations with positive and negative decimals, round numbers, reduce a ratio to its simplest form and divide into a give quantity,</li> <li>Know the properties of triangles, quadrilateral, circles. Understand the relationship between parallel lines and angles. Understand congruence and similarity.</li> <li>Use 4 operations with positive and negative fractions, mixed numbers and improper fractions.</li> <li>Recognise, sketch graphs of linear functions, understand <math>y=mx+c</math>.</li> <li>Express one quantity as a percentage of another, compare quantities using %.</li> </ul>	<ul style="list-style-type: none"> <li>Use prime factorisation to calculate HCF, LCM, square and cube roots.</li> <li>Derive and apply formulae to calculate and solve problems involving area and volume and composite shapes.</li> <li>Describe, interpret and compare observed distributions through calculations and constructions of tables, diagrams and charts.</li> <li>Construct and solve linear equations, substitution into and simplifying of expressions, multiply out single brackets.</li> <li>Draw and interpret line graphs, conversion graphs, discuss and interpret linear and non-linear graphs,</li> <li>Multiply and divide decimals up to 2 decimal points, simplify ratios expressed in decimals, round numbers to decimals places and significant figures.</li> <li>Solve problems giving reasons involving angles, congruence and similarity.</li> <li>Calculations with mixed numbers, fractions and decimals, find reciprocals.</li> <li>Find gradients, midpoints of lines. Write and interpret equations in the form <math>y=mx+c</math>.</li> <li>Order fractions, decimals, percentages, find equivalent fractions, decimals, percentages, work out percentage increase and decrease.</li> </ul>	<ul style="list-style-type: none"> <li>Shadow test: Sept</li> <li>End of topic test: Dec</li> <li>Shadow Test: Jan</li> <li>End of topic test: April</li> <li>End of year assessment: June</li> </ul>
SMSC/British Values/Careers	Literacy/Numeracy	Curriculum Enrichment
Basics needed for careers and life outside the school setting.	<ul style="list-style-type: none"> <li>Contextual problem solving.</li> </ul>	<ul style="list-style-type: none"> <li>Questions in context, how what is being taught relates to everyday life (statistics, real life graphs, FDP).</li> </ul>



# Curriculum Overview



<b>SUBJECT:</b>	<b>ENGLISH</b>	<b>YEAR:</b>	<b>8</b>
<b>INTENT:</b>	Our curriculum has been designed to broaden the horizons of our KS3 students – it gives all students, regardless of ability, a strong foundation of knowledge and skills that will enable them to be successful in the future.		

## UNITS OF WORK

Rhetoric and Allusion Through the Ages	'Romeo and Juliet' by William Shakespeare.	An Introduction to Charles Dickens	WW1 & WW2 Poetry	All My Sons
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Key Knowledge/Development	Key Skills Development	Assessment
<ul style="list-style-type: none"> <li>William Shakespeare's life and times.</li> <li>Linguistic and literary terminology.</li> <li>Rhetorical devices.</li> <li>Structural devices.</li> <li>Writer's tone and attitude.</li> <li>Effects of setting, character and plot.</li> <li>Format of a newspaper article.</li> <li>Format of a formal and informal letter.</li> <li>Format of a speech.</li> <li>Conventions of writing to explain.</li> <li>Conventions of writing to describe.</li> <li>Conventions of writing to persuade.</li> <li>Conventions of writing to argue.</li> <li>Conventions of writing to advise.</li> <li>Conventions of different forms of poetry.</li> </ul>	<ul style="list-style-type: none"> <li>Decoding texts.</li> <li>Retrieve information from a text.</li> <li>Begin to summarise ideas and information from a single text more confidently.</li> <li>Begin to identify relevant quotations more confidently.</li> <li>Begin to use quotations correctly within writing.</li> <li>Begin to make more detailed inferences.</li> <li>Begin to write more detailed analysis.</li> <li>Begin to make connections between texts and the contexts in which they were written.</li> <li>Begin to compare two or more texts.</li> <li>Begin to use linguistic and literary terminology more accurately.</li> <li>Begin to recognise and use different forms of poetry.</li> <li>Begin to select vocabulary, grammar, form, structural and organisational features to reflect audience, purpose and context.</li> </ul>	<ul style="list-style-type: none"> <li>For each unit of study, students will complete a reading and a writing assessment. Students will also complete a SPAG test each term.</li> <li>During Term 6, students will sit an end of year test.</li> </ul>
SMSC/British Values/Careers	Literacy/Numeracy	Curriculum Enrichment
<ul style="list-style-type: none"> <li>Literary and non-literary texts have been chosen to prompt discussion surrounding British values and other cultures.</li> </ul>	<ul style="list-style-type: none"> <li>Academic vocabulary (tier 2 words).</li> <li>Subject specific words (tier 3 words)</li> <li>Writing Challenge (extended writing) every two weeks.</li> </ul>	<ul style="list-style-type: none"> <li>Winter Poetry Competition.</li> </ul>



# Curriculum Overview



<b>SUBJECT:</b>	<b>SCIENCE</b>	<b>YEAR:</b>	<b>8</b>
<b>INTENT:</b>	To create engaging lessons which stimulate students' interest in Science and provide students with the foundations they need to be scientifically literate and understand the uses and implications of science in the world around them. The lessons will continue to develop the Scientific skills introduced in Year 7, so students improve their confidence in investigative approaches to Science and have the necessary skills and knowledge to support them as they progress into GCSE.		

## UNITS OF WORK

Science Skills	Movement	Electricity & Magnetism	The Periodic Table and Chemical Reactions	Speed & Pressure
Energy Costs & Resources	Respiration & Photosynthesis	Chemical Energy	Earth Structure & Resources	Light, Sound and Waves

Key Knowledge/Development	Key Skills Development	Assessment
<ul style="list-style-type: none"> <li>How our skeletal and muscular systems help us with support and movement</li> <li>Current and voltage in series and parallel circuits</li> <li>The differences between atoms, elements and compounds, chemical symbols and formulae for elements and compounds.</li> <li>represent chemical reactions using words and formulae</li> <li>Definitions, examples and reactions of acids and alkalis and the pH scale</li> <li>Knowledge of forces and interactions including balanced and unbalanced forces, quantitative forces, moments, Hooke's law, speed and pressure</li> <li>introduce the different types of energy and how they can be transferred from one form to another</li> <li>Describe the different ways in which heat can be transferred and how thermal equilibrium is reached</li> <li>Describe the different types of rocks the rock cycle.</li> <li>Describe how the Earth and atmosphere have been changing over time</li> <li>Properties of waves, including pressure waves, light and sound</li> </ul>	<ul style="list-style-type: none"> <li>Question It – Identifying variables and writing a hypothesis</li> <li>Plan it – Writing a plan for a scientific investigation and identifying the variables</li> <li>Plan it- Identifying risks and completing a risk assessment</li> <li>Test It – writing a scientific method</li> <li>Test It – carrying out a practical safely, collecting and recording data</li> <li>Present it – Presenting data as tables, bar charts and line graphs</li> <li>Analyse it – analysing data and identifying patterns, stating and justifying conclusions</li> <li>Evaluating practical techniques and reliability of conclusions</li> </ul>	<ul style="list-style-type: none"> <li>Students will have a LAT set for every topic which will be teacher assessed. Next step targets will be written for the students to complete.</li> <li>Students will repeat the skills test paper from Year 7 at the start of Year 8.</li> <li>Where appropriate within lessons students will work on developing a specific science skill e.g. graph drawing and these will also be self/peer assessed using the skills assessment grids.</li> <li>There are 3 PPE content papers one in November and one in March assessing students' knowledge of the modules recently taught and a summative paper in June assessing students' knowledge and understanding of the whole years' worth of work.</li> </ul>
	<b>SMSC/British Values/Careers</b> <ul style="list-style-type: none"> <li>Energy resources and impact on environment</li> <li>Earth's resources - preservation</li> </ul>	<b>Literacy/Numeracy</b> <ul style="list-style-type: none"> <li>Subject specific key words</li> <li>Command words</li> <li>Graph skills</li> <li>Data handling e.g. calculating means</li> <li>Equations</li> </ul>



# Curriculum Overview



<b>SUBJECT:</b>	<b>Art</b>	<b>YEAR:</b>	<b>8</b>
<b>INTENT:</b>	<ul style="list-style-type: none"> <li>• Deliver a consistently high standard of teaching and learning across the faculty and across all key stages using a variety of resources and teaching methods to suit the needs and learning styles of all our students.</li> <li>• Motivate our students into wanting to study Art at post 14 and even post 16 through a curriculum which is appropriate, challenging, enjoyable and rewarding to all students.</li> <li>• Ensure students produce art work to a high standard and develop a lifelong love of Art</li> <li>• Share good practice within the faculty and to work as a strong team which supports and motivates each member.</li> </ul>		

## UNITS OF WORK

Landscape	Masks	Graphic Design
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Key Knowledge/Development	Key Skills Development	Assessment
<p><b>Landscape</b></p> <ul style="list-style-type: none"> <li>• Students explore the local landscape as an inspiration for their own large-scale painting. They will be looking at Modern interpretations of the landscape and contemporary practitioners.</li> </ul> <p><b>Masks</b></p> <ul style="list-style-type: none"> <li>• Students investigate the purpose of masks and how they are represented in cultures or as a means of disguise within contemporary society.</li> <li>• Students will be looking at artefacts made by different cultures and how artists and designers have created masks for different purposes.</li> </ul> <p><b>Graphic Design</b></p> <ul style="list-style-type: none"> <li>• An introduction to graphic design and how this has been used within the film advertising industry.</li> <li>• Students will look at a series of iconic film posters and analyse what makes it eye catching. They will then research the wider practice of graphic design eg typography, imagery, colour, layout etc.</li> </ul>	<ul style="list-style-type: none"> <li>• Research skills – mind-maps, collecting information.</li> <li>• Experimenting with a range of different materials such as painting, clay, printing, stencilling and cardboard construction.</li> <li>• Record and explore ideas from first &amp; second-hand observations.</li> <li>• Ask and answer questions about the ideas behind their work.</li> <li>• Develop their ideas – try things out, change their minds and evaluate their work.</li> <li>• Explore the work of artists, craftspeople and designers from different times and cultures for differences and similarities.</li> </ul>	<ul style="list-style-type: none"> <li>• Drawing Test-start of each term.</li> <li>• End of project assessment.</li> <li>• PPE</li> <li>• Self &amp; Peer assessment</li> </ul>
<p><b>SMSC/British Values/Careers</b></p> <p><b>Challenge:</b> The projects aim is to challenge students through the techniques, understanding of different artforms and pieces of work created.</p> <p><b>Aspirations:</b> We aim to encourage our students to aspire and see their work as part of a bigger journey within art. We aim to make links with the creative industries and further education.</p> <p><b>Respect:</b> Teaching our students respect for each other, their work and looking at how artists have documented many worldwide issues that highlight the respect for different cultures, beliefs, religions and viewpoints across different societies.</p> <p><b>Excellence:</b> Encouraging our students to become excellent practitioners in art through a range of different media and techniques.</p> <ul style="list-style-type: none"> <li>• Links to careers within the Arts eg photographer, graphic designer, ceramicist, furniture designers etc</li> <li>• Environmental links using the Art garden</li> <li>• Developing an understanding of other cultures' beliefs</li> </ul>	<p><b>Literacy/Numeracy</b></p> <ul style="list-style-type: none"> <li>• Artist's Fact files and in-depth studies.</li> <li>• Annotation of their work.</li> <li>• Assessments.</li> <li>• Proportion and scale used throughout the drawing tasks.</li> <li>• Measurement used within the clay project</li> </ul>	<p><b>Curriculum Enrichment</b></p> <ul style="list-style-type: none"> <li>• Enrichment Art projects – Recycled bottle top artwork to be created around the site.</li> <li>• Art trips.</li> <li>• Art workshops-skills running through each term.</li> <li>• Clay and wire workshops running Term 1 &amp; 2.</li> </ul>



# Curriculum Overview



<b>SUBJECT:</b>	<b>COMPUTING</b>	<b>YEAR:</b>	<b>8</b>
<b>INTENT:</b>	Developing students' knowledge of Computing and ICT, in particular processing data in different forms. Starting with binary data, students will understand that everything is stored as binary in a computer's memory to be able to be processed. Students will work to produce meaningful information from data entered into a spreadsheet by applying formulae and functions and presenting it graphically.		

## UNITS OF WORK

Binary	Spreadsheets
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Key Knowledge/Development	Key Skills Development	Assessment
<ul style="list-style-type: none"> <li>Students will develop an understanding of how numbers, images and sound are represented in computer memory.</li> <li>How to organise data in a spreadsheet and apply formulae, functions and formatting.</li> </ul>	<ul style="list-style-type: none"> <li>Converting between binary and denary, adding binary numbers, encoding/decoding monochrome images and sound sampling.</li> <li>Entering data into an organised spreadsheet, changing the appearance, using arithmetic operators and applying built-in functions for SUM, MIN, MAX and AVERAGE. Complex functions such as COUNTIF and VLOOKUP.</li> <li>Creating properly formatted charts from data.</li> </ul>	<ul style="list-style-type: none"> <li>A progress test to assess understanding of binary representation.</li> <li>Spreadsheet skills self-assessed against set criteria.</li> <li>A combined end of unit written test on binary and spreadsheets.</li> </ul>
SMSC/British Values/Careers	Literacy/Numeracy	Curriculum Enrichment
<ul style="list-style-type: none"> <li>Reference to VAT.</li> <li>Importance of spreadsheet skills in working environments..</li> </ul>	<ul style="list-style-type: none"> <li>Understanding positional values in number systems and rules of addition.</li> <li>Representing data with binary.</li> <li>Key words and meaning.</li> <li>Mathematical operations on data to produce information.</li> </ul>	<ul style="list-style-type: none"> <li>Concept of computer's working memory and why digital computers only understand binary data which applies to all devices at home or school.</li> </ul>



# Curriculum Overview



<b>SUBJECT:</b>	<b>DESIGN AND TECHNOLOGY &amp; FOOD &amp; NUTRITION</b>	<b>YEAR:</b>	<b>8</b>
<b>INTENT:</b>	Building on the knowledge gained and bolstered in Year 7, students engage with briefs that nurture problem solving skills, this enables recall of skills learnt in order to evidence creativity.		

## UNITS OF WORK

<b>PRODUCT DESIGN</b> LED light – Development of ideas, soldering, CAD-CAM	<b>MATERIALS</b> Desk Tidy – Animal Theme	<b>DESIGN</b> Cultural Cushions – Fibres and Fabrics	<b>FOOD &amp; NUTRITION</b> Multicultural Britain and dietary goals
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Key Knowledge/Development	Key Skills Development	Assessment
<ul style="list-style-type: none"> <li>Focus on creativity</li> <li>USP – designing for Target Market/Client</li> <li>Designing for specific cultures</li> <li>Increased knowledge of materials, ingredients, tools, processes</li> <li>Widening students' views on what constitutes healthy food</li> </ul>	<ul style="list-style-type: none"> <li>Increased independent thought and skills</li> <li>More rigour and demand in practical sessions</li> <li>Introduction to designing for others</li> <li>How designing for different cultures affects products</li> </ul>	<ul style="list-style-type: none"> <li>Each project lasts roughly 7 weeks.</li> <li>Within that time there will be either:               <ul style="list-style-type: none"> <li>Self-assessment/peer assessment</li> <li>teacher assessment</li> <li>Summative marking at the end of the project, in which the students will actively engage with how to improve</li> <li>Each year has a PPE – this covers what they have learnt throughout Design and Technology</li> </ul> </li> </ul>
SMSC/British Values/Careers	Literacy/Numeracy	Curriculum Enrichment
<ul style="list-style-type: none"> <li>Multicultural Britain, Cultural aspects investigated in Textiles</li> <li>Recycling in Product Design</li> <li>Designing for a specific Target Market in Materials Technology</li> </ul>	<ul style="list-style-type: none"> <li>Measuring</li> <li>Keywords</li> <li>Command words</li> <li>Evaluations to assess literacy</li> </ul>	<ul style="list-style-type: none"> <li>D&amp;T Club</li> <li>D&amp;T competitions</li> </ul>



# Curriculum Overview



<b>SUBJECT:</b>	<b>DRAMA</b>	<b>YEAR:</b>	<b>8</b>
<b>INTENT:</b>	<ul style="list-style-type: none"> <li>• Deliver a consistently high standard of teaching and learning across the faculty and across all key stages using a variety of resources and teaching methods to suit the needs and learning styles of all our students in a safe comfortable environment.</li> <li>• Motivate and challenge our students into wanting to study Drama at post 14 and even post 16 through a curriculum which is appropriate, challenging, enjoyable and rewarding to all students.</li> <li>• To achieve high standards and a love of Drama.</li> <li>• To develop student's confidence within themselves and develop greater empathy, understanding and respect for difference and diversity</li> </ul>		

## UNITS OF WORK

Improvisation	Pantomime	Melodrama
Anti-social Behaviour	World Theatre	Physical Theatre

Key Knowledge/Development	Key Skills Development
<p>Key Knowledge development: In Year 7 students were introduced to key performance skills, dramatic techniques and character interpretation, it is expected that students will build upon and develop their use of these skills and techniques through Year 8 Scheme of Work. Students will be assessed on their use of performance skills as well as their evaluating and creative skills through the devising process when producing role plays based on given information/stimuli.</p> <p><u>Improvisation</u></p> <p>Students will develop further the skills needed for teamwork, creative and reflective responding, performance and evaluation skills. Students will enhance their insight and sensitivity when working in a group and use drama terminology with some accuracy. Students will demonstrate an awareness of audience when improvising and show a commitment to the group when improvising while applying a range of physical and vocal skills when improvising.</p> <p><u>Pantomime</u></p> <p>Students will gain the knowledge about Pantomime style and stock characters. Through the Drama process students will be able to identify and apply the use of 'aside' and 'audience participation' in Pantomime. Students will be able to evaluate using Drama pacific vocabulary about the effect of these Pantomime techniques on an audience. Students will be able to develop further from last academic year their understanding of the elements used in slapstick comedy and applying them in performance to make an effective scripted Pantomime</p> <p><u>Melodrama</u></p> <p>Students will discuss and define the terms 'melodrama' and 'stock character' and gain the knowledge to recognise and apply the main features of melodrama and stock characters in the rehearsal process and performance of a Melodrama. Students will have the opportunity to use sound effects and lighting to enhance their performance.</p>	<p><b>Course Introduction, Key Skills &amp; Practitioners</b></p> <p><b>Study Of Set Text Introduction</b></p> <p>Students will begin to explore the set text that they will study in preparation for the written paper in Year 11.</p> <p><b>Devised Drama Preparation:</b> Students will explore a range of stimuli and themes using different styles of Drama and influences of theatre practitioners to communicate meaning. • Naturalistic Drama and Stanislavski • Epic Theatre and Brecht • Verbatim/ Documentary Theatre • Physical Theatre</p> <p><b>Devised Drama Assessment: (40%)</b> Students will learn how to create and develop ideas to communicate meaning in a devised theatrical performance through: • Carrying out research • Developing their own creative ideas • Collaborating with others • Rehearsing, refining and amending their work in progress • Analysing and evaluating their own process of devised drama What's Assessed? • Process of creating devised Drama • Performance of the devised piece • Analysis and evaluation of the process How it's assessed? • Devising Log</p>



# Curriculum Overview



## DRAMA (Continued)

<p><u>Anti-social Behaviour: Themed Work</u> Students will have the opportunity to create and use the character profiles to consider how gangs form, why people join &amp; what role they play in society. To analyse character language (the concept of nonlinear), profiles &amp; challenge stereotypical views. Students will experiment the use of direct address during rehearsal and performance. They will apply and adapt a range of physical and vocal skills to perform and create a character with originality to communicate their ideas.</p> <p><u>World Theatre: (Commedia Dell'arte).</u> Students will have the opportunity to research and develop their understanding of the social, historical and cultural background in the creation of Commedia Dell'Arte. They will learn how to use body language more effectively in creating and performing stock characters that have different levels of status in their own Commedia Dell'Arte performance.</p> <p><u>Physical Theatre</u> Students will research and develop their knowledge of the health and safety areas for a performer. Students will respond, create, perform a piece of physical theatre with the use of sound collage and instruments, they will also evaluate their own and others.</p>	
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SMSC/British Values/Careers	Literacy/Numeracy	Curriculum Enrichment
<p>Cultural: Projects offer students varied cultural influences.</p> <p>Social: Students respect the opinions of their peers in the learning environment in every lesson.</p> <p>Moral: Students recognise the difference between right in wrong. Students have the opportunity to give an opinion, which is reasoned and backed up with evidence.</p> <p>Spiritual: Students respect feelings and values.</p> <p>Challenge: The projects aim is to challenge students through the techniques, understanding of different explorative strategies and performance.</p> <p>Aspirations: We aim to encourage our students to aspire and see their work as part of a bigger journey within Drama. We aim to make links with the creative industries and further education.</p> <p>Respect: In every Drama lesson, students are to offer respect when using their rehearsal space, use of props and costumes, in evaluating peers' performance and showing respect when watching each other's work.</p> <p>Resilience: Students are encouraged to be more resilient in their rehearsal time and when working in groups, never to give up and to keep trying.</p>	<ul style="list-style-type: none"> <li>• S7 Following instructions</li> <li>• E1 Listen well to others</li> <li>• E3 Respect the views of others</li> <li>• Group numbers and timings of rehearsal structure</li> <li>• Assessments</li> <li>• Performance timings</li> </ul>	<ul style="list-style-type: none"> <li>• Whole School Performances</li> <li>• Whole School Musical</li> <li>• KS3 Performances</li> <li>• Make Me Laugh Competition</li> </ul> <p><b>Assessment</b></p> <p>Assessment in Drama is split in to four areas, Creating, Performing, Responding and Evaluating. The assessment of learning takes place at the end of each scheme of work. The pupils are marked according to the whole school policy and levels are attained using the Arts Council's Framework.</p>



# Curriculum Overview



<b>SUBJECT:</b>	<b>GEOGRAPHY</b>	<b>YEAR:</b>	<b>8</b>
<b>INTENT:</b>	Key Stage 3 Geography includes a rich and diverse range of teaching topics that engage in both human and physical geographical themes. Students will learn about the interconnectedness of the world they live in and also explore a range of mathematical and literacy skills. Year 8 Geography introduces geographical issues through case study exploration and decision/discussion based exercises relating to geographical themes.		

## UNITS OF WORK

Resources and Sustainability	Resources and sustainability: plastic in the oceans and deforestation	Geography of Africa: investigating migration
Geography of Africa: Cobalt mining in the DRC and developing Madagascar	Geography of Asia: investigating countries of Asia. Focus on China	Geography of Asia: Geography of conflict

Key Knowledge/Development	Key Skills Development	Assessment
<ul style="list-style-type: none"> <li>Sustainable themes</li> <li>Issues with human consumption rates</li> <li>Impacts on the natural world</li> <li>Remedies to the issues created by humans</li> <li>Why do we use resources?</li> <li>Migration Push/Pull factors</li> <li>Job types and industries</li> <li>Climate zones/animal adaptations</li> <li>Poverty and wealth</li> <li>Global Economy</li> <li>Choropleth maps</li> </ul>	<ul style="list-style-type: none"> <li>Identification</li> <li>Defining</li> <li>Description</li> <li>Explanations</li> <li>Assessing</li> <li>Decision Making Exercise</li> <li>Evaluating methods of sustainable living</li> <li>Critical engagement with geographical ideas</li> <li>BUG the question</li> <li>GCSE method</li> <li>Comparing and contrasting environmental issues</li> </ul>	<p><b><u>Resources and Sustainability</u></b></p> <p>Term 1 Skills portfolio</p> <p>Term 2 Resources and Sustainability End of Unit Test</p> <p><b><u>Geography of Africa</u></b></p> <p>Term 3 'To what extent' decision making essay and basic knowledge</p> <p>Term 4 Madagascar decision making essay + basic knowledge</p> <p><b><u>Geography of Asia</u></b></p> <p>Term 5 Textile industry in Bangladesh assessment + basic knowledge</p> <p>Term 6 End of Year PPE</p> <p><b><u>Rolling Assessments:</u></b></p> <p>Each unit will include basic knowledge retrieval and literacy skills such as key word spelling tests.</p> <p>Weekly quizzes will also take place in class or through Show My Homework.</p>
<ul style="list-style-type: none"> <li><b>SMSC/British Values/Careers</b></li> </ul> <ul style="list-style-type: none"> <li>How do our actions impact the natural world?</li> <li>What can we do to solve the issue?</li> <li>Challenging misconceptions and preconceptions – Why do we think this?</li> <li>Should we think more about where our products come from?</li> </ul>	<ul style="list-style-type: none"> <li><b>Literacy/Numeracy</b></li> </ul> <ul style="list-style-type: none"> <li>Climate Graphs</li> <li>Pie Charts</li> <li>Statistics</li> <li>Development of essay skills</li> <li>GCSE Method</li> <li>Graph work</li> <li>Trends over time</li> <li>Choropleth map data</li> </ul>	<p><b><u>Curriculum Enrichment</u></b></p> <ul style="list-style-type: none"> <li>Encouragement to watch documentaries relevant to what we are doing in class.</li> <li>Reading articles and annotating/critiquing.</li> <li>Links between geographical issues and students' own lives.</li> <li>Focus on literacy and numeracy embedded within the geographical issues for holistic skills to be developed.</li> </ul>



# Curriculum Overview



<b>SUBJECT:</b>	<b>GLOBAL CITIZENSHIP</b>	<b>YEAR:</b>	<b>8</b>
<b>INTENT:</b>	Global Citizenship is an important part of the development of young people. It aims to encourage students to participate in decision making, firstly within their own social groups and their school, in their communities and finally on a global level. Young people need to develop an interest in the way decisions are made and consider how they then themselves can influence decision. The Global Citizenship SOW is designed to encourage them to develop the skills and understanding to do this effectively.		

## UNITS OF WORK

Active Citizenship	Wider World	Life in Modern Britain & Rights and Responsibilities
Health & Wellbeing	Political Participation	Relationships

Key Knowledge/Development	Key Skills Development	Assessment
<ul style="list-style-type: none"> <li>Understanding extremism, radicalisation and terrorism and how to prevent risks.</li> <li>Understand how the United Nations works to use international laws to support member states and individuals around the world.</li> <li>Investigate why being a good citizen is crucial to a community.</li> <li>Identify the characteristics of different jobs in terms of earnings, qualifications and working hours and skills.</li> <li>Looking at universities and colleges.</li> <li>Understand the laws about gambling and the effects on an addict.</li> <li>Recognise the different forms of prejudice, and how it leads to discrimination.</li> <li>Look at what affects and influences body image and how to have a positive body image.</li> <li>To know what drugs are and their effect.</li> <li>Understand the role and advantages/disadvantages of the EU.</li> <li>Understand the political voting process in the UK.</li> <li>Understand relationship types and the difference between love, arranged and forced marriage, and the consequences of honour and shame.</li> <li>Understanding the LGBTQI+ and transgender identities.</li> <li>Discuss online bullying and how this affects the individual.</li> </ul>	<ul style="list-style-type: none"> <li>Recognise “group think” and develop strategies for managing it.</li> <li>Recognise personal strengths, interests, skills and qualities including my value to future employability.</li> <li>Explain viewpoints, giving examples.</li> <li>Develop conclusions with increasingly detailed justification.</li> <li>Use a variety of key words and highly relevant topic concepts.</li> </ul>	<ul style="list-style-type: none"> <li>Each topic to have a termly homework</li> <li>Classwork</li> <li>Knowledge circles</li> <li>Peer assessment</li> <li>Extended writing</li> <li>End of year PPE exam</li> </ul>
SMSC/British Values/Careers	Literacy/Numeracy	Curriculum Enrichment
<ul style="list-style-type: none"> <li>Explore beliefs and experience</li> <li>Offer reasoned views</li> <li>Use a range of social skills, understand, accept, respect and celebrate diversity</li> <li>Looking at different careers/qualifications</li> <li>Core British values – mutual respect, individual liberty, tolerance.</li> </ul>	<ul style="list-style-type: none"> <li>Subject specific key words &amp; glossary</li> <li>Writing and speaking at greater length</li> <li>Using appropriate terminology</li> <li>Giving and justifying opinions</li> </ul>	<ul style="list-style-type: none"> <li>Houses of Parliament visit</li> <li>School nurse</li> </ul>



# Curriculum Overview



<b>SUBJECT:</b>	<b>HISTORY</b>	<b>YEAR:</b>	<b>8</b>
<b>INTENT:</b>	We continue the chronological journey, building on from the summer Year 7 topic of Tudors to explain why the monarchy belonged to a different family and then work through the social, political and international aspects of British history. Our units on WW1 and Weimar Germany allow students to consider a wider world perspective on the actions of individuals, their countries and alliances with others. This is used as an opportunity to build on their source analysis skills to assist their progress in Year 9.		

## UNITS OF WORK

Was the world turned upside down in the 17 <sup>th</sup> century?	Was the world turned upside down in the 17 <sup>th</sup> century?	To what extent was there a revolution in Britain 1750-1900?
Would I have fought in World War One?	Was the great war worth it?	Did World War One automatically lead to WW2?

Key Knowledge/Development	Key Skills Development	Assessment
<ul style="list-style-type: none"> <li>Key 17<sup>th</sup> century events eg. Guy Fawkes, Civil war, Witchcraft, 1666 events, Restoration.</li> <li>The development of the British Empire and its legacy, Victorian society class system and attitudes to crime.</li> <li>Causes of WW1, forms of propaganda and their impact, trench conditions, Battle of the Somme and impact on British society in post war era.</li> <li>German politics, Hitler's early years and development of the Nazi party.</li> <li>Understanding of second order concept of change, causes &amp; consequences as well as significance.</li> </ul>	<ul style="list-style-type: none"> <li>Writing a PEEL paragraph.</li> <li>Providing a balanced argument to an essay question.</li> <li>Analysing a source for its content, origin and purpose</li> <li>Making a judgement about an investigation.</li> <li>Organisation of homework with Digging Deeper projects.</li> <li>Strategies to revise knowledge.</li> </ul>	<ul style="list-style-type: none"> <li>Knowledge tests as starters at least twice a term.</li> <li>PEEL paragraph assessment to be peer assessed against criteria and checked by teacher at least once per topic.</li> <li>End of unit assessments:</li> <li>Units 1&amp;2: Balanced argument on was the world turned upside down.</li> <li>Unit 3: PEEL paragraph assessment in class.</li> <li>Units 4 and 5 Source analysis questions based on 7 mark exam question with introduction to theme of usefulness (15 mark question).</li> <li>Unit 6: PEEL paragraphs and Source analysis.</li> </ul>
SMSC/British Values/Careers	Literacy/Numeracy	Curriculum Enrichment
<ul style="list-style-type: none"> <li>Debate of the legacy of the British Empire – positives and negatives.</li> <li>Links to careers in reflections of jobs in Armed Forces in WW1.</li> <li>Consideration of values when learning about Nazi ideology.</li> <li>Moral debate on democracy and right to kill the King.</li> </ul>	<ul style="list-style-type: none"> <li>Key words explained and defined in books.</li> <li>Glossaries for EAL speakers.</li> <li>Development of paragraphing through PEEL.</li> <li>SPAG marked in books.</li> <li>Chronology/dates to provide numerical questions in lessons.</li> </ul>	<ul style="list-style-type: none"> <li>KS3 History club projects on related aspects to lessons eg. Georgians, Victoria's life as a Queen.</li> <li>Department links to recommended reading linked to the topics.</li> <li>Potential guest speaker for WW1 artefacts.</li> </ul>



# Curriculum Overview



<b>SUBJECT:</b>	<b>MODERN FOREIGN LANGUAGES: FRENCH</b>	<b>YEAR:</b>	<b>8</b>
<b>INTENT:</b>	Build on the bank of knowledge built in Year 7 to deepen expression. Development of understanding and use of at least three verb tenses. Increasing length and accuracy of work.		

## UNITS OF WORK

Mes passe-temps	Perfect Tense and Paris	J'adore les fêtes
Healthy Living	Ma region et ma routine	

Key Knowledge/Development	Key Skills Development	Assessment
<ul style="list-style-type: none"> <li>• Hobbies, sports</li> <li>• Places in town</li> <li>• Directions</li> <li>• Perfect tense</li> <li>• Customs and festivals</li> <li>• Food</li> <li>• Ordering food and drink</li> <li>• Living healthily</li> <li>• Describing regions</li> <li>• Describing routine</li> </ul>	<ul style="list-style-type: none"> <li>• Frequency expressions, plural form of verbs</li> <li>• Understanding simple forms of the perfect tense</li> <li>• Using perfect tense (avoir, être, and irregular verbs)</li> <li>• Infinitives</li> <li>• Modal verbs</li> <li>• Imperative</li> <li>• Using tenses / Verb tenses</li> <li>• Partitive article</li> <li>• Quantities</li> <li>• Using past and future tense together</li> <li>• Adjective endings</li> </ul>	<ul style="list-style-type: none"> <li>• Weekly low-stakes, standardised vocabulary tests</li> <li>• Terms 1 – 5: listening and reading</li> <li>• Terms 1, 3 &amp; 5: Writing</li> <li>• Terms 2 &amp; 4: Speaking</li> <li>• PPE exam (practice foundation writing paper)</li> </ul>
SMSC/British Values/Careers	Literacy/Numeracy	Curriculum Enrichment
<ul style="list-style-type: none"> <li>• Development of knowledge and appreciation of a different culture (Francophone).</li> <li>• Collaborative work to develop team-working skills. Experimentation with language to develop resilience and to learn from mistakes.</li> <li>• Students encouraged to embrace “difference” from their culture.</li> <li>• Discussing and challenging stereotypes within a national and international context.</li> </ul>	<ul style="list-style-type: none"> <li>• Frequency expressions, plural form of verbs</li> <li>• Understanding simple forms of the perfect tense</li> <li>• Using perfect tense (avoir, être, and irregular verbs)</li> <li>• Infinitives</li> <li>• Modal verbs</li> <li>• Imperative</li> <li>• Using tenses / Verb tenses</li> <li>• Partitive article</li> <li>• Quantities</li> <li>• Using past and future tense together</li> <li>• Adjective endings</li> </ul>	<ul style="list-style-type: none"> <li>• European Day</li> <li>• Trip to Paris (with Maths)</li> <li>• Letter writing to French classroom</li> </ul>



# Curriculum Overview



<b>SUBJECT:</b>	<b>MODERN FOREIGN LANGUAGES: GERMAN</b>	<b>YEAR:</b>	<b>8</b>
<b>INTENT:</b>	Build on the bank of knowledge built in Year 7 to deepen expression. Development of understanding and use of at least three verb tenses. Increasing length and accuracy of work.		

## UNITS OF WORK

In der Freizeit	Modestadt Berlin	Zu Besuch
Wir feiern	Mein Tag	

Key Knowledge/Development	Key Skills Development	Assessment
<ul style="list-style-type: none"> <li>Hobbies, sports</li> <li>Clothing</li> <li>Going on holiday</li> <li>Customs and festivals</li> <li>Using the perfect tense</li> <li>Describing illness, symptoms and remedies</li> <li>Describing a day</li> </ul>	<ul style="list-style-type: none"> <li>Frequency expressions, plural form of verbs</li> <li>Adjectives</li> <li>Cases</li> <li>Future, Perfect &amp; Past tense</li> <li>Adjective endings</li> <li>Tense—perfect, present</li> <li>Perfect tense – weak verbs with haben</li> <li>Word order</li> <li>Giving an account</li> <li>Possessive adjectives</li> <li>separable prefix verbs</li> <li>Routine in present and perfect tense</li> <li>Separable verbs</li> </ul>	<ul style="list-style-type: none"> <li>Weekly low-stakes, standardised vocabulary tests</li> <li>Terms 1 – 5: listening and reading</li> <li>Terms 1, 3 &amp; 5: Writing</li> <li>Terms 2 &amp; 4: Speaking</li> <li>PPE exam (practice foundation writing paper)</li> </ul>
SMSC/British Values/Careers	Literacy/Numeracy	Curriculum Enrichment
<ul style="list-style-type: none"> <li>Development of knowledge and appreciation of a different culture.</li> <li>Collaborative work to develop team-working skills. Experimentation with language to develop resilience and to learn from mistakes.</li> <li>Students encouraged to embrace “difference” from their culture.</li> <li>Discussing and challenging stereotypes within a national and international context.</li> </ul>	<ul style="list-style-type: none"> <li>Frequency expressions, plural form of verbs</li> <li>Understanding simple forms of the perfect tense</li> <li>Using perfect tense (haben, sein, and irregular verbs)</li> <li>Infinitives</li> <li>Modal verbs</li> <li>Imperative</li> <li>Using tenses</li> <li>Partitive article</li> <li>Quantities</li> <li>Using past and future tense together</li> <li>Adjective endings</li> </ul>	<ul style="list-style-type: none"> <li>Visiting German teacher</li> <li>European Day</li> </ul>



# Curriculum Overview



<b>SUBJECT:</b>	<b>MUSIC</b>	<b>YEAR:</b>	<b>8</b>
<b>INTENT:</b>	To create engaging lessons that inspire students to develop a love of music and their talent as musicians, and so increase their self-confidence, creativity, and sense of achievement.		

## UNITS OF WORK

<b>Film Music</b> – using musical devices to compose for different contexts; Major, Minor and diminished chords/scales, Use of Timbre, ostinato, drones, leaps.	<b>Musicals</b> - performing, listening, appraising	<b>World Music</b> – music from different cultures; Pentatonic scales; Raga; composition and Structure; traditional instruments
<b>Samba Drumming</b> - Polyrhythms; ensemble performance	<b>Reggae</b> – chords, melody, syncopation	<b>Blues</b> - 12 bar blues, blues scale, improvisation, historical context

Key Knowledge/Development	Key Skills Development	Assessment
<ul style="list-style-type: none"> <li>Listen with increasing discrimination to a wide range of music from different contexts and cultures.</li> <li>Use staff and other relevant notations appropriately and accurately. (Notation, TAB, chord diagrams, Lead sheets)</li> <li>Develop an understating of the music that they perform and to which they listen, and its history.</li> </ul>	<ul style="list-style-type: none"> <li>Play and perform confidently in a range of solo and ensemble contexts.</li> <li>Performing musically, fluently and with accuracy and expression.</li> <li>Improvise and compose; and extend and develop musical ideas by drawing on a range of musical structures, styles, genres and traditions.</li> </ul>	<ul style="list-style-type: none"> <li>Each topic will use on-going formative assessment through teacher observation, homework tasks and in lesson AFL</li> <li>Each topic to be formally assessed at the end of the topic.</li> <li>Assessments will take the forms of:               <ul style="list-style-type: none"> <li>An individual or ensemble Performance of a piece of music,</li> <li>A showcase of a self-made composition</li> <li>Electronic submission of a recording or score through music technology</li> </ul> </li> </ul>
SMSC/British Values/Careers	Literacy/Numeracy	Curriculum Enrichment
<ul style="list-style-type: none"> <li>Developing an understating of music's cultural links and influence from, and on, society both today and throughout history</li> <li>Links to careers within the music industry and how different people make a living through music (Advertising, Performing, composing)</li> </ul>	<ul style="list-style-type: none"> <li>Subject specific key words</li> <li>Oracy skills development</li> <li>Evaluation skills</li> </ul>	<ul style="list-style-type: none"> <li>Extra curricular clubs</li> <li>Performance opportunities</li> <li>Community links</li> <li>Peripatetic teaching and learning</li> </ul>



# Curriculum Overview



<b>SUBJECT:</b>	<b>PE - Striking and Fielding</b>	<b>YEAR:</b>	<b>8</b>
<b>INTENT:</b>	To create engaging lessons to promote increased decision making and creativity within game play.		

## UNITS OF WORK

Develop bowling techniques, experimenting with speed and flight of the ball	Implement correct throwing technique appropriate to fielding positions	Further explore batting skills
Decision making in the field moving the ball between different positions	Understand the scoring system through modified game play	Able to implement and abide by their own modified rules.

Key Knowledge/Development	Key Skills Development	Assessment
<ul style="list-style-type: none"> <li>• Basic rules and regulations in small-sided games               <ul style="list-style-type: none"> <li>○ Make their own rules as a group and apply them according to their ability</li> </ul> </li> <li>• Application of Fundamentals in game play               <ul style="list-style-type: none"> <li>○ Decision making when using a technical skill in different scenarios</li> <li>○ Movement of the ball in the field/between posts</li> </ul> </li> <li>• Introduction to tactical situations               <ul style="list-style-type: none"> <li>○ Introduction of Bowling strategy</li> <li>○ Batting decision making with pitch / pace of the ball</li> </ul> </li> <li>• Introduction to positions               <ul style="list-style-type: none"> <li>○ Continue to explore different positions</li> <li>○ Bowler – wicketkeeper/backstop</li> <li>○ Backstop – 1st base</li> <li>○ Fielder - wicketkeeper</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Technical development:               <ul style="list-style-type: none"> <li>○ Effective Batting technique</li> <li>○ Returning ball to posts/wicketkeeper</li> <li>○ Bowling variety</li> </ul> </li> <li>• Physical development:               <ul style="list-style-type: none"> <li>○ Speed</li> <li>○ Power</li> <li>○ Coordination</li> <li>○ Timing</li> </ul> </li> <li>• Psychological               <ul style="list-style-type: none"> <li>○ Decision making in different scenarios</li> <li>○ Confidence and competence</li> <li>○ Spatial awareness in the field/batting</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• APP</li> <li>• Self-assessment</li> <li>• Peer-assessment</li> <li>• Observation</li> <li>• Verbal and written feedback</li> </ul>
SMSC/British Values/Careers	Literacy/Numeracy	Curriculum Enrichment
<ul style="list-style-type: none"> <li>• Mutual Respect/Tolerance (Social):               <ul style="list-style-type: none"> <li>○ Teamwork</li> <li>○ Individual Responsibility</li> <li>○ Communication (various)</li> </ul> </li> <li>• The rule of law/democracy (Moral)               <ul style="list-style-type: none"> <li>○ Abide by laws of the game</li> <li>○ Leadership within games to self-govern their games/challenges within the game</li> </ul> </li> </ul>	<p><b>Numeracy</b></p> <ul style="list-style-type: none"> <li>• Addition/multiplication of scoring systems</li> </ul> <p><b>Literacy</b></p> <ul style="list-style-type: none"> <li>• Key words</li> <li>• Vocational skills with peers</li> <li>• Reading/analysing images</li> <li>• Peer assessment</li> <li>• Word of the week</li> </ul>	<ul style="list-style-type: none"> <li>• Swindon Schools competitions</li> <li>• Afterschool clubs (recreational and preparing for competition)</li> <li>• Lunchtime clubs (recreational)</li> <li>• Interhouse competitions</li> <li>• Visits to professional matches/open training sessions</li> </ul>



# Curriculum Overview



<b>SUBJECT:</b>	<b>PE – Net Games (Table Tennis, Tennis, Badminton)</b>	<b>YEAR:</b>	<b>8</b>
<b>INTENT:</b>	To create engaging lessons to develop hand eye coordination and be able to start to play shots in a rally more effectively and consistently. Pupils will develop their understanding of ball placement with the intention of outwitting opponents and learn how to score and officiate.		

## UNITS OF WORK

Recap of racket, ball and court. Develop service action.	Develop forehand shots with spin/slice	Develop backhand shots with spin/slice
Develop consistency in rallies	Ball/shuttle placement and outwitting opponents	Assessment game play; singles and doubles

Key Knowledge/Development	Key Skills Development	Assessment
<ul style="list-style-type: none"> <li>Rules of the game, scoring systems, grip and court dimensions.</li> <li>Develop an understanding of how to hit the shuttle, ball and apply spin/slice.</li> <li>Develop an understanding of shot/spin selection.</li> <li>Develop an ability to place the ball/shuttle in order to outwit opponents</li> <li>Develop tactical awareness</li> <li>Develop the ability to evaluate theirs and opponent's performances in singles and doubles</li> </ul>	<ul style="list-style-type: none"> <li><b>Technical development:</b> <ul style="list-style-type: none"> <li>Forehand and backhand shots (serve, drive, push, lob, clear, smash, drop shot, volley)</li> <li>Application of slice/spin</li> </ul> </li> <li><b>Physical development</b> <ul style="list-style-type: none"> <li>Power and accuracy</li> <li>Reaction time and agility</li> <li>Hand eye coordination</li> </ul> </li> <li><b>Psychological</b> <ul style="list-style-type: none"> <li>Decision making in different scenarios</li> <li>Confidence and competence</li> <li>Spatial awareness</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>APP</li> <li>Self-assessment</li> <li>Peer-assessment</li> <li>Observation</li> <li>Verbal and written feedback</li> </ul>
SMSC/British Values/Careers	Literacy/Numeracy	Curriculum Enrichment
<ul style="list-style-type: none"> <li><b>Mutual Respect/Tolerance (Social):</b> <ul style="list-style-type: none"> <li>Teamwork (Respect)</li> <li>Individual Responsibility</li> <li>Communication (various)</li> </ul> </li> <li><b>The rule of law/democracy (Moral)</b> <ul style="list-style-type: none"> <li>Abide by laws of the game</li> <li>Leadership within games to self-govern their games (challenge)</li> </ul> </li> <li><b>Careers</b> <ul style="list-style-type: none"> <li>Officiating, coaching and playing</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Numeracy           <ul style="list-style-type: none"> <li>Addition/multiplication of scoring systems</li> </ul> </li> <li>Literacy           <ul style="list-style-type: none"> <li>Key words</li> <li>Vocational skills with peers</li> <li>Reading/analysing images</li> <li>Peer assessment</li> <li>Word of the week</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Swindon Schools competitions</li> <li>Afterschool clubs (recreational and preparing for competition)</li> <li>Lunchtime clubs (recreational)</li> <li>Interhouse competitions</li> <li>Visits to professional matches/open training sessions</li> <li>Links with local sports clubs to develop skill level for all</li> <li>Player development pathway for elite athletes</li> </ul>



# Curriculum Overview



<b>SUBJECT:</b>	<b>PE – Invasion Games</b>	<b>YEAR:</b>	<b>8</b>
<b>INTENT:</b>	Recap on decision making when in possession and out of possession. Introduction to transition (from attack to defence, or defence to attack) in age/ ability appropriate games.		

## UNITS OF WORK

<b>Assessment in games</b> (recap on rules and regulations) – age specific games	<b>Out of possession:</b> recap on defensive techniques (when to deny, formations)	<b>Transition:</b> creating counter attacking opportunities
<b>In possession: recap</b> creating scoring/ attacking opportunities	<b>In possession:</b> when to build the attack, when to be direct	<b>Assessment</b> – game play in age specific games

Key Knowledge/Development	Key Skills Development	Assessment
<ul style="list-style-type: none"> <li>Basic rules and regulations in small-sided games               <ul style="list-style-type: none"> <li>Restarts eg. goal kicks, side-line, backline, throw in, kick off, corners, drop kick, centres, scrums</li> </ul> </li> <li>Application of FUNdamentals in game play               <ul style="list-style-type: none"> <li>Decision making when using a technical skill in different scenarios</li> <li>Make the pitch as big as possible (create space) during attacking phases</li> <li>Make the pitch as small as possible (compactness) during defensive phases</li> </ul> </li> <li>Recap on tactical situations               <ul style="list-style-type: none"> <li>Game management: time and scorelines</li> </ul> </li> <li>Roles and responsibilities of different positions               <ul style="list-style-type: none"> <li>Pupils to explore different positions</li> <li>Develop an understanding in possession</li> <li>Develop an understanding when out of possession</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Technical development:               <ul style="list-style-type: none"> <li>Variation of distances when passing, shooting/ goal scoring, dribbling, running with the ball and defensive techniques.</li> </ul> </li> <li>Physical development:               <ul style="list-style-type: none"> <li>ABC'S</li> <li>Power</li> <li>Reaction time</li> <li>Acceleration and deceleration</li> </ul> </li> <li>Psychological               <ul style="list-style-type: none"> <li>Decision making in different scenarios</li> <li>Confidence and competence</li> <li>Spatial awareness</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>APP</li> <li>Self-assessment</li> <li>Peer-assessment</li> <li>Observation</li> <li>Verbal and written feedback</li> </ul>
SMSC/British Values/Careers	Literacy/Numeracy	Curriculum Enrichment
<ul style="list-style-type: none"> <li><b>Mutual Respect/Tolerance (Social):</b> <ul style="list-style-type: none"> <li>Teamwork (Respect)</li> <li>Individual Responsibility</li> <li>Communication (various)</li> <li>Aspiration</li> <li>Excellence in attitude</li> </ul> </li> <li><b>The rule of law/democracy (Moral)</b> <ul style="list-style-type: none"> <li>Abide by laws of the game</li> <li>Leadership within games to self-govern games/challenges within the game</li> </ul> </li> </ul>	<p><b>Numeracy</b></p> <ul style="list-style-type: none"> <li>Addition/multiplication of scoring systems</li> </ul> <p><b>Literacy</b></p> <ul style="list-style-type: none"> <li>Key words</li> <li>Vocational skills with peers</li> <li>Reading/analysing images</li> <li>Peer assessment</li> <li>Word of the week</li> </ul>	<ul style="list-style-type: none"> <li>Swindon Schools competitions</li> <li>Afterschool clubs (recreational and preparing for competition)</li> <li>Lunchtime clubs (recreational)</li> <li>Interhouse competitions</li> <li>Visits to professional matches/open training sessions</li> </ul>



# Curriculum Overview



<b>SUBJECT:</b>	<b>PE – Aesthetics: Dance, Gymnastics, Parkour</b>	<b>YEAR:</b>	<b>8</b>
<b>INTENT:</b>	To create engaging lessons to develop dance and gymnastic technique. Students will experiment in a specific genre and develop skills through improvisation and experimentation.		

## UNITS OF WORK

Introduction to a set routine/basic moves/skills in dance. Developing skills in gymnastics.	Exploring/developing skills. Linking moves.	Introduce formations/partner work
Create sequences/ developing choreography skills	Performing To peers and whole class	Assessment – Peer, self and teacher

Key Knowledge/Development	Key Skills Development	Assessment
<ul style="list-style-type: none"> <li>Sequencing</li> <li>Motif development</li> <li>Use of rhythm</li> <li>Accurately replicate individual rock and roll/gymnastic movements.</li> <li>Can link dance/gymnastics movements into a sequence.</li> <li>Apparatus work</li> </ul>	<p>Technical development:</p> <ul style="list-style-type: none"> <li>Rock and roll movements: Step patterns, lifts, turns, twists, formations, partner work</li> <li>Gymnastic skills: rolls, jumps, turns, flight, vaulting</li> <li>Parkour: Develop skills through adapting height of equipment, speed of movement, more complex vaults</li> </ul> <p>Physical development</p> <ul style="list-style-type: none"> <li>Co-ordination</li> <li>Agility, control and fluency</li> <li>Movement to music</li> <li>Body awareness</li> </ul> <p>Psychological</p> <ul style="list-style-type: none"> <li>Decision making in different scenarios</li> <li>Confidence and competence</li> <li>Spatial awareness</li> </ul>	<ul style="list-style-type: none"> <li>APP</li> <li>Self-assessment</li> <li>Peer-assessment</li> <li>Verbal and written feedback</li> <li>Teacher assessment</li> </ul>
SMSC/British Values/Careers	Literacy/Numeracy	Curriculum Enrichment
<ul style="list-style-type: none"> <li><b>Mutual Respect/Tolerance (Social):</b> <ul style="list-style-type: none"> <li>Groupwork (Respect)</li> <li>Individual Responsibility</li> <li>Communication (various)</li> </ul> </li> <li><b>The rule of law/democracy (Moral)</b> <ul style="list-style-type: none"> <li>Leadership with groups to self-govern their performance (challenge)</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Key words</li> <li>Counts</li> <li>Multiples</li> </ul>	<ul style="list-style-type: none"> <li>Primary Gymnastics festival</li> <li>Links to gymnastics and dance clubs</li> </ul>



# Curriculum Overview



<b>SUBJECT:</b>	<b>PE – Health Related Fitness</b>	<b>YEAR:</b>	<b>KS3</b>
<b>INTENT:</b>	Developing an understanding of the importance of different fitness testing and exercises in sport and wellbeing.		

## UNITS OF WORK

Training zones (including warm up/downs)	Fitness testing	Circuit Training	Strength and Conditioning
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Key Knowledge/Development	Key Skills Development	Assessment
<ul style="list-style-type: none"> <li>Understanding of the components of fitness</li> <li>Why exercise is important for the human body</li> <li>The importance of a warm up and cool down</li> <li>An understanding of heart rate               <ul style="list-style-type: none"> <li>Measuring heart rate</li> <li>Training zones</li> <li>Awareness of individuals maximum heart rate</li> </ul> </li> <li>Awareness/acknowledgement that your body has worked hard</li> <li>Developing a training programme for specific needs</li> <li>Reliability and validity in fitness testing</li> </ul>	<ul style="list-style-type: none"> <li>Safe techniques when exercising</li> <li>Be able to warm up / cool down</li> <li>How to differentiate an activity               <ul style="list-style-type: none"> <li>How to regress an activity</li> <li>How to increase challenge on an activity</li> </ul> </li> <li>Mental and physical preparation to exercise               <ul style="list-style-type: none"> <li>Dynamic stretches</li> <li>Static stretches</li> </ul> </li> <li>How to measure heart rate</li> <li>Awareness of different fitness testing</li> </ul>	<ul style="list-style-type: none"> <li>APP</li> <li>Self-assessment</li> <li>Peer-assessment</li> <li>Observation</li> <li>Verbal and written feedback</li> </ul>
SMSC/British Values/Careers	Literacy/Numeracy	Curriculum Enrichment
<ul style="list-style-type: none"> <li><b>Mutual Respect/Tolerance (Social):</b> <ul style="list-style-type: none"> <li>Teamwork</li> <li>Individual Responsibility</li> <li>Communication (various)</li> <li>Aspiration</li> <li>Excellence in attitude</li> </ul> </li> <li><b>The rule of law/democracy (Moral)</b> <ul style="list-style-type: none"> <li>Challenging self to reach full potential</li> <li>Motivation to support others to succeed</li> </ul> </li> </ul>	Numeracy <ul style="list-style-type: none"> <li>Addition/multiplication of scoring systems</li> </ul> Literacy <ul style="list-style-type: none"> <li>Key words</li> <li>Vocational skills with peers</li> <li>Peer assessment</li> <li>Word of the week</li> </ul>	<ul style="list-style-type: none"> <li>Swindon Schools competitions</li> <li>North Wiltshire Schools competitions: Grittleton House, Bath University (county/regional trials and schools competition)</li> <li>Afterschool clubs (recreational and preparing for competition)</li> <li>Lunchtime clubs (recreational)</li> <li>Interhouse competitions</li> </ul>



# Curriculum Overview



<b>SUBJECT:</b>	<b>RELIGIOUS STUDIES</b>	<b>YEAR:</b>	<b>8</b>
<b>INTENT:</b>	To create engaging lessons to promote deeper understanding, thereby equipping students to access and succeed at KS3, laying foundations for progression into KS4.		

## UNITS OF WORK

Living Religions - Islam	Justice, love and equality Christianity and Sikhism	Responses to suffering Buddhism
Responses to suffering Christianity and Buddhism PPE	Religion and the Environment	

Key Knowledge/Development	Key Skills Development	Assessment
<ul style="list-style-type: none"> <li>• Definitions of technical terms and concepts.</li> <li>• Understanding of religious traditions and rituals.</li> <li>• Reflecting on how teachings are put into practice by believers.</li> <li>• Considering differences and similarities within and between different denominations and religions.</li> <li>• Evaluating ways in which faith impacts on believers.</li> </ul>	<ul style="list-style-type: none"> <li>• Description of different religious practices.</li> <li>• Understanding the 'bigger picture' and how each unit contributes to this.</li> <li>• Enquiry into different religions using a variety of sources. For example: Bible passages and parables, and other religious texts.</li> <li>• Analysis of different religious responses.</li> <li>• Reflection on beliefs and practices and their impact on individuals, communities and society.</li> <li>• Literacy writing coherently and accurately about religious beliefs and practices and evaluating their impact on believers and non-believers.</li> <li>• Interpretation of different religious texts and viewpoints.</li> </ul>	<ul style="list-style-type: none"> <li>• Retrieval practice</li> <li>• Spelling tests</li> <li>• Graded tasks.</li> <li>• End of unit assessments</li> <li>• PPE's</li> </ul>
SMSC/British Values/Careers	Literacy/Numeracy	Curriculum Enrichment
<ul style="list-style-type: none"> <li>• Moral issues explored, eg. the value and importance of human life.</li> <li>• Spirituality – issues affecting life and death, the nature of reality.</li> <li>• The nature of suffering and the human quest for happiness</li> <li>• Value of human rights – implications of these.</li> <li>• Careers – Public Services, Law, Teaching, Caring services, International development/charities</li> </ul>	<ul style="list-style-type: none"> <li>• Technical and subject specific terms – the development of religious literacy. Using Pali terms in Buddhism, translations.</li> <li>• Glossaries for EAL</li> <li>• Etymology – word roots</li> <li>• Command words</li> <li>• Interpreting data on religious traditions in the UK and worldwide and drawing conclusions based on this.</li> </ul>	<ul style="list-style-type: none"> <li>• Challenge projects – extended research – with a range of responses.</li> <li>• Exploring religious, philosophical and ethical ideas through wider reading and film.</li> <li>• Guest speakers</li> </ul>