

Cottingham High School Year 7 Curriculum Map

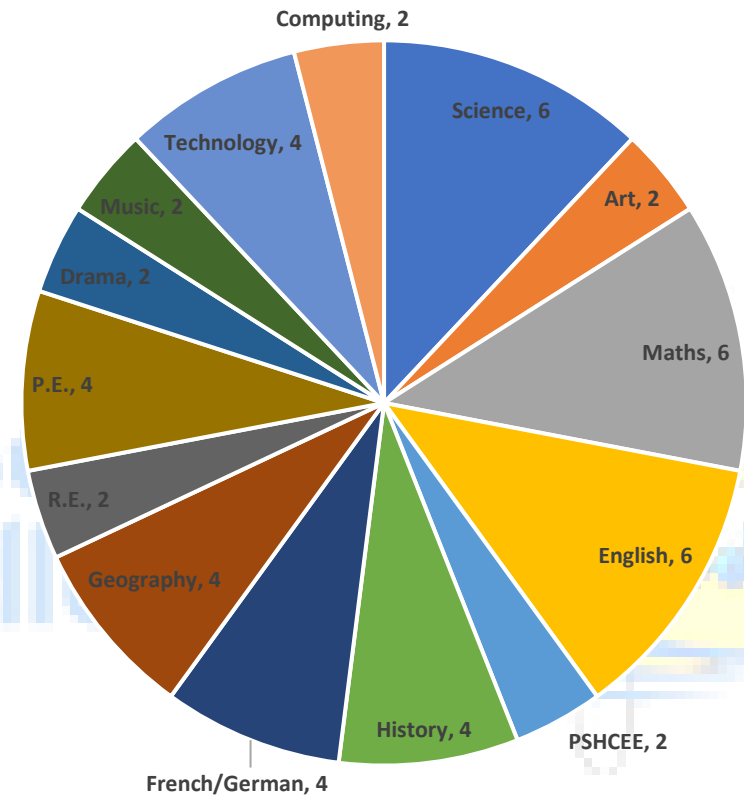
Our curriculum intent

We are a true comprehensive with an eclectic mix of learners. All students at Cottingham High School are entitled to an engaging, broad, balanced, rich, appropriately challenging and ambitious curriculum, with a strong academic core, delivered by specialists who are passionate about their subject. This will include classroom-based learning, independent learning outside the classroom and an exciting and inclusive range of extra-curricular enhancement and enrichment opportunities designed to ignite and inspire our students.

Our curriculum clearly sets out the knowledge and skills that pupils will gain at each key stage, how this knowledge and these skills will be taught and assessed and how effectively pupils apply the knowledge and skills they have acquired. Our aims are to provide an effective and enjoyable education where pupils achieve highly and are equipped with the knowledge and cultural capital they need to be confident and succeed in life. Our curriculum is designed sequentially so that new knowledge and skills build on what has been taught before through a mastery approach. It builds towards clearly defined end points. We have designed our curriculum to reflect our context and to combat social disadvantage by addressing gaps in pupils' knowledge and skills. This includes an emphasis on reading and vocabulary-rich programmes of study and a focus on careers education in each curriculum area, which will raise aspirations.

Above all, we want all our students to be enthusiastic about their studies and to instil in them a self-belief and an appetite for life-long learning.

Curriculum time in each subject (hours per fortnight)



The following pages provide a long-term plan of learning for our Year 7 students at Cottingham High in all subjects.

The pie chart above shows the proportion of the curriculum time spent learning in each subject

Our curriculum is based on a strong academic core, of English, Maths and Science, with all students in Year 7 studying all humanities and a language. In technology, students are taught on a termly rotation and study engineering, resistant materials, and food technology. All students experience one lesson per week of Computing and PSHCEE.

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	TERM 1 Topic/Content	TERM 2 Topic/Content	TERM 3 Topic/Content	TERM 4 Topic/Content	TERM 5 Topic/Content	TERM 6 Topic/Content
English (3)	<p>Transition Unit: Made in Hull – Descriptive Writing</p> <p>How does this link to prior learning?</p> <p>Students have experience of using descriptive devices at Key Stage Two and will have worked on planning strategies. The first unit builds on this, introducing the idea of communities through a two-week transition period before developing descriptive writing skills. Learners will be asked to apply skills learned through the Transition Week activities, which introduced students to using describing familiar places in Hull and will form part of the cross-curricular focus on community. The Summer transition tasks given to pupils are also focused on activities about Hull.</p> <p>Non-negotiable Experiences in the learning scheme</p> <p>Create a piece of descriptive writing about Hull.</p>	<p>Trash – novel study (Other Cultures)</p> <p>How does this link to prior learning?</p> <p>Understanding language and its effects has been introduced at KS2, but the focus will be on extracting and exploring key quotations to inform analysis.</p> <p>Non-negotiable Experiences in the learning scheme</p> <p>Contextual understanding of human rights in third world countries Legal differences between a first and third world country Identifying key quotations Applying linguistic and literary terminology accurately Constructing an analytical paragraph Considering the effect of key words/phrases on the reader</p> <p>Skills being developed</p> <p>Writing to analyse by micro-analysis of language</p>	<p>Exploring Mythology</p> <p>How does this link to prior learning?</p> <p>Students have a brief understanding of myths and legends depending on detail of study at varied primary schools. The skills are repeated from the previous unit, but the literature is significantly more advanced. Students must master their skills by applying them to a more difficult text.</p> <p>Non-negotiable Experiences in the learning scheme</p> <p>Cultural capital gained through understanding of myths and morals, with links to creation context. Identifying key quotations Applying linguistic and literary terminology accurately Constructing an analytical paragraph Considering the effect of key words/phrases on the reader Students must be introduced to the skill of evaluation, encouraging a</p>	<p>Cultures Poetry</p> <p>How does this link to prior learning?</p> <p>Students have now analysed language twice. Through discussion with primary schools, we have found that poetry is rarely covered in primary in any detail, hence, students should have minimal prior knowledge in this form. Key linguistic and literary terminology will be recapped and applied to poetry.</p> <p>Non-negotiable Experiences in the learning scheme</p> <p>Contextual consideration of issues faced in a variety of other cultures. Contextual message of tolerance and equality embedded. Introduction to poetic terms – the ability to identify and analyse the effect of these.</p> <p>Skills being developed</p> <p>Writing to analyse by micro-analysis of language</p>	<p>Writing to persuade – Take Action Writing</p> <p>How does this link to prior learning?</p> <p>Students have experience of descriptive skills from initial term. There will be reminders of some of the terms and how they can be applied within non-fiction writing. Students are introduced to persuasive features within letters and open letters.</p> <p>Non-negotiable Experiences in the learning scheme</p> <p>Consider a range of contextual issues and possible responses/solutions. Contextual consideration of skills and how they are necessary life skills. Persuasive skills informed by a range of contexts, within letters. Understanding of paragraphing. Speaking and listening skills in the form of debate and presentation.</p> <p>Skills being developed</p>	<p>Shakespeare’s Villains</p> <p>How does this link to prior learning?</p> <p>Students have repeatedly developed their analytical skills throughout the year. The texts have steadily become more difficult and complex, culminating in the exploration of extracts from Shakespearean plays. Students have looked at abridged Shakespeare plays which will be foundational for the exploration of language and archetypal characters.</p> <p>Non-negotiable Experiences in the learning scheme</p> <p>Context of Shakespearean audiences and society. Understanding of much higher level vocabulary and simple Shakespearean vocabulary (thee, thou, thine, etc.)</p> <p>Skills being developed</p> <p>Writing to analyse by micro-analysis of language used in a text.</p>

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<p>Recognition and application of word classes (verb, adverb, noun, adjective, pronoun, preposition) and sentence types Application of descriptive writing skills; simile, metaphor, alliteration, personification, semantic field)</p> <p>Practising technical accuracy through Do Now activities which practice punctuation and grammar.</p> <p>Skills being developed</p> <p>Writing to describe skills - Identifying and applying linguistic and literary terms.</p> <p>This scheme recaps and builds upon SPaG skills covered within KS2 to ensure these are mastered and maintained throughout pupils' secondary education.</p> <p>How will it be assessed?</p> <p>Description based on an image of Hull Fair (GCSE-style question)</p>	<p>used in a text. Consideration of effect on reader. Skimming and scanning for key quotations.</p> <p>How will it be assessed?</p> <p>Language analysis of an extract from the text, focussing on the presentation of place.</p>	<p>more personalised response.</p> <p>Skills being developed</p> <p>Writing to analyse by micro-analysis of language used in a text. Consideration of effect on reader. Skimming and scanning for key quotations. Students debating skills through evaluation.</p> <p>How will it be assessed?</p> <p>Language analysis of a myth, focusing on the evaluation of a given statement to form the basis of their response.</p>	<p>used in a poem. Consideration of effect on reader. Consideration of poet's/author's purpose.</p> <p>How will it be assessed?</p> <p>Literature analysis of poem, focusing on the presentation of culture.</p>	<p>Identification and application of rhetorical devices. Writing with purpose: to persuade. Speaking and listening skills.</p> <p>How will it be assessed?</p> <p>Non-fiction letter, writing to persuade on a topic (pre-approved by the classroom teacher) on a topic students feel passionately need acting upon.</p>	<p>Consideration of effect on reader. Skimming and scanning for key quotations. Understanding of form of text as a play and impacts of this on audience. Understanding that texts are constructs. Through exploration of various villains in this scheme, students are able to explore this trope within the tragedy genre.</p> <p>How will it be assessed?</p> <p>Literature analysis of Tybalt's character – emotions, motivations and the methods used to convey these.</p>
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Maths (3)	<p>Topic/Content</p> <ul style="list-style-type: none"> Sequences Algebraic Thinking Equality and Equivalence <p>How does this link to prior learning?</p> <ul style="list-style-type: none"> - Builds upon Algebra KS2 National Curriculum requirements. - Summer homework book builds on number work for transition from KS2 to 3. 	<p>Topic/Content</p> <ul style="list-style-type: none"> Place Value Fractions, Decimals and Percentages <p>How does this link to prior learning?</p> <ul style="list-style-type: none"> - Builds upon Number KS2 National Curriculum requirements. - Algebra skills from the previous half term are used to promote recall of knowledge. 	<p>Topic/Content</p> <ul style="list-style-type: none"> Addition & Subtraction Multiplication and Division Fractions and Percentages of Amounts <p>How does this link to prior learning?</p> <ul style="list-style-type: none"> - Builds upon Number and Ratio and Proportion KS2 National Curriculum requirements. - Use of Place Value knowledge. - Revisits Rounding. - Revisits Order of Operations with Negative Numbers. 	<p>Topic/Content</p> <ul style="list-style-type: none"> 4 Operations with Directed number Addition and Subtraction of Fractions <p>How does this link to prior learning?</p> <ul style="list-style-type: none"> - Builds upon Number KS2 National Curriculum requirements. - Revisits Sequences, Substitution and Equations - Revisits Fractions knowledge 	<p>Topic/Content</p> <ul style="list-style-type: none"> Constructing, Measuring and using Geometric Notation Developing Geometric Reasoning <p>How does this link to prior learning?</p> <ul style="list-style-type: none"> - Builds upon Geometry - Properties of Shape KS2 National Curriculum requirements. - Revisits Simplifying and Perimeter - Revisits mental and formal methods of Addition and Subtraction, including with decimals. 	<p>Topic/Content</p> <ul style="list-style-type: none"> Developing Number Sense Sets and Probability Prime Numbers and Proof <p>How does this link to prior learning?</p> <ul style="list-style-type: none"> - Revisits FDP equivalence and simple FDP Addition and Subtraction - Revisits Factors and Multiples, both Numerically and Algebraically
	<p>Non-negotiable Experiences in the learning scheme</p> <p>All learners taught to use a calculator effectively (barely used at primary school)</p> <ul style="list-style-type: none"> - All learners move at an appropriate pace through the SOL, largely in-line with other groups, accessing all content - Students are referred to previous learning links and real-life uses - One non-classroom based lesson (Hall) - Higher attainers will access additional challenge content 	<p>Non-negotiable Experiences in the learning scheme</p> <p>Collaborative learning experience/competition where students have to arrange themselves in order as a full group, or 2 opposing groups (students given cards with a fraction, decimal or percentage on).</p> <ul style="list-style-type: none"> - All learners move at an appropriate pace through the SOL, largely in-line with other groups, accessing all content - Students are referred to previous learning links and real-life uses 	<p>Non-negotiable Experiences in the learning scheme</p> <p>Financial Maths half year group Skidby lesson.</p> <ul style="list-style-type: none"> - All learners move at an appropriate pace through the SOL, largely in-line with other groups, accessing all content - Students are referred to previous learning links and real-life uses - One non-classroom based lesson - Higher attainers explore addition of numbers given in Standard Form, Evaluate the Area of a 	<p>Non-negotiable Experiences in the learning scheme</p> <p>Plan a weather report using negative numbers - literacy and presentation skills promoted here also.</p> <ul style="list-style-type: none"> - All learners move at an appropriate pace through the SOL, largely in-line with other groups, accessing all content - Students are referred to previous learning links and real-life uses - Higher attainers discuss negative square roots and higher powers 	<p>Non-negotiable Experiences in the learning scheme</p> <p>Students learn to use a protractor and compass efficiently.</p> <ul style="list-style-type: none"> - All learners move at an appropriate pace through the SOL, largely in-line with other groups, accessing all content - Students are referred to previous learning links and real-life uses - One non-classroom based lesson - Higher attainers understand and use parallel lines rules, the sum of angles in any 	<p>Non-negotiable Experiences in the learning scheme</p> <p>A look back at the year's skills and what doors they could begin to open career-wise.</p> <ul style="list-style-type: none"> - All learners move at an appropriate pace through the SOL, largely in-line with other groups, accessing all content - Students are referred to previous learning links and real-life uses - Higher attainers understand and use the complement of a set and use prime factors to find HCFs and LCMs.

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<ul style="list-style-type: none"> - Students use calculators regularly <p>Skills being developed</p> <ul style="list-style-type: none"> - Describe and continue sequences in diagram and number forms, both linear and non-linear - Compare numerical and graphical forms - Use single function machines an series of two function machines with numbers, bar models and letters - Use and interpret algebraic notation - Understand and use inverse operations - Form and substitute into expressions, including to generate sequences - Represent functions graphically - Understand equality - Use fact families - Form and solve one-step equations - Understand equivalence of algebraic expressions - Collect like terms <p>How will it be assessed? End of block assessments with Next Steps directly linked to assessment misconceptions.</p>	<ul style="list-style-type: none"> - Students experience reading week maths related tasks/starters/lessons. - Higher attainers explore and use Standard Index Form, Fractions above 1 and convert multiples of 1/8 to decimals and percentages. <p>Skills being developed</p> <ul style="list-style-type: none"> - Recognise and use integer place value up to one billion - Recognise and use decimal place value to at least hundredths - Work out intervals and use number lines - Compare and order numbers - Use ordered lists to find the range and the median of a set of numbers - Round numbers to positive powers of ten - Round numbers to one significant figure - Represent tenths and hundredths on diagram and number lines - Interchange between fractions, decimals and percentages for multiples of one tenth and one quarter 	<p>Trapezium, find HCF and LCM of Algebraic Expressions, find areas involving algebraic expressions and use fractions greater than 1</p> <p>Skills being developed</p> <ul style="list-style-type: none"> - Use mental and formal written methods of addition with integers and decimals, including choosing the most appropriate method - Solve problems in the context of perimeter, money and frequency trees and tables - Solve problems in the context of bar and line charts - Multiply by 10, 100 and 1000, 0.1, 0.01 and convert metric units - Use mental and formal written methods of multiplication and division - Find the HCF and LCM of small numbers - Evaluate areas of triangles, rectangles and parallelograms - Find the mean of a set of numbers - Find simple fractions and percentages of amounts - Begin to use the order of operations 	<p>Skills being developed</p> <ul style="list-style-type: none"> - Order directed numbers, both in contextualised and abstract situations - Revisit four operations to include directed number - Use a calculator with directed number - Solve two-step equations (with and without a calculator) - Use order of operations - Represent tenths and hundredths on diagrams and number lines - Convert mixed numbers and improper fractions - Add and subtract fractions with the same denominator, one denominator a multiple of the other and different denominators - Add and subtract fractions and decimals eg $\frac{3}{4} + 0.2$ <p>How will it be assessed? End of block assessments with Next Steps directly linked to assessment misconceptions.</p>	<p>polygon and derive simple proofs using angles rules</p> <p>Skills being developed</p> <ul style="list-style-type: none"> - Understand and use lettering and labelling notation for lines and angles - Draw and measure lines and angles accurately - Classify angles - Identify and draw parallel and perpendicular lines - Recognise types of triangle, quadrilateral and other Polygons - Construct triangles given SSS, SAS, ASA - Draw and interpret Pie Charts - Calculate and use angles at a point, angles on a straight line and vertically opposite angles - Calculate missing angles in triangles and quadrilaterals <p>How will it be assessed? End of block assessments with Next Steps directly linked to assessment misconceptions.</p>	<p>Skills being developed</p> <ul style="list-style-type: none"> - Mental arithmetic strategies - Use known facts to derive other facts - Evaluate an algebraic expression given a related fact - Use estimation - Understand and use set notation - Draw and interpret Venn diagrams - Understand and use the language of probability - Calculate the probability of a single event - Use the sum of probabilities of an event is 1 - Recognise prime, square and triangle numbers - Express a number as a product of prime factors - Powers and roots - Make and test conjectures - Understand and use counterexamples <p>How will it be assessed? End of block assessments with Next Steps directly linked to assessment misconceptions.</p>
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		<ul style="list-style-type: none">- Interpret pie charts- Equivalent Fractions- Convert between other fractions, decimals and percentages <p>How will it be assessed? End of block assessments with Next Steps directly linked to assessment misconceptions.</p>	<ul style="list-style-type: none">- Work out simple fractions and percentages of amounts, with and without a calculator. <p>How will it be assessed? End of block assessments with Next Steps directly linked to assessment misconceptions.</p>			
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Science (3)	<p>Topic/Content Transition – practical skills unit Chemical Reactions are the bedrock of our medicinal, petrochemical industry. Year 7 introduces this by investigating the interaction of Acids and Alkalis and the use of natural indicators to determine these chemicals. Students have the opportunity to use the exothermic nature of metal & acid reactions to design a heat pack</p>	<p>Topic/Content Physics – Forces Forces are all around us and without their interaction life would not be as we know it. Friction “friend or foe”, Air resistance “saint or sinner” The relationship between force, extension and force and movement all come under scrutiny and investigation</p>	<p>Topic/Content Physics – Space The concept of space has always been an integral part of science education that has enthralled young learners. The magical transition of night into day, Winter into Spring have caused speculation since the dawn of time. Life on the moon and spacesuit design to explore our solar system force students to take one giant leap of faith</p>	<p>Topic/Content Physics – Particles The particle model is widely used to predict the behaviour of solids, liquids and gases and this has many applications in everyday life. It helps us to explain a wide range of observations and understand how to crush a can and make a pressure rocket. It also explains why it is difficult to make a good cup of tea high without stirring it!</p>	<p>Topic/Content Physics – Electricity Electric charge is a fundamental property of matter everywhere. Understanding the different types and uses of electric circuits is essential along with safe design and usage. Modelling plays a key role in our understanding of electric current, voltage and resistance</p>	<p>Topic/Content Biology Cells & Reproduction Cells are the basic unit of all forms of life. In this section we explore how structural differences between types of cells enables them to perform specific functions within the organism. For an organism to grow, cells must divide. If cells are isolated at an early stage of growth before they have become too specialised, they can retain their ability to grow into a range of different types of cells. These cells form tissues, organs and organ systems. The use of microscopes allows us to study and model cells. Students learn about the process of reproduction and reproductive systems as well as menstruation, contraception and disease</p>
	<p>How does this link to prior learning? Materials and properties Year 1,2,5 Students are encouraged to develop scientific enquiry, setting up simple practical enquiries and fair tests. They make observations, taking accurate measurements using standard units, and a range of equipment. They are also recording findings using, drawings, labelled diagrams, keys, bar charts & tables They use results to draw simple conclusions, make</p>	<p>How does this link to prior learning? Forces & Magnets Years 4,5 In Year 4 students compare how things move on different surfaces and the idea of contact and non-contact forces is explored along with magnets and evaluate magnetic and non-magnetic They can describe magnets as having 2 poles Year 5 introduces gravity and</p>	<p>How does this link to prior learning? Seasons & Space Years 1,5 Students observe changes across the 4 seasons and associated weather In year 5, they describe they movement of the Earth, and other planets, relative to the Sun in the solar system and the moon relative to the earth. The idea of the Earth's rotation explains day and night and the apparent movement</p>	<p>How does this link to prior learning? States of Matter Year 4 Students compare and group materials according to if they are solids, liquids or gases They observe that some materials change state when they are heated or cooled & measure or research the temperature at which this happens in degrees Celsius They identify the part played by evaporation and</p>	<p>How does this link to prior learning? KS2 Electricity Year 4 & 6 In year 4 students identify common appliances that run on electricity, construct a simple series electrical circuit, identify its basic parts, including cells, wires, bulbs, switches and buzzers, identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery, recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit</p>	<p>How does this link to prior learning? Revisits Living things and their habitats Years 2,4,5,6 Expands upon Plants Years 1,2,3 Expands upon Animals & Humans Years 1,2,3,4,5,6</p>

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<p>predictions, suggest improvements</p> <p>They can identify differences, similarities or changes related to simple scientific ideas and processes</p> <p>In years 5 and 6 students are planning different types of scientific enquiries to answer questions controlling variables and taking repeat readings. They are recording results of increasing complexity using scientific diagrams classification keys, tables, scatter graphs, bar and line graphs. They can use results to develop new lines of enquiry. Conclusions, causal relationships and explanations of and degree of trust in results are discussed in supporting arguments</p> <p>Our first unit builds on this, introducing the new equipment students will use and ensure they have the vocabulary. We apply science to real life scenarios and introduced the safety aspect of laboratory working. We take the theory students have been learning and start applying</p>	<p>identifies the effects of air resistance, water resistance and friction, that act between moving surfaces</p> <p>Students can recognise that levers, pulleys and gears, allow a smaller force to have a greater effect</p> <p>Non-negotiable Experiences in the learning scheme Subject specific Vocabulary Hooke's Law experiment Explaining scientific ideas</p> <p>Skills being developed HSW Skills – Variables Fair Testing Observations</p> <p>Variables, Fair Testing, Repeat Readings Accuracy</p> <p>Method Writing Take Accurate Readings Simple Table of results Bar Charts & Line Graphs Simple Conclusions Evaluating Conclusions Scientific Explanations</p> <p>How will it be assessed?</p>	<p>of the sun across the sky</p> <p>Non-negotiable Experiences in the learning scheme Brad Gibson Visit – Moon Base</p> <p>Skills being developed HSW Skills Observations Modelling Comparing Methods Averages Evaluating Justify Research</p> <p>Method Writing Take Accurate Readings Simple Calculations Simple Conclusions Using Logical Approaches Scientific Explanations</p> <p>How will it be assessed? Short term - using exit tickets and Educake tasks to generate individual targets to address misconceptions quickly. Medium term - mid & end of topic & HSW tests using diagnostic questions to direct students to individual next step tasks addressing areas of</p>	<p>condensation in the water cycle and associate the rate of evaporation with temperature</p> <p>In year 7, we revisit consolidate and develop Reading Scales, heat & temperature, energy Diffusion, Density States of matter Particles, particle motion Pressure, Latent Heat, Bond</p> <p>Non-negotiable Experiences in the learning scheme Alka Seltzer Rockets Crushing Can</p> <p>Skills being developed HSW Skills Observations Modelling Methods Variables</p> <p>Method Writing Take Accurate Readings Simple Table of Results Bar Charts & Line Graphs Simple Calculations Simple Conclusions Scientific Explanations Metacognition, Modelling</p> <p>How will it be assessed?</p>	<p>Yr 6 students associate the brightness of a lamp with the number & voltage of cells used in the circuit, & use recognised symbols</p> <p>Non-negotiable Experiences in the learning scheme Plugs and Fuses Modelling Circuits</p> <p>Skills being developed HSW Skills Observations Hazard Analysis Modelling Variables Experimental Errors</p> <p>Method Writing Simple Table of Results Simple Calculations Simple Conclusions Evaluating Conclusions Using logical Approaches Metacognition, Modelling</p> <p>How will it be assessed? Short term - using exit tickets and Educake tasks to generate individual targets to address misconceptions quickly. Medium term - mid & end of topic & HSW tests</p>	<p>Evolution & inheritance Year 6 only</p> <p>In year 4 students describe the simple functions of the basic parts of the digestive system Year 5 describe the life process of reproduction in some plants & animals & changes as humans age. Year 6 identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels & blood recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents</p> <p>In Year 7 we consolidate these ideas and build upon them</p> <p>Non-negotiable Experiences in the learning scheme Sexual Reproduction Puberty, Menstrual Cycle Contraceptives STI's</p>
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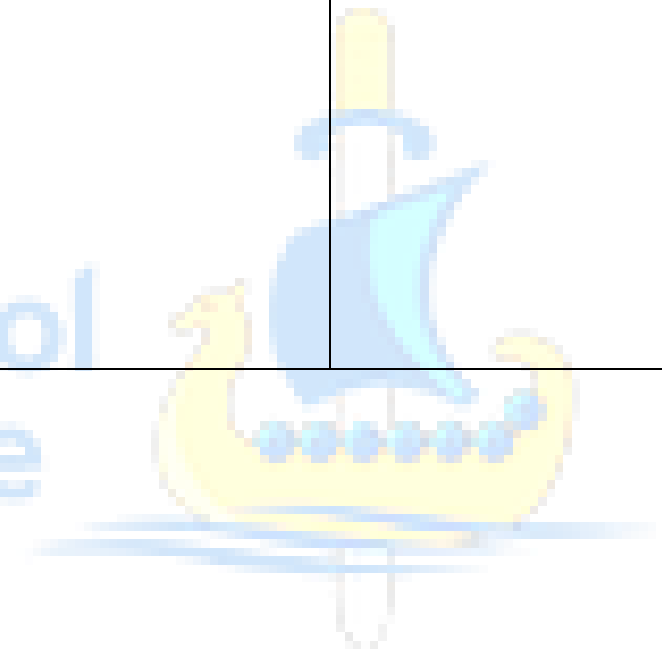
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<p>it in a real science laboratory environment, with unfamiliar contexts and real-life applications of theory</p> <p>The Acids & Alkalis unit builds on work done in KS2 Y5 on “properties and changes of materials” some students will be aware of reactions between acids and bicarb. and that substances can dissolve.</p> <p>In Year we introduce acids and alkalis and a range of indicators and neutralisation reactions and the fact these can release heat energy</p> <p>Non-negotiable Experiences in the learning scheme Students make an Ice Pack for sports injuries and propose investigations to determine the best ratio of reactants.</p> <p>Skills being developed Investigative vocabulary Equipment Selection Making observations Method Planning Mean Average Risk assessments Simple Conclusions</p>	<p>Short term - using exit tickets and Educake tasks to generate individual targets to address mis conceptions quickly. Medium term - mid & end of topic & HSW tests using diagnostic questions to direct students to individual next step tasks addressing areas of weakness and give summative progress data compared with FFT targets that feed into the tracking and intervention plans.</p>	<p>weakness and give summative progress data compared with FFT targets that feed into the tracking and intervention plans.</p>	<p>Short term - using exit tickets and Educake tasks to generate individual targets to address mis conceptions quickly. Medium term - mid & end of topic & HSW tests using diagnostic questions to direct students to individual next step tasks addressing areas of weakness and give summative progress data compared with FFT targets that feed into the tracking and intervention plans.)</p>	<p>using diagnostic questions to direct students to individual next step tasks addressing areas of weakness and give summative progress data compared with FFT targets that feed into the tracking and intervention plans.)</p>	<p>Heart Dissection Cell Models Microscopes</p> <p>Skills being developed Modelling Research Observations Drawing</p> <p>Method Writing Bar Charts & Line Graphs Simple Calculations Scientific Explanations</p> <p>How will it be assessed? Short term - using exit tickets and conceptions quickly. Medium term - using diagnostic questions to direct students to individual next step tasks addressing areas of weakness and give summative progress data compared with FFT targets that feed into the tracking and intervention plans.)</p>
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<p>How will it be assessed? Short term - using exit tickets and Educake tasks to generate individual targets to address misconceptions quickly. Medium term - mid & end of topic & HSW tests using diagnostic questions to direct students to individual next step tasks addressing areas of weakness and give summative progress data compared with FFT targets that feed into the tracking and intervention plans.)</p>					
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History	Topic/Content HT1: Why have Hull, Beverley and Cottingham changes over time?	Topic/Content HT2: Who were the Romans and why did they want Britannia?	Topic/Content HT3: How similar was Roman, Saxon and Viking Britain?	Topic/Content HT4: Did the Norman Conquest damage or develop Britain?	Topic/Content HT5: Why was society at a standstill in the Middle Ages?	Topic/Content HT6: Why did the Wars of the Roses bring about social and political change in England?
	Why was Beverley so important in the past?	How challenging was life in Celtic Britain?	What did the Romans do for Britain?	Why were there so many claimants to the throne of England in 1066?	What comes to mind when historians picture the Middle Ages?	Why did the War of the Roses happen?
	Why was Beverley so important in the past?	How challenging was life in Celtic Britain?	What can we learn about the Romans from Pompeii?	Who was the best candidate to become King of England?	How comfortable was life in a Medieval town?	Why did the throne of England change so many times between 1455-85?
	Why did Hull become a more important town than Beverley?	What happened at Maiden Castle?	Why did settlements in Britain grow under the Romans (York case study – reference to smaller Celtic society organisation –link back to Maiden castle). Focused on life in settlements.	What was the impact of the Battle of Stamford Bridge?	Why was the treatment of disease and illness so poor?	Why is Richard III portrayed so badly in History?
	Why did Hull become a more important town than Beverley?	What happened at Maiden Castle?	Why did settlements in Britain grow under the Romans (York case study. Focused on life in settlements.	Which side had the tactical advantage before the Battle of Hastings?	How much do you trust your barber? (surgery in the Dark Ages)	Who lives in the walls of the White Tower?
	Why does Cottingham exist?	How and why did Tollund man die? (expand Druid)	Why did settlements in Britain grow under the Romans (York case study.	Why did the King of England lose the Battle of Hastings?	How did the Black Death destroy its victims?	Who was Henry Tudor and why did he cause such a fuss?
	Why did Cottingham become a suburb of Hull?	How and why did Tollund man die?	Why did settlements in Britain grow under the Romans (York case study.	How did William secure the throne of England to become King?	How did the Black Death impact Yorkshire? (Hull)	Why did Richard III lose the battle of Bosworth field?
	Why did Hull expand so rapidly after the Medieval Era?	Why was the defeat of Boudica such a turning point?	How much of a role did Christianity play in the collapse of the Roman Empire?	Did King William invent Ikea? (castles)	How safe was it to be a single woman in Medieval England? (Witchcraft)	How did Henry VII change the way England worked? (double)
	How did WWI and WWII change Hull?	Why did the Romans want Britannia in their empire?	What is the legacy of the Roman Empire?	Why did William Harry the North?	Why were Medieval Knights so revered?	How did Henry VII change the way England worked? (double)
	Sources and interpretations: evidence in History?	Why did Quintus join the Roman army?	How do objects found at Wharam Percy help historians to learn more about the Anglo-Saxons?	Why did William install the Feudal system?		Was Henry VII a financial genius?
	Why was the Roman army so successful? (structure, weapons and tactics)					
	Why was the Roman army so successful?					

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<p>Sources and interpretations: evidence in History?</p> <p>How does this link to prior learning?</p> <p>Students may have studied aspects of their local area in primary school. Common focal points are the Blitz, Medieval Beverley, Victorian Hull and Hull's fishing industry</p> <p>Non-negotiable Experiences in the learning scheme</p> <p>The local area aspects of the sequence (from titles above) will be learnt and will have a quality-focused demonstrate task completed (lesson may take longer than 1hr).</p> <p>Skills being developed</p> <p>Essay structuring and writing skills (focused on PEE)</p> <p>Source analysis skills, with a larger focus on inference (moving on from descriptive KS2 skills)</p> <p>Understanding of heritage and long-term historical</p>	<p>(structure, weapons and tactics)</p> <p>How was military culture reflected in normal society?</p> <p>How does this link to prior learning?</p> <p>Potential links to modules taught as project learning at KS2 (normally focused on creative and cultural aspects). This could include Celtic Britain, the Iron Age, Romans, Saxons and/or Vikings. Often Primary Schools focus on projects like shield making, jewellery and other softer aspects of some of these societies.</p> <p>Non-negotiable Experiences in the learning scheme</p> <p>A 6-7 lesson sequence (from titles above) will be learnt and will contain a quality-focused demonstrate task. Students may opt from the remaining in the sequence.</p>	<p>How did Christianity change Anglo-Saxon England?</p> <p>Why did Vikings raid England?</p> <p>Do the Vikings deserve their bloodthirsty reputation?</p> <p>Was Alfred really so great? (Alfred the Great)</p> <p>Why is 10th Century England seen as the Anglo-Saxon Golden Age?</p> <p>How does this link to prior learning?</p> <p>Bridged module with Roman content and follows chronologically from the decline of the Roman Empire into the Saxon/Viking dual era of ruling over parts of England, which links to the subsequent module, both thematically and chronologically</p> <p>Non-negotiable Experiences in the learning scheme</p>	<p>How pious was the Norman church?</p> <p>How harsh were Norman laws and punishments?</p> <p>Why was the Domesday book important?</p> <p>How does this link to prior learning?</p> <p>Chronologically. Focused on the Norman Conquest and establishment of the crown / dual relationship with the church. The themes of power, religion and focus on Britain remains consistent throughout the remainder of Y7.</p> <p>Some verbal comparison to previous civilisations</p> <p>Non-negotiable Experiences in the learning scheme</p> <p>2022 onwards: Trip to Pickering castle. An excellent example of a Motte and Bailey castle of a large scale, with the rare feature of 2 baileys. Used by the Normans to rule the Northumbria Permanent</p>	<p>Why did people go on Crusades to the 'Holy Land'?</p> <p>How did the crusades effect the people involved?</p> <p>Why was the children's crusade such a 'success'?</p> <p>To what extent is the label 'Dark Ages' a myth?</p> <p>How does this link to prior learning?</p> <p>Chronologically. Norman society paved the way for Feudal Society in the Medieval Era. This module has themes linked to religion, power and the conditions that different people in Medieval society endured at different levels in society ie) Knights, peasants, the wealthy and women</p> <p>Non-negotiable Experiences in the learning scheme</p> <p>A 6-7 lesson sequence (from titles above) will be learnt and will contain a quality-focused</p>	<p>How does this link to prior learning?</p> <p>This collection of wars is generally seen as a turning point where the idle nature of the Dark Ages ceases and a monarchy with direction begins to rule England again. Students get a sense of economic and social development, how people can be perceived by History from multiple historians' viewpoints. Links well to AO4 in this respect.</p> <p>Non-negotiable Experiences in the learning scheme</p> <p>A 6-7 lesson sequence (from titles above) will be learnt and will contain a quality-focused demonstrate task. Students may opt from the remaining in the sequence.</p> <p>Skills being developed</p> <p>This module focuses on religion and power themes and draws together key concepts and processes</p>
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Curriculum Map Y7

	<p>and geographical development</p> <p>How will it be assessed?</p> <p>Teacher assessed – A written piece Explaining why Hull overtook Beverley as the dominant town in the East Riding</p> <p>Ongoing “conclusions” and knowledge recall tests where appropriate (key knowledge and threshold concepts)</p> <p>Verbal questioning and other AfL strategies</p>	<p>2022 onward: Trip to Barland’s Farm. A Celtic experience to reinforce the entire concept of change over time.</p> <p>Skills being developed</p> <p>Source and evidence skills, with some focus on reliability.</p> <p>Development of idea of social change and continuity over time</p> <p>Extended writing skills and structure of PEE paragraphs with the inclusion of evidence as support for arguments.</p> <p>How will it be assessed?</p> <p>Multi-skilled assessment towards the end of December in HT1. This assessment considers learning in the local History module of HT1</p> <p>Ongoing “conclusions” and knowledge recall tests where appropriate (key knowledge and threshold concepts)</p> <p>Verbal questioning and other AfL strategies</p>	<p>A 6-7 lesson sequence (from titles above) will be learnt and will contain a quality-focused demonstrate task. Students may opt from the remaining in the sequence.</p> <p>Skills being developed</p> <p>Source analysis skills – with a focus on settlement and making inferences about the lives of different members of society.</p> <p>Analysing historians’ interpretations and being able to distinguish between types of evidence</p> <p>Comparative History between time frames</p> <p>Focus on causation as well as change (both AO1 / AO2.1and AO2.2 on our skills ladder)</p> <p>How will it be assessed?</p> <p>Teacher assessed – A written piece explaining the growing importance of York to the Vikings and the Saxons</p> <p>Ongoing “conclusions” and knowledge recall tests</p>	<p>army garrison there during the Norman era.</p> <p>Skills being developed</p> <p>Developing an understanding of change and continuity in a deeper sense. The module is structured around the changes the Normans brought.</p> <p>Introduction to military History and politics prior to and during the conquest.</p> <p>Some source use (Bayeux Tapestry, chronicles and Nordic sagas)</p> <p>How will it be assessed?</p> <p>Multi-skilled assessment towards the end of HT4. This will consider knowledge from HT3 within the set questions.</p> <p>Ongoing “conclusions” and knowledge recall tests where appropriate (key knowledge and threshold concepts)</p> <p>Verbal questioning and other AfL strategies</p>	<p>demonstrate task. Students may opt from the remaining in the sequence.</p> <p>Skills being developed</p> <p>Understanding of causation and consequence (2.1) in short term and longer-term cycles. Starting to consider impacts over time and the idea of multiple causes and consequences working together.</p> <p>Source provenance skills in relation to debating Saladin vs Richard.</p> <p>How will it be assessed?</p> <p>Teacher assessed – A written piece;</p> <p>“To what extent was life miserable in the Middle Ages?”</p> <p>Ongoing “conclusions” and knowledge recall tests where appropriate (key knowledge and threshold concepts)</p> <p>Verbal questioning and other AfL strategies</p>	<p>studied during Y7 into a case study.</p> <p>Main Q in EOY exam links to Henry VII.</p> <p>How will it be assessed?</p> <p>Multi-skilled assessment in the same format as HT2 and HT4. This exam will consider knowledge from HT5 in addition to HT6. An increased competency in all skill areas should be evident in the outcomes of this assessment.</p> <p>Ongoing “conclusions” and knowledge recall tests where appropriate (key knowledge and threshold concepts)</p> <p>Verbal questioning and other AfL strategies</p>
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			where appropriate (key knowledge and threshold concepts) Verbal questioning and other AfL strategies			
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Geography (2)	<p>Topic/Content Local area/UK introduction Collaboration project How does this link to prior learning? KS2 N.C. and own experiences of places</p> <p>Non-negotiable Experiences in the learning scheme Location of Cottingham in Region, UK, Europe and the World Subject to agreed collaboration</p> <p>Skills being developed Maps on different scales Describing and explaining Use of images/Interpretation Graph drawing How will it be assessed? Checkpoint (6 lessons) End of topic assessment</p>	<p>Topic/Content <u>Europe</u> Landscapes Human and physical processes Population density Migration of people</p> <p>How does this link to prior learning? Relates back to the UK through investigating links to Hull/Cottingham KS2 learning referenced</p> <p>Non-negotiable Experiences in the learning scheme Produce illustrated map of Europe Travel guide to...</p> <p>Skills being developed Presentation skills Interpretation of maps and data Extended writing Effective research Core Mastery strand: -Describing Human Geography -Describing Physical Geography -Describing in different levels of detail How will it be assessed? Checkpoint (6 lessons) End of topic assessment</p>	<p>Topic/Content <u>Africa</u> Poverty and inequality Development Biodiversity continued Resources and food Climate</p> <p>How does this link to prior learning? Biodiversity developed from topic 3 Resources expanded from Topic 3 Development compared to USA</p> <p>Non-negotiable Experiences in the learning scheme</p> <p>Skills being developed Core Mastery Strand: Interpreting Interpreting articles Interpreting graphs Interpreting maps Interpreting images +Climate graphs</p> <p>How will it be assessed? Checkpoint (6 lessons) End of topic assessment</p>	<p>Topic/Content <u>Asia</u> Pacific ring of fire Living with disaster Tsunami Weather and climate Cities - India</p> <p>How does this link to prior learning? Disasters from topic 3 Weather and climate link from previous topic</p> <p>Non-negotiable Experiences in the learning scheme Disaster newspaper report</p> <p>Skills being developed Core Mastery Strand: Analysis Analysis of articles Analysis of graphs Analysis of maps Analysis of images Analysis of viewpoints</p> <p>How will it be assessed? Checkpoint (6 lessons) End of topic assessment</p>	<p>Topic/Content <u>Oceania and Antarctica</u> Ocean plastics and marine pollution Seasons Migration of People Captain Cook – From Yorkshire to Australia</p> <p>How does this link to prior learning? Migration of people from topic 2</p> <p>Non-negotiable Experiences in the learning scheme Essay combining mastery elements</p> <p>Skills being developed Core Mastery Strand: Evaluation Use of evidence to support Construction of balanced arguments</p> <p>How will it be assessed? Checkpoint (6 lessons) End of topic assessment</p>	<p>Topic/Content <u>The Americas</u> Migration of people, continued Development and resources Biodiversity Cities and crime Preparing for disaster - LA</p> <p>How does this link to prior learning? Migration expanded from topic 1 Non-negotiable Experiences in the learning scheme North to South Travel line</p> <p>Skills being developed Core mastery Strand: Explanation Explanation of processes + Graph drawing</p> <p>How will it be assessed? Checkpoint (6 lessons) End of topic assessment</p>
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Curriculum Map Y7


FRENCH	<p>Topic/Content</p> <p>Basic required vocabulary Alphabet ,age, birthday, number, months, school bag</p> <p>How does this link to prior learning? Identification of prior learning</p> <p>Non-negotiable Experiences in the learning scheme Introduction to the subject Definite articles, indefinite articles, plurals, Metacognition, conversation building. Building a piece of writing Sound/spelling link</p> <p>Skills being developed Listening for gist Listening for detail Pronunciation Mimicking sounds in French or German Developing reading skills Copying correctly Writing from memory Sound/spelling link</p> <p>How will it be assessed? Mini assessments through vocabulary tests in order to test understanding of vocabulary and grammar</p>	<p>Topic/Content Classroom, colours, adjectives, countries weather</p> <p>How does this link to prior learning? Use of definite articles in both languages Use of numbers Knowledge of masculine and feminine Correct pronunciation</p> <p>Non-negotiable Experiences in the learning scheme Adjectival agreement Use of the present tense verb etre</p> <p>Skills being developed Listening for gist Listening for detail Pronunciation Mimicking sounds in French Developing reading skills Copying correctly Writing from memory</p> <p>How will it be assessed? End of unit assessment based on 4 skills involving tasks relating to the steps for each skill increasing in difficulty through the year</p>	<p>Topic/Content Physical and personal descriptions</p> <p>How does this link to prior learning? Knowledge of masculine and feminine Knowledge of adjectival agreement Use of j'ai</p> <p>Non-negotiable Experiences in the learning scheme Regular er verbs Present tense of avoir Present tense of etre Use of possessive adjectives</p> <p>Skills being developed Listening for gist Listening for detail Pronunciation Mimicking sounds in French Developing reading skills Copying correctly Writing from memory</p> <p>How will it be assessed? Mini assessments through vocabulary tests in order to test understanding of vocabulary and grammar</p>	<p>Topic/Content Physical and personal descriptions</p> <p>How does this link to prior learning? Knowledge of masculine and feminine Knowledge of adjectival agreement Use of j'ai Word order</p> <p>Non-negotiable Experiences in the learning scheme Regular er verbs Present tense of avoir Present tense of etre Use of possessive adjectives</p> <p>Skills being developed Listening for gist Listening for detail Pronunciation Mimicking sounds in French Developing reading skills Copying correctly Writing from memory</p> <p>How will it be assessed? End of unit assessment based on 4 skills involving tasks relating to the steps for each skill increasing in difficulty through the yea</p>	<p>Topic/Content My school</p> <p>How does this link to prior learning? Use of numbers Use of avoir and etre Use of plurals Use of adjectives</p> <p>Non-negotiable Experiences in the learning scheme Asking questions Agreeing and disagreeing 12 hour clock On forms of present tense of verbs Partitive articles</p> <p>Skills being developed Listening for gist Listening for detail Pronunciation Mimicking sounds in French Developing reading skills Copying correctly Writing from memory</p> <p>How will it be assessed? Mini assessments through vocabulary tests in order to test understanding of vocabulary and grammar</p>	<p>Topic/Content My school</p> <p>How does this link to prior learning? Use of numbers Use of avoir and etre Use of plurals Use of adjectives</p> <p>Non-negotiable Experiences in the learning scheme Asking questions Agreeing and disagreeing 12 hour clock On forms of present tense of verbs Partitive articles</p> <p>Skills being developed Listening for gist Listening for detail Pronunciation Mimicking sounds in French Developing reading skills Copying correctly Writing from memory</p> <p>How will it be assessed? End of unit assessment based on 4 skills involving tasks relating to the steps for each skill increasing in difficulty through the year</p>
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MFL GERMAN	Topic/Content Meine Welt und ich: Introducing self, counting, using alphabet	Topic/Content Meine Welt und ich 2: Describing character, talking about belongings	Topic/Content Familie und Tiere: Pets, family members	Topic/Content Familie und Tiere 2: Describing family members, colours, birthdays	Topic/Content Freizeit 1: Sports you play, leisure activities	Topic/Content Freizeit 2: Talking about computers and mobile phones
	How does this link to prior learning?	How does this link to prior learning?	How does this link to prior learning?	How does this link to prior learning?	How does this link to prior learning?	How does this link to prior learning?
	Identification of prior learning	The verb haben – linked to verbs from previous ½ term	Revising pronouns, linking modal verbs to other verbs already learnt.	Using adjectives with nouns	More practice of present tense verbs	Using the present tense to talk about the future
	Non-negotiable Experiences in the learning scheme	Possessives – linking endings to indefinite articles from previous ½ term.	Non-negotiable Experiences in the learning scheme	Non-negotiable Experiences in the learning scheme	Non-negotiable Experiences in the learning scheme	Non-negotiable Experiences in the learning scheme
	Introduction to the subject	Non-negotiable Experiences in the learning scheme	Using pronouns	Using adjectives with nouns	Using gern with verbs	Talking about the future using the present tense
	Definite articles, indefinite articles, the verb sein, the verb wohnen	Adjectival agreement	Using the modal verb kann + infinitive	Adjective agreement in the plural form	Giving your opinion	
Metacognition,	Use of the present tense verb haben	Present tense verbs revision and practice	Using ordinal numbers	Using correct word order	Skills being developed	
Skills being developed	Skills being developed	Skills being developed	Skills being developed	Skills being developed	Listening for gist Listening for detail Pronunciation Mimicking sounds in German Developing reading skills Copying correctly Writing from memory Writing and proof-reading skills	
Listening for gist Listening for detail Pronunciation Mimicking sounds in German The sound-spelling link Developing reading skills Copying correctly Writing from memory	Listening for gist Listening for detail Pronunciation Mimicking sounds in German Developing reading skills Copying correctly Writing from memory Writing and proof-reading skills	Listening for gist Listening for detail Pronunciation Mimicking sounds in German Developing reading skills Copying correctly Writing from memory	Listening for gist Listening for detail Pronunciation Mimicking sounds in German Developing reading skills Copying correctly Writing from memory Practising speaking skills Asking and answering questions	Listening for gist Listening for detail Pronunciation Mimicking sounds in German Developing reading skills Copying correctly Writing from memory	Listening for gist Listening for detail Pronunciation Mimicking sounds in German Developing reading skills Copying correctly Writing from memory Developing prediction strategies Understanding longer listening texts Making your writing interesting and varied	

Tech (2)	<p>Term One followed by either; Food, Design and Technology or Textiles Art – rotating through all three for the remainder of the year.</p> <p>Topic/Content Technology Introduction and Baseline Testing Students start in one of three subject areas. Food, Design and Technology or Textiles-Art. All students will begin their journey with a baseline test which is used to identify any gaps in understanding</p> <p>How does this link to prior learning? <i>Baseline tests are used to identify any gaps from KS2 POS that could potentially require addressing with additional work whilst also addressing new content for each of the three subjects.</i></p> <p><i>If second or third what skills are developed from the first rotation:</i> Whilst some skills can be used across different topic areas the majority of skills development takes place within each specific subject area. Some skills that will be developed in each rotation include;</p>	<p>Topic/Content Food We aim for students to cook once a week during this rotation, developing basic cooking skills to produce a range of sweet and savoury dishes. The following topics are covered during theory lessons: Health and Safety in the food rooms, Food storage and contamination, The eat well guide, 8 government guidelines, Energy balance, Sugar intake and Hydration.</p> <p>How does this link to prior learning? This topic develops further the idea of a healthy diet by looking at more specific sections of the Eat well guide which students look at in KS2. Practical skills such as knife skills and the use of an oven and hob will also be developed from KS2.</p> <p><i>If second or third what skills are developed from the first rotation:</i> Health and safety from other units can be applied to some scenarios in the food room as well as developing further product analysis and evaluating techniques.</p> <p>Non-negotiable Experiences in the learning scheme Learning how to cook and use equipment safely to produce a range of sweet and savoury dishes and understanding how the body uses food as a fuel and the different quantities required to have a healthy balanced diet.</p> <p>Skills being developed Organisation Time management Collaboration Problem solving Basic cooking skills</p>	<p>Topic/Content Design and Technology We aim for students to have an experience of working safely in a workshop environment with various basic tools, equipment and machines (including CAD) whilst designing and manufacturing useful products.</p> <p>How does this link to prior learning? Moving on from 2D towards 3D design and even the use of CAD. Pupils will have had a varied experience of practical work at KS2 so we start with simple tools and machines.</p> <p><i>If second or third what skills are developed from the first rotation:</i> Health and safety from other units can be applied to some scenarios in the workshops as well as developing further product analysis and evaluating techniques.</p> <p>Non-negotiable Experiences in the learning scheme Learning how to manufacture finished products safely including CAD and CAM.</p> <p>Skills being developed Teamwork, organisation, time management, designing, measuring and marking out and various basic practical skills.</p> <p>How will it be assessed? Practical assessments and booklet Assessments in line with the schools marking policy. Students are RAG rated against 'I can' statements. Where they have shown a good understanding of a particular topic they will be rated Amber, where they have mastered a topic they will be rated Green and finally if we feel more work is required for the student to fully understand the topic they will be rated red. This is then used to inform 'next steps' in the students learning.</p>	<p>Topic/Content Textiles-Art We aim to give Pupils an introduction to various embellishment techniques using a wide range of media in order to develop Textiles as a form of Artwork.</p> <p>How does this link to prior learning? Moving on from a basic understanding of colour we will develop students artistic creativity, within the media of Textiles.</p> <p><i>If second or third what skills are developed from the first rotation:</i> Health and safety from other units can be applied to some scenarios in the textiles room as well further developing design techniques and colour theory covered in Art.</p> <p>Non-negotiable Experiences in the learning scheme Looking at the work of existing designers/artists whilst developing a range of embellishment techniques</p> <p>Skills being developed Organisation, time management, creativity and various embellishment techniques.</p> <p>How will it be assessed? Practical assessments and booklet Assessments in line with the schools marking policy. Students are RAG rated against 'I can' statements. Where they have shown a good understanding of a particular topic they will be rated Amber, where they have mastered a topic they will be rated Green and finally if we feel more work is required for the student to fully understand the topic they will be rated</p>
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<p>Health and Safety, Knowledge about existing designers, Product Analysis and Evaluating techniques.</p> <p>Non-negotiable Experiences in the learning scheme In Y7 students must experience topics on Health and Safety, The Eat well guide and government guidelines, sugar intake, Hydration, Textile Embellishment, New developments in Technology, CAD training and writing to evaluate.</p> <p>Skills being developed Mainly basic cooking skills, fabric embellishment and design work</p> <p>How will it be assessed? Baseline testing assessed and used to identify gaps in knowledge that require addressing and to provide work at a suitable level of challenge at the start of KS3.</p>	<p>How will it be assessed? Practical assessments and booklet Assessments in line with the schools marking policy. Students are RAG rated against 'I can' statements. Where they have shown a good understanding of a particular topic they will be rated Amber, where they have mastered a topic they will be rated Green and finally if we feel more work is required for the student to fully understand the topic they will be rated red. This is then used to inform 'next steps' in the students learning.</p>	<p></p>	<p>red. This is then used to inform 'next steps' in the students learning.</p> 
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Curriculum Map Y7

<p>Topic/Content Baseline/ Fitness</p> <p>How does this link to prior learning? Pupils will have done some form of fitness at primary school and will have a basic knowledge of some fitness activities. These topics are designed to make a judgement on pupils starting points when beginning secondary school.</p> <p>Non-negotiable Experiences in the learning scheme Pupils will partake in a variety of physical activities as part of a baseline assessment and an appropriate target grade and group will be assigned. -Every pupil will be fully inducted in the fitness suite and understand the health and safety regulations. Understanding the need for following a healthy lifestyle and what this entails.</p> <p>Skills being developed An understanding of cardiovascular fitness, speed, endurance, agility, balance, coordination, reaction time and power. Numeracy skills in order to measure heart rate, fitness</p>	<p>Topic/Content Football/ Rugby</p> <p>How does this link to prior learning? Pupils will have done some form of invasion sports at primary school and will have a basic knowledge of some invasion activities.</p> <p>Non-negotiable Experiences in the learning scheme Identification and application of rules and regulations of invasion games. - Development of skills and techniques (specific to the activity) in both practice and competitive game situations, which allow them to overcome their opponent/s. - Use of tactics to outwit opponents and gain an advantage. - Develop mental and physical fitness and movement. -Identification and evaluation of basic strengths and areas for improvement in performance. -Show an ability and understanding to lead their own 3-part warm up.</p>	<p>Topic/Content Netball/Basketball</p> <p>How does this link to prior learning? Pupils will have done some form of invasion sports at primary school and will have a basic knowledge of some invasion activities.</p> <p>Non-negotiable Experiences in the learning scheme Identification and application of rules and regulations of invasion games. - Development of skills and techniques (specific to the activity) in both practice and competitive game situations, which allow them to overcome their opponent/s. - Use of tactics to outwit opponents and gain an advantage. - Develop mental and physical fitness and movement. -Identification and evaluation of basic strengths and areas for improvement in performance. -Show an ability and understanding to lead their own 3-part warm up.</p>	<p>Topic/Content Tennis/ Badminton/ Rounders</p> <p>How does this link to prior learning? Pupils will have done some form of net/wall and striking and fielding sports at primary school and will have a basic knowledge of some of these activities.</p> <p>Non-negotiable Experiences in the learning scheme Develop striking and fielding skills in both practice and competitive game situations. -Use of tactics (specific to the activity) to outwit their opponent/s in both team and individual games. -Working at maximum levels and developing techniques to improve performance in striking and fielding and net/wall games.</p> <p>Skills being developed Grip, stance, hand eye coordination, catching, fielding, racket/bat positioning, throwing.</p>	<p>Topic/Content Trampolining/Movement</p> <p>How does this link to prior learning? Pupils will have done some form of movement sports at primary school and will have a basic knowledge of some of these activities.</p> <p>Non-negotiable Experiences in the learning scheme Developing an understanding of aesthetics and basic techniques to carry out basic skills such as seat drops, forward roll and balances – individual and paired. Developing skills such as body tension, core strength and an aesthetic appreciation of performance.</p> <p>Skills being developed Full and half rotations, balances, basic jumping and landing, basic shapes, safety in spotting and body tension.</p>	<p>Topic/Content Athletics</p> <p>How does this link to prior learning? Pupils will have done some form of athletics at primary school and will have a basic knowledge of some of these events.</p> <p>Non-negotiable Experiences in the learning scheme Developing basic techniques for standing starts in sprints, pacing for longer distances, stance and grips for throws and heel-toe technique for jumps. -Working at maximum levels and developing techniques to improve performance in athletics events (track and field).</p> <p>Skills being developed Starts, throws, jumps, pacing, grip techniques, take off techniques, body positioning (chin, knee, toe), resilience.</p>
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Curriculum Map Y7

	<p>tests and understanding progression in fitness terms. Application of fitness into different sports.</p> <p>How will it be assessed?</p> <p>Quantitative fitness tests.</p>	<p>Skills being developed Basic passing and control techniques and methods of defending. Teamwork, communication and movement.</p> <p>How will it be assessed?</p> <p>Subjective professional teacher judgement based around each lesson and practical assessment lessons throughout the term.</p>	<p>Skills being developed Basic passing and control techniques and methods of defending. Teamwork, communication and movement.</p> <p>How will it be assessed?</p> <p>Subjective professional teacher judgement based around each lesson and practical assessment lessons throughout the term.</p>	<p>How will it be assessed?</p> <p>Subjective professional teacher judgement based around each lesson and practical assessment lessons throughout the term.</p>	<p>How will it be assessed?</p> <p>Subjective professional teacher judgement based around each lesson and practical assessment lessons throughout the term.</p>	<p>How will it be assessed?</p> <p>Quantitative results in various events. Subjective professional teacher judgement based around each lesson and practical assessment lessons throughout the term.</p>
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COMPUTING (1)	<p>Topic/Content Community Adventure Story. PowerPoint project using computational thinking skills, literacy and graphic manipulation.</p> <p>How does this link to prior learning? Using logical reasoning to explain how simple algorithms work and to detect and correct errors in them. Select, use and combine a variety of software.</p> <p>Non-negotiable Experiences in the learning scheme Using literacy skills to create an original story with multiple possible outcomes based in the local community. Research into careers/jobs that exist in the local community. Using computational thinking skills to develop an algorithm to guide readers through their story.</p> <p>Skills being developed Computational thinking skills. Literacy skills. Research skills (primary and secondary) when researching jobs/careers.</p>	<p>Topic/Content Spy School. Spreadsheet modelling,</p> <p>How does this link to prior learning? KS1. Recognise common uses of IT beyond school. KS2. Collecting, analysing, evaluating and presenting data and information. Select, use and combine a variety of software.</p> <p>Non-negotiable Experiences in the learning scheme Use spreadsheet skills to create a spreadsheet from scratch and perform a series of calculations, modelling and formatting tasks. To analyse and present data using tables and graphs. Research into different jobs/careers that use spreadsheets.</p> <p>Skills being developed Concept of entering numbers and text, formatting data, formulas, sorting and filtering of data, using comparison operators, using absolute and relative cell references, replicating formula and functions, creating graphs and modelling data.</p>	<p>Topic/Content 1. Understanding Computers. Hardware, software, networks. 2. Binary and Control. Denary, Binary, conversion, control technology. 3. Repeating Patterns Basic graphic manipulation</p> <p>How does this link to prior learning? Recognise common uses of IT beyond school. Understand computer networks. Select, use and combine a variety of software. Using search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content. Use of MS PowerPoint and graphic manipulation software.</p> <p>Non-negotiable Experiences in the learning scheme Converting binary/denary numbers. Carrying out research into how control technology is used in everyday lives and by different jobs/careers and</p>	<p>Topic/Content E-Safety. Social Networking, cyberbullying, dangers to technology.</p> <p>How does this link to prior learning? Use technology purposefully to create, organise, store, manipulate and retrieve digital content. Recognise common uses of IT beyond school. Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact. Select, use and combine a variety of software. Using search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content. Use of MS PowerPoint and graphic manipulation software.</p> <p>Non-negotiable Experiences in the learning scheme Using Employability skills to work as a team to create an advertising campaign including a presentation, TV advert and leaflet.</p>	<p>Topic/Content Scratch Programming. Basics of programming; algorithms, planning code, loops, variables and outputs.</p> <p>How does this link to prior learning? KS2: designing, writing and debugging programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts. Using sequence, selection and repetition in programs; work with variables and various forms of input and output. KS3: Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.</p> <p>Non-negotiable Experiences in the learning scheme Planning and creating a basic program in Scratch using loops, selection, variables and outputs.</p> <p>Skills being developed Basics of programming using Scratch. How to draw algorithms to plan code, create loops and use</p>	<p>Topic/Content Analysing Data and Asking Questions. Performing research, spreadsheet filtering, searching the internet.</p> <p>How does this link to prior learning? Select, use and combine a variety of software. Using search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content. Use of MS PowerPoint and graphic manipulation software. Literacy skills. Metacognition skills when planning the quiz.</p> <p>Non-negotiable Experiences in the learning scheme Explore different way of performing research. Use a spreadsheet to sort and filter data to answer questions. Search the internet to find out the answers to a number of questions using a variety of techniques. Create a family based quiz where they plan the questions themselves and research the answers.</p>
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<p>Metacognition skills when planning their story and algorithm. Logical reasoning skills. Use of MS PowerPoint and graphic manipulation software.</p> <p>How will it be assessed? Class and homework activities throughout the topic. Peer and Self Evaluation of final story. Final story presented in PowerPoint will be assessed.</p>	<p>Research into careers/jobs that exist in the local community. Maths: Calculations and graphs.</p> <p>How will it be assessed? Class and homework activities throughout the topic. End of unit assessment to answer questions about spreadsheets using the skills learnt throughout the topic.</p>	<p>creating a presentation on control technology. Independent research using given resources in order to answer questions on hardware, software and networks. Creating an original piece of artwork using repeated images.</p> <p>Skills being developed Converting binary to denary numbers and denary numbers to binary. Use of search technologies. Identifying the use of IT in the wider world and in different jobs/careers. Graphic manipulation skills: crop, rotate, reflect, adjust colours, apply effects with discussion on different jobs/careers who use these skills. Maths: Lines of symmetry and Art: using repeating images to create an overall piece of original artwork.</p> <p>How will it be assessed? Assessed activities on converting binary/denary numbers and final presentation on control technology. Assessed activities on Understanding computers. Final piece of original artwork assessed for Repeating Patterns.</p>	<p>Presenting their campaign to the rest of the class.</p> <p>Skills being developed How to stay safe when using the internet and social networking websites. Understanding the effects of cyberbullying and what to do if they see or experience bullying. Identifying dangers to their technology including viruses, worms and Trojans. Use of MS PowerPoint, MS Word, Video editing software and graphic manipulation software. Employability skills of teamworking, problem solving, communication and literacy and self management. Group work, collaboration using Shared folders on OneDrive.</p> <p>How will it be assessed? Class and homework activities throughout the topic. Peer and self-evaluation on media products. Final outcomes will be assessed. Group collaboration and individual input will be assessed throughout the project.</p>	<p>selection. How to use variables and broadcast messages (outputs). Computational thinking skills and logical reasoning skills. Metacognition skills: use flow diagrams to plan code. PSHE: Students will create a game about healthy eating.</p> <p>How will it be assessed? Peer and self-evaluation. Final game will be assessed.</p>	<p>Skills being developed Carrying out searches using a variety of techniques. Use of MS PowerPoint, Excel, Word and graphic manipulation software. Literacy skills. Metacognition skills when planning the quiz.</p> <p>How will it be assessed? Assessed activities on searching throughout the project. Final quiz will be assessed.</p>
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Art (1)	<p>Topic/content BASELINE ASSESSMENT & COMMUNITY PHOTOGRAPHY PROJECT Baseline test: Introduction to the formal elements - consideration key principals of composition, line, shape, form, tone and texture. Production of pencil tonal drawing observing 3D objects in controlled conditions to assess prior knowledge and skills. Community Photography Project: Pupils introduced to the work of David Hockney Photographic Joiners. Will discuss his work and how it represents the world from an alternative perspective. Pupils will work at school to produce a joiner of the school environment. Extended to create a personalised outcome linking to their local community.</p> <p>How does this link to prior learning? Baseline test: Will determine specific level of skill each pupil has based on prior experiences. Pupils should have received a</p>	<p>Topic/Content LINE Pupils will investigate the first formal element: Line They will consider the principles of line and how this links to and supports the other formal elements They will explore a range of mark making techniques, continuous line drawings and the work of Pablo Picasso, translate this to mono-printing and consider how Van Gogh used lines to construct his vivid painted outcomes.</p> <p>How does this link to prior learning? Students in KS2 have a varied Art curriculum. Therefore, students will start to build and consolidate their prior knowledge of the formal elements and the ability to recognise, use and manipulate a range of different materials and processes. They will build their understanding of formal elements and develop practical skills already acquired at KS2.</p> <p>Non-negotiable Experiences in the learning scheme:</p>	<p>Topic/Content TONE Pupils will develop their line drawings into tonal work. They will use the theme of 'identity' or 'self' as starting points for unit. They will consider what tone is, developing a definition and explore how a range of tonal values can be achieved in pencil. They will start with the production of individual facial features, building up towards a large self-portrait. They will use the principles of scale and proportion to produce a self-portrait in line, then build in tonal value. They will exploration how artists have been represented through self-portraits over time.</p> <p>How does this link to prior learning? Using the concept of line and how this is vital for the development of tonal outcomes. Creating accurate scale and proportions. Ability to discuss the work or artists and consider the key features using subject</p>	<p>Topic/Content COLOUR Investigation into colour, including colour theory. Experimentation and colour mixing focusing on primary, secondary and tertiary colour wheels. Introduction to painting – mixing, application, brush control. Colour ladders – demonstrating an understanding of how to manipulate colours. Develop understanding of how the addition of white, black and grey to a colour creates tints, shades and tones. Research into the work of the originators of Fauvism, Henri Matisse and Andre Derain. Observational painting, transposition of key piece of Fauvist portraiture. Development of painting technique using expressive mark making to create final fauvist portrait outcome. Investigation into links between colour and emotion.</p> <p>How does this link to prior learning? Application of colour theory knowledge to create personal response.</p>	<p>Topic/Content SHAPE & FORM Observational drawing of natural form (Use of outdoor learning space). Experimentation in different media including photography (Edward Weston) mono-printing, clay tablet imprints and 3D clay models. Interpretation of natural features in an abstract form (Barbara Hepworth and Henry Moore)</p> <p>How does this link to prior learning? Continued development of pencil tonal work development line, shape, scale, proportion and form. Use of cameras to develop photography skills, focusing on macro techniques. Investigation and analysis of artists and movements.</p> <p>Non-negotiable Experiences in the learning scheme Tonal drawings completed in pencil of at least 3 natural forms. Use of outdoor learning environment to create a set of photographic outcomes. Either clay tile imprints of natural forms or small clay model inspired by Henry</p>	<p>Topic/Content PATTERN & TEXTURE Pupils will move to the final formal elements Pattern & Texture They will investigate both man-made and natural patterns and how artists have interpreted and created these in their outcomes. They will consider the work of Paul Klee's strong geometric repeated patterns and work of Hull artist Lydia Caprani's colourful geometric street murals will also be used to support practical outcomes. Pupils will continue to develop their practical skills using paint, oil pastel and extend their knowledge of printing by creating a final lino-cut print.</p> <p>Pupils will consider how texture can be created on a 2D surface. They will be looking at using found and recycled objects to create a surface texture and respond to the work David Wightman using imagery they have recorded personally.</p> <p>How does this link to prior learning? Pupils will consolidate their understanding of texture</p>
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<p>basic introduction to tone and working with pencil.</p> <p>Non-negotiable Experiences in the learning scheme: Production of baseline drawing. Use of camera to create images for community joiner. Experience of photo editing software to develop outcomes. David Hockney on his photocollage process (1983) - YouTube</p> <p>Skills being developed Baseline test: Basic pencil drawing using line, scale, proportion. Use of pencil to create a range of tones. Photography: Introduction to alternative presentation of images, analysis of images, subject specific language, digital editing techniques.</p> <p>How will it be assessed? Baseline test: 4 specific skills will be linked to the final drawing focusing on the use of line, tone, texture and shape. Statements used to assess individual outcomes. These will be used to determine a</p>	<p>Investigation into two artists with practical responses to both. Development of practical skills Use of online galleries and exhibitions. Introduction to Ferens Art Gallery Ferens Art Gallery Hull Culture and Leisure (hcandl.co.uk) One Line Portraits - Picasso to "Soul" - YouTube express rising - capsiz (excerpt taken from Low End Theory Podcast #12) - YouTube Van Gogh Museum - The Museum about Vincent van Gogh in Amsterdam - The Netherlands Sharing subject knowledge and understating through targeted questioning models, Do Now tasks and AFL.</p> <p>Tasks will be modelled and scaffolded according to the range of abilities demonstrated in the class.</p> <p>Skills being developed: Line drawing, movement with pencil and pen. Continuous line drawing techniques in the style of Picasso. Introduction to mono-printing technique.</p>	<p>specific vocabulary. Analytical skills.</p> <p>Non-negotiable Experiences in the learning scheme: Tone bar demonstrating how to achieve a range of tonal values. Small pencil studies of facial features. Final self-portrait completed in pencil tone. Research and investigation into the work of at least two self-portraits of specified artists. Tonal values in portrait painting. By Ben Lustenhouwer. - YouTube A Guided Tour of the National Portrait Gallery Exhibition Vogue 100 British Vogue - YouTube Sharing subject knowledge and understating through targeted questioning models, Do Now tasks and AFL.</p> <p>Tasks will be modelled and scaffolded according to the range of abilities demonstrated in the class.</p> <p>Skills being developed: Observational skills, scale and proportion. Creation of tonal values using 2B artists pencils. Use of subject specific language.</p>	<p>At KS2 Pupils should already have a basic knowledge of colour theory and have experienced using wet media (watercolour) in half term 1. This unit will explore alternative paints and refine brush control and technique. Consideration of how tonal values explored in half-term two can be translated into colour using the portrait created in the 'TONE' unit. Development of mark-making techniques from half-term 1. Development of subject specific language and identification and analysis of artist's work.</p> <p>Non-negotiable Experiences in the learning scheme Production of primary, secondary and tertiary colour wheel. Use of at least three key materials. Production of at least one self-portrait inspired by and including the key features of the Fauvists. Use of paint to develop some part of this. Sharing subject knowledge and understating through targeted questioning models, Do Now tasks and AFL.</p>	<p>Moore or Barbara Hepworth. Introduction to Yorkshire Sculpture Park and Hepworth Gallery Sharing subject knowledge and understating through targeted questioning models, Do Now tasks and AFL. Tasks will be modelled and scaffolded according to the range of abilities demonstrated in the class. Open Air Yorkshire Sculpture Park (ysp.org.uk) Art, artists, our collection & past exhibitions at The Hepworth Wakefield</p> <p>Skills being developed Continued observation drawing skills in pencil. Introduction to mono-printing and clay impression work. 3D ceramics. Analytical studies. Transposition of artist work. Evaluation of outcome and processes.</p> <p>How will it be assessed? Interim holistic assessment of practical outcomes. Key pieces include tonal drawing of Henry Moore and Barbara Hepworth, 3D response in clay. Holistic review of work produced</p>	<p>and pattern and how these are both linked. Continued development of practical painting and oil pastel skills. Reinforced understanding of colour theory and how tonal values can be created with colour. They will continue to build of the previous formal elements including line, colour, shape and form. They will use their prior knowledge of colour to inform their outcomes inspired by David Wightman. Revisiting the use of a variety of different media. Use of subject specific language and identification and analysis of artist's work.</p> <p>Non-negotiable Experiences in the learning scheme Sharing subject knowledge and understating through targeted questioning models, Do Now tasks and AFL. Refinement of at least two processes used before and production of original lino-cut print. Pupils will use a range of found materials. Production of outcome to demonstrate 2D texture.</p>
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<p>baseline starting point for pupils in Art. All subsequent assessments will link back to this.</p> <p>Photography: Pupils will be assessed holistically on the key outcomes produced using a range of Formative feedback in appropriate format throughout. (Teacher/Peer/Self)</p>	<p>Use of other colour materials including pencil crayon, felt tip and watercolour.</p> <p>Use of subject specific language.</p> <p>Analytical studies.</p> <p>Transposition of artist work.</p> <p>How will it be assessed? Termly assessment that uses content from half term 1 and 2. Holistic review of work produced across practical outcomes with criteria created from the GCSE assessment objectives, investigate, explore, record and present.</p> <p>Pupils will be assessed holistically on the key outcomes produced using a range of skills-based criteria:</p> <p>Continuous line drawing Mono-print Transposition of Van Gogh's work in 3 different mediums.</p> <p>Knowledge based set of knowledge based questions recalling first unit.</p>	<p>Analytical studies.</p> <p>Transposition of artist work.</p> <p>How will it be assessed? Pupils will be assessed on their final portrait. The use of a range of tonal values to achieve shape and form.</p> <p>Pupils will be assessed holistically on the key outcomes produced</p> <p>Knowledge based questions based on unit 1 & 2.</p>	<p>Tasks will be modelled and scaffolded according to the range of abilities demonstrated in the class.</p> <p>Skills being developed Brush control and painting skills. Colour mixing and identification. Recognising specific features of an artist/movement</p> <p>Development of the use of wet and dry media and ability to recognise properties of each.</p> <p>Painting and use of wet media.</p> <p>Brush control.</p> <p>Use of expressive mark making to create shape and form.</p> <p>Use of key colour theory concepts.</p> <p>Understanding and recognition of key art movements.</p> <p>How will it be assessed? Term 2 final assessment of practical skills marked in lines with subject specific criteria. Pupils will be assessed on their final portrait. The use of a range of mark making techniques and expressive brush strokes to achieve shape and form.</p> <p>Knowledge based question based in units 1, 2 & 3.</p>	<p>across practical outcomes with criteria created from the GCSE assessment objectives, investigate, explore, record and present.</p> <p>Knowledge based questions based in units 1, 2, 3 & 4.</p>	<p>Tasks will be modelled and scaffolded according to the range of abilities demonstrated in the class.</p> <p>Exposure to new contemporary artists for inspiration</p> <p>A Tour of Paul Klee: The Berggruen Collection from The Metropolitan Museum of Art - YouTube lydia caprani artist hull David Wightman / Landscape</p> <p>Skills being developed Use of tone in colour.</p> <p>Refinement of brush skills and understanding and use of acrylic paint.</p> <p>Repetition and symmetry in patterns.</p> <p>Understanding of how texture can be created on a 2D surface.</p> <p>Ability to layer materials together to create both organic and structured textural outcomes.</p> <p>Creation of collage using found objects.</p> <p>Transposition of artist work.</p> <p>Evaluation of outcome and processes.</p> <p>How will it be assessed?</p>
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						<p>Final term formal assessment 3. Holistic review of work produced across all units with criteria created from the GCSE assessment objectives, investigate, explore, record and present. Knowledge based questions based in units 1, 2, 3, 4 & 5</p>
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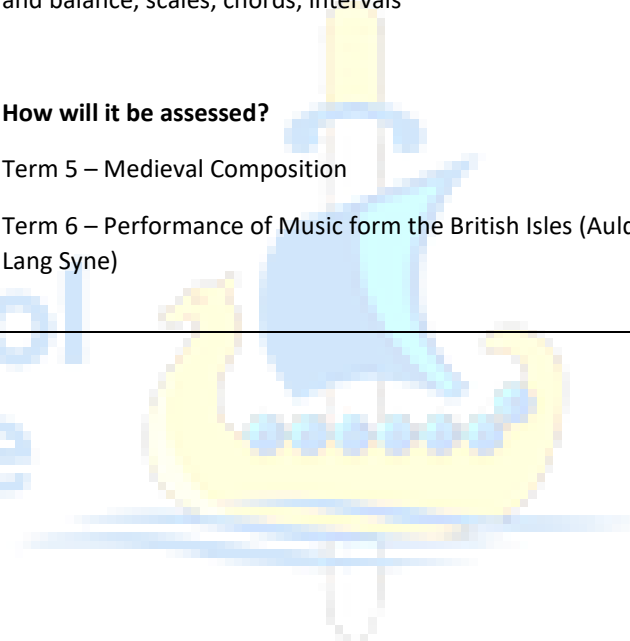
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<p>Topic/Content</p> <p>Term 1 - The Elements of Music</p> <p>Term 2 - Performing Music</p> <p>How does this link to prior learning?</p> <p>This is the first topic in year 7 but should build on singing skills from primary school if they studied music previously. Both topics, Composing and Performing, will be new to most students at this stage, but performing in other subjects such as drama and/or dance will be referred to</p> <p>Non-negotiable Experiences in the learning scheme</p> <p>Looking at the work of published composers or music of musical artists</p> <p>Benefits of listening to music. Expression through music. Finding emotion in music. Working with others and as part of a group.</p> <p>Historical development of written down musical notation through the Christian church. Listening to works by famous British composers such as Purcell and Vaughan-Williams. Working together, reciprocity, listening to others, how to listen respectfully</p> <p>Skills being developed</p> <p>Pitch (high/Low), Duration (short/long), Tempo (fast/slow), Structure, Texture (thick/thin), Dynamics (loud/quiet), Harmony (consonant/dissonant).</p> <p>Beats in a bar, time signatures, note durations</p>	<p>Topic/Content</p> <p>Term 3 - Introduction to Rhythm</p> <p>Term 4 - The Beginning of Popular Music (1900-1950)</p> <p>How does this link to prior learning?</p> <p>Students will use their knowledge of duration and build on this to create rhythms in time to a beat or pulse</p> <p>Students have not looked at popular music until now but have looked at the slave trade in history lessons and know about William Wilberforce.</p> <p>Students will continue to sing and will now include harmony parts in all their songs.</p> <p>Non-negotiable Experiences in the learning scheme</p> <p>Recording our work using basic sound engineering and technology. Careers in Recording Studio's and work as a technician. Composing for a purpose.</p> <p>Working both individually and as part of a group. Roles within the group and how to both help and learn from others. Music as a way of displaying feelings and emotions and thoughts on life experiences.</p> <p>The influence of historical events on the development of music through the slave trade and emigration from Europe to the USA. Treatment of others throughout history. Effects of war on music. How we have treated each other in the past. Working together, reciprocity, listening to others, how to listen respectfully.</p>	<p>Topic/Content</p> <p>Term 5 – The Beginning of Western Art Music</p> <p>Term 6 – Music from the British Isles (World Music)</p> <p>How does this link to prior learning?</p> <p>Students may have heard examples of Christian music in church if they attend. Students may have visited Christian religious buildings where they have heard organ/Church music. Students may have looked at some traditional songs in primary school or at home. These will be discussed in initial lessons and we will sing some during the lesson</p> <p>Students will continue to sing and will now include harmony parts in all their songs.</p> <p>Non-negotiable Experiences in the learning scheme</p> <p>Students may look at the development of the early church in RE and History as well as different cultures around the world in Geography.</p> <p>Looking at the work of published composers and musical artists. Recording our work using basic sound engineering and technology. Accompanying for well-known tunes.</p> <p>Benefits of listening to music. Constantly working with others to refine and improve work while learning from others.</p> <p>Historical development of music in the Western World and in the Christian Church. The influences of World styles as they travel around the world and mix with that of others. Working together, reciprocity, listening to others, how to listen respectfully.</p>
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<p>How will it be assessed?</p> <p>Term 1 – A Halloween Composition</p> <p>Term 2 – A first keyboard performance</p> <p>Students will contribute to the year 7 celebration assembly, Christmas concert, Cottingham Christmas festival and end of term assembly that will take place during this term by singing as a group. Students will also contribute with individual performances</p>	<p>Skills being developed</p> <p>Rhythm, rhythmic values (crotchets, minims, semibreves and quavers) Arranging, syncopation, ostinato, improvising, arranging.</p> <p>Slave Trade, Blues, Jazz, Big Band, Scales, Harmony, Accompaniment</p> <p>Beats in a bar, time signatures, note durations, structure and balance, scales, chords, intervals.</p> <p>How will it be assessed?</p> <p>Term 3 - First Rhythm Composition (and arrangement)</p> <p>Term 4 - Blues Composition</p>	<p>Skills being developed</p> <p>Notre Dame Cathedral, Monks, Plainsong, Plain chant, steps, leaps, drone, structure, free rhythm</p> <p>Fold/World Music, traditional, cultural, Gaelic/Celtic, scotch snap, anacrusis</p> <p>Beats in a bar, time signatures, note durations, structure and balance, scales, chords, intervals</p> <p>How will it be assessed?</p> <p>Term 5 – Medieval Composition</p> <p>Term 6 – Performance of Music from the British Isles (Auld Lang Syne)</p>
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Drama	<p>Topic/Content</p> <p>Thematic Topic: Exploration of Drama Conventions / Cultural Capital – City of Culture</p> <p>How does this link to prior learning?</p> <p>Drama teachers approach this first unit of work in the assumption that limited drama skills have been experienced and or developed. Learners attend with a very varied understanding of drama. However, the ability to roleplay is generally established and this is utilised to trigger engagement with the application and exploration of dramatic conventions for producing devised work. Creating character and techniques for characterisation (English/School production -Primary school). Creating and developing narrative (English – Primary)</p> <p>Exploration of social/moral themes and issues – through PSHCE (Primary)</p> <p>Non-negotiable Experiences in the learning scheme</p> <p>Extra-curricular rehearsal opportunities, production and group collaboration opportunities. Y7 celebration assembly. Learners to experience through role-play within devised scenes and the context to the life and life experiences of those within the drama.</p> <p>Learners to explore devising techniques and script work – exploration of character and devising storyline. Cultural Capital content in City of Culture context – war, family and community cohesion.</p>	<p>Topic/Content</p> <p>Introducing Scripted Performance - Prop-less Theatre</p> <p>How does this link to prior learning?</p> <p>Creating character and techniques of characterisation (term 1 & 2 year 7)</p> <p>Creating and developing narrative (term 1 & 2 year 7)</p> <p>Exploration of social/moral themes and issues – through PSHCE (Primary/Secondary School)</p> <p>Non-negotiable Experiences in the learning scheme</p> <p>Themes of Citizenship/Social/ Moral explored throughout the script work – exploration of character and devised storyline. Capital culture elements driven within the Prop-less Theatre work and narrative of Revolting Rhymes ‘Little Red Riding Hood’.</p> <p>Exploration of relationships and development of relationships within the narrative in the script ‘The Awkward Customer – conflict and resolution.</p> <p>Skills being developed</p> <p>The application and management of role creation to script, characterisation creation from interpretation of scrip, vocal, physical, facial expression, narrative, plot, scenes, plot, character relationships, interaction, stage directions, atmosphere, facial expression, gesture, action,</p>	<p>Topic/Content</p> <p>Musical Theatre / Devising a Musical</p> <p>How does this link to prior learning?</p> <p>Devising skills and conventions (term 1)</p> <p>Extension to characterisation work (term 1) application to musical style. Characterisation in song.</p> <p>Propless theatre, movement and spatial management work – Dance, movement and characterisation work.</p> <p>Stimulus interpretation – script work (term 3).</p> <p>Non-negotiable Experiences in the learning scheme</p> <p>Musical showcase event, parents evening and end of term assembly. Roles in the construction of musical theatre, live theatre and film. Working collaborative relationships – composers, directors, production.</p> <p>Understanding and dramatic exploration and role-play of thematic content of love, betrayal, reconciliation, friendships, mental health, respect, tolerance, equality, gender stereotypes, societal expectation.</p> <p>Skills being developed</p> <p>In the knowledge, understanding and application to genre, form and structure, Brecht, suspension of disbelief,</p>

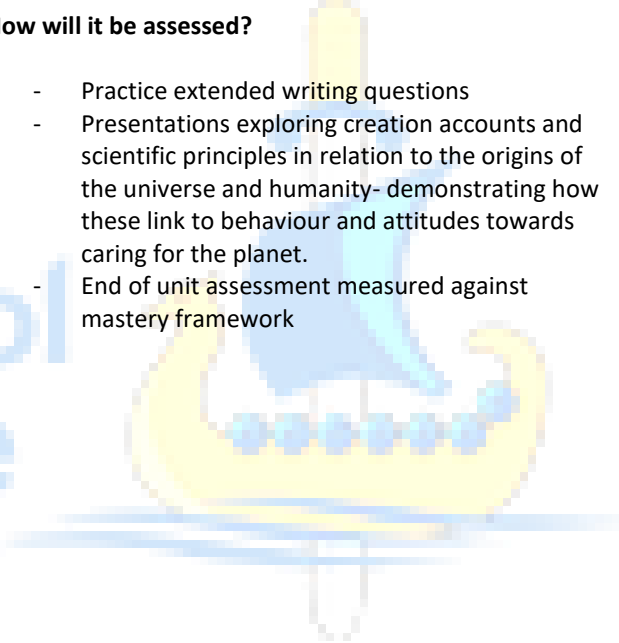
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<p>Skills being developed</p> <p>Role-play and creation, characterisation, vocal, physical, facial expression, narrative, scenes, plot, character relationships, mood and atmosphere, improvisation, facial expression, gesture, action, movement, dialogue, Freeze Frame, Still Image, Hot Seating, Thought Tracking, conventions, rehearsal, effect, plot, staging, transition, setting, audience.</p> <p>How will it be assessed?</p> <p>Process and performance. Application of skills in performance outcome to communicate roles within the 'city of culture' contexts created. Defining and sustaining character physically and verbally to meet the need of context. Context defined with teacher materials. Learner application and management of dramatic conventions to construct drama scenes.</p> <p>Performance outcome – application of skills in recorded performance.</p> <p>Formative assessment throughout Summative assessment – knowledge and understanding of techniques and skills applied</p> <p>Working notebook content</p> <p>Teacher, self and peer assessment</p>	<p>movement, dialogue, rehearsal, effect, staging, setting, audience, End On, prop-less theatre, movement, sound effects, soundscape, dynamics, transition.</p> <p>How will it be assessed?</p> <p>Ensemble management and collaborative group skills throughout the process of scene construction. Skills, knowledge and understanding to interpret text and transpose to scene creation and performance outcome.</p> <p>Performance outcome – application of skills in recorded performance.</p> <p>Formative assessment throughout Summative assessment – knowledge and understanding of techniques and skills applied</p> <p>Working notebook content</p> <p>Teacher, self and peer assessment</p>	<p>breaking the 4th wall, declamatory, motif, movement phrases, movement / dance sequence,</p> <p>How will it be assessed?</p> <p>Learner collaborative working approaches to devise dramatic scenes – inspired and informed from interpretation of songs. Music/ lyrics embedded and connective to dialogue.</p> <p>Characterisation creation and delivery to meet style.</p> <p>Choreography and performance of movement / dance to music.</p> <p>Performance outcome – application of skills in recorded performance.</p> <p>Formative assessment throughout Summative assessment – knowledge and understanding of techniques and skills applied</p> <p>Working notebook content</p> <p>Teacher, self and peer assessment</p>
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<p>Topic/Content</p> <p>Intro to Religion, belief, morality and faith-related also to religion in the local area (Transition tasks) Collaborative humanities approach. A-Z of religion (BBC clips)</p> <p>How does this link to prior learning? Transition tasks over the summer holidays explore religion in Britain and local area. 'A-Z of religion' serves as a baseline to bring all students regardless of primary experience to the same starting point.</p> <p>Non-negotiable Experiences in the learning scheme A-Z of religion is a set of education clips to introduce KS3 students to faiths and belief systems around the world.</p> <ul style="list-style-type: none"> - Intro to key terms and religious vocab - Intro to Ethical and Philosophical concepts and questions/debate <p>Skills being developed</p>	<p>Topic/Content</p> <p>Christianity Intro to key beliefs in the biggest of the 6 world religions.</p> <ul style="list-style-type: none"> -Origins of Christianity and Denominations. - Some key Biblical stories/parables and how to find a Bible reference -The role of the Church, both as a building and as a community -Christian charity (CAFOD) -Infant and Believer's baptism <p>How does this link to prior learning? Many students will have studied elements of Christianity at primary school</p> <p>Non-negotiable Experiences in the learning scheme</p> <ul style="list-style-type: none"> -Learning the key beliefs of Christians and how this influences British culture and traditions -Understanding the link between belief, faith, Morality and behaviour eg, charity -Evaluating the role of Christianity and the Church 	<p>Topic/Content</p> <p>Islam (Full term) Intro and key beliefs of the second biggest world religion.</p> <ul style="list-style-type: none"> - The origins of Islam, including the life of the prophet - The 5 pillars of Islam- what are they and why are they important? - Each Pillar in turn with a particular emphasis on: Sawm (fasting for Ramadan and sacrifice) - Salah (prayer) and the role of the Mosque including Zakat (charity) - Hajj (pilgrimage and Commitment) - Islam in Britain and the positives/challenges for Muslim communities <p>How does this link to prior learning? Many students will have studied elements of Islam but primary schools tend to deal less with this faith and often misconceptions are common as a result of media also.</p> <p>Non-negotiable Experiences in the learning scheme</p> <ul style="list-style-type: none"> -Learning key beliefs of this faith and what influences religious behaviour - Explore the commitment and sacrifice that many Muslims demonstrate by adhering to the 5 Pillars (particularly Muslims living in Britain) - Explore the concept of equality (Hajj) and duty to others (charity) within this faith -Examine prejudice, Discrimination and other challenges facing Muslims in Britain <p>Skills being developed</p> <ul style="list-style-type: none"> - Discussion debate - Evaluating arguments and drawing conclusions from a variety of perspectives - Demonstrate empathy <p>Extending writing skills using a variety of command words</p> <p>How will it be assessed?</p>	<p>Topic/Content</p> <p>'Scared Earth'- religion and the environment</p> <p>Explore a range of beliefs (including non- religious) about the origins of the universe, our planet and humanity.</p> <ul style="list-style-type: none"> - How did the planet get here? - Various religious perspectives including creation accounts from faiths around the world. - What are our duties towards the planet and the environment? – a focus on stewardship and environmental sustainability - How does a person's beliefs regarding the origins of the universe and humanity influence their attitudes towards caring for the planet and others? - Animals and humanity- are they equal? Do animals have the same rights as humans? Various religious and non- religious approaches to this <p>How does this link to prior learning? Students often have some knowledge from primary school of various creation accounts and scientific principles about the origin of the universe. -Cross curricular links to Geography, many students are familiar with some concepts relating to environmental problems and sustainability</p> <p>Non-negotiable Experiences in the learning scheme</p> <ul style="list-style-type: none"> - Exploring a range of beliefs and to be able to make comparisons about the origins of the universe and humanity. - Consider environmental problems facing us locally and globally - Assess the role and duty of humanity towards caring for the environment and explore the concept of stewardship within this (including animal rights) - Examine the influence that a person's belief system may have on their attitude and behaviour towards the environment/planet/animals and humanity
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	<ul style="list-style-type: none"> - Expressing belief and demonstrating tolerance and empathy towards others - Ground rules encourage proper debate - Learning accurate religious vocab to be utilised throughout school - Links to British values (Respect/equality/ tolerance) <p>How will it be assessed?</p> <p>Baseline assessment after first intro unit – What is Religion, Belief and Morality? Keyword tests</p>	<p>in today’s society as well as considering the challenges Christians face today (relate to British Census and changes)</p> <p>Skills being developed</p> <ul style="list-style-type: none"> - Discussion debate - Evaluating arguments and drawing conclusions from a variety of perspectives - Demonstrate empathy - Extending writing skills using a variety of command words <p>How will it be assessed?</p> <ul style="list-style-type: none"> - Practice extended writing questions - Group presentation and design of a modern Church demonstrating understanding of why and how it is utilised by a community - End of unit assessment measured against mastery framework 	<ul style="list-style-type: none"> -Practice extended writing questions - Presentation on Hajj and the importance of each element of the pilgrimage - End of unit assessment measured against mastery framework 	<p>Skills being developed</p> <ul style="list-style-type: none"> - Discussion debate - Evaluating arguments and drawing conclusions from a variety of perspectives - Demonstrate empathy <p>Extending writing skills using a variety of command words</p> <p>How will it be assessed?</p> <ul style="list-style-type: none"> - Practice extended writing questions - Presentations exploring creation accounts and scientific principles in relation to the origins of the universe and humanity- demonstrating how these link to behaviour and attitudes towards caring for the planet. - End of unit assessment measured against mastery framework 
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<p>PSHEE (1)</p>	<p>Topic/Content</p> <ol style="list-style-type: none"> Wellbeing. Transition to Secondary School. Attitudes to Mental Health. Promoting emotional wellbeing. Digital resilience, Unhealthy coping strategies (self harm and eating disorders), Healthy coping strategies. Transition to secondary school and personal safety in and outside of school including first aid. Developing Skills and Aspirations Careers, teamwork and enterprise skills, and raising aspirations. <p>How does this link to prior learning? KS2 RSE: Being Safe</p> <p>Non-negotiable Experiences in the learning scheme</p> <ol style="list-style-type: none"> Learn: about attitudes to mental health and challenging misconceptions; ways to promote emotional wellbeing and to build resilience and how to reframe disappointments and setbacks; about the impact of social media on mental health and emotional wellbeing; strategies to develop digital resilience; about unhealthy coping strategies, including self-harm and eating disorders; why, when and how to access support for themselves or others; healthy ways to manage difficult feelings or challenging circumstances. Exploring the nature of both expected and unexpected change. Identifying some of the challenges that can arise in managing changing situations and relationships, and learn where to get support if needed. Learn about helping others and what first aid is. Learn: how to be enterprising, including skills of problem-solving, communication, teamwork, leadership, risk-management, and creativity; about a broad range of careers and the abilities and qualities required for different careers about equality of opportunity; how to challenge stereotypes, broaden 	<p>Topic/Content</p> <ol style="list-style-type: none"> Health and Puberty Healthy routines, influences on health, puberty, unwanted contact and FGM Diversity Diversity, prejudice and bullying. <p>How does this link to prior learning? KS2: Caring friendships, respectful relationships, Being safe.</p> <p>Non-negotiable Experiences in the learning scheme To learn about good oral hygiene, dental health and how to access NHS Services. To understand what FGM is and that it is abuse and a crime. To know about the support that is available to anyone at risk of FGM. Understand the physical and emotional changes that occur during puberty, identify ways of managing the changes that occur during puberty, know where to seek advice and support about the changes that occur during puberty, such as the school nurses. Identify what happens when we sleep, be able to describe the benefits of good quality sleep and be able to explain strategies to promote good quality sleep and where to seek support if sleep is difficult. To be able to describe the meaning of bullying and cyberbullying and the impact it can have on an individual, explore the challenging scenarios and their appropriate responses, explain where to seek support and advice on bullying/cyberbullying. Be able to identify which actions cross the line between ‘banter’ and cyberbullying with a focus on LGBTQ and stereotypes.</p> <p>Skills being developed</p> <ul style="list-style-type: none"> • how to make healthy lifestyle choices including diet, dental health, physical activity and sleep • how to manage physical and emotional changes during puberty • about personal hygiene 	<p>Topic/Content</p> <ol style="list-style-type: none"> Building Relationships Self-worth, romance and friendships (including online) and relationship boundaries. Financial Decision Making Saving, borrowing, budgeting and making financial choices. <p>How does this link to prior learning? KS2: Caring friendships, respectful relationships, Being safe.</p> <p>Non-negotiable Experiences in the learning scheme Identify the qualities of positive friendships, describe strategies for dealing with challenges in friendships, explain where and how to access support and help, including from professionals. To analyse one of many sources of potential body confidence pressure, to have an understanding of similarities, differences and strengths, to increase confidence, resilience and self-esteem. To identify healthy and unhealthy relationship behaviours, to describe the consequences of different relationship communication styles, to demonstrate active listening and assertiveness skills. To explain what consent means, both legally and ethically and why it is so important. To identify signs of when someone is consenting and when they are not, to describe how consent is sought, given and not given in a healthy relationship, to give reasons why most young people do not have sex until they have passed the age of consent. To recognise your money personality, to understand value for money, to plan the next steps in your financial journey, to understand how to deal with financial dilemmas.</p> <p>Skills being developed</p> <ul style="list-style-type: none"> • how to develop self-worth and self-efficacy • about qualities and behaviours relating to different types of positive relationships • how to recognise unhealthy relationships • how to recognise and challenge media stereotypes • how to evaluate expectations for romantic relationships • about consent, and how to seek and assertively communicate consent
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<p>their horizons and how to identify future career aspirations; about the link between values and career choices</p> <p>Skills being developed</p> <ol style="list-style-type: none"> 1. Evaluate the links between mental health and physical health; identify common misconceptions about mental health; recognise and challenge prejudice and discriminatory language and behaviour, in relation to mental health. To explain the factors that affect emotional wellbeing; identify ways to promote emotional wellbeing and build resilience; to reframe and learn from disappointments and setbacks. To evaluate the positive and negative impact of social media on emotional wellbeing; to analyse the reasons people post and look at online images and the impact this can have on self-esteem and body image; to describe strategies to promote emotional wellbeing online. To explain why self-harm and eating disorders are unhealthy coping strategies; to recognise misconceptions about unhealthy coping strategies; to recognise warning signs of emotional difficulties; identify suitable sources of support; and explain why, when and how to seek help for themselves or others. To recognise circumstances leading to intense emotions that may be difficult to manage; to explain a range of positive strategies for managing difficult emotions; to assess whom, how and why to ask for support when it's needed. 2. How to identify, express and manage their emotions in a constructive way; how to manage the challenges of moving to a new school; how to establish and manage friendships; how to improve study skills; how to identify personal strengths and areas for development; personal safety strategies and travel safety, e.g. road, rail and water; how to respond in an emergency situation; basic first aid; 3. To identify challenges and describe the feelings experienced when overcoming them; to analyse 	<ul style="list-style-type: none"> • how to recognise and respond to inappropriate and unwanted contact • about FGM and how to access help and support • about identity, rights and responsibilities • about living in a diverse society • how to challenge prejudice, stereotypes and discrimination • the signs and effects of all types of bullying, including online • how to respond to bullying of any kind, including online • how to support others <p>How will it be assessed? Baseline quiz. Entry and exit confidence levels.</p> <p>; to</p>	<ul style="list-style-type: none"> • how to make safe financial choices • about ethical and unethical business practices and consumerism • about saving spending and budgeting • how to manage risk-taking behaviour <p>How will it be assessed? Entry and exit knowledge mindmaps. End of unit quiz.</p> 
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challenges posed in the workplace, to plan how to overcome a fear or challenge; to understand the importance of staying positive, including in relation to the workplace, to understand the importance of learning from experiences, even if they are negative, to explain different strategies they can use to build resilience and manage personal challenges and setbacks. To identify a number of key personal skills, to explain how they already demonstrate these skills in their everyday lives, to evaluate how they can build on these skills and adapt them to a workplace setting. To identify opportunities to aim high in their everyday lives, to understand the difference between being proactive and reactive, to recognise how being proactive can help them aim high and achieve their goals. To identify problems of different scales and what is needed to solve them, to illustrate the use of an adaptable approach to solving problems, to understand that problem solving is a core transferable skill and identify its usefulness in a work setting, to work in a team to solve a problem.

How will it be assessed?

Entry and Exit Confidence levels

High School
and Sixth Form College

