

## Cottingham High School Year 9 Curriculum Map

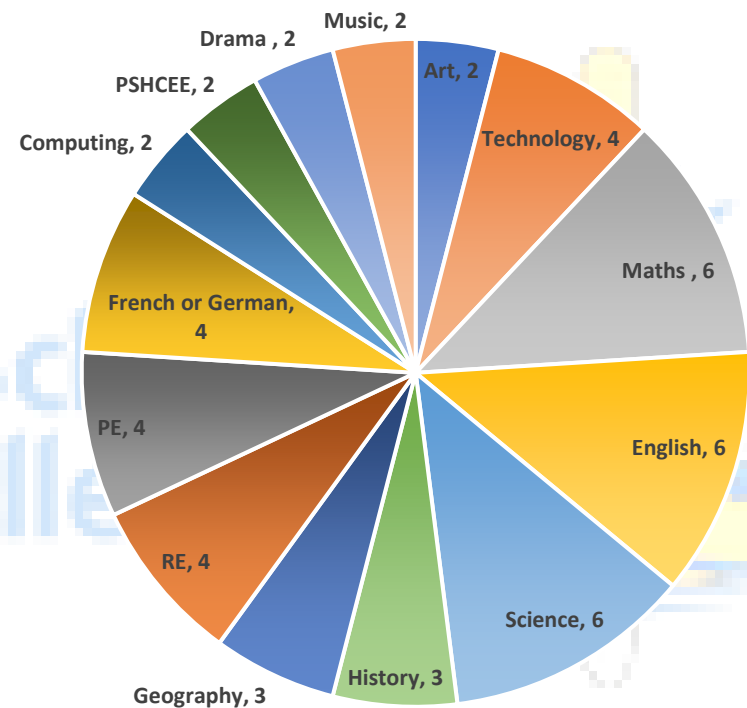
### Our curriculum intent

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 9 students at Cottingham High in all subjects.

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

Our curriculum is based on a strong academic core, of English, Maths and Science, with all students in Year 9 continuing to study all humanities and a language. In the expressive arts and technology, students are able to indicate a preferred discipline to experience later in Year 9 to maintain their interest and enthusiasm, even if they are not intent on carrying the course into Key Stage 4.

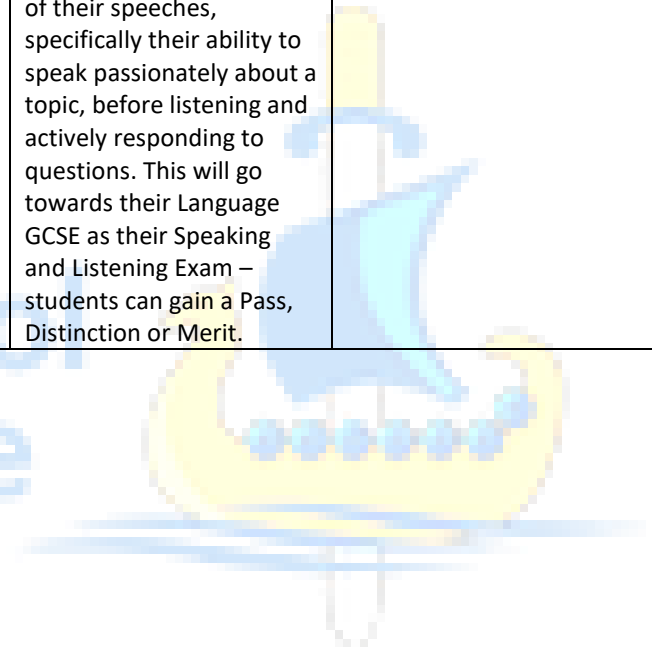
English (3)	<p style="text-align: center;"><b>TERM 1</b></p> <p><b>Topic/Content</b></p> <p>Shakespeare – Romeo and Juliet</p> <p><b>How does this link to prior learning?</b></p> <p>In Year 7, students were introduced to the life and times of Shakespeare and how context impacted on a variety of Shakespearean villains. So have been introduced to some characters from ‘Romeo and Juliet’. In Year 8, these skills have been further developed, looking at the expectations of an audience through a comedy: ‘The Tempest’. Students will utilise their previous knowledge of context and Shakespearian language techniques and their analytical skills to study Romeo and Juliet’.</p> <p><b>Non-negotiable Experiences in the learning scheme</b></p> <p>In Y9, students study key scenes from Romeo and Juliet with a focus on exploring the changing</p>	<p style="text-align: center;"><b>TERM 2</b></p> <p><b>Topic/Content</b></p> <p>Dystopian Fiction</p> <p><b>How does this link to prior learning?</b></p> <p>In Year 8, students looked at a Short Stories unit towards the end of the year which introduced them to the potential to look at both language and structure within a text. Within this unit, students will need to apply these skills but within a short piece of writing, so will have to consider the structure of paragraphing as opposed to relying on events as some did in the Y8 scheme. Students will utilise both language and structure skills together to evaluate the extracts that they are given. This also continues on from the Y8 Descriptive Writing Scheme and develop their writing skills, spending a single lesson on each image and as opposed to three.</p> <p><b>Non-negotiable Experiences in the learning scheme</b></p>	<p style="text-align: center;"><b>TERM 3-4</b></p> <p><b>Topic/Content</b></p> <p>Noughts and Crosses Novel Study (<b>Completed over full term</b>)</p> <p><b>How does this link to prior learning?</b></p> <p>In year 7 students study a whole novel, looking at ‘Trash’ and then continue to consider ‘mythology’ looking at more difficult vocabulary within short stories, whilst studying other cultures. In Y8, students explore a range of short stories, following narratives and considering how these are structured to build tension, so in Y9 students will return to a longer narrative, to practice sustaining their focus and utilising a whole text to decode and infer, following the story throughout.</p> <p>‘Noughts and Crosses’ connects to previous schemes in Y9, as students have just studied the dystopian fiction unit so can apply the conventions of a dystopia and track this throughout the text. One purpose of the dystopia unit was to encourage students to go away and read some of the texts associated with this genre, so this unit should further promote the love of reading, looking at this typically young adult genre.</p> <p><b>Non-negotiable Experiences in the learning scheme</b></p> <p>It is important that students enjoy reading and are given ample opportunity to read full texts and follow the narrative throughout. Reading as a whole class can create an enjoyable community and will help prepare students for the reading expectations of the literature GCSE and the whole texts that they must study and remember for their exams.</p> <p>This text looks at current issues of racism and radicalism and these are addressed within the scheme. The unit makes links to current events and will encourage students to have</p>	<p style="text-align: center;"><b>TERM 4</b></p> <p><b>Topic/Content</b></p> <p>Non Fiction Writing (Speeches)</p> <p><b>How does this link to prior learning?</b></p> <p>In Year 7 and 8, students look at writing schemes and types of texts. This scheme builds on the purpose writing skills taught in 7 and 8. In the first part of the scheme, students will study the language of a speech. Students have previously studied language analysis and the effect, but in this scheme, students will be looking at a variety of modern speeches which address critical topics, exploring rhetoric and how it achieves its intended impact. This connects to students’ prior skills of language analysis, yet looks specifically at influencing an audience. In the second part of the scheme, students will develop their oracy skills by creating and delivering</p>	<p style="text-align: center;"><b>TERM 6</b></p> <p><b>Topic/Content</b></p> <p>Dystopian Writing</p> <p><b>How does this link to prior learning?</b></p> <p>Throughout KS2, and KS3, the students have practised creative writing, developing their ability to create imagery using descriptive devices, but also maintaining and improving their Spelling, punctuation and grammar skills. This unit will develop on these skills by utilising their knowledge from the previous schemes in the year, applying the conventions of the dystopian genre and learning how to cater their writing to this form of literature.</p> <p><b>Non-negotiable Experiences in the learning scheme</b></p> <p>The Dystopian genre is often synonymous with teen fiction, and students tend to thoroughly enjoy the concepts discussed. Within this unit, we look at topical contexts, and explore how these could be</p>
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<p>relationships between the two protagonists. They will continue to develop skills of language analysis, using the structures taught in Year 8. In Year 11, students read Macbeth in its entirety in preparation for their GCSE Literature exam.</p> <p><b>Skills being developed</b></p> <p>This unit will benefit students by preparing students to analyse a Shakespeare text in more depth in preparation for their GCSE. Students will gain more confidence in reading and understanding Shakespeare’s language, whilst adding to their vocabulary and cultural capital. When attempting the assessment question, students will practice their skills of skimming and scanning to find judicious quotations. Students will begin to memorise key quotations required for the closed book element of the GCSE examination</p> <p><b>How will it be assessed?</b></p> <p>In Year 9, students will not have an assessment</p>	<p>This topic allows students valuable experience practising their language and structure analysis. By providing short extracts, they can focus on the skills whilst looking at engaging texts, which will introduce them to a range of dystopian worlds (with the intention that they may investigate further and read the novel for pleasure). This unit will covertly (no explicit reference to exams) introduce them to Q4 in Paper 1 of the Language GCSE. They will also explore the writing skills of the same paper.</p> <p><b>Skills being developed</b></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. Including context within analysis to explore writer’s purpose.</p> <p>The second half of the unit will allow an opportunity to practice using figurative language and creating their own dystopian texts,</p>	<p>an awareness of societal issues, whilst further embedding morals according to our British values.</p> <p><b>Skills being developed</b></p> <p>Students will develop their skills of reading and decoding, utilising context from today’s society to form judgements and will encourage students to empathise with fictional characters. This will benefit students in understanding the writer’s purpose and why they might choose fiction as an outlet for their message within society.</p> <p>Students will also practise their analytical skills, zooming in on language and structure to consider their effect. However, unlike in Y8, this will be across an entire, particularly long, novel so will require students to sustain their analysis and consider the structure and progression of a whole text.</p> <p><b>How will it be assessed?</b></p> <p>As this scheme takes place across a full term, students will have multiple formative assessment opportunities to ensure that they are following the narrative of the story. A plethora of extended writing opportunities are embedded into the scheme, to ensure that students are continuously practicing the skills of analysis. At the end of the term, like in the Romeo and Juliet extract, students will have lessons in which they revise character and themes, before been given an assessment that they will not have previously seen. Students will be encouraged to utilise these revision notes during the assessment – a step between the preparation lessons that they had in their former school years, and the closed book exams that they will be completing at GCSE. They will be marked against an adapted Literature GCSE criteria and fed back through GCSE graded feedback sheets</p>	<p>a speech of their own, chosen topic.</p> <p><b>Non-negotiable Experiences in the learning scheme</b></p> <p>The work in this scheme helps to prepare students for Paper 2 of the AQA English Language scheme. Students will be given non-fiction texts and will have to analyse their use of language within them. In the second part of the exam, students will have to write for audience and purpose. This scheme gives students the grounding in preparation for GCSE.</p> <p>All students will also stand in front of a class and deliver a 4 minute speech. This will provide precious experience of communicating and eloquently speaking in front of a physical audience: a skill that is often required in later professions.</p>	<p>turned dystopic. Not only does this widen their knowledge of the world and its issues, but it also encourages students to explore the genre and reinvest in reading for pleasure, a pastime that has vast benefits on vocabulary and writing style.</p> <p>Creative writing features for 25% of the students’ GCSE Language Exam, so these skills are explicitly required at GCSE level. This unit will also help students beyond education as it encourages students to correctly use punctuation and expand their vocabulary (skills which are transferable and beneficial in a vast array of job roles).</p> <p><b>Skills being developed</b></p> <p>Spelling, punctuation and grammar will be practised and developed at the beginning of each lesson.</p> <p>Students will recap how to paragraph their work and have an opportunity to practice using structure to</p>
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	<p>preparation lesson with the given extract which directly addresses the themes discussed in the assessment. Instead, they will have revision based lessons prior to this, where they are reminded of themes/character that they will later be assessed on. They will be given an extract based question which mirrors the GCSE literature exams. Students are encouraged to refer to additional material, using booklets containing extracts from other parts of the play that they have studied in previous lessons. Students will be marked on their reading skills and this will be fed back through GCSE graded feedback sheets.</p>	<p>mirroring the skills that they have previously analysed.</p> <p><b>How will it be assessed?</b></p> <p>Students will be assessed in lesson 12, completing a summative Evaluation Q4 Lang Paper 1 response that will mirror the format of a GCSE. They will be introduced to the text before the exam, however, they will be given an unseen question to answer in the assessment. They will then continue to look at the skills of Writing but these will be formatively assessed.</p>	<p>Chesham High School and Sixth Form College</p>	<p><b>Skills being developed</b></p> <p>Analysis skills of non-fiction texts, looking at rhetorical language as opposed to figurative.</p> <p>Students will also practice their writing skills. Using the texts that they analysed as WAGOLLS and create their own speeches on topical issues. Students will be taught how to deliver these speeches and how to engage an audience through a range of additional considerations, such as intonation, gesture and pace.</p> <p><b>How will it be assessed?</b></p> <p>Students writing skills will be assessed through formative feedback, through their practice speeches. This will culminate with a final summative assessment in the form of their GCSE Speaking and Listening Assessment. Students will</p>	<p>build tension (mirroring the skills that they observed writers using in the Short Stories unit in the previous term).</p> <p><b>How will it be assessed?</b></p> <p>The creative writing will be assessed through formative assessment and personalised feedback. Final assessments will be based on an image that students must manipulate to be dystopic: an engaging and enjoyable task, that will be marked based on a GCSE style mark scheme.</p> <p>Students will have and Assessment prep lesson for guidance with a model plan to show students how to prepare.</p>
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				<p>research their own topic and write a speech, this will be assessed by their teacher, using a GCSE style mark scheme, then students will have the opportunity to improve using their feedback and redraft. Students will then be judged on their delivery of their speeches, specifically their ability to speak passionately about a topic, before listening and actively responding to questions. This will go towards their Language GCSE as their Speaking and Listening Exam – students can gain a Pass, Distinction or Merit.</p>	
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Cottingham High School  
and Sixth Form College




	Topic/Content	Topic/Content	Topic/Content	Topic/Content	Topic/Content	Topic/Content
	<p>Unit 1: Number</p> <p><b>How does this link to prior learning?</b></p> <ul style="list-style-type: none"> <li>- Students will have an appreciation of place value, and recognise even and odd numbers.</li> <li>- Students will have knowledge of using the four operations with whole numbers.</li> <li>- Students should have knowledge of integer complements to 10 and to 100.</li> <li>- Students should have knowledge of strategies for multiplying and dividing whole numbers by 2, 4, 5, and 10.</li> <li>- Students should be able to read and write decimals in figures and words.</li> </ul> <p><b>Non-negotiable experiences in the learning scheme</b></p>	<p>Unit 2: Algebra</p> <p><b>How does this link to prior learning?</b></p> <ul style="list-style-type: none"> <li>- the ability to use negative numbers with the four operations and recall and use hierarchy of operations and understand inverse operations;</li> <li>- dealing with decimals and negatives on a calculator;</li> <li>- using index laws numerically.</li> <li>- prior algebra content.</li> </ul> <p><b>Non-negotiable experiences in the learning scheme</b></p> <ul style="list-style-type: none"> <li>- Diversity among Mathematicians: Al-Khwarizmi algebra task.</li> <li>- Learners move at an appropriate pace through the SOL, largely in-line with other groups studying the same tier, accessing all content. Some students will access additional challenge content.</li> <li>- Previous learning links are made, along with</li> </ul>	<p>Unit 3: Drawing and Interpreting Graphs, Tables and Charts</p> <p><b>How does this link to prior learning?</b></p> <ul style="list-style-type: none"> <li>- Students should be able to read scales on graphs, draw circles, measure angles and plot coordinates in the first quadrant, and know that there are 360 degrees in a full turn and 180 degrees at a point on a straight line.</li> <li>- Students should have experience of tally charts.</li> <li>- Students will have used inequality notation.</li> <li>- Students must be able to find the midpoint of two numbers.</li> <li>- Students should be able to use the correct notation for time using 12- and 24-hour clocks.</li> </ul> <p><b>Non-negotiable experiences in the learning scheme</b></p> <ul style="list-style-type: none"> <li>- Year group 'Spot the Mistakes' competition.</li> </ul>	<p>Unit 4: Fractions and Percentages</p> <p><b>How does this link to prior learning?</b></p> <ul style="list-style-type: none"> <li>- Students should be able to use the four operations of number.</li> <li>- Students should be able to find common factors.</li> <li>- Students have a basic understanding of fractions as being 'parts of a whole'.</li> <li>- Students should be able to define percentage as 'number of parts per hundred'.</li> <li>- Students should know number complements to 10 and multiplication tables.</li> <li>- Prior fractions and decimals knowledge</li> </ul> <p><b>Non-negotiable experiences in the learning scheme</b></p> <ul style="list-style-type: none"> <li>- Guided reading task: 'Why do we use "Base 10?"'.</li> <li>- Learners move at an appropriate pace through the SOL, largely in-line with other</li> </ul>	<p>Unit 5: Equations, Inequalities and Sequences</p> <p><b>How does this link to prior learning?</b></p> <ul style="list-style-type: none"> <li>- Students should be able to use inequality signs between numbers.</li> <li>- Students should be able to use negative numbers with the four operations, recall and use the hierarchy of operations and understand inverse operations.</li> <li>- Students should be able to deal with decimals and negatives on a calculator.</li> <li>- Students should be able to use index laws numerically.</li> <li>- Students should be able to draw a number line.</li> <li>- Prior algebra knowledge.</li> </ul> <p><b>Non-negotiable Experiences in the learning scheme</b></p> <ul style="list-style-type: none"> <li>- Emphasis on cross-curricular links with</li> </ul>	<p>Units 1 to 5 do not run for exactly 1 half term each, content will run in to half term 6.</p> <p>End of year assessment of cumulative knowledge and skills.</p> <p>Suggested summer 'pre-reading' by way of Hegarty tasks.</p> 

<ul style="list-style-type: none"> <li>- Guided reading task: 'The Maths Behind the Moon Landing!'</li> <li>- Learners move at an appropriate pace through the SOL, largely in-line with other groups studying the same tier, accessing all content. Some students will access additional challenge content.</li> <li>- Previous learning links are made, along with real-life uses and careers content from the maths bulletin.</li> <li>- Students will be taught and emphasis given to key words and their definitions.</li> </ul> <p><b>Skills being developed</b></p> <p>N1 order positive and negative integers, decimals and fractions; use the symbols =, ≠, &lt;, &gt;, ≤, ≥</p> <p>N3 recognise and use relationships between operations, including inverse operations (e.g. cancellation to simplify calculations and expressions); use conventional notation for priority of operations, including brackets, powers, roots and reciprocals</p> <p>A1 use and interpret algebraic notation, including:</p> <ul style="list-style-type: none"> <li>• <math>ab</math> in place of <math>a \times b</math></li> <li>• <math>3y</math> in place of <math>y + y + y</math> and <math>3 \times y</math></li> <li>• <math>a^2</math> in place of <math>a \times a</math>, <math>a^3</math> in place of <math>a \times a \times a</math>,</li> </ul> <p><b>Skills being developed</b></p> <p>N1 order positive and negative integers, decimals and fractions; use the symbols =, ≠, &lt;, &gt;, ≤, ≥</p> <p>N2 apply the four operations, including formal written methods, to integers, decimals and simple fractions (proper and improper), and mixed numbers – all both</p>	<p>real-life uses and careers content from the maths bulletin.</p> <ul style="list-style-type: none"> <li>- Students will be taught and emphasis given to key words and their definitions.</li> </ul> <p><b>Skills being developed</b></p> <p>N1 order positive and negative integers, decimals and fractions; use the symbols =, ≠, &lt;, &gt;, ≤, ≥</p> <p>N3 recognise and use relationships between operations, including inverse operations (e.g. cancellation to simplify calculations and expressions); use conventional notation for priority of operations, including brackets, powers, roots and reciprocals</p> <p>A1 use and interpret algebraic notation, including:</p> <ul style="list-style-type: none"> <li>• <math>ab</math> in place of <math>a \times b</math></li> <li>• <math>3y</math> in place of <math>y + y + y</math> and <math>3 \times y</math></li> <li>• <math>a^2</math> in place of <math>a \times a</math>, <math>a^3</math> in place of <math>a \times a \times a</math>,</li> </ul>	<ul style="list-style-type: none"> <li>- Learners move at an appropriate pace through the SOL, largely in-line with other groups studying the same tier, accessing all content. Some students will access additional challenge content.</li> <li>- Previous learning links are made, along with real-life uses and careers content from the maths bulletin.</li> <li>- Students will be taught and emphasis given to key words and their definitions.</li> </ul> <p><b>Skills being developed</b></p> <p>G2 use the standard ruler and compass constructions (perpendicular bisector of a line segment, constructing a perpendicular to a given line from/at a given point, bisecting a given angle); use these to construct given figures and solve loci problems; know that the perpendicular distance from a point to a line is the shortest distance to the line</p>	<p>groups, accessing all core content. Some students will access additional challenge content.</p> <ul style="list-style-type: none"> <li>- Previous learning links are made, along with real-life uses (one homework per unit is real-world based) and careers content.</li> <li>- Students will be taught and emphasis given to key words and their definitions.</li> </ul> <p><b>Skills being developed</b></p> <p>N1 order positive and negative integers, decimals and fractions; use the symbols =, ≠, &lt;, &gt;, ≤, ≥</p> <p>N2 apply the four operations, including formal written methods, to integers, decimals and simple fractions (proper and improper), and mixed numbers – all both positive and negative; understand and use place value (e.g. when working with very large or very small numbers, and when calculating with decimals)</p>	<p>scientific formulae.</p> <ul style="list-style-type: none"> <li>- Learners move at an appropriate pace through the SOL, largely in-line with other groups, accessing all core content. Some students will access additional challenge content.</li> <li>- Previous learning links are made, along with real-life uses (one homework per unit is real-world based) and careers content.</li> <li>- Students will be taught and emphasis given to key words and their definitions.</li> </ul> <p><b>Skills being developed</b></p> <p>N1 order positive and negative integers, decimals and fractions; use the symbols =, ≠, &lt;, &gt;, ≤, ≥</p> <p>N15 round numbers and measures to an appropriate degree of accuracy (e.g. to a specified number of decimal places or significant figures); use inequality notation to specify</p>	
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	<p>positive and negative; understand and use place value (e.g. when working with very large or very small numbers, and when calculating with decimals)</p> <p>N3 recognise and use relationships between operations, including inverse operations (e.g. cancellation to simplify calculations and expressions); use conventional notation for priority of operations, including brackets, powers, roots and reciprocals</p> <p>N4 use the concepts and vocabulary of prime numbers, factors (divisors), multiples, common factors, common multiples, highest common factor, lowest common multiple, prime factorisation, including using product notation and the unique factorisation theorem</p> <p>N5 apply systematic listing strategies</p>	<p><math>a^2b</math> in place of <math>a \times a \times b</math></p> <ul style="list-style-type: none"> <li><math>\frac{a}{b}</math> in place of <math>a \div b</math></li> <li>coefficients written as fractions rather than as decimals</li> <li>brackets</li> </ul> <p>A2 substitute numerical values into formulae and expressions, including scientific formulae</p> <p>A3 understand and use the concepts and vocabulary of expressions, equations, formulae, <u>identities</u>, inequalities, terms and factors</p> <p>A4 simplify and manipulate algebraic expressions ... by:</p> <ul style="list-style-type: none"> <li>collecting like terms</li> <li>multiplying a single term over a bracket</li> <li>taking out common factors ...</li> <li>simplifying expressions involving sums, products and powers, including the laws of indices</li> </ul> <p>A5 understand and use standard mathematical</p>	<p>G14 use standard units of measure and related concepts (length, area, volume/capacity, mass, time, money, etc.)</p> <p>G15 measure line segments and angles in geometric figures ...</p> <p>S2 interpret and construct tables, charts and diagrams, including frequency tables, bar charts, pie charts and pictograms for categorical data, vertical line charts for ungrouped discrete numerical data, <u>tables and line graphs for time series data</u> and know their appropriate use</p> <p>S4 interpret, analyse and compare the distributions of data sets from univariate empirical distributions through:</p> <ul style="list-style-type: none"> <li>appropriate graphical representation involving discrete, continuous and grouped data</li> <li>appropriate measures of central tendency (... mode and modal class) and spread (range, including consideration of outliers)</li> </ul>	<p>N3 recognise and use relationships between operations, including inverse operations (e.g. cancellation to simplify calculations and expressions); use conventional notation for priority of operations, including brackets, powers, roots and reciprocals</p> <p>N8 calculate exactly with fractions ...</p> <p>N10 work interchangeably with terminating decimals and their corresponding fractions (such as 3.5 and <math>\frac{7}{2}</math> or 0.375 and <math>\frac{3}{8}</math>)</p> <p>N12 interpret fractions and percentages as operators</p> <p>N13 use standard units of mass, length, time, money and other measures (including standard compound measures) using decimal quantities where appropriate</p> <p>R3 express one quantity as a fraction of another, where the fraction is less than 1 or greater than 1</p>	<p><u>simple error intervals due to truncation or rounding</u></p> <p>N16 <u>apply and interpret limits of accuracy</u></p> <p>A2 substitute numerical values into formulae and expressions, including scientific formulae</p> <p>A3 understand and use the concepts and vocabulary of expressions, equations, formulae, <u>identities</u>, inequalities, terms and factors</p> <p>A5 understand and use standard mathematical formulae; rearrange formulae to change the subject</p> <p>A7 where appropriate, interpret simple expressions as functions with inputs and outputs</p> <p>A17 solve linear equations in one unknown algebraically (<u>including those with the unknown on both sides of the equation</u>); find approximate</p>	
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<p>N6 use positive integer powers and associated real roots (square, cube and higher), recognise powers of 2, 3, 4, 5</p> <p>N7 <u>calculate with roots and with integer and with integer indices</u></p> <p>N13 use standard units of mass, length, time, money and other measures (including standard compound measures) using decimal quantities where appropriate</p> <p>N14 estimate answers; check calculations using approximation and estimation, including answers obtained using technology</p> <p>N15 round numbers and measures to an appropriate degree of accuracy (e.g. to a specified number of decimal places or significant figures); ...</p> <p><b>How will it be assessed?</b></p> <p>End of unit assessments with next steps being linked to assessment misconceptions and</p>	<p>formulae; rearrange formulae to change the subject</p> <p>A6 <u>know the difference between an equation and an identity; argue mathematically to show algebraic expressions are equivalent, and use algebra to support and construct arguments</u></p> <p>A7 where appropriate, interpret simple expressions as functions with inputs and outputs</p> <p>A21 <u>translate simple situations or procedures into algebraic expressions or formulae; derive an equation, solve the equation and interpret the solution</u></p> <p><b>How will it be assessed?</b></p> <p>End of unit assessments with next steps being linked to assessment misconceptions and errors. Teachers to model assessment solutions before students attempt their next steps.</p>	<p>S5 apply statistics to describe a population</p> <p>S6 use and interpret scatter graphs of bivariate data; recognise correlation and know that it does not indicate causation; draw <u>estimated lines of best fit; make predictions; interpolate and extrapolate</u> apparent trends whilst knowing <u>the dangers of so doing</u></p> <p><b>How will it be assessed?</b></p> <p>End of unit assessments with next steps being linked to assessment misconceptions and errors. Teachers to model assessment solutions before students attempt their next steps.</p>	<p>R9 define percentage as 'number of parts per hundred'; interpret percentages and percentage changes as a fraction or a decimal, and interpret these multiplicatively; express one quantity as a percentage of another; compare two quantities using percentages; work with percentages greater than 100%; solve problems involving percentage change, including percentage increase/decrease, and original value problems and simple interest including in financial mathematics</p> <p>S2 interpret and construct tables, charts and diagrams, including frequency tables, bar charts, pie charts and pictograms for categorical data, vertical line charts for ungrouped discrete numerical data, <u>tables and line graphs for time series data</u> and know their appropriate use</p> <p><b>How will it be assessed?</b></p>	<p>solutions using a graph</p> <p>A21 <u>translate simple situations or procedures into algebraic expressions or formulae; derive an equation, solve the equation and interpret the solution</u></p> <p>A22 <u>solve linear inequalities in one variable; represent the solution set on a number line</u></p> <p>A23 generate terms of a sequence from either a term-to-term or a position-to-term rule</p> <p>A24 recognise and use sequences of triangular, square and cube numbers, simple arithmetic progressions; <u>Fibonacci type sequences and simple geometric progressions</u> (<math>r^n</math> where <math>n</math> is an integer, and <math>r</math> is a rational number <math>&gt; 0</math>)</p> <p>A25 deduce expressions to calculate the <math>n</math>th term of linear sequences.</p>	
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	<p>errors. Teachers to model assessment solutions before students attempt their next steps.</p>			<p>End of unit assessments with next steps being linked to assessment misconceptions and errors. Teachers to model assessment solutions before students attempt their next steps.</p>	<p><b>How will it be assessed?</b></p> <p>End of unit assessments with next steps being linked to assessment misconceptions and errors. Teachers to model assessment solutions before students attempt their next steps.</p>	
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Cottingham High School  
and Sixth Form College

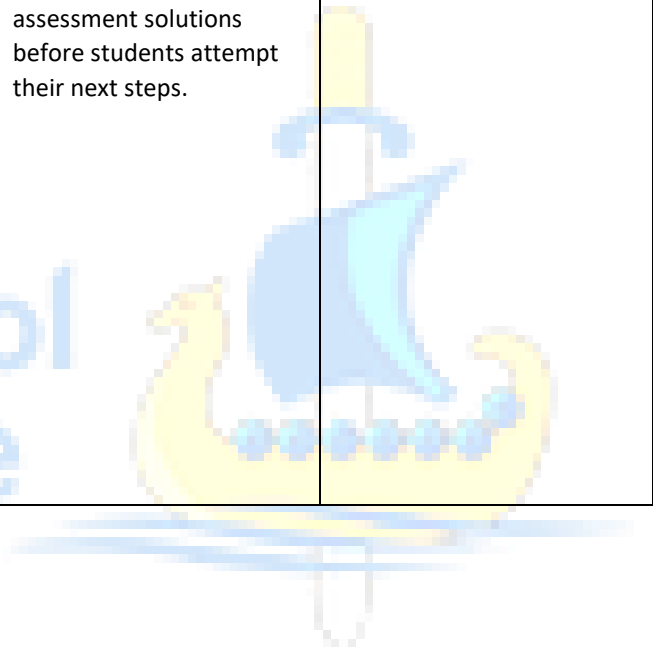


	Topic/Content	Topic/Content	Topic/Content	Topic/Content	Topic/Content	Topic/Content
	<p>Unit 1: Number</p> <p><b>How does this link to prior learning?</b></p> <ul style="list-style-type: none"> <li>- It is essential that students have a firm grasp of place value and be able to order integers and decimals and use the four operations.</li> <li>- Students should have knowledge of integer complements to 10 and to 100, multiplication facts to <math>10 \times 10</math>, strategies for multiplying and dividing by 10, 100 and 1000.</li> <li>- Students will have encountered squares, square roots, cubes and cube roots and have knowledge of classifying integers.</li> </ul> <p><b>Non-negotiable experiences in the learning scheme</b></p> <ul style="list-style-type: none"> <li>- Guided reading task: 'The Maths Behind the Moon Landing!'</li> <li>- Learners move at an appropriate pace through the SOL,</li> </ul>	<p>Unit 2: Algebra</p> <p><b>How does this link to prior learning?</b></p> <ul style="list-style-type: none"> <li>- the ability to use negative numbers with the four operations and recall and use hierarchy of operations and understand inverse operations;</li> <li>- dealing with decimals and negatives on a calculator;</li> <li>- using index laws numerically.</li> <li>- prior algebra content.</li> </ul> <p><b>Non-negotiable experiences in the learning scheme</b></p> <ul style="list-style-type: none"> <li>- Diversity among Mathematicians: Al-Khwarizmi algebra task.</li> <li>- Learners move at an appropriate pace through the SOL, largely in-line with other groups studying the same tier, accessing all content. Some students will access additional challenge content.</li> <li>- Previous learning links are made, along with</li> </ul>	<p>Unit 3: Averages, collecting data, representing data.</p> <p><b>How does this link to prior learning?</b></p> <ul style="list-style-type: none"> <li>- Students should be able to read scales on graphs, draw circles, measure angles and plot coordinates in the first quadrant.</li> <li>- Students should have experience of tally charts.</li> <li>- Students will have used inequality notation.</li> <li>- Students must be able to find midpoint of two numbers.</li> </ul> <p><b>Non-negotiable experiences in the learning scheme</b></p> <ul style="list-style-type: none"> <li>- Year group 'Spot the Mistakes' competition.</li> <li>- Learners move at an appropriate pace through the SOL, largely in-line with other groups studying the same tier, accessing all content. Some students will access additional challenge content.</li> </ul>	<p>Unit 4: Fractions, Percentages, Ratio and Proportion.</p> <p><b>How does this link to prior learning?</b></p> <ul style="list-style-type: none"> <li>- Students should know the four operations of number.</li> <li>- Students should be able to find common factors.</li> <li>- Students should have a basic understanding of fractions as being 'parts of a whole'.</li> <li>- Students can define percentage as 'number of parts per hundred'.</li> <li>- Students are aware that percentages are used in everyday life.</li> </ul> <p><b>Non-negotiable experiences in the learning scheme</b></p> <ul style="list-style-type: none"> <li>- Guided reading task: 'The Golden Ratio'.</li> <li>- Learners move at an appropriate pace through the SOL, largely in-line with other groups, accessing all core content. Some students will access</li> </ul>	<p>Unit 5: Angles and Trigonometry</p> <p><b>How does this link to prior learning?</b></p> <ul style="list-style-type: none"> <li>- Students should be able to rearrange simple formulae and equations, as preparation for rearranging trig formulae.</li> <li>- Students should recall basic angle facts.</li> <li>- Students should understand that fractions are more accurate in calculations than rounded percentage or decimal equivalents.</li> </ul> <p><b>Non-negotiable Experiences in the learning scheme</b></p> <ul style="list-style-type: none"> <li>- Outdoor learning Trigonometry lesson.</li> <li>- Learners move at an appropriate pace through the SOL, largely in-line with other groups, accessing all core content. Some</li> </ul>	<p>Units 1 to 5 do not run for exactly 1 half term each, content will run in to half term 6.</p> <p>End of year assessment of cumulative knowledge and skills.</p> <p>Suggested summer 'pre-reading' by way of Hegarty tasks.</p>

	<p>largely in-line with other groups studying the same tier, accessing all content. Some students will access additional challenge content.</p> <ul style="list-style-type: none"> <li>- Previous learning links are made, along with real-life uses and careers content from the maths bulletin.</li> <li>- Students will be taught and emphasis given to key words and their definitions.</li> </ul> <p><b>Skills being developed</b></p> <p>N2 apply the four operations, including formal written methods, to integers, decimals ... both positive and negative; understand and use place value (e.g. working with very large or very small numbers, and when calculating with decimals)</p> <p>N3 recognise and use relationships between operations, including inverse operations (e.g.</p>	<p>real-life uses and careers content from the maths bulletin.</p> <ul style="list-style-type: none"> <li>- Students will be taught and emphasis given to key words and their definitions.</li> </ul> <p><b>Skills being developed</b></p> <p>N1 ... use the symbols =, ≠, &lt;, &gt;, ≤, ≥</p> <p>N3 recognise and use relationships between operations, including inverse operations (e.g. cancellation to simplify calculations and expressions); use conventional notation for priority of operations, including brackets, powers, roots and reciprocals</p> <p>N8 calculate exactly with fractions, <b>surds</b> ...; <b>simplify surd expressions involving squares</b> ...</p> <p>N9 calculate with and interpret standard form <math>A \times 10^n</math>, where <math>1 \leq A &lt; 10</math> and <math>n</math> is an integer.</p> <p>A1 use and interpret algebraic notation.</p>	<ul style="list-style-type: none"> <li>- Previous learning links are made, along with real-life uses and careers content from the maths bulletin.</li> <li>- Students will be taught and emphasis given to key words and their definitions.</li> </ul> <p><b>Skills being developed</b></p> <p>G14 use standard units of measure and related concepts (length, area, volume/capacity, mass, time, money, etc.)</p> <p>S2 interpret and construct tables, charts and diagrams, including frequency tables, bar charts, pie charts and pictograms for categorical data, vertical line charts for ungrouped discrete numerical data, <u>tables and line graphs for time series data</u> and know their appropriate use</p> <p>S3 <b>construct and interpret diagrams for grouped discrete data and continuous data i.e. histograms with equal and unequal class intervals</b> ...</p>	<p>additional challenge content.</p> <ul style="list-style-type: none"> <li>- Previous learning links are made, along with real-life uses (one homework per unit is real-world based) and careers content.</li> <li>- Students will be taught and emphasis given to key words and their definitions.</li> </ul> <p><b>Skills being developed</b></p> <p>N1 order positive and negative integers, decimals and fractions; ...</p> <p>N2 apply the four operations, including formal written methods, to integers, decimals and simple fractions (proper and improper), and mixed numbers – all both positive and negative; ...</p> <p>N3 recognise and use relationships between operations, including inverse operations (e.g. cancellation to simplify calculations and expressions); use conventional notation for priority of operations, including</p>	<p>students will access additional challenge content.</p> <ul style="list-style-type: none"> <li>- Previous learning links are made, along with real-life uses (one homework per unit is real-world based) and careers content.</li> <li>- Students will be taught and emphasis given to key words and their definitions.</li> </ul> <p><b>Skills being developed</b></p> <p>N7 <u>Calculate with roots and with integer and fractional indices</u></p> <p>N8 calculate exactly with fractions and <b>surds</b> ...</p> <p>N15 round numbers and measures to an appropriate degree of accuracy (e.g. to a specified number of decimal places or significant figures); ...</p> <p>A4 simplify and manipulate algebraic expressions (<u>including those involving surds</u>) by collecting like terms ...</p> <p>A5 understand and use standard mathematical formulae; ...</p>	
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	<p>cancellation to simplify calculations and expressions); use conventional notation for priority of operations, including brackets, powers, roots and reciprocals</p> <p>N4 use the concepts and vocabulary of prime numbers, factors (divisors), multiples, common factors, common multiples, highest common factor, lowest common multiple, prime factorisation, including using product notation and the unique factorisation theorem</p> <p>N5 apply systematic listing strategies <b>including use of the product rule for counting (i.e. if there are <math>m</math> ways of doing one task and for each of these, there are <math>n</math> ways of doing another task, then the total number of ways</b></p>	<p>A2 substitute numerical values into formulae and expressions, including scientific formulae</p> <p>A3 understand and use the concepts and vocabulary of expressions, equations, formulae, <u>identities</u>, inequalities, terms and factors</p> <p>A4 simplify and manipulate algebraic expressions.</p> <p>A5 understand and use standard mathematical formulae; rearrange formulae to change the subject</p> <p>A6 <u>know the difference between an equation and an identity; argue mathematically to show algebraic expressions are equivalent, and use algebra to support and construct arguments and proofs</u></p> <p>A7 where appropriate, interpret simple expressions as</p>	<p>S4 interpret, analyse and compare the distributions of data sets from univariate empirical distributions through:</p> <ul style="list-style-type: none"> <li>• appropriate graphical representation involving discrete, continuous and grouped data ...</li> <li>• appropriate measures of central tendency (median, mode and modal class) and spread (range, including consideration of outliers) ...</li> </ul> <p>S5 apply statistics to describe a population</p> <p>S6 use and interpret scatter graphs of bivariate data; recognise correlation <u>and know that it does not indicate causation; draw estimated lines of best fit; make predictions; interpolate and extrapolate apparent trends whilst knowing the dangers of so doing</u></p> <p><b>How will it be assessed?</b></p>	<p>brackets, powers, roots and reciprocals</p> <p>N8 calculate exactly with fractions ...</p> <p>N10 work interchangeably with terminating decimals and their corresponding fractions (such as 3.5 and <math>\frac{7}{2}</math> or 0.375 and <math>\frac{3}{8}</math>); <b>change recurring decimals into their corresponding fractions and vice versa</b></p> <p>N11 identify and work with fractions in ratio problems</p> <p>N12 interpret fractions and percentages as operators</p> <p>N13 use standard units of mass, length, time, money and other measures (including standard compound measures) using decimal quantities where appropriate</p> <p>R2 use scale factors, scale diagrams and maps</p> <p>R3 express one quantity as a fraction of another, where the fraction is less than 1 or greater than 1</p>	<p>R12 compare lengths, areas and volumes using ratio notation; <u>make links to similarity (including trigonometric ratios)</u> and scale factors</p> <p>G1 use conventional terms and notations: points, lines, vertices, edges, planes, parallel lines, perpendicular lines, right angles, polygons, regular polygons and polygons with reflection and/or rotation symmetries; ...</p> <p>G3 ... understand and use alternate and corresponding angles on parallel lines; derive and use the sum of angles in a triangle (e.g. to deduce and use the angle sum in any polygon, and to derive properties of regular polygons)</p> <p>G4 derive and apply the properties and definitions of: special types of quadrilaterals, including square,</p>	
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	<p><b>the two tasks can be done in <math>m \times n</math> ways)</b></p> <p>N6 use positive integer powers and associated real roots (square, cube and higher), recognise powers of 2, 3, 4, 5; <b>estimate powers and roots of any given positive number</b></p> <p>N7 <u>calculate with roots and with integer and fractional indices</u></p> <p>N8 calculate exactly with ... <b>surds</b>; ... <b>simplify surd expressions involving squares (e.g. <math>\sqrt{12} = \sqrt{4 \times 3} = \sqrt{4} \times \sqrt{3} = 2\sqrt{3}</math>)</b></p> <p>N9 calculate with and interpret standard form <math>A \times 10^n</math>, where <math>1 \leq A &lt; 10</math> and <math>n</math> is an integer.</p> <p>N14 estimate answers; check calculations using approximation and estimation, including answers obtained using technology</p>	<p>functions with inputs and outputs; ...</p> <p>A17 solve linear equations in one unknown algebraically ...;</p> <p>A20 <b>find approximate solutions to equations numerically using iteration</b></p> <p>A21 <u>translate simple situations or procedures into algebraic expressions or formulae; derive an equation ...; solve the equation and interpret the solution</u></p> <p>A23 generate terms of a sequence from either a term-to-term or a position-to-term rule</p> <p>A24 recognise and use sequences of triangular, square and cube numbers, simple arithmetic progressions, Fibonacci type sequences and simple <u>geometric progressions (<math>r^n</math> where <math>n</math> is an integer, and <math>r</math> is a rational number <math>&gt; 0</math>)</u>, recognise and use</p>	<p>End of unit assessments with next steps being linked to assessment misconceptions and errors. Teachers to model assessment solutions before students attempt their next steps.</p>	<p>R4 use ratio notation, including reduction to simplest form</p> <p>R5 divide a given quantity into two parts in a given part : part or whole : part ratio; express the division of a quantity into two parts as a ratio; apply ratio to real contexts and problems (such as those involving conversion, comparison, scaling, mixing, concentrations)</p> <p>R6 express a multiplicative relationship between two quantities as a ratio or a fraction</p> <p>R7 understand and use proportion as equality of ratios</p> <p>R8 relate ratios to fractions and to linear functions</p> <p>R9 define percentage as 'number of parts per hundred'; interpret percentages and percentage changes as a fraction or a decimal, and interpret these multiplicatively; express one quantity as a percentage of another; compare two quantities using percentages; work with percentages</p>	<p>rectangle, parallelogram, trapezium, kite and rhombus; ...</p> <p>G6 <u>apply angle facts, triangle congruence, similarity and properties of quadrilaterals to conjecture and derive results about angles and sides, including Pythagoras' theorem and the fact that the base angles of an isosceles triangle are equal, and use known results to obtain simple proofs</u></p> <p>G11 solve geometrical problems on coordinate axes</p> <p>G20 <u>know the formulae for: Pythagoras' theorem <math>a^2 + b^2 = c^2</math>, and the trigonometric ratios sine, cosine and tan; apply them to find angles and lengths in right-angled triangles ... and in two dimensional figures</u></p> <p>G21 <u>know the exact values of <math>\sin \vartheta</math> and <math>\cos \vartheta</math> for <math>\vartheta = 0^\circ, 30^\circ, 45^\circ, 60^\circ</math> and <math>90^\circ</math>; know the exact value</u></p>	
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<p>N15 round numbers and measures to an appropriate degree of accuracy (e.g. to a specified number of decimal places or significant figures); ...</p> <p><b>How will it be assessed?</b></p> <p>End of unit assessments with next steps being linked to assessment misconceptions and errors. Teachers to model assessment solutions before students attempt their next steps.</p>	<p><u>other sequences or a surd</u>)</p> <p>A25 deduce expressions to calculate the <math>n</math>th term of linear sequences.</p> <p><b>How will it be assessed?</b></p> <p>End of unit assessments with next steps being linked to assessment misconceptions and errors. Teachers to model assessment solutions before students attempt their next steps.</p>		<p>greater than 100%; solve problems involving percentage change, including percentage increase/decrease, and original value problems and simple interest including in financial mathematics</p> <p>R10 solve problems involving direct proportion; ...</p> <p><b>How will it be assessed?</b></p> <p>End of unit assessments with next steps being linked to assessment misconceptions and errors. Teachers to model assessment solutions before students attempt their next steps.</p>	<p><u>of <math>\tan \theta</math> for <math>\theta = 0^\circ, 30^\circ, 45^\circ</math> and <math>60^\circ</math></u></p> <p><b>How will it be assessed?</b></p> <p>End of unit assessments with next steps being linked to assessment misconceptions and errors. Teachers to model assessment solutions before students attempt their next steps.</p>	
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<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Science (3)</p>	<p><b>Topic/Content</b> <b>Biology Ecology</b></p> <p>The Sun is a source of energy that passes through ecosystems. Materials including carbon &amp; water are continually recycled by the living world, being released through respiration of animals, plants and decomposing microorganisms and taken up by plants in photosynthesis. All species live in ecosystem composed of complex communities of animals and plants dependent on each other and that are adapted to particular conditions, both abiotic and biotic. This takes Biology outdoors to investigate organisms in their environment and incorporate mathematical elements and HSW Skills</p>	<p><b>Topic/Content</b> <b>Chemistry Chemical Reactions</b></p> <p>Understanding of chemical changes began when people began experimenting with chemical reactions in a systematic way and organizing their results logically. Knowing about these different chemical changes meant that scientists could begin to predict exactly what new substances would be formed and use this knowledge to develop a wide range of different materials and processes. The extraction of important resources from the earth makes use of the way that some elements &amp; compounds react with each other and how easily they can be 'pulled apart'.</p> <p>This builds upon previous ideas of reactions to introduce different types and develop skills in</p>	<p><b>Topic/Content</b> <b>Physics</b> <b>Magnets &amp; Forces</b></p> <p>A magnet moving in a coil can produce electric current and also that when current flows around a magnet it can produce movement. It means that systems that involve control or communications can take full advantage of this. We then digress to investigate friction and air resistance</p>	<p><b>Topic/Content</b> <b>Famelab</b></p> <p>In the scientific industry, science experts often have to pitch business and bankers for funding to fund their research. It was discovered that non specialists struggled to understand the scientific theory being discussed and as such often failed to support very promising research. To this end, linguistic and presentation experts were drafted to help scientists convey their work in layman's terms and bring science to life</p>	<p><b>Topic/Content</b> <b>Biology B1</b> <b>Cells &amp; Pathogens</b></p> <p>Pathogens are microorganisms such as viruses and bacteria that cause infectious diseases in animals and plants. We look at how the structure of plant and animal cells enables the host to thrive and how the MO's depend on their host to provide the conditions and nutrients that they need to grow and reproduce.. This section will explore how we can avoid diseases by reducing contact with them, as well as how the body uses barriers against pathogens. Once inside the body our immune system is triggered which is usually strong enough to destroy the pathogen and prevent disease. When at risk from unusual or dangerous diseases our body's natural system</p>	<p><b>Topic/Content</b> <b>C1 Periodic Table, Structure &amp; Bonding</b></p> <p>The development of the periodic table enabled scientist to make predictions about reactions and properties of different elements. This was further explained as the Atom was eventually split into its sub-atomic structure. Mixtures are not chemically bonded and so can be separated by various techniques which are explored in unit.</p>
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	<p><b>How does this link to prior learning?</b></p> <p>Living things and their Habitats Years 2,4,5,6 Plants Years 1,2,3 Animals &amp; Humans Years 1,2,3,4,5,6</p> <p>In year 4, children use classification keys to help group, identify and name a variety of living things in their local and wider environment, recognise that environments can change and that this can sometimes pose dangers to living things Year 5 describe the difference in the life cycles of a mammal, an amphibian, an insect and a bird describe the life process of reproduction in some plants and animals Year 6 students describe how living things are classified into broad groups according to common observable</p>	<p>equation writing. This is core GCSE knowledge</p> <p><b>How does this link to prior learning?</b></p> <p>Develops on the introduction of Chemical Formulae and conservation of mass in Year 8 Types of substances</p> <p><b>Non-negotiable Experiences in the learning scheme</b> All lessons have real life context</p> <p>Combustions Rusting Gas Tests Reactivity Series</p> <p><b>Skills being developed</b></p> <p>Method Design Accurate Measurement Design Results Tables Bar Charts &amp; Graphs Calculations Conclusions Evaluate Conclusions Evaluate Methods</p>	<p><b>How does this link to prior learning?</b></p> <p>Year 7 Forces Forces &amp; Magnets Years 4,5</p> <p>In year 4 we compare how things move on different surfaces. They notice that some forces need contact between two objects, but magnetic forces can act at a distance. Students observe how magnets attract or repel each other and attract some materials and not others then compare &amp; group together a variety of materials on the basis of whether they attract to a magnet. Students predict whether two magnets will attract or repel each other,</p>	<p><b>Non-negotiable Experiences in the learning scheme</b> All lessons have real life context</p> <p>This topic is to develop confidence in presentation skills and research</p>	<p>can be enhanced by the use of vaccination. This is especially topical in the wake of COVID 19.</p> <p><b>How does this link to prior learning?</b></p> <p>Year 7 Cells and Organs</p> <p>Building onto the ideas of cells and introducing microorganisms and transportation of substances</p> <p><b>Non-negotiable Experiences in the learning scheme</b> All lessons have real life context</p> <p>Vaccination - HPV Development of medicines Tumour cell biologist Viruses Immunity</p> <p><b>Skills being developed</b></p> <p>Method Writing Bar Charts &amp; Graphs</p>	<p><b>How does this link to prior learning?</b></p> <p>Separation techniques in Year 7T, Year 8P, Year 10 C2 and the periodic table in Year 8S with elements, mixtures &amp; compounds</p> <p><b>Non-negotiable Experiences in the learning scheme</b> All lessons have real life context</p> <p>Separation Processes</p> <p><b>Skills being developed</b></p> <p>Method Writing Calculations Conclusions Evaluate Conclusions Evaluate Methods Scientific Explanations Modelling</p>
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<p>characteristics and based on similarities and difference, including micro-organisms, plants and animals. They can give reasons for classifying plants and animals based on specific characteristics</p> <p><b>Non-negotiable Experiences in the learning scheme</b></p> <p><b>All lessons have real life context</b></p> <p>Outside lessons collecting leaves and worms looking at habitats</p> <p><b>Skills being developed</b></p> <p>Method Design Accurate Measurement Design Results Tables Bar Charts &amp; Graphs Calculations Conclusions Evaluate Conclusions Evaluate Methods Unfamiliar Context Observations Predictions Balanced Arguments,</p>	<p>Modelling</p> <p>Metacognition</p> <p>Observations Research &amp; literacy Variables</p>	<p>depending on which poles are facing</p> <p>This builds upon the basic ideas of magnets to introduce electromagnets and everyday appliances that use this principle. Also a development of HSW skills</p> <p><b>Non-negotiable Experiences in the learning scheme</b></p> <p><b>All lessons have real life context</b></p> <p>Compasses      Friction Parachutes</p> <p><b>Skills being developed</b></p> <p>Method Design Accurate Measurement Design Results Tables Bar Charts &amp; Graphs Calculations Conclusions Evaluate Conclusions Evaluate Methods Observations Research &amp; Literacy</p>	<p><b>Skills being developed</b></p> <p>Scientific communication, presentation skills, dramatic speaking, non-verbal communication, writing for a non-specialist audience</p>	<p>Calculations Conclusions Evaluate Conclusions Modelling Metacognition Unfamiliar Context Research &amp; Literacy S.E.E.E Tasks</p>	<p>Metacognition</p> <p>Research 7 Literacy</p>
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Cottingham High School  
and Sixth Form College



Mean Average, Bias Compare Variables Reliability, Percentage Mean, Mode, Median, Range, Range Bars					
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# Cottingham High School and Sixth Form College



<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Science</p>	<p><b>Topic/Content</b></p> <p><b>P1 Energy &amp; Transfers</b></p> <p>The concept of energy emerged in the 19th century. The idea was used to explain the work output of steam engines and then generalised to understand other heat engines. It also became a key tool for understanding chemical reactions and biological systems. Limits to the use of fossil fuels and global warming are critical problems for this century. Physicists and engineers are working hard to identify ways to reduce our energy usage, using alternative energy sources and improve efficiency</p> <p><b>How does this link to prior learning?</b></p>					
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<p>Develops on from year 8 energy topic</p> <p><b>Non-negotiable Experiences in the learning scheme</b></p> <p><b>All lessons have real life context</b></p> <p>Renewable Energy Energy Stores Re Arranging Equations</p> <p><b>Skills being developed</b></p> <p>Method Design</p> <p>Accurate Measurements Design Results Tables Bar Charts &amp; Graphs Rearranging Formulae Conclusions Evaluate Conclusions Evaluate Methods Modelling Metacognition Research &amp; Literacy Balanced Argument, Compare, Contrast, Scale Diagram</p>					
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<b>HISTORY</b>	<p><b>Topic/Content HT1: How did Walter survive the First World War?</b></p> <ul style="list-style-type: none"> <li>• Who was Kaiser Wilhelm II?</li> <li>• What were the MAIN causes of WWI?</li> <li>• What were the MIAN causes of WWI?</li> <li>• How did 1 bullet cause 20m deaths?</li> <li>• “WWI was caused by the assassination of Franz Ferdinand” How far do you agree?</li> <li>• Why did so many men join the war effort?</li> <li>• How did men cope with conditions in the trenches?</li> <li>• Why were women fighting their own war before WWI?</li> <li>• How did women achieve their own victory through WWI?</li> </ul>	<p><b>Topic/Content HT2: Why did Europe sink into the abyss of war again by 1939?</b></p> <ul style="list-style-type: none"> <li>• How fair was the Treaty of Versailles on Germany? (double)</li> <li>• Was the Weimar Government doomed from the start?</li> <li>• Who was Hitler and what did he want for Germany?</li> <li>• How did the Great Depression help Hitler rise to power?</li> <li>• Why was the League of Nations flawed from the start?</li> <li>• How was the Manchurian Crisis resolved?</li> <li>• How effectively did the League of Nations deal with the Abyssinian Crisis?</li> </ul>	<p><b>Topic/Content HT3: How did WWII impact society in Britain and Germany?</b></p> <ul style="list-style-type: none"> <li>• Was Dunkirk really a miracle?</li> <li>• What is Blitzkrieg?</li> <li>• How successful was evacuation during the Blitz?</li> <li>• How useful is Goodnight Mr Tom as evidence about the Blitz?</li> <li>• How was propaganda used during the Blitz?</li> <li>• How badly did Blitzkrieg affect Hull?</li> <li>• Does Arthur ‘Bomber’ Harris deserve his statue? (Dresden)</li> <li>• Does Arthur ‘Bomber’ Harris deserve his statue? (Dresden)</li> <li>• What was life like for ordinary British civilians during WWII? (double)</li> <li>• How similar was the German</li> </ul>	<p><b>Topic/Content HT4: Why is it so important to remember the Holocaust?</b></p> <ul style="list-style-type: none"> <li>• What Hell did the Allies discover in 1945?</li> <li>• How did Hitler create perpetrators of the Holocaust?</li> <li>• How did life deteriorate for Jews in Nazi Germany?</li> <li>• Who were the Einsatzgruppen and why did they fail?</li> <li>• How did the Nazis Dejewify the German economy? (Grunfeld)</li> <li>• Why did the Nazis create ghettos for German Jews? (double)</li> <li>• Why did the Nazis create ghettos for German Jews?</li> </ul>	<p><b>Topic/Content HT5: How close did we come to WWII in the 20<sup>th</sup> century?</b></p> <ul style="list-style-type: none"> <li>• Why did the world break in two at the end of WWII?</li> <li>• What impact did the Atomic bombs have on East/West relations?</li> <li>• Which is better; Capitalism or Communism?</li> <li>• How did the moon impact on East-West relations?</li> <li>• How is Chess similar to the Cold War? (Proxy Wars)</li> <li>• Why was the Berlin Wall built?</li> <li>• How did the island of Cuba nearly start WWII?</li> <li>• Who had a reason to kill JFK? (double)</li> </ul>	<p><b>Topic/Content HT6: Why is it still ‘kicking off’ everywhere?</b></p> <ul style="list-style-type: none"> <li>• How have powerful countries led to terrorism?</li> <li>• Why do terror groups exist?</li> <li>• What motivates individuals to become involved in terror?</li> <li>• What role has social media and communication s technology played in terror?</li> <li>• Why was 9/11 so important?</li> <li>• How did 9/11 lead to the Iraq War? (causes of Iraq war)</li> <li>• Why did the Iraq war lead to the creation of ISIS?</li> <li>• How has the Islamic state</li> </ul>
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<ul style="list-style-type: none"> <li>• Was General Douglas Haig the butcher of the Somme?</li> <li>• How did DORA help Britain win WWI?</li> <li>• Is it appropriate to satirise war?</li> </ul> <p><b>How does this link to prior learning?</b></p> <p>The end of Y8 set students up with the notion of a struggling industrialised Britain and the rising industrial power of USA, the context for which feeds directly into the causes of WW1 and dependency on the U.S that features in the first 4 units. Germany is introduced for the first time as a new variable in this unit.</p>	<ul style="list-style-type: none"> <li>• What was appeasement and why did it fail?</li> <li>• Why did WWII break out in 1939? (Nazi-Soviet Pact)</li> </ul> <p><b>How does this link to prior learning?</b></p> <p>This bridging unit builds on the destruction caused by WW1 and helps students understand why one war directly fed into another. Students can make links between the experiences of WW1 and the punishments given to Germany, as well as the sense of unfairness escalating further tensions.</p> <p><b>Non-negotiable Experiences in the learning scheme</b></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</p>	<p>experience of WWII on the home front?</p> <p><b>How does this link to prior learning?</b></p> <p>Students can passively compare the experiences of individuals in WW1 vs those in WW2 and compare the unfolding of early stages of both wars, drawing similarity and difference from this. Chronologically, students can see how aspects of the inter-war years filtered into the initial stages of WWII.</p> <p><b>Non-negotiable Experiences in the learning scheme</b></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><b>Skills being developed</b></p>	<ul style="list-style-type: none"> <li>• Review: Was the Holocaust always part of Hitler's plan?</li> <li>• What was the 'Final Solution'?</li> <li>• How effective was resistance to the Holocaust?</li> <li>• How could individuals help resist the Holocaust?</li> <li>• Who were the humans behind the uniforms?</li> </ul> <p><b>How does this link to prior learning?</b></p> <p>This unit is a depth study from within WWII, one of a limited range of topics that are compulsory on the national curriculum for History. In addition to the primary focus of addressing the calculated genocide of European Jews an importance of remembrance, students get a window into Weimar and Nazi</p>	<ul style="list-style-type: none"> <li>• Who assassinated JFK? (triple)</li> <li>• Who assassinated JFK? (triple)</li> <li>• Who assassinated JFK? (triple)</li> <li>• How did the Cold War 'end'?</li> </ul> <p><b>How does this link to prior learning?</b></p> <p>The end of WWII directly links to this unit because the destruction of war presented the situation that created the Cold War through disagreement at Yalta and Potsdam and the absence of a common enemy, the rift between East and West opened up. The unit also presents an array of situations which can be paralleled and contrasted with earlier events prior to WWI/WWII, always considering how the</p>	<p>affected the Middle East?</p> <ul style="list-style-type: none"> <li>• How has terrorism affected Britain?</li> <li>• Can terrorism ever be stopped?</li> <li>• Is this game of Chess any different to the Cold War?</li> <li>• What power do we have as individuals to prevent terrorism?</li> </ul> <p><b>How does this link to prior learning?</b></p> <p>This unit is intended to provide an insight into the modern world and threat facing many people in Britain (and the West) – terrorism. It builds on prior learning because it applies all of the historical skills students have learnt to unpick a situation that, at face value, is painted as a black and white</p>
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<p><b>Non-negotiable Experiences in the learning scheme</b></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><b>Skills being developed</b></p> <p>Linking, complex explanation and evaluation in essay regarding causes of WWI</p> <p>Source analysis skills, including critical provenance arguments in lessons on suffrage and propaganda (major focus in Y9)</p> <p>Empathy (Individual stories/situations throughout)</p>	<p>the remaining in the sequence.</p> <p><b>Skills being developed</b></p> <p>Understanding of interrelated causes and long-term causal relationship with links between them. The idea being that students can trace every lesson back in some way to the Treaty of Versailles and isolation of Germany by Britain and France, viewing Hitler as a product of a wider situation.</p> <p>Complex explanation skills – all dynamics</p> <p>European Geography</p> <p>Hypothesising about how individual issues caused WWII</p> <p><b>How will it be assessed?</b></p> <p>Knowledge, understanding of historical skills, extended writing, source analysis and provenance skills are examined in to the multi-skilled EOT1 assessment</p>	<p>Source analysis skills. Inference, x-referencing, provenance arguments, using evidence as a collection, supporting extended writing with evidence on an enquiry.</p> <p>Approaching a situation from multiple viewpoints, but with similar goals (Dunkirk)</p> <p>Viewing the impacts of war from multiple views (British and German) – challenging the common narrative.</p> <p><b>How will it be assessed?</b></p> <p>Teacher assessed – Significant multi-skilled essay (AO1-4) relating to Bomber Harris.</p> <p>Self-assessed – Explanations on the impact of the Hull Blitz against routed criteria.</p> <p>Ongoing “conclusions” where appropriate (threshold concepts)</p> <p>Content revisited for long-arch learning in</p>	<p>Germany which, chronologically, parallels with units 2-3 and helps explain Germany’s war-readiness as well as the decline.</p> <p><b>Non-negotiable Experiences in the learning scheme</b></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><b>Skills being developed</b></p> <p>Empathy and understanding the importance of remembrance.</p> <p>Historiography and shaping the historical debate. Structuralist vs. functionalist approach (implicit at this stage, but builds into KS5 later)</p> <p>Using evidence to build a bigger picture (Grunfeld)</p>	<p>world was one step away from WWII</p> <p><b>Non-negotiable Experiences in the learning scheme</b></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><b>Skills being developed</b></p> <p>Developing an awareness and some understanding of the political spectrum, underpinning GCSE units</p> <p>Use of evidence to determine which of a range of historical arguments is most likely to be correct.</p> <p>Introduction to conspiracy theories</p> <p><b>How will it be assessed?</b></p>	<p>issue where terrorists are irrational beings with a wish to destroy the west. This aim of this module is to help students understand how/why Britain has experienced terror attacks in recent years, whilst understanding the government’s approach. There are also links to the Cold War ie) arming the Taliban and Al-Qaeda as an intermediary during the Cold War</p> <p><b>Non-negotiable Experiences in the learning scheme</b></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><b>Skills being developed</b></p> <p>Understanding of government narratives. The anti-terror perspective vs. “one</p>
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<p><b>How will it be assessed?</b></p> <p>Teacher assessed - An essay on the assassination of Franz Ferdinand (includes MAIN)</p> <p>Self-assessed – Diary entries in relation to life in the trenches lesson. Assessed against routed criteria.</p> <p>Ongoing “conclusions” where appropriate (threshold concepts)</p> <p>Content revisited for long-arch learning in summative assessment EOT 1 (End of Term 1)</p> <p>Verbal questioning and other AfL strategies</p>	<p>(based on KS3 assessment materials released by Pearson and PiXL and adapted to our needs)</p> <p>Self-assessment on Treaty of Versailles explanations against routed criteria.</p> <p>Ongoing “conclusions” where appropriate</p> <p>Verbal questioning and other AfL strategies</p>	<p>summative assessment EOT 2 (End of Term 2)</p> <p>Verbal questioning and other AfL strategies</p>	<p><b>How will it be assessed?</b></p> <p>Knowledge, understanding of historical skills, extended writing, source analysis and provenance skills are examined in to the multi-skilled EOT2 assessment.</p> <p>Self-assessment of explanations in resistance to the Holocaust lesson(s), against routed criteria.</p> <p>Ongoing “conclusions” where appropriate</p> <p>Verbal questioning and other AfL strategies</p>	<p>Teacher assessed - An essay on the assassination of J.F.K</p> <p>Self-assessed – Explanations regarding why tensions grew after WWII</p> <p>Ongoing “conclusions” where appropriate (threshold concepts)</p> <p>Content revisited for long-arch learning in summative assessment EOT 3 (End of Term 3)</p> <p>Verbal questioning and other AfL strategies.</p>	<p><i>man’s terrorist is another man’s freedom fighter”</i></p> <p>Addressing a wider argument from broad array of perspectives; governments, terror organisations, society, individuals, victims.</p> <p>Source provenance skills</p> <p>Complex explanation skills, focused on perspectives of different groups in societies.</p> <p>Comparing and contrasting features of terror across multiple groups.</p> <p><b>How will it be assessed?</b></p> <p>Knowledge, understanding of historical skills, extended writing, source analysis and provenance skills are examined in to the multi-skilled EOT3 assessment.</p> <p>Self-assessment of explanations about the motivations for becoming involved in terror (Lesson 3)</p>
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						Ongoing “conclusions” where appropriate  Verbal questioning and other AfL strategies
Geography (1.5)	<p><b>Topic/Content</b> Climate Change <b>How does this link to prior learning?</b> Climate change is referenced throughout Y7 and 8 particularly in relation to urban geography  Examples used will build on places studied in Y7</p> <p><b>Non-negotiable Experiences in the learning scheme</b> Shared lessons used References to GCSEs and GCSE style questions to be used universally <b>Skills being developed</b></p> <p><b>How will it be assessed?</b></p>	<p><b>Topic/Content</b> Globalization <b>How does this link to prior learning?</b> This links to urban geography issues and ties into previous topic, climate change  Examples used will build on places studied in Y7</p> <p><b>Non-negotiable Experiences in the learning scheme</b> Shared lessons used References to GCSEs and GCSE style questions to be used universally <b>Skills being developed</b></p> <p><b>How will it be assessed?</b></p>	<p><b>Topic/Content</b> Population <b>How does this link to prior learning?</b> Population was studied in Y7 relating to work done on megacities in Asia. In Year 8, students studied migration which is revisited here.  Examples used will build on places studied in Y7</p> <p>Some content (overpopulation, megacities and migration) were introduced in Y7 and Y8</p> <p><b>Non-negotiable Experiences in the learning scheme</b> Shared lessons used References to GCSEs and GCSE style questions to be used universally <b>Skills being developed</b></p> <p><b>How will it be assessed?</b></p>	<p><b>Topic/Content</b> Resources <b>How does this link to prior learning?</b> This links to previous Y9 topic of climate change, globalization and population  Examples used will build on places studied in Y7</p> <p><b>Non-negotiable Experiences in the learning scheme</b> Shared lessons used References to GCSEs and GCSE style questions to be used universally <b>Skills being developed</b></p> <p><b>How will it be assessed?</b></p>	<p><b>Topic/Content</b> Natural Hazards <b>How does this link to prior learning?</b> Hazards were introduced in Y7 and were studied in terms of tectonics in Y8  Examples used will build on places studied in Y7</p> <p><b>Non-negotiable Experiences in the learning scheme</b> Shared lessons used References to GCSEs and GCSE style questions to be used universally <b>Skills being developed</b></p> <p><b>How will it be assessed?</b></p>	<p><b>Topic/Content</b> Environmental Disasters <b>How does this link to prior learning?</b> Environmental disasters including climate change links and ocean plastics have been referenced throughout KS3  Examples used will build on places studied in Y7</p> <p><b>Non-negotiable Experiences in the learning scheme</b> Shared lessons used References to GCSEs and GCSE style questions to be used universally <b>Skills being developed</b></p> <p><b>How will it be assessed?</b></p>

MFL FRENCH YEAR 9

<p><b>Topic/content</b> Music, clothes, past weekend activities</p> <p><b>How does this link to prior learning?</b> Knowledge of adjectives, etre, possessive adjectives, near future tense, perfect tense, likes and dislikes, aller</p> <p><b>Non-negotiable experiences in the learning scheme</b> Adjectival agreement Full etre verb Giving opinions Immediate future tense Perfect tense</p> <p><b>Skills being developed</b> Listening for gist Listening for detail Pronunciation Developing reading and listening skills How to learn verbs Importance of grammar Perseverance</p> <p><b>How will it be assessed?</b> Mini assessments through vocabulary</p>	<p><b>Topic/content</b> Music, clothe , past weekend activities</p> <p><b>How does this link to prior learning?</b> Knowledge of adjectives, etre, possessive adjectives, near future tense, perfect tense, likes and dislikes, aller</p> <p><b>Non-negotiable experiences in the learning scheme</b> Adjectival agreement Full etre verb Giving opinions Immediate future tense Perfect tense</p> <p><b>Skills being developed</b> Listening for gist Listening for detail Pronunciation Developing reading and listening skills How to learn verbs Importance of grammar Perseverance</p> <p><b>How will it be assessed?</b> End of unit assessment of minimum of 2 skills involving tasks relating to the steps for each skill</p>	<p><b>Topic/content</b> Describe local area, describe home, talk about meals, buying food, arrange an event</p> <p><b>How does this link to prior learning?</b> er verbs in the present tenses, adjectives, partitive articles in front of food, prepositions, future tense formation</p> <p><b>Non-negotiable experiences in the learning scheme</b> Prepositions Partitive article Il a /il n’y a pas de Il faut + infinitive Immediate future tense</p> <p><b>Skills being developed</b> Listening for gist Listening for detail Pronunciation Developing reading and listening skills How to learn verbs Importance of grammar Perseverance Problem solving</p> <p><b>How will it be assessed?</b> Mini assessments through vocabulary tests in order to test</p>	<p><b>Topic/content</b> Describe local area, describe home, talk about meals, buying food, arrange an event</p> <p><b>How does this link to prior learning?</b> Er verbs in the present tense, adjectives, partitive articles in front of food, prepositions, future tense formation</p> <p><b>Non-negotiable experiences in the learning scheme</b> Prepositions Partitive article Il a /il n’y a pas de Il faut + infinitive Immediate future tense</p> <p><b>Skills being developed</b> Listening for gist Listening for detail Pronunciation Developing reading and listening skills How to learn verbs Importance of grammar Perseverance Problem solving</p> <p><b>How will it be assessed?</b> End of unit assessment of minimum of 2 skills involving tasks relating to the steps for each skill</p>	<p><b>Topic/content</b> Talk about talent and ambition, saying what you must and can do, describe personalities, giving instructions</p> <p><b>How does this link to prior learning?</b> Immediate future tense Basic instructions Negatives Descriptions</p> <p><b>Non-negotiable experiences in the learning scheme</b> Vouloir + infinitive Devoir + infinitive Pouvoir + infinitive Adjectival agreement Infinitive constructions Perfect tense</p> <p><b>Skills being developed</b> Listening for gist Listening for detail Pronunciation Developing reading and listening skills How to learn verbs Importance of grammar Perseverance Problem solving</p> <p><b>How will it be assessed?</b> Mini assessments through vocabulary tests in order to test</p>	<p><b>Topic/content</b> Talk about talent and ambition, saying what you must and can do, describe personalities, giving instructions</p> <p><b>How does this link to prior learning?</b> Immediate future tense Basic instructions Negatives Descriptions</p> <p><b>Non-negotiable experiences in the learning scheme</b> Vouloir + infinitive Devoir + infinitive Pouvoir + infinitive Adjectival agreement Infinitive constructions Perfect tense</p> <p><b>Skills being developed</b> Listening for gist Listening for detail Pronunciation Developing reading and listening skills How to learn verbs Importance of grammar Perseverance Problem solving</p> <p><b>How will it be assessed?</b> End of unit assessment of minimum of 2 skills involving tasks relating to the steps for each skill</p>
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tests in order to test understanding of vocabulary and grammar	increasing in difficulty through the year	understanding of vocabulary and grammar	increasing in difficulty through the year	understanding of vocabulary and grammar	increasing in difficulty through the year
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# Cottingham High School and Sixth Form College



**MFL GERMAN YEAR 9**

<p><b>Topic/content</b></p> <p>Healthy living, eating and exercise.</p> <p><b>How does this link to prior learning?</b></p> <p>Knowledge of verbs in the present, perfect and imperfect tenses and key irregular verbs.</p> <p><b>Non-negotiable experiences in the learning scheme</b></p> <p>Forming and using the irregular verbs essen and nehmen, using the du form of the imperative, using the modal verb müssen.</p> <p><b>Skills being developed</b></p> <p>Listening for gist Listening for detail Pronunciation Developing reading and listening skills – understanding and responding to longer</p>	<p><b>Topic/content</b></p> <p>Healthy living, eating and exercise.</p> <p><b>How does this link to prior learning?</b></p> <p>Knowledge of verbs in the present, perfect and imperfect tenses and key irregular verbs.</p> <p><b>Non-negotiable experiences in the learning scheme</b></p> <p>Forming and using the irregular verbs essen and nehmen, using the du form of the imperative, using the modal verb müssen.</p> <p><b>Skills being developed</b></p> <p>Listening for gist Listening for detail Pronunciation Developing reading and listening skills Developing writing skills – describing and</p>	<p><b>Topic/content</b></p> <p>Talking about a school trip, daily routine, rules, directions and festivals.</p> <p><b>How does this link to prior learning?</b></p> <p>Previous knowledge of adjectival agreement (plurals only) the modal verb müssen, the present and perfect tenses.</p> <p><b>Non-negotiable experiences in the learning scheme</b></p> <p>The modal verb dürfen, reflexive and separable verbs in the present and perfect tenses, using imperatives to give directions, more adjectival agreement.</p> <p><b>Skills being developed</b></p> <p>Listening for gist Listening for detail Pronunciation</p>	<p><b>Topic/content</b></p> <p>Talking about a school trip, daily routine, rules, directions and festivals.</p> <p><b>How does this link to prior learning?</b></p> <p>Previous knowledge of the modal verb müssen, the present and perfect tenses.</p> <p><b>Non-negotiable experiences in the learning scheme</b></p> <p>The modal verb dürfen, reflexive and separable verbs in the present and perfect tenses, using imperatives to give directions, more adjectival agreement.</p> <p><b>Skills being developed</b></p> <p>Listening for gist Listening for detail Pronunciation Developing reading and listening skills</p>	<p><b>Topic/content</b></p> <p>Talking about going out, clothes, getting ready, making plans for a date and reviewing it afterwards.</p> <p><b>How does this link to prior learning?</b></p> <p>Subordinate clauses using weil, using the future tense, using the past tense, asking questions, reflexive and separable verbs.</p> <p><b>Non-negotiable experiences in the learning scheme</b></p> <p>Using wenn clauses, more future tense, more on asking questions using a variety of verbs, more on separable and reflexive verbs, using 3 tenses together.</p>	<p><b>Topic/content</b></p> <p>Talking about going out, clothes, getting ready, making plans for a date and reviewing it afterwards.</p> <p><b>How does this link to prior learning?</b></p> <p>Subordinate clauses using weil, using the future tense, using the past tense, asking questions, reflexive and separable verbs.</p> <p><b>Non-negotiable experiences in the learning scheme</b></p> <p>Using wenn clauses, more future tense, more on asking questions using a variety of verbs, more on separable and reflexive verbs, using 3 tenses together.</p> <p><b>Skills being developed</b></p>
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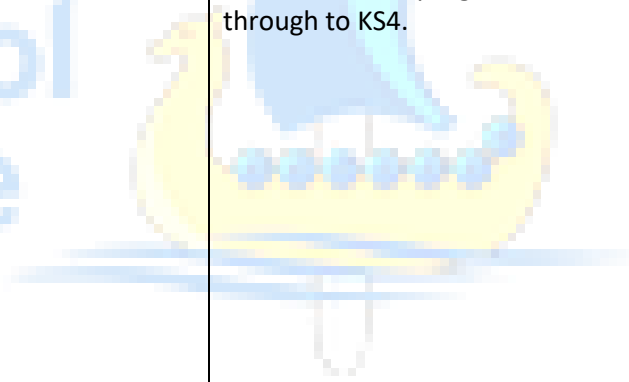
	<p>texts, developing note-taking skills. How to learn verbs Importance of grammar Perseverance</p> <p><b>How will it be assessed?</b></p> <p>Mini assessments through vocabulary tests in order to test understanding of vocabulary and grammar</p>	<p>comparing, using language creatively in a new context. How to learn verbs Importance of grammar Perseverance</p> <p><b>How will it be assessed?</b></p> <p>End of unit assessment of minimum of 2 skills involving tasks relating to the steps for each skill increasing in difficulty through the year</p>	<p>Developing reading and listening skills How to learn verbs Importance of grammar Perseverance Problem solving Using persuasive language. Using language for real purposes.</p> <p><b>How will it be assessed?</b></p> <p>Mini assessments through vocabulary tests in order to test understanding of vocabulary and grammar</p>	<p>How to learn verbs Importance of grammar Perseverance Problem solving using persuasive language. Using language for real purposes.</p> <p><b>How will it be assessed?</b></p> <p>End of unit assessment of minimum of 2 skills involving tasks relating to the steps for each skill increasing in difficulty through the year</p>	<p><b>Skills being developed</b></p> <p>Listening for gist Listening for detail Pronunciation Developing reading and listening skills How to learn verbs Importance of grammar Perseverance Problem solving Preparing for a debate.</p> <p><b>How will it be assessed?</b></p> <p>Mini assessments through vocabulary tests in order to test understanding of vocabulary and grammar</p>	<p>Listening for gist Listening for detail Pronunciation Developing reading and listening skills How to learn verbs Importance of grammar Perseverance Problem solving Creating publicity material using persuasive language.</p> <p><b>How will it be assessed?</b></p> <p>End of unit assessment of minimum of 2 skills involving tasks relating to the steps for each skill increasing in difficulty through the year</p>
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Tech (2)	<b>The Year 8 Technology Options process will determine which two, of the following four subjects, students will study during Year 9.</b>			
	<p><b>Topic/Content</b> <b>Food Technology</b></p> <p>We aim for students to cook once a week during this rotation, embedding advanced level cooking skills to embed a range of scientific theory. The following topics are covered during theory lessons: Micronutrients, Enzyme Browning, Cheese making, Emulsions, Butters, Types of Fats, Carbohydrates, Caramelisation, Gelatinisation and</p>	<p><b>Topic/Content</b> <b>Design and Technology</b></p> <p>This rotation students will partake in a mini-GCSE covering a range of skills required for successful completion of the KS4 course, these include; Material</p>	<p><b>Topic/Content</b> <b>Engineering</b></p> <p>This rotation will be split into two separate parts, the first half will be based around technical drawing skills to BS8888 including; Orthographic, Oblique and Isometric. The second half will be based in the Engineering workshop and involve the</p>	<p><b>Topic/Content</b> <b>Textiles-Art</b></p> <p>This rotation students will further develop a range of Textiles-Art based practical techniques whilst producing a portfolio of evidence. These techniques along with the study of existing designers will lead the students towards a final</p>

<p>Starch, Dextrinization and Millard Reaction and finally Rising Agents.</p> <p><b>How does this link to prior learning?</b> This year students look further into Macronutrients, linking into the Eatwell guide. Students will look at food Science which links to the function of ingredients.</p> <p><b><i>If second rotation what skills are developed from the first rotation:</i></b> Students will develop their practical skills further, with practical's which require multiple skills at any one time, therefore showing the ability to dovetail recipes appropriately.</p> <p><b>Non-negotiable Experiences in the learning scheme</b> Experience a range of more technically demanding practical outcomes resulting from a good understanding of ingredient theory and scientific processes.</p> <p><b>Skills being developed</b> Teamwork, organisation, time management, Problem solving and advanced level cooking skills</p> <p><b>How will it be assessed?</b> Practical assessments and booklet Assessments in line with the schools marking policy. Students are awarded grading in line with current GCSE/KS4 assessment outcomes. This will enable students to make informed decisions about progression through to KS4.</p>	<p>Properties and Identification, Advanced Isometric projection and Rendering techniques, Orthographic design, Higher level practical skills, Modelling techniques, Testing products, and further CAD Design using industry standard software.</p> <p><b>How does this link to prior learning?</b> This topic draws on and improves a wide range of practical skills, some of which will have been introduced in lower years. Students are bringing together and developing all of the design-based stages and adding to this need to understand the requirements of a client.</p> <p><b><i>If second rotation what skills are developed from the first rotation:</i></b> Students are now designing with a client in mind and also understanding various properties of the</p>	<p>manufacture of a range of products using various tools, equipment and machines.</p> <p><b>How does this link to prior learning?</b> The drawing unit will utilise skills developed during Y7 and Y8 Design and Technology rotations and advance these further by applying BS8888 to ensure drawing are completed to industry standards. Practical skills also experienced during Y7 and Y8 Design and Technology will support students when working with metals.</p> <p><b><i>If second rotation what skills are developed from the first rotation:</i></b> The theoretical side of Engineering is developed in Year 8. This year is focussed on application of that theory during practical and design based lessons.</p> <p><b>Non-negotiable Experiences in the learning scheme</b> Learning how to apply BS8888 to Engineering drawings and developing practical skills in the Engineering workshop environment, mainly working with metals.</p> <p><b>Skills being developed</b> Teamwork, organisation, time management, designing, working to British Standards, measuring, marking out and various metal working practical skills.</p> <p><b>How will it be assessed?</b></p>	<p>outcome. Techniques covered include; Block Printing, Watercolour transfer, Image manipulation, Free machining, Applique and a range of other advanced Embellishment techniques.</p> <p><b>How does this link to prior learning?</b> Moving on from a basic understanding of Textiles-Art, students will experience a further range in techniques to build up their knowledge. This rotation students will be applying these skills to manufacture a finished Textiles-Art work.</p> <p><b><i>If second rotation what skills are developed from the first rotation:</i></b> This rotation as well as learning a variety of new techniques, students will be utilising skills developed through a range of Technology and Art projects and applying them to a final outcome. This will give students an opportunity to experiment with techniques and potentially learn new artistic methods.</p> <p><b>Non-negotiable Experiences in the learning scheme</b> Developing a range of advanced embellishment techniques</p>
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		<p>materials they are working with in order to manufacture high quality products. Students will now test products to see how successful they have been.</p> <p><b>Non-negotiable Experiences in the learning scheme</b> Students develop more advanced level design techniques in order to manufacture products for a client. Students will also experience the full design process from start to finish.</p> <p><b>Skills being developed</b> Organisation, Time management, Collaboration, Problem solving and higher level practical skills including removal techniques, modelling and testing.</p> <p><b>How will it be assessed?</b> Practical assessments and booklet Assessments in line with the schools marking policy. Students are awarded grading in</p>	<p>Practical assessments and booklet Assessments in line with the schools marking policy. Students are awarded grading in line with current GCSE/KS4 assessment outcomes. This will enable students to make informed decisions about progression through to KS4.</p>	<p>including how to operate the sewing machined with confidence.</p> <p><b>Skills being developed</b> Organisation, time management, creativity and various embellishment techniques.</p> <p><b>How will it be assessed?</b> Practical assessments and booklet Assessments in line with the schools marking policy. Students are awarded grading in line with current GCSE/KS4 assessment outcomes. This will enable students to make informed decisions about progression through to KS4.</p>
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		line with current GCSE/KS4 assessment outcomes. This will enable students to make informed decisions about progression through to KS4.		
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PE (2)	<p><b>Topic/Content</b></p> <p><b>Fitness</b></p> <p><b>How does this link to prior learning?</b></p> <p>Pupils completed a unit of fitness in Year 8 which looked at use of the fitness suite, with full induction and how to put together a programme to aid improvement in fitness.</p> <p><b>Non-negotiable Experiences in the learning scheme</b></p> <p>Health and Safety of how to use all of the equipment in the fitness suite.</p> <p>Hip hinge for lifting weights.</p> <p>Importance of posture for any weight bearing exercises.</p> <p>Correct techniques for use of dumbbell, kettlebell and barbell exercises.</p> <p>Making sure that the safety key is attached when using any CV equipment.</p>	<p><b>Topic/Content</b></p> <p><b>Football/Rugby</b></p> <p><b>How does this link to prior learning?</b></p> <p>Pupils will have covered football and rugby during year 8. They will have covered each skill in more depth and been able to link to more advanced techniques.</p> <p><b>Non-negotiable Experiences in the learning scheme</b></p> <p>Be able to officiate in games and explain regulations of invasion games.</p> <ul style="list-style-type: none"> <li>- Development of tactical awareness in game situations to be able to exploit opponents weaknesses.</li> <li>- Use of tactics to outwit opponents and gain an advantage.</li> <li>- Develop mental readiness through mental rehearsal and imagery.</li> </ul>	<p><b>Topic/Content</b></p> <p><b>Netball/Basketball</b></p> <p><b>How does this link to prior learning?</b></p> <p>Pupils will have covered netball and basketball during year 8. They will have covered each skill in more depth and link to more advanced techniques.</p> <p><b>Non-negotiable Experiences in the learning scheme</b></p> <p>Identification and application of rules independently and being able to describe regulations of invasion games.</p> <ul style="list-style-type: none"> <li>- Development of skills and techniques (specific to the activity) in both practice and competitive game situations, which allow them to overcome their opponent/s. This will include being able to pass on the move, read the game to make better positional decisions.</li> </ul>	<p><b>Topic/Content</b></p> <p><b>Rounders/Badminton/Tennis/Volleyball</b></p> <p><b>How does this link to prior learning?</b></p> <p>Pupils will have covered rounders, badminton, tennis and volleyball during year 8. They will have covered more advanced skills for rounders, tennis and badminton and basic skills in volleyball because for many it will have been their first experience of it.</p> <p><b>Non-negotiable Experiences in the learning scheme</b></p> <p>Develop striking and fielding skills in both practice and competitive game situations starting to consider hitting into space and body positioning to do this. Tactical awareness of space on the field and where the ball should consequently be placed.</p>	<p><b>Topic/Content</b></p> <p><b>Trampolining</b></p> <p><b>How does this link to prior learning?</b></p> <p>Pupils will have completed a unit of trampolining in year 8, learning more advanced skills to include half rotation linking moves. This will develop in year 9 into full rotation skills where appropriate.</p> <p><b>Non-negotiable Experiences in the learning scheme</b></p> <p>Ability to peer assess performances against set criteria.</p> <p>More advanced techniques to carry out skills such as front land back landings including twists in and out. Continue to develop skills such as body tension, core strength and an aesthetic appreciation of performance.</p>	<p><b>Topic/Content</b></p> <p><b>Athletics</b></p> <p><b>How does this link to prior learning?</b></p> <p>Pupils will have completed a unit of work in athletics in year 8. They will have covered each of the throws with more advanced techniques to include dynamic movement.</p> <p><b>Non-negotiable Experiences in the learning scheme</b></p> <p>Developing more advanced techniques for starts in sprints e.g. sprint start, drive and pick up phases for different track events, a greater understanding of pacing, more dynamic movement for throws e.g. longer run ups for throws and varying start points for jumps and Fosbury flop for high jump.</p> <ul style="list-style-type: none"> <li>-Working at maximum levels and developing</li> </ul>
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	<p><b>Skills being developed</b></p> <p>Squats, deadlifts and lunges. Correct stance and punching technique for use on the punchbags. Knowledge of how to conduct a circuit session within a fitness suite.</p> <p><b>How will it be assessed?</b></p> <p>Quantitative fitness tests. Subjective professional teacher judgement based around each lesson and practical assessment lessons throughout the SOL.</p>	<p>-Identification and evaluation of major strengths and areas for improvement for a peer with suggestions of how to improve. -Be able to lead their own 3-part warm up to a larger groups with good technique.</p> <p><b>Skills being developed</b></p> <p>More advanced passing and control techniques and methods of defending. Teamwork, communication and movement by creating space for themselves and team mates. Decoy plays. Different set plays for different scenarios including dead ball situations.</p> <p><b>How will it be assessed?</b></p> <p>Subjective professional teacher judgement based around each lesson and practical assessment lessons throughout the term.</p>	<p>- Use of tactics to outwit opponents and gain an advantage. - Develop mental and physical fitness and movement. -Identification and evaluation of major strengths and areas for improvement in performance. -Be able to lead their own 3-part warm up to a small group with good technique.</p> <p><b>Skills being developed</b></p> <p>More advanced passing and control techniques and methods of defending. Teamwork, communication and movement by creating space for themselves and team mates. Different centre pass strategies. Different set plays around the circle for attacking and defending. Defensive structures e.g. man to man, zonal marking, full court press.</p>	<p>Getting into 'ready' position and using the correct footwork to be in the optimum position on court for badminton and tennis. -Use of tactics (specific to the activity) to outwit their opponent/s in both team and individual games including doubles tactics e.g. front and back or side to side. Receiving serve positions e.g. W plus one in volleyball. -Working at maximum levels and developing techniques to improve performance in striking and fielding and net/wall games.</p> <p><b>Skills being developed</b></p> <p>Rounders – working on the bowler, backstop, first base triangle. Tennis – serve and volley tactic. Badminton – Smash and drop shots and when to use these successfully. Volleyball - 3 touches, spike and blocks.</p>	<p><b>Skills being developed</b></p> <p>Front and back landings e.g. cat twists, cradles and turntables. 8 bounce routines to include basic shapes, 2 different landings including twists in and out.</p> <p><b>How will it be assessed?</b></p> <p>Subjective professional teacher judgement based around each lesson and practical assessment lessons throughout the term.</p>	<p>techniques to improve performance in athletics events (track and field).</p> <p><b>Skills being developed</b></p> <p>Developing more advanced techniques for starts in sprints e.g. Sprint starts, drive and pick up phases for different track events, a greater understanding of pacing, more dynamic movement for throws and Fosbury flop for high jump. 7 step run up for javelin. Glide for shot put. Attempts to improve times from previous years as well as to compete nationally for the 5 star awards.</p> <p><b>How will it be assessed?</b></p> <p>Quantitative results in various events. Subjective professional teacher judgement based around each lesson and practical</p>
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			<p>Screening and fast breaks.</p> <p><b>How will it be assessed?</b></p> <p>Subjective professional teacher judgement based around each lesson and practical assessment lessons throughout the term.</p>	<p><b>How will it be assessed?</b></p> <p>Subjective professional teacher judgement based around each lesson and practical assessment lessons throughout the term.</p>		<p>assessment lessons throughout the term.</p>
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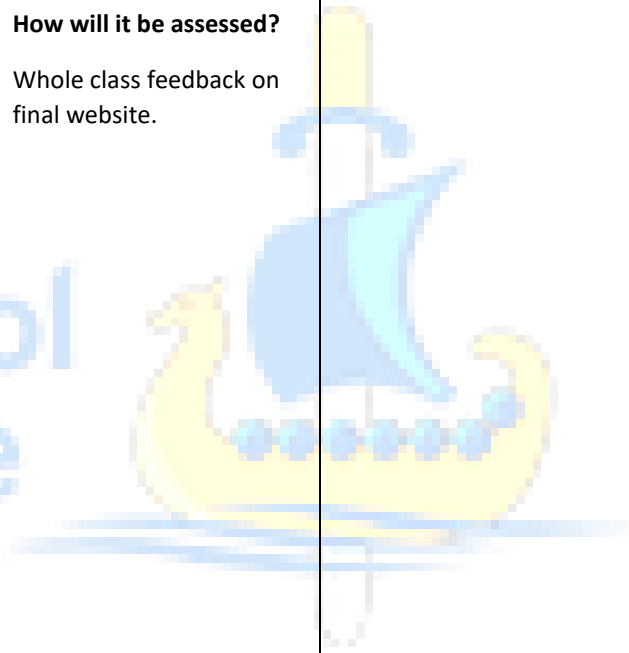
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Computing (1)	<p><b>Topic/Content</b></p> <p>Setting up folders/ Reminder of using OneDrive/TEAMS/ Student Shared Area and Email.</p> <p>9.1. Digital Literacy. E-Safety/Consequences.</p> <p><b>How does this link to prior learning?</b></p> <p>8.1. Searching the Internet effectively. Builds on the knowledge gained in 8.4 Computer Crime and Cyber Security and 7.6 E-Safety but is developed to be more age appropriate and has a focus on consequences.</p> <p><b>Non-negotiable Experiences in the learning scheme</b></p> <p>Use the Internet to research the long and short term consequences of what you post online. Understand the term digital footprint and how it can affect your life in the short/long term. Create a fact sheet on Internet Safety and Consequences.</p> <p><b>Skills being developed</b></p>	<p><b>Topic/Content</b></p> <p>9.2 Understanding Computers. Elements of a Computer, The CPU, Understanding Binary, Storage Devices, Convergence and new technologies</p> <p>9.3 Algorithms and Flowcharts. Planning code, flowcharts, pseudocode, computational thinking.</p> <p><b>How does this link to prior learning?</b></p> <p>9.2 Builds on the knowledge gained in 8.2 Technology and 8.7 OS, Interfaces and Accessibility.</p> <p>9.3 Develops algorithm and programming skills from 7.7 Scratch Programming and 8.5 Introduction to Python Programming and Algorithms. Also develops computational thinking skills from 7.1 and 8.8 and planning skills from 7.1, 7.6, 8.1, 8.5, 8.8.</p> <p><b>Non-negotiable Experiences in the learning scheme</b></p> <p>9.2 Distinguish between hardware and software</p>	<p><b>Topic/Content</b></p> <p>9.4. Python Programming. Calculations, Variables/ Constants, Inputs/ Outputs, Loops - While/For, Selection, Functions, Draw, Sorting/Searching.</p> <p><b>How does this link to prior learning?</b></p> <p>Builds Programming skills from 7.7. Scratch Programming and 8.5. Introduction to Python Programming. Uses planning skills from 9.3 Algorithms and Flowcharts to create programs. Makes use of computational thinking skills from 7.1 and 8.8.</p> <p><b>Non-negotiable Experiences in the learning scheme</b></p> <p>To write commands in Python. Assign values to variables and use them in an output. Allow the user to input values and store these in variables. Use a while loop to repeat actions in the code. Learn the difference between a logical error and a syntax error. Use the Script mode in Python Programming. Add comments to code. Use IF statements with multiple</p>	<p><b>Topic/Content</b></p> <p>9.5 Technology in the future. Research, Environmental, ethical, cultural impacts of digital technology.</p> <p><b>How does this link to prior learning?</b></p> <p>8.1 How to search the internet effectively. 7.3, 8.2, 8.7 and 9.2 Understanding Computers.</p> <p><b>Non-negotiable Experiences in the learning scheme</b></p> <p>Independent Research into future technologies in the home, transport, AI, Biotechnology and medicine, Communication, Entertainment, Use of robots. Create a multimedia product to present research. Peer evaluate work and improve.</p> <p><b>Skills being developed</b></p> <p>Independent research, referencing sources, image manipulation, use of multimedia software.</p> <p><b>How will it be assessed?</b></p>	<p><b>Topic/Content</b></p> <p>9.6 Web design. HTML, CSS, Design Development, web forms.</p> <p><b>How does this link to prior learning?</b></p> <p>Builds on design skills from 7.1, 7.6, 8.1, 8.2, 8.8, 9.1, 9.5. Programming skills from 8.5 and 9.4. User interfaces from 8.6.</p> <p><b>Non-negotiable Experiences in the learning scheme</b></p> <p>Learn what HTML is and what it is used for. Learn how CSS is used to set the styles in web pages and websites. Write CCS code to set styles. Learn the main principles of good website design. Complete website designs. Use HTML to create consistent web pages. Use float to position elements on a page. Create internal and external links and make sure they all work. Learn how to create a web form and know what happens to the input data once it has been submitted. Carry</p>	<p><b>Topic/Content</b></p> <p>9.7 Using IT to create business solutions. Email, Logos, Promotion, Spreadsheet modelling, Database Creation, letter writing, reports, security.</p> <p><b>How does this link to prior learning?</b></p> <p>Links to all IT practical skills from all KS3 topics.</p> <p><b>Non-negotiable Experiences in the learning scheme</b></p> <p>Create a company logo, create a 'How to use Email' booklet, Understand Email Etiquette. Create two advert for different audiences and medium, develop a spreadsheet solution to calculate predictions, import and manipulate data into a database, write a company report, create a filing system.</p> <p><b>Skills being developed</b></p> <p>Practical IT skills that will be needed for further studies and employment.</p>
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	<p>Searching the Internet effectively. Software skills: MS Publisher. Graphics manipulation.</p> <p><b>How will it be assessed?</b></p> <p>Whole class feedback on Internet Safety Fact Sheet.</p>	<p>Identify input, output and storage devices  Name at least five pieces of software  Understand what happens at the "Process" stage  Suggest appropriate input and output devices for a given scenario.  Explain what RAM and ROM are used for  Distinguish between main memory and permanent storage devices  Name the three stages in the Fetch Execute Cycle  Define Hz, MHz and GHz and state how these relate to the speed of the processor  Convert decimal (denary) integers to binary numbers  Convert binary numbers to decimal (denary) integers  Look up from a table the bit pattern for a given character  Show how characters can be represented in ASCII  Identify a binary number as odd or even  Understand the effect of adding an extra zero to a binary number  Add two binary numbers (each no more than eight binary digits)  Review the history and development of communication  Understand how modern communication and</p>	<p>conditions. Draw shapes using a screen turtle.</p> <p><b>Skills being developed</b></p> <p>Writing programs in Python to solve a problem using comparison operators, inputs, variables, If statements and loops.  Computational thinking skills.</p> <p><b>How will it be assessed?</b></p> <p>End of Unit Assessment.</p>	<p>Individual feedback on multimedia product.</p>	<p>out final tests and perform a self-evaluation.</p> <p><b>Skills being developed</b></p> <p>CSS Styling, website design, programming in HTML, creating a web form, testing and evaluation skills.</p> <p><b>How will it be assessed?</b></p> <p>Whole class feedback on final website.</p>	<p><b>How will it be assessed?</b></p> <p>Each task/product is self and/or teacher assessed</p>
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		<p>computing devices combine multiple technologies Discuss the different ways and applications in which modern technology is used Discuss future uses of technology and the pace of change (Moore's Law) 9.3 Understand how a flowchart works. Draw a simple flowchart making use of correct symbols. Create a comprehensive flowchart that describes a problem. Convert an algorithm into a flowchart. Write examples of basic pseudocode Use mathematical symbols, conditions, loops and variables in their pseudocode.</p> <p><b>Skills being developed</b></p> <p>9.2 Work independently to apply knowledge gained to tasks and activities.</p> <p>9.3 Drawing flowcharts to represent an algorithm.</p> <p>Metacognition skills in planning programming using flowcharts and pseudocode.</p>				
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		Developing algorithms for programming.  <b>How will it be assessed?</b>  9.2 End of Unit Assessment  9.3 Self/Peer assessed worksheets.				
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PSE (1)	<p><b>Topic/Content</b></p> <ol style="list-style-type: none"> <li>Wellbeing. New Challenges. Reframing negative thinking. Recognising mental ill health and when to get help. Promoting emotional wellbeing.</li> <li>Respectful relationships Families and parenting, healthy relationships, conflict resolution and relationship changes.</li> <li>Healthy Lifestyle. Diet, exercise, lifestyle balance and healthy choices and first aid.</li> </ol> <p><b>How does this link to prior learning?</b></p> <p>Y7 and Y8 Wellbeing. Y7 Transition and safety and health and puberty. Y8 Emotional wellbeing,</p> <p><b>Non-negotiable Experiences in the learning scheme</b></p> <ol style="list-style-type: none"> <li>Learn: about the challenges young people might face as they move through adolescence; ways to promote positive mental health to help manage these challenges; strategies to promote mental health and emotional wellbeing; about how negative thinking patterns can impact on our response to disappointments; strategies to build resilience by reframing negative thinking; how to recognise signs that someone might need support for mental health concerns; about mental health issues that most commonly affect young people; strategies to promote mental health and emotional wellbeing.</li> <li>Learn: about the relationship between physical and mental health; about balancing work, leisure, exercise and sleep; how to make informed healthy eating choices; how to manage influences on body image; to make independent health choices; to take increased responsibility for physical health, including testicular self-examination.</li> </ol>	<p><b>Topic/Content</b></p> <ol style="list-style-type: none"> <li>Employability skills/Setting Goals (Options Programme)</li> </ol> <p><b>How does this link to prior learning?</b></p> <p>Y7 Developing skills and aspirations. Year 8 Community and Careers.</p> <p><b>Non-negotiable Experiences in the learning scheme</b></p> <p>To develop an understanding of why the core subjects are necessary and compulsory for all students at KS4. To research careers/jobs and match them to your own likes and dislikes.</p> <p>To learn about the range of subjects which are available for all KS4 students. To consider which subjects they currently have an aptitude for and like and to investigate the benefits of the subjects on offer.</p> <p>To learn about what is needed for effective decision making. To understand a decision making model. To recognise who can help them with information and advice. To learn about post 16 pathways.</p> <p><b>Skills being developed</b></p> <p>To understand the school's core curriculum at KS4. To understand the option choices at KS4. To know what they would like to study at KS4.</p> <p>To be able to reflect on their careers journey so far. To understand what should be taken into account when making decisions. To understand how current choices can impact on their future.</p> <p>To understand the different choices that are available post 16.</p> <p><b>How will it be assessed?</b></p> <p>Entry and exit confidence checker.</p>	<p><b>Topic/Content</b></p> <ol style="list-style-type: none"> <li>Intimate Relationships Relationship and sex education including consent, contraception, the risk of STIs and attitudes to pornography.</li> <li>Peer influence, substance use and gangs Healthy and unhealthy friendships, assertiveness, substance misuse and gang exploitation.</li> </ol> <p><b>How does this link to prior learning?</b></p> <p>Y7 Building relationships, Y8 Identity and relationships, Y9 Respectful relationships.Y8 Drugs and Alcohol.</p> <p><b>Non-negotiable Experiences in the learning scheme</b></p> <ol style="list-style-type: none"> <li><b>Learn about:</b> about readiness for sexual activity, the choice to delay sex, or enjoy intimacy without sex; about myths and misconceptions relating to consent; about the continuous right to withdraw consent and capacity to consent about STIs, effective use of condoms and negotiating safer sex; about the consequences of unprotected sex, including pregnancy; how the portrayal of relationships in the media and pornography might affect expectations; how to assess and manage risks of sending, sharing or passing on sexual image; how to secure personal information online.</li> <li><b>Learn about:</b> how to distinguish between healthy and unhealthy friendships; how to assess risk and manage influences, including online; about 'group think' and how it affects behaviour; how to recognise passive, aggressive and assertive behaviour, and how to communicate assertively; to manage risk in relation to gangs; about the legal and physical risks of carrying a knife; about positive social norms in relation to drug and alcohol use; about legal and health risks in relation to drug</li> </ol>
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<p>3. Learn: about different types of families and parenting, including single parents, same sex parents, blended families, adoption and fostering; about positive relationships in the home and ways to reduce homelessness amongst young people; about conflict and its causes in different contexts, e.g. with family and friends; conflict resolution strategies; how to manage relationship and family changes, including relationship breakdown, separation and divorce; how to access support services. To learn about Breast Cancer Awareness and to learn about healthy sleep.</p> <p><b>Skills being developed</b></p> <p>1. To identify the range of opportunities and challenges young people might encounter as they move into adulthood; to explain strategies to help manage these challenges; to analyse how mental health and emotional wellbeing can change throughout life, often in response to external events. To describe different negative thinking patterns and consider their potential impact on wellbeing; to reframe negative thinking and identify ways to learn from setbacks. To recognise signs that someone might have mental health issues such as a mood disorder, stress or anxiety; to explain when and whom to tell if concerned for theirs or someone else's mental wellbeing; to describe the range of support available for those with emotional or mental health problems, including how best to access local services. To be able to: differentiate between healthy and unhealthy coping strategies and recognise the importance of using healthy ways to manage emotions; evaluate a range of ways to promote mental and emotional wellbeing; critique the reliability of sources of support in relation to mental health</p> <p>2. Family Life: to be able to: describe the options available to people who wish to make a long term</p>		<p>and alcohol use, including addiction and dependence.</p> <p><b>Skills being developed</b></p> <p>1. To be able to: explain what is mean by 'relationship abuse', identify the different types of abuse that can affect relationships, describe ways to get help with relationship abuse, explain what is meant by 'consent' and what this means within healthy relationships, explain some consequences of someone not receiving consent for sexual behaviour within a relationship, describe how and from where to access support, and how to support a friend who may be experiencing abuse, describe some of the risks in relation to sharing sexual images, explain the implications, including legal implications, of sending or forwarding sexual images, explain how and from where to get help if someone I know is being pressured to send or share inappropriate images. Be able to: can justify my opinion on whether something is a positive or negative way to act on first contact or early in relationships, to list questions which help a person to assess their readiness for sex, explain how and why it is wrong to assume someone is giving consent, state the legal definitions of freedom and capacity to consent, and describe the ethical considerations; explain that for someone to try to make another person more vulnerable or to mislead that person to make them trust them is wrong, and can be a very serious crime; list some of the main STIs, their symptoms and consequences, explain what someone should do if they have had unprotected sex or are worried they might have an STI, name the contraceptive methods which provide some protection against STI infection, name the main types of contraception and how they work to prevent conception and/or protect against STIs, describe when, where and how to access contraception, and how to seek help in the event of</p>
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<p>commitment; explain how a long term relationship can become legally binding; to recognise the unacceptability of forced marriage and identify support for someone who may be at risk; to describe the legal rights of people in different forms of long-term commitments; to explain why people might choose to marry and why marriage must be freely entered into; to analyse different attitudes towards marriage; to identify the roles and responsibilities of parents with respect to raising children; to evaluate the characteristics of successful parenting; to identify the specific challenges and responsibilities of parenting at different stages in a child's life.</p> <p>Embrace Difference. To: explain the impact of gender identity and sexual orientation stereotypes; to describe how the law protects people from discrimination; to describe what happened at the Stonewall Riots and how they have impacted LGBT+ people's lives today; to suggest ways we can help stop people being bullied for being different and ways to get support.</p> <p>The Adoptables. To Explain what is meant by the term 'adoption'. To describe what impact their actions and questions may have on an adopted young person. To explain how experiences in an adopted person's past may have an impact on them today.</p> <p>3. Breast Cancer awareness: To be able to identify signs and symptoms of breast cancer; to explain what breast cancer is and give reasons for why it may occur, to identify myths and key facts about breast cancer.</p> <p>Teenage Cancer Trust: To be able to confidently discuss sensitive topics; to describe what cancer is and understand that it can happen to anyone; to explain how cancer occurs using some correct terminology; to distinguish between facts and myths relating to cancer. To be able to: Give examples of 2 or more of the 5 main</p>	<p>contraception failure, apply knowledge of contraception to discuss the best contraceptive options in a range of scenarios, describe or demonstrate how to use a condom safely and know where and how to get them, feel confident to positively negotiate condom use within a relationship, reflect on own and others' feelings and beliefs about the options available in the event of an unplanned pregnancy, explain the factors which can affect decisions concerning an unplanned pregnancy, know how to access reliable sources of help if I, my partner or someone close to me has an unplanned pregnancy, justify own views around expectations in relationships, explain the issues around the sharing of sexual images, explain how pornography can distort relationship expectations and learn strategies to manage those expectations.</p> <p>2. To be able to: differentiate between the features of healthy friendships and those associated with gang membership, explain why the need to belong is important for young people and its significance in influencing behaviour and attitudes, explain why some young people may want to join a gang but most others do not, explain influences on decision-making about gangs, explain the risks and consequences of different gang behaviours, explain why gang members may find it hard to leave a gang, recognise when and how to get help, including when at risk through doing something illegal, explain the support available and describe or demonstrate exit strategies to help someone to leave a gang.</p> <p>To be able to: describe the names, appearance and effects of a range of illegal drugs, analyse their attitudes and beliefs about the prevalence of drug use amongst young people, assess the reasons why young people might choose to use or not use drugs, explain the legal terms 'possession', 'supply' and 'intent to supply' in relation to drugs, explain the short- and long-term legal consequences of being found in possession of, using, selling or supplying</p>	<p>contraception failure, apply knowledge of contraception to discuss the best contraceptive options in a range of scenarios, describe or demonstrate how to use a condom safely and know where and how to get them, feel confident to positively negotiate condom use within a relationship, reflect on own and others' feelings and beliefs about the options available in the event of an unplanned pregnancy, explain the factors which can affect decisions concerning an unplanned pregnancy, know how to access reliable sources of help if I, my partner or someone close to me has an unplanned pregnancy, justify own views around expectations in relationships, explain the issues around the sharing of sexual images, explain how pornography can distort relationship expectations and learn strategies to manage those expectations.</p> <p>2. To be able to: differentiate between the features of healthy friendships and those associated with gang membership, explain why the need to belong is important for young people and its significance in influencing behaviour and attitudes, explain why some young people may want to join a gang but most others do not, explain influences on decision-making about gangs, explain the risks and consequences of different gang behaviours, explain why gang members may find it hard to leave a gang, recognise when and how to get help, including when at risk through doing something illegal, explain the support available and describe or demonstrate exit strategies to help someone to leave a gang.</p> <p>To be able to: describe the names, appearance and effects of a range of illegal drugs, analyse their attitudes and beliefs about the prevalence of drug use amongst young people, assess the reasons why young people might choose to use or not use drugs, explain the legal terms 'possession', 'supply' and 'intent to supply' in relation to drugs, explain the short- and long-term legal consequences of being found in possession of, using, selling or supplying</p>
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<p>signs of cancer in young people; to explain why it is important to go to the doctor with any concerns about my health; to demonstrate or describe how to speak to a doctor about any concerns I have about my own or others' health.</p> <p>The Sleep Factor: To explain the impact of sleep on health and wellbeing; describe healthy sleep patterns and identify factors which can reduce sleep quality; describe a range of strategies for ensuring appropriate sleep patterns</p> <p><b>How will it be assessed?</b></p> <p>Entry and exit confidence checkers.</p>		<p>different classes of drugs, describe some of the health risks associated with occasional and problematic substance use, recognise and challenge myths related to cannabis use and drinking alcohol</p> <p><b>How will it be assessed?</b></p> <p>Entry and exit confidence checkers.</p>
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Drama (1)	<p><b>Topic/Content</b></p> <p>Practitioner Studies: Stanislavski / System of Rehearsal / Gothic Horror</p> <p><b>How does this link to prior learning?</b></p> <p>Creating character, techniques and conventions in developing characterisation and techniques in delivery (year 7 &amp; Y8 )</p> <p>Scripted, improvisation and devising skills SoL and associated terminology (Y7&amp;8)</p> <p>Staging Y7&amp;8)</p> <p>Emotive response and early realism script work Y7 Awkward Customer &amp; 8 Monologue, Duologue, Our Day Out)</p> <p>Creating and developing narrative – text and context</p> <p>Drama elements – mood, atmosphere and tension (timing work) mask &amp; duologue / monologue.</p> <p><b>Non-negotiable Experiences in the learning scheme</b></p> <p>Gothic Horror presentation evening.</p> <p>Theatre roles &amp; responsibilities, role of the writer, director and actor.</p>	<p><b>Topic/Content</b></p> <p>Practitioner Studies: Brecht / Theatre in Education – Drama Skills in Careers.</p> <p><b>How does this link to prior learning?</b></p> <p>Practitioner studies</p> <p>Creating character and characterisation skills</p> <p>Improvisation and Devising skills – to practitioner techniques (compare and contrast)</p> <p>Dramatic Conventions</p> <p>Theatre style and Genre</p> <p>Devising to research and thematic content</p> <p>Staging</p> <p><b>Non-negotiable Experiences in the learning scheme</b></p> <p>Parental showcase evening.</p> <p>Complete topic – learner investigation on Drama Skills and how they support future career choices. Job roles drama skills can enable. Theatre roles &amp; responsibilities, role of the writer, director and actor.</p> <p>Life choices, decision making, well-being.</p> <p><b>Skills being developed</b></p>	<p><b>Topic/Content</b></p> <p>Practitioner Studies: Steven Berkoff – Physical Theatre &amp; Text in Performance.</p> <p><b>How does this link to prior learning?</b></p> <p>Practitioner studies – making connections to early Propless (Y7) Mime (Y8) Brecht (Y9)</p> <p>Creating character and characterisation skills – Brecht caricature / stereotypes</p> <p>Improvisation and Devising skills – to practitioner techniques (compare and contrast)</p> <p>Dramatic Conventions Y7 term 1 and Y8 Mask and Y9 T.I.E.</p> <p>Theatre style and Genre</p> <p>Devising to research and thematic content</p> <p>Staging</p> <p>Students have experience of descriptive skills from initial term. Reminders of some of the terms and how they can be applied within non-fiction. Students are introduced to persuasive features within letters and open letters.</p> <p><b>Non-negotiable Experiences in the learning scheme</b></p>
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<p>Social, Cultural, Historical, Moral themes and issues explored throughout. Acts of kindness &amp; compassion, self-worth and value, law and crime.</p> <p><b>Skills being developed</b></p> <p>Gothic Horror fiction. Stanislavski's System of Rehearsal and Tool Kit. Terminology: Stanislavski, System of Rehearsal, Realism, The Given Circumstance, Terminology: Stanislavski, System of Rehearsal, Realism, The Given Circumstance. visualisation and Circle of Attention – Set 'In-the-Round' Through-line of Action' Emotion Memory Recall, Systems of Rehearsal, Dramatic Climax, Audience Anticipation – a feeling of expectation, Visual &amp; Auditory signs and signals, control of Pace, Pause and Timing, Mood, Atmosphere and Tension.</p> <p><b>How will it be assessed?</b></p> <p>Individual scene outcomes which present the application of the individual elements of Stanislavski's 'System of Rehearsal'.</p> <p>Production and performance of gothic drama. Creation of dramatic elements to deliver mood, atmosphere and tension.</p> <p>Performance outcome – application of skills in recorded performance.</p>	<p>Brecht's Tool Kit. Epic &amp; Immersive Theatre. Montage: Epic structure, Brecht and Epic Theatre: Creating Tableau, Ensemble, Chorus, Breaking the 4<sup>th</sup> Wall &amp; Addressing the Audience, Caricature, Multi-role &amp; Gestus, 3<sup>rd</sup> Person Address, Audience Participation, Immersive Theatre.</p> <p><b>How will it be assessed?</b></p> <p>Performance delivery of T.I.E.</p> <p>Application of Brechtian techniques.</p> <p>Coherence, clarity and communication of information.</p> <p>Performance outcome – application of skills in live 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>Relationships, love, compromise, disability and diversity.</p> <p><b>Skills being developed</b></p> <p>Contact and balance work. Balance, counter balance and resistance, transitions, levels, sequence and pivot, movement / dance phrase, retrograde, Floor, lift, throw and catch work. Rotations, forward / backward rolls and group rolls, entry and exit steps, cross-overs and throws, holds on the cradle and forward front straight (vertical hold). Forward facing straight and diagonal holds, the sash and horizontal hold (the cross). Forward facing straight and diagonal holds, the sash and horizontal hold (the cross), crossing levels, Expressionism.</p> <p><b>How will it be assessed?</b></p> <p>Performance delivery of devised and scripted physical theatre pieces.</p> <p>Application of Berkovian techniques.</p> <p>Coherence, clarity and communication of emotive intention through physical performance.</p> <p>Performance outcome – application of skills in live performance.</p>
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<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>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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**Topic/Content****NATURAL FORMS**

Pupils in year 9 will study two distinct units across the year. They will use the same structure, splitting each project into four clear elements, but each will use contrasting contextual sources to inform the developments and outcomes and also explore a range of different processes across the two themes. As pupils move through the options process, there is flexibility to adapt these units in line with either a fine art or photography focus.

**Investigate**

Investigate the work of a range of artists who have used natural form to inform their work in a variety of ways: Georgia O’Keeffe, Vincent Van Gogh, Henri Rousseau, Andy Goldsworthy, Karl Blossfeldt and David Hockney.

Pupils will describe and analyse their work and complete practical studies in a range of materials, drawing on the skills introduced and developed through Year 7 and 8 schemes of learning.

**Explore**

Pupils will use their observational studies created for AO3 to develop a range of experimental outcomes in a range of materials and processes, including; coloured pencil, watercolour paint, acrylic paint, ink, printing (mono-printing and lino-print), mixed media, charcoal, ink, ceramics and digital manipulation (TBC)

**Record**

Pupils will start with recording natural forms using line, then pencil tone, creating shape, form and texture. They will use a variety of materials and scales to record. Pupils will also use photographic processes to record their observations, utilising the outdoor learning space and the local community environment, investigating the texture and pattern of natural forms using the macro photography techniques.

**Present**

Pupils will bring together their experimental ideas into a set of final outcomes (minimum of 2) that fully represent the concept of natural forms. They will have clear links to the artists studied during the project and incorporate a range of materials and processes. Outcomes must include the use of wet media and either mixed media or 3D design, although pupils can make personal choices when completing these.

**Topic/Content****URBAN ENVIRONMENTS****Investigate**

Investigate the work of a range of artists who have used the urban environment to inform their work in a variety of ways: Banksy, Kurt Schwitters, Andy Warhol and Pop Art, Joseph Stella, Georgia O’Keeffe, local street artists (TBC), Bankside Gallery.

Pupils will describe and analyse their work and complete practical studies, in a range of materials, drawing on the skills introduced and developed through Year 7 and 8 schemes of learning.

**Explore**

Pupils will use their observational studies created for AO3 to develop a range of experimental outcomes in a range of materials and processes, including; coloured pencil, watercolour paint, acrylic paint, ink, printing (mono-printing and lino-print), mixed media, charcoal and digital manipulation and animation techniques.

**Record**

Pupils will start with recording man-made forms using line, then pencil tone, creating shape, form and texture. They will use a variety of materials and scales to record.

Pupils will also use photographic processes to record their observations, utilising their local urbanised areas and communities, investigating the structures, shape, texture and pattern of man-made and architectural forms.

**Present**

Pupils will bring together their experimental ideas into a set of final outcomes (minimum of 2) that fully represent the concept of their urban environment. They will have clear links to the artists studied during the project and incorporate a range of materials and processes. Outcomes must include the use of wet media and either mixed media or 3D design, although pupils can make personal choices when completing these. Clear links to their local areas and communities must be evidenced within their outcomes.

Design plans and proposals will be produced and annotated using subject specific language.



Design plans and proposals will be produced and annotated using subject specific language.

### **How does this link to prior learning?**

Pupils will continue to build on the skills and knowledge introduced, sequences and embedded through the year 8 and 9 schemes of learning.

The formal elements will continue to be used to underpin each aspect of development.

Observational drawing skills will be refined, focusing on recording from primary resources.

Pupils will continue to work in materials that are familiar to them, including pencil, pencil crayon, watercolour paints, acrylic paints and clay, but will investigate more advanced processes when working in these, including developing larger scale outcomes and moving to create 3D ceramic outcomes, building on the use of 3D relief in year 8.

Use of subject specific terminology will continue to be used to describe and analyse the work of artists, but more extended written responses will be created during 'Investigate'.

Knowledge will be used to introduce some additional materials and processes, working with inks and some photographic processes.

### **Non-negotiable Experiences in the learning scheme**

Pupils will create responses to each of the specific foci, investigate, explore, record and present.

They will investigate the work of at least three artists, producing practical studies of their work and extended written analytical responses, supported by the art annotation guide.

Presentation of a series of observational studies of natural forms from primary resources in a minimum of 3 materials, one will be wet media.

Photography used to record observations of natural forms.

Explore will allow pupils to expand their understanding of a range of different processes, applying their prior knowledge.

Two final outcomes which bring together the elements of investigate, record and explore in a clear and identifiable sequence.

3D ceramic outcome for explore and/or present.

### **How does this link to prior learning?**

Pupils will continue to build on the skills and knowledge introduced, sequences and embedded through the year 7, 8 and 9 Natural Forms schemes of learning.

The formal elements will continue to be used to underpin each aspect of development.

Recording will have more of a focus on the use of secondary sources, however photography skills used in the Natural Forms project will be utilised to record aspects of their urban environments.

Pupils will continue to work in materials that are familiar to them, including pencil, pencil crayon, watercolour paints, acrylic paints and clay, but will investigate more advanced processes when working in these, including developing larger scale outcomes more conceptual mixed media outcomes, combining fine art and photographic responses.

Use of subject specific terminology will continue to be used to describe and analyse the work of artists, but more extended written responses will be created during 'Investigate'.

Knowledge will be used to introduce some additional materials and processes, developing static photographic responses into animated sequences.

### **Non-negotiable Experiences in the learning scheme**

Pupils will create responses to each of the specific foci, investigate, explore, record and present.

They will investigate the work of at least three artists, producing practical studies of their work and extended written analytical responses, supported by the art annotation guide.

Presentation of a series of observational studies of aspects of urban environments from secondary sources in a minimum of 3 materials, one will be wet media.

Photography used to record observations of urban environments.

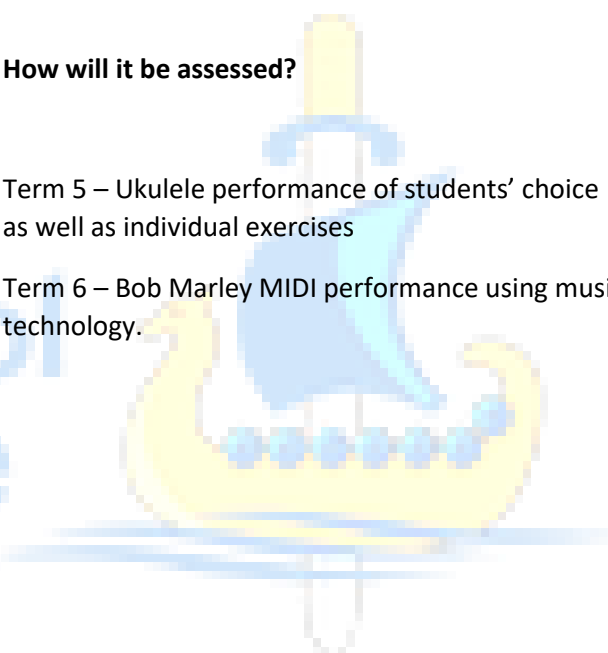
Explore will allow pupils to expand their understanding of a range of different processes, applying their prior knowledge.

Two final outcomes which bring together the elements of investigate, record and explore in a clear and identifiable sequence.

Animated and mixed media outcomes.

<p>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.</p> <p><b>Skills being developed</b> Understanding of how the sequence of investigate, record, explore and present brings together their studies and personal responses and realises their intentions. Practical skills and understanding of the use of pencil, pencil crayon, paints (watercolour and acrylic), printing techniques, ceramics, and photography. The ability to evaluate their outcomes, making more personalised choices and taking independent creative risks.</p> <p><b>How will it be assessed?</b> Each individual element will be reviewed, and formative feedback provided at regular intervals. This may be in the form of verbal feedback that will be logged, or written teacher comments. Once complete each section will be summatively assessed with basic key criteria, providing a mark and specific next steps for development. Once all four elements have been completed the all outcomes will be assessed holistically.</p>	<p>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.</p> <p><b>Skills being developed</b> Understanding of how the sequence of investigate, record, explore and present brings together their studies and personal responses and realises their intentions. Practical skills and understanding of the use of pencil, pencil crayon, paints (watercolour and acrylic), printing techniques, photography, animation and mixed media. The ability to evaluate their outcomes, making more personalised choices and taking independent creative risks.</p> <p><b>How will it be assessed?</b> Targets and areas for development will be carried over from the Natural Forms project. Each individual element will be reviewed, and formative feedback provided at regular intervals. This may be in the form of verbal feedback that will be logged, or written teacher comments. Once complete each section will be summatively assessed with basic key criteria, providing a mark and specific next steps for development. Once all four elements have been completed the all outcomes will be assessed holistically.</p>
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<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Music (1)</p>	<p><b>Topic/Content</b></p> <p><b>Term 1 – Romantic Music</b></p> <p><b>Term 2 – Music for Film</b></p> <p><b>How does this link to prior learning?</b></p> <p>Students have looked at Western art Music from Medieval Music onwards up to Romanic Music in years 7 and 8. They will now look at Western Art music to the present day. This will link to Music for Film as a style of music that creates emotion, portrays feelings and atmosphere. Elements of music such as dynamics, tempo, harmony, pitch, timbre and texture will also be built on during both of these topics. Students are building on their knowledge and learning further how to use these to create their own music that tells a story and is a suitable accompaniment to on-screen gothic horror.</p> <p><b>Non-negotiable Experiences in the learning scheme</b></p> <p>Links to History and science in the Industrial revolution and the development of instruments and music because of it. The development of the soundtrack as technology developed. Looking at the work of published composers, music tech, sound engineering, recording, performing. Composing for a purpose. Benefits of listening to music. Outlet for emotions and music though emotions. Relationship between music and mood/feelings. Positive feedback and constructive criticism. Development of music and instruments based on historical events. History of Western Music. Working together,</p>	<p><b>Topic/Content</b></p> <p><b>Term 3 - Advanced Rhythm</b></p> <p><b>Term 4 - Popular Music from 1980-the present day</b></p> <p><b>How does this link to prior learning?</b></p> <p>Building on basic rhythms learned in year 7 and syncopated rhythms in year 8 with another composition and arrangement as part of a group as well as a performance. Building on knowledge of World Music to add music from West-Africa as well as looking at various rhythms from around the world. Students have looked at popular music up until 1980 and will not complete this looking at music to the current time. Students will continue to sing and will now include at least one harmony parts in all their songs.</p> <p><b>Non-negotiable Experiences in the learning scheme</b></p> <p>Greater knowledge of music and cultures and the way the two link from around the World eg. The Griots of West-Africa. Looking at the work of published composers and musical artists. Recording our work using basic sound engineering and technology. Songs as a way to understanding both emotions and historical development. The influences of World styles as they travel around the world and mix with that of others. Historical development of music in the Western World. Working together, reciprocity, listening to others, how to listen respectfully, treatment of others throughout history.</p>	<p><b>Topic/Content</b></p> <p><b>Term 5 – Ukulele</b></p> <p><b>Term 6 – Music from the Caribbean</b></p> <p><b>How does this link to prior learning?</b></p> <p>Looked at pitch and now extending this to look at other ways in which music can be written down. Development of playing rhythms and as part of a group. Adding to knowledge on music from around the World and how this has altered as people move around and music mixes to create new styles in roots.</p> <p>Students will continue to sing and will now include harmony parts in all their songs.</p> <p><b>Non-negotiable Experiences in the learning scheme</b></p> <p>How instruments are made. Cubase as a way to realising compositions and the use of music technology. Looking at the work of published composers and musical artists. Recording our work using basic sound engineering and technology. Music for Pleasure (ukulele). The influences of World styles as they travel around the world and mix with that of others. Fusion. Working together, reciprocity, listening to others, how to listen respectfully, treatment of others throughout history.</p>
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	<p>reciprocity, listening to others, how to listen respectfully.</p> <p><b>Skills being developed</b></p> <p>Romantic Music, Nationalism, Symphony Orchestra, Mood, The Elements of Music, leitmotif, major and minor scales, dissonance, consonance, underscore, digetic and non-digetic music, MIDI</p> <p>Beats in a bar, time signatures, note durations, scales, chords, intervals.</p> <p><b>How will it be assessed?</b></p> <p>Term 1 – In the Hall of the Mountain King Performance</p> <p>Term 2 - Gothic Horror Soundtrack</p>	<p><b>Skills being developed</b></p> <p>Polyrhythm, triplets, semiquavers, dotted notes, 5/4 and 7/4 time signatures. Mersey Beat, flanger, portamento, glissando, string bending, sliding, fusion, punk, grunge, funk, riff. Beats in a bar, time signatures, note durations, structure and balance, pentatonic scales, chords, intervals.</p> <p><b>How will it be assessed?</b></p> <p>Term 3 – Advanced Rhythm Composition</p> <p>Term 4 – Popular Music performance of “Sweet Dreams” by the Eurhythmics.</p>	<p><b>Skills being developed</b></p> <p>Calypso, steel pan, reggae, roots, fusion, MIDI, Beats per Minute, Beats in a bar, time signatures, note durations, structure and balance, scales, chords, intervals</p> <p><b>How will it be assessed?</b></p> <p>Term 5 – Ukulele performance of students’ choice as well as individual exercises</p> <p>Term 6 – Bob Marley MIDI performance using music technology.</p> 
RE	<p>The RE curriculum is being reviewed as part of a locally agreed syllabus, through consultation between the schools. More detail on this will be shared shortly.</p>		